

**WORKPLACE BULLYING AS PSYCHOLOGICAL VIOLENCE IN INSTITUTIONS OF
HIGHER LEARNING**

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NOVEMBER 2013

**WORKPLACE BULLYING AS PSYCHOLOGICAL VIOLENCE IN INSTITUTIONS OF
HIGHER LEARNING**

BY

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(B.A. MAITRISE, DIPCO, M.Ed.)**

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AT THE

**UNIVERSITY OF THE FREE STATE
BLOEMFONTEIN**

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NOVEMBER 2013

DECLARATION

I, ILONGO FRITZ NGALE, hereby declare that the thesis I have submitted entitled “Workplace bullying as psychological violence in institutions of higher learning”, for the degree

PHILOSOPHIAE DOCTOR

at the University of the Free State is my original and independent work, which has not been submitted by me at any other university or faculty. All the sources mentioned have been duly acknowledged.

I furthermore cede copyright of the thesis in favor of the University of the Free State.

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NOVEMBER 2013

LANGUAGE EDITING ATTESTATION



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To whom it may concern

Dear Sir/Madam,

I write to testify that the thesis entitled “Workplace Bullying as Psychological Violence in Institutions of Higher Learning” by Ilongo Fritz Ngale was submitted for language editing in the English Department of the National University of Lesotho, and has effectively been edited by Dr. Beatrice Ekanjume who is the Head of the English Department and a professional editor.

Should you need more information, please feel free to contact me.

Yours faithfully,

Dr. B. Ekanjume
Head, English Department

SCOURGE OF THE CENTURY

By **Ilongo Fritz Ngale**

*I want change at the highest possible levels
To rethink perspective,
But not when restructuring becomes an abuse
Misuse of status
Seeking to suppress the will of others
Through the wheel that demeans cynically,
Dawn of the scourge of the century.*

*All stakeholders are implicated in the macabre game
Aiming to make all lame
Taming the intention to freedom
In the bullying kingdom,
Rendering subordinates and even super-ordinates serfs
Of the surfs of doom
Booming out violence
Through the violin of the workplace now turned notorious,
Tuned to frequencies that run riot
From horizontal, top to bottom and even bottom to top rhythms of strife,
Marring the workplace with the ominous dirge
Of the scourge of the century.*

*Like a chameleon the scourge transforms magically
Leaving a wake tragic,
Making the bullied wrecks floating like abandoned flotsam*

*On the tossing waves
Blown by unknown agendas
Endangering the race of the meritorious
Which battle in stifling pens
Hemmed in by negative self image,
Generating eroding negative emotions,
Crippling low energy levels
That sabotage self motivation,
To promote mediocrity,
Unheeded cry of the mortally wounded
By the scourge of the century.*

*As a last resort
Most victims scream within,
Hardly daring to be daring
Seeking escape more than fighting to remain the cream,
Opting for ineffective defense mechanisms
Few rising to the challenge,
That of cresting to higher heights of self realization
Thanks to an internal locus of control
That controls the scourge of the century.*

*All the victims are hoping against hope
To be treated with respect
Based on ideals of justice, fairness, and human rights,
Far from the raw deals of workplace bullying
That flays minds with the whip of scorn*

*Sowing the corn of fear,
But it's time for the diagnosis
That makes the prescription to oust the monster,
Through the models of reconciliation
And integral dialogue
Of all stakeholders of tertiary institutions,
Since the scourge once exposed begins to wilt
And dissolve into the abyss of inhumanity
From whence sprang the scourge
Of the century,
Only when all treat all like humans
Through a philosophy of life
With a humane face.*

DEDICATION

THIS WORK IS DEDICATED TO MY WIFE, BEATRICE; MY LATE DAD PETER ESOKA ILONGO; MY MOM, MARY NAMONDO ILONGO; AND CHILDREN, FRITZ JR, ANNICK, LAETICIA, DOREEN-PEARL AND KING

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To God is all the Glory for the fulfillment of this dear wish of mine through His infinite Grace and Mercies.

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- To all well-wishers I say thank you all for the prayers of success that spurred me on in times of trials in the accomplishment of this work.

May all the aforementioned be blessed in their own endeavors by our Lord Jesus Christ.

GENERAL ORIENTATION

This is to testify that this thesis was done following regulations number A88 and A116, and code number PSE 900 of 2013, of the PhD yearbook of the Faculty of Education, Department of Psychology of education, of the University of the Free State.

The title of the thesis being:

WORKPLACE BULLYING AS PSYCHOLOGICAL VIOLENCE IN INSTITUTIONS OF HIGHER LEARNING

This thesis reveals that staff of higher institutions of learning experience psychological violence through workplace bullying.

TABLE OF CONTENTS

Declaration	iii
Language editing attestation	iv
Scourge of the century: poem on workplace bullying	v
Dedication	viii
Acknowledgements	ix
General orientation	xi
Table of contents	xii
List of tables	xxiv
List of figures	xxvi
List of annexures	xxvii
Abstract	xxviii
Opsomming	xxx

CHAPTER 1: GENERAL ORIENTATION

1.1 Introduction	1
1.2 Background to the study	1
1.3 Rationale behind the study	2
1.4 Problem statement and research questions	3
1.5 Purpose of the study	4
1.6 Research design	5
1.6.1 Research paradigm	6
1.6.2 Selection of participants	7
1.6.3 Data collection	7
1.6.4 Data analysis	7
1.6.5 Findings	8
1.6.6 Trustworthiness	8
1.6.7 Assumptions	8
1.6.8 Ethical considerations	9
1.7 Theoretical Framework	9
1.8 Thesis outline	10
1.9 Key concepts of the study	11
1.10 Value of the research	12

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction	13
2.1.1 The historical evolution of workplace bullying	13
2.1.2 Defining workplace bullying: circumscribing the nature and features of a complex and multi-faceted concept	15
2.1.3 Characteristics of workplace bullying	18
2.1.4 Types of Workplace Bullying	20
2.1.5 Antecedents of Workplace Bullying	22
2.1.5.1 Individual Antecedents of workplace bullying	23
2.1.5.2 Organizational antecedents of workplace bullying	26
2.1.5.3 Socio-cultural antecedents of workplace bullying	26
2.1.6 Effects of workplace bullying	27
2.1.6.1 Individual psychological level	27
2.1.6.2 Individual physical and physiological levels	28
2.1.6.3 Effects of workplace bullying on secondary targets	29
2.1.6.4 Organizational level	29
2.2 Theories and models of workplace bullying	31
2.2.1 Three Way Model of Workplace Bullying	31
2.2.1.1 Levels of the Three Way Model of Workplace Bullying	32
2.2.2 The Job Demands-Resources (JDR) Model	33
2.2.2.1 Main assumptions of JD-R Model	33

2.2.2.2 The JD-R model and workplace bullying	35
2.2.2.3 The JD-R Model and employee psychological wellness	36
2.2.3 Salin’s model for explaining workplace bullying through enabling, motivating and precipitating structures and processes in the work environment	38
2.2.4 The Integral Model of Workplace Bullying (IMWB)	41
2.2.4.1 The enabling-triggering-projector intrapersonal core of workplace bullying	43
2.2.4.2 The neutral-passive-reflector-motivating middle-belt of workplace bullying	45
2.2.4.3 The sustaining dimension of workplace bullying	47
2.2.4.4 The reinforcing zone of workplace bullying	48
2.3 Workplace bullying and psychological wellness	49
2.3.1 The concept of wellness	49
2.3.2 Psychological wellness in perspective	50
2.3.3 Workplace psychological wellness constructs	51
2.3.3.1 Self Actualization	51
2.3.2.2 Sense of coherence	51
2.3.2.3 Locus of control	51
2.3.2.4 Emotional intelligence	52
2.3.3 Theories and models of psychological wellness	52
2.3.3.1 Positive psychology	52
2.3.3.2 Systems psychodynamic model	57

2.3.3.3 Integral Model of Psychological Non-Wellness: outcome of workplace bullying force, distress, and inefficient coping strategies	62
2.4 Bullying in academe: perspectives	70
2.4.1 Prevalence of workplace bullying among academics	70
2.4.2 Causes of workplace bullying among academics	71
2.4.2.1 The Neoliberalist ethos in universities	71
2.4.2.2 Injustice and Aggression	73
2.4.2.3 Norm Violations and Aggression	73
2.4.2.4 Elicitation of Frustration, Stress, and Aggression	74
2.4.2.5 Negative Affect, Physiological Arousal, and Aggression	74
2.4.2.6 Organizational culture and climate	75
2.4.2.7 Insufficient Legal Recourse/Deterrent	75
2.4.2.8 Leadership vacuums	76
2.4.3 Forms of workplace bullying in institutions of higher learning	76
2.4.4 Impacts of workplace bullying in university settings	77
2.5 Summary: the link between workplace bullying, psychological wellness, and academe	78
2.6 Conclusion	79

CHAPTER 3: RESEARCH METHODOLOGY AND PARADIGM

3.1 Introduction	82
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3.2 Qualitative research methodology	82
3.2.1 History of qualitative research: heterogeneous and multiple perspectives	82
3.2.2 Characteristics of qualitative research design	83
3.2.3 Strengths and criticisms of qualitative research methodology	84
3.2.3.1 Strengths of qualitative research	84
3.2.3.2 Criticisms of qualitative research	85
3.3 Interpretative Phenomenological Analysis	86
3.3.1 Rationale and characteristics of IPA	86
3.3.2 Locale of the research	88
3.4 Pilot study in qualitative research	88
3.5 Qualitative research sampling	88
3.5.1 Participants	89
3.6 Qualitative data collection	90
3.6.1 The role of the researcher	90
3.6.2 The semi-structured interview	91
3.7 Validity and reliability in qualitative research	92
3.7.1 Validity in qualitative research	92
3.7.2 Reliability in qualitative research	95
3.8 Qualitative data analysis: an Interpretative Phenomenological Analytic framework	97
3.9 Ethical issues in qualitative research	98

3.9.1 Obligations	99
3.9.2 Benefits	100
3.10 Summary	100

CHAPTER 4: PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction	101
4.2 Description of participants	102
4.3 Theme analysis	107
4.3.1 Theme one: defining workplace bullying	107
4.3.1.1 Sub-theme one: abuse of status	108
4.3.1.2 Sub-theme two: covert and or overt negative behaviors	109
4.3.1.3 Sub-theme three: premeditated intention to impose one's will and suppress that of others	110
4.3.1.4 Sub-theme four: devaluing others	111
4.3.1.5 Sub-theme five: causing harm to the victims of bullying	112
4.3.2 Theme two: sources of workplace bullying	114
4.3.3 Theme three: forms of workplace bullying	116
4.3.3.1 Sub-theme one: devaluing	116
4.3.3.2 Sub-theme two: expatriate syndrome	118
4.3.3.3 Sub-theme three: authoritarian management and usurpation of power	121
4.3.3.4 Sub-theme four: communication bullying	124

4.3.3.5 Sub-theme five: unknown politicized agenda	126
4.3.3.6 Sub-theme six: economic/financial bullying	128
4.3.4 Theme four: workplace bullying and psychological wellness	129
4.3.4.1 Sub-theme one: negative self-image	129
4.3.4.2 Sub-theme two: negative emotions	130
4.3.4.3 Sub-theme three: low energy level	133
4.3.4.4 Sub-theme four: minimal self-motivation	134
4.3.5 Theme five: coping with workplace bullying	136
4.3.5.1 Sub-theme one: denying-withdrawing-helplessness	137
4.3.5.2 Sub-theme two: group support systems	138
4.3.5.3 Sub-theme three: self-valorization	140
4.3.5.4 Sub-theme four: physical exercises	141
4.3.6 Theme six: managing workplace bullying	142
4.3.6.1 Sub-theme one: inclusive staff valorization	142
4.3.6.2 Sub-theme two: open communication	144
4.3.6.3 Sub-theme three: professional humane change	145
4.3.6.4 Sub-theme four: continuity	146
4.3.6.5 Sub-theme five: professional services	147
4.4 Summary	148

CHAPTER 5: DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction	150
5.2 Summation of findings	150
5.3 Findings as they relate to literature and models generated by the researcher	151
5.3.1 Theme one: defining workplace bullying	151
5.3.2 Theme two: sources of workplace bullying	156
5.3.3 Theme three: forms of workplace bullying	162
5.3.4 Theme four: workplace bullying and psychological wellness	170
5.3.5 Workplace bullying as anti-positive psychology	175
5.3.6 Theme five: coping with workplace bullying	181
5.3.7 Theme six: managing workplace bullying in the National University of Lesotho	188
5.4 Conclusion	193

CHAPTER 6: DEVELOPMENT OF INTEGRAL MODELS OF WORKPLACE BULLYING

6.1 Introduction	197
6.2 The Integral Model of Workplace Bullying	198
6.2.1 The enabling-triggering-projector intrapersonal core of workplace bullying	198
6.2.2 The neutral-passive-reflector-motivating middle-belt of workplace bullying	200
6.2.3 The sustaining dimension of workplace bullying	201

6.2.4 The reinforcing zone of workplace bullying	202
6.3 The Integral Model of Psychological Non-Wellness	203
6.3.1 Low individuation	203
6.3.2 Mindlessness or negative being quotient	204
6.3.3 Thoughtlessness or negative knowing quotient	204
6.3.4 ‘Willessness’ or negative doing quotient	205
6.3.5 Minimal workplace interactions	205
6.3.6 Minimal service	205
6.4 Workplace bullying in the National University of Lesotho (NUL) in the light of the Integral Model of Workplace Bullying (IMWB)	206
6.4.1 Analyzing interviewees’ definition of workplace bullying in the light of the Integral Model of Workplace Bullying	211
6.4.2 Analyzing forms of workplace bullying in the light of the researcher’s model of workplace bullying	213
6.5 The Integral Model of Workplace Bullying and psychological non-wellness among interviewed NUL staff	217
6.5.1 Psychological Non-Wellness in NUL in the light of the Integral Model of Psychological Non-Wellness	220
6.5.2 Workplace bullying and psychological wellness in the light of IMWB and IMPNW	224
6.6 The Integral Anti-bullying and Psychological Wellness Enhancement Model	

(IAPWEM)	225
6.7 Summary	232
CHAPTER 7: FINAL SYNOPSIS	
7.1 Introduction	234
7.2 Revisiting the research questions	235
7.2.1 What is workplace bullying?	235
7.2.2 What are the sources of workplace bullying in institutions of higher learning?	238
7.2.3 What are the prevalent forms of workplace bullying in the National University of Lesotho?	239
7.2.4 How does workplace bullying influence the psychological wellness of staff?	243
7.2.5 How do members of staff cope with workplace bullying?	246
7.2.6 How can workplace bullying be effectively managed in institutions of higher learning?	249
7.3 Trustworthiness of the study	252
7.3.1 Credibility	252
7.3.2 Transferability	252
7.3.3 Dependability	253
7.4 Recommendations	253
7.4.1 Recommendations for managing workplace bullying	253
7.4.1.1 Recommendations for government anti-bullying policies	253

7.4.1.2. Recommendation for managing the consequences of workplace bullying	255
7.4.2 Suggestions for further studies	256
7.4.3 Limitations of the study	257
7.4.4 Strengths of the study	258
7.4.5 Contributions of the study	260
7.4.6 Closing reflections	262
REFERENCES	265

LIST OF TABLES

Table 2.1: Predictions of the Job Demands-Resources Model based on additive effects	37
Table 4.1: Themes and sub-themes	106
Table 4.2: Excerpts on abuse of status	108
Table 4.3: Excerpts on covert and or overt negative acts	109
Table 4.4: Excerpts on premeditated intention to impose one's will and suppress that of others	110
Table 4.5: Excerpts on devaluing others	111
Table 4.6: Excerpts on causing harm to the victims of bullying	113
Table 4.7: Excerpts on sources of workplace bullying	115
Table 4.8: Excerpts on devaluing	116
Table 4.9: Excerpts on expatriate syndrome	118
Table 4.10: Excerpts on authoritarian management and usurpation of power	121
Table 4.11: Excerpts on communication bullying	125
Table 4.12: Excerpts on unknown politicized agenda	127
Table 4.13: Excerpts on economic/financial bullying	128
Table 4.14: Excerpts on negative self-image	130
Table 4.15: Excerpts on negative emotions	130
Table 4.16: Excerpts on low energy level	133
Table 4.17: Excerpts on minimal self-motivation	134
Table 4.18: Excerpts on denying-withdrawing-helplessness	137

Table 4.19: Excerpts on group support systems	139
Table 4.20: Excerpts on self-valorization	140
Table 4.21: Excerpts on physical exercises	141
Table 4.22: Excerpts on inclusive staff valorization	143
Table 4.23: Excerpts on open communication	144
Table 4.24: Excerpts on professional humane change	145
Table 4.25: Excerpts on continuity	146
Table 4.26: Excerpts on professional services	148
Table 5.1: Workplace bullying sources in the National University of Lesotho	156
Table 5.2: Key elements in positive psychology and workplace bullying	175
Table 5.3: Comparing ‘flow’ and workplace bullying	179
Table 6.1: Defining workplace bullying in NUL, in the light of the Integral Model of Workplace Bullying	211
Table 6.2: Forms of workplace bullying in NUL, in the light of the Integral Model of Workplace Bullying	214

LIST OF FIGURES

Figure 2.1: Integral Model of Workplace Bullying	42
Figure 2.2: Integral Model of Psychological Non-Wellness	63
Figure 6.1: Interactions of the variables of the Integral Model of Workplace Bullying for interviewed staff of the National University of Lesotho	207
Figure 6.2 The Integral Model of workplace bullying and psychological non-wellness among NUL academic staff	218
Figure 6.3: Interactions of the variables of the Integral Model of Psychological Non-Wellness	220
Figure 6.4: Integral Anti-bullying and Psychological Wellness Enhancement Model (IAPWEM)	227

LIST OF ANNEXURES

Annexure A: Letter of introduction to National University of Lesotho (NUL)	
Respondents	302
Annexure B: Main orientations of semi-structured interview to NUL academic staff	303
Annexure C: Consent form for semi-structured interview to NUL academic staff	304
Annexure D: Original transcript	306

ABSTRACT

This study aimed at exploring workplace bullying as psychological violence in institutions of higher learning in general and among the academic staff of the National University of Lesotho in particular. The purpose this study was to find out the sources and forms of workplace bullying in the National University of Lesotho, to determine the influence of workplace bullying on staff psychological wellness, to analyse how staff cope with workplace bullying, and develop workplace bullying and psychological wellness models for effective management of workplace bullying.

The methodology for this study was the qualitative research approach, with an overarching intention of making meaning out of the meaning made by interviewees of their experiences related to workplace bullying. Data for this study was collected through a semi-structured interview on twenty academic staff members of the aforementioned institution. Data analysis was done through the iterative and inductive methods of the Interpretive Phenomenological Analysis (IPA), for the generation of an integrated narrative of interviewees' meaning making of their experiences of workplace bullying.

The findings of the study highlighted the following issues:

Interviewees defined workplace bullying to include the following aspects: abuse of status, covert and or overt negative behaviors, premeditated intention to impose one's will and suppress that of others, devaluing others, and causing harm to the victims of bullying.

From the sources of workplace bullying in the present study, it emerged that university restructuring of the National University of Lesotho (NUL) is the most important source of workplace bullying, preceding management, colleagues, students, faculty academic hierarchy, and faculty administrative hierarchy in that order.

Staff devaluing, expatriate syndrome, authoritarian management and usurpation of power, communication bullying, unknown politicized agenda, and economic/financial bullying were the main forms of workplace bullying experienced by the interviewees of the present study.

Interviewees experienced negative self image, negative emotions, low energy level, and minimal self motivation as consequences of workplace bullying on their psychological wellness.

Interviewees coped effectively and ineffectively with workplace bullying through denying-withdrawing-helplessness, group support systems, self valorization, physical exercises, and displacement. Two special cases were highlighted by this study in relation to the proactive mechanisms they used to cope with workplace bullying, i.e. a sense of self worth, resourcefulness, and an internal locus of control.

In order to effectively manage workplace bullying, interviewees suggested the following strategies: inclusive staff valorization, open communication, professional humane change, continuity, and the provision of professional services.

The researcher proposed the following models to facilitate understanding and management of workplace bullying: The Integral Model of Workplace Bullying, The Integral Model of Psychological Non-Wellness, workplace bullying in the National University of Lesotho in the light of the Integral Model of Workplace Bullying, The Integral Model of Workplace Bullying and Psychological Non-Wellness, Psychological Non-Wellness in NUL in the light of the Integral Model of Psychological Non-Wellness, and The Integral Anti-bullying and Psychological Wellness Enhancement Model (IAPWEM). Recommendations were also made by the researcher for the development by the Lesotho government of anti-bullying policies.

Since this study revealed the link between workplace bullying and university restructuring in NUL, the researcher hopes that the necessary awareness raising intended through this study will elicit proactive, creative and in-depth concerted actions by all stakeholders of the higher education system of Lesotho in particular and of Africa in general. Finally, it is the fervent hope of the researcher that results of this study will also highlight the inevitability of the ongoing university reforms, while emphasizing the categorical imperative that this process be carried out in a humane spirit that treats university staff with dignity, respect, fairness, and justice, in order to mitigate the nefarious effects of workplace bullying.

Key words: Workplace Bullying, Psychological Violence, Institutions of Higher Learning

OPSOMMING

Hierdie studie ondersoek afknouery by die werk as 'n vorm van psigiese geweld aan hoëronderwysinstellings in die algemeen en onder die akademiese personeel van die Nasionale Universiteit van Lesotho in die besonder. Die doel van hierdie studie was om die oorsake en verskillende vorms van afknouery by die werk by die Nasionale Universiteit van Lesotho te ondersoek; om die invloed van die afknouery by die werk op die sielkundige welstand van personeel vas te stel; om te analiseer hoe personeel afknouery by die werk hanteer; asook die ontwikkeling van modelle rakende die hantering van afknouery by die werk en psigiese welstand vir die effektiewe hantering van afknouery by die werk.

In hierdie studie het die navorser van die kwalitatiewe navorsingsbenadering gebruik gemaak met die oorkoepelende doel om beter begrip te hê vir die ervarings van deelnemers met betrekking tot afknouery by die werk. Data vir hierdie studie is ingesamel deur middel van semi-gestruktureerde onderhoude met twintig akademiese personeellede aan die genoemde instelling. 'n Data-analise is gedoen deur die iteratiewe en induktiewe insamelingsmetodes van die Interpretierende Fenomenologiese analise (IPA), ten einde 'n algemene geïntegreerde begrip te verkry van hoe deelnemers betekenis verleen aan hul ervarings van afknouery by die werk.

Die bevindings van die studie beklemtoon die volgende aspekte:

Deelnemers se definisies van afknouery by die werk sluit die volgende aspekte in, naamlik: die misbruik van status, verskuilde of openlike negatiewe gedrag, voorbedagte voorneme om 'n mens se wil af op ander af te dwing en te onderdruk en dié van ander te devalueer, en om van die slagoffers van afknouery by die werkskade te berokken.

Vanuit die bronne rakende afknouery by die werk wat in die huidige studie gebruik is, blyk dit dat die herstrukturering van die Nasionale Universiteit van Lesotho (NUL) aangehaal is as die belangrikste bron van afknouery by die werk en in die volgende volgorde geïdentifiseer is: afknouery by die werk deur die bestuur, kollegas, studente, fakultêre akademiese en administratiewe hiërargieë.

Die personeel in hierdie studie het personeel-devaluasie, uitgewekene-sindroom, outoritêre bestuur, oorname van krag, kommunikasiebullebakkerie, onbekende verpolitiseerde agendas en

ekonomiese/finansiële bullebakkery as die belangrikste vorme van afknouery by die werk geïdentifiseer. Deelnemers ervaar negatiewe selfbeeld, negatiewe emosies, lae energievlakke, en minimale selfmotivering as gevolg van die negatiewe effek van afknouery by die werk op hulle sielkundige welstand.

Deelnemers hanteer afknouery by die werk effektief of oneffektief deur middel van “ontkenning-onttrekking-hulpeloosheid”, groep-ondersteuningsisteme, selfvalorisering, fisiese oefening en verplasing. Twee spesiale aspekte is deur hierdie studie uitgelig met betrekking tot die proaktiewe meganismes wat deelnemers vir die doeltreffende hantering van afknouery by die werk kan gebruik, naamlik 'n gevoel van eiewaarde, vindingrykheid, en 'n interne lokus van beheer.

Ten einde die doeltreffende bestuur van afknouery by die werk te verseker, het deelnemers die volgende strategieë voorgestel: inklusiewe personeelvalorisering, oop kommunikasie, professionele verandering van mense, kontinuïteit en die voorsiening van professionele ondersteuningsdienste.

Die navorser stel die volgende modelle voor om beter begrip en bestuur van afknouery by die werk te fasiliteer, naamlik: “Die Integrale Model van Afknouery by die Werk, die Integrale Model van Sielkundige Nie-welstand, Afknouery by die Werk aan die NUL in die lig van die Integrale Model of Sielkundige Nie-welstand, en die Integrale Anti-Afknou en Sielkundige Welstandsversterkingsmodel (IAPWEM). Die navorser maak ook aanbevelings vir die ontwikkeling van 'n anti-afknoubeleid deur die Lesotho-regering.

Aangesien hierdie studie die belangrike verband tussen afknouery by die werk en die universiteit-herstrukturering aan die NUL belig, hoop die navorser dat hierdie studie sal lei tot die nodige bewusmaking van en proaktiewe, kreatiewe en diepgaande, daadwerklike stappe deur alle belanghebbendes by die hoërondwysstelsel van Lesotho in die besonder en van Afrika in die algemeen. Ten slotte hoop die navorser dat die resultate van hierdie studie die aandag sal vestig op die onafwendbaarheid van die deurlopende universiteitshervorming, terwyl dit die kategorieë belangrikheid beklemtoon dat hierdie proses op 'n menslike wyse uitgevoer moet word sodat universiteitspersoneel met waardigheid, respek, regverdigheid en geregtigheid behandel word ten einde die immorele gevolge van afknouery by die werk te versag.

CHAPTER 1

GENERAL ORIENTATION

1.1 Introduction

The present study aims at evaluating the prevalence, sources, forms, and effects of workplace bullying as psychological violence on academic staff in institutions of higher learning in Lesotho, but with emphasis on staff in the National University of Lesotho. Workplace bullying can no longer be considered a ‘myth’ since it is increasingly realized to be an intrinsic aspect of the contemporary experience of educators at all levels of educational systems (Chappell & Di Martino, 2006: 150). Workplace bullying is also considered a form of psychological violence which has nefarious effects on the psychological wellness of educators. Following thorough literature review, it was found that no research on workplace bullying as psychological violence has as yet been conducted at the level of institutions of higher learning in Lesotho, specifically in the National University of Lesotho. The only research carried out in Lesotho pertaining to psychological violence experienced by educators was conducted by Matsela (2009), and was limited to high school educators.

1.2 Background to the study

The last decade has witnessed a growth in studies reporting negative effects on the health and wellness of targets of bullying at work (Yildirim & Yildirim, 2007: 1450; Vaillancourt, Hymel & McDougall, 2003: 159; Tehrani, 2004: 359). Research by the United Nations-sponsored International Labor Office (Sperry, 2009: 166) reports that the effects of workplace bullying have reached epidemic levels in several countries and that the global cost of such workplace violence is enormous, costing untold millions of dollars in losses from medical expenses, absenteeism, and sick leave (Chappell & Di Martino, 2006: 150). The ILO (Sperry, 2009: 166) also reports that professions that were once regarded as sheltered from workplace bullying and mobbing (e.g., teaching, social services, library services, and health care) are now experiencing

increasing acts of such abusiveness in both developed and developing countries (Chappell & Di Martino, 2006: 150).

While the organizational costs of workplace bullying are typically measured in financial terms, the costs borne by targets include negative psychological and physical outcomes, as well as effects of workplace bullying that are employment-related (Einarsen & Mikkelsen, 2003: 134). Workplace bullying has been found to be strongly associated with lowered psychological wellness, increased levels of stress, low self-esteem, anxiety, concentration disorders, chronic fatigue, depression, anger and the experience of psychosomatic symptoms (Einarsen & Mikkelsen, 2003: 134; Vartia, 2003: 67; Niedhammer, David, Degioanni, Drummond & Philip, 2009: 1215). Prolonged exposure to negative acts may also lead individuals to engage in behaviors to cope, such as alcohol use, which has negative effects on health (Richman, Rospenda, Flaherty & Freels, 2001: 360).

1.3 Rationale behind the study

Based on my twenty two years' long occupational history in general, beginning in the Cameroonian public service, and specifically in the National University of Lesotho, I have noticed and experienced certain forms of inconsiderate behavior from hierarchy, colleagues, and subordinates. From what I have observed and experienced in the aforementioned contexts, these inconsiderate actions included the following behaviors: shouting; making wrong accusations; over-supervision of work; error-finding tactics; withholding information and ignoring people. The aforementioned harassing behaviors could be categorized as psychological violence because they were carried out with the conscious or unconscious intention of demeaning and harming colleagues. These inconsiderate behaviors also generally led to employee stress and other wellness related issues.

Given that my master's dissertation was on 'Job stress and coping strategies among secondary school teachers', I was motivated due to my observations and experiences to pursue the same line of research, this time with staff of higher education institutions, and on issues of workplace bullying as psychological wellness. Most especially, the National University of Lesotho presents

certain peculiarities favorable for the study of workplace bullying in an institution of higher learning. Throughout my stay at the National University of Lesotho, colleagues and friends were regularly coming up to me in my capacity as counselor with one complaint or the other related to some of the inconsiderate behaviors mentioned above. This also motivated me into investigating the nature, causes, forms, and effects of workplace bullying in this particular institution of higher learning. Furthermore, no prior study on workplace bullying as psychological violence had ever been undertaken at any higher institution of learning in Lesotho in general, and the National University of Lesotho in particular.

By coincidence there was on-going university restructuring during the period when this study was being carried out in the National University of Lesotho. This was prior to the end of my contract with the said institution, but I had the opportunity of experiencing and observing first-hand the process of university restructuring and the fact that other colleagues considered the phenomenon as workplace bullying and psychological violence of the first order. Finally, my personal firsthand witnessing of workplace bullying and its influence on the psychological wellness of the staff of the National University of Lesotho provided the necessary and sustaining intrinsic and extrinsic motivation for this study.

1.4 Problem statement and research questions

The statement of the problem for this research is generated through the following three preoccupations:

1. Firstly, even though there is growing research in the area of workplace bullying, there has been relatively little focus by researchers on the higher education sector (Keashly & Neuman, 2010: 56). This research is then primarily motivated as an attempt to fill the higher education workplace bullying research gap within the context of the National University of Lesotho.
2. Secondly, even though workplace bullying is apparently a worldwide issue (Nielson, Matthiesen, & Einarsen, 2008: 128), it is not initially evident if models, theories, studies, results and conclusions generated, conducted and arrived at in western societies could be

transposable to a non-Western environment like Lesotho. This study intends finding out the degree of ‘transferability’ of research procedures and results arrived at in western societies within the context of the National University of Lesotho.

3. Thirdly, the review of extant literature on workplace harassment in Lesotho revealed that no prior study had been carried out relating to workplace bullying and its influence on personnel psychological wellness in the tertiary education context. This study therefore intends to fill the just mentioned research gap by exploring the nature, sources, and forms of workplace bullying, and the latter’s influence on the psychological wellness of educators in the National University of Lesotho.

The following are research questions generated for the study:

1. What is workplace bullying?
2. What are the sources of workplace bullying in institutions of higher learning?
3. What are the prevalent forms of workplace bullying in the National University of Lesotho?
4. How does workplace bullying influence the psychological wellness of staff?
5. How do members of staff cope with workplace bullying?
6. How can workplace bullying and staff psychological wellness be effectively managed in institutions of higher learning?

1.5 Purpose of the study

The primary aim of this study is to describe, explain, and determine the influence of workplace bullying as psychological violence on the psychological wellness of educators in the National University of Lesotho (NUL). Furthermore, this study sets out to evaluate the prevalence, sources, and forms of workplace bullying in NUL, analyse how staff cope with workplace bullying, and develop a workplace bullying and psychological wellness model for effective management of the phenomena under study.

1.6 Research design

This study will use a qualitative research methodological approach. Qualitative research is chosen to guide the research design and methodology of this research for the following reasons:

1. Facilitate the description of workplace bullying as psychological violence experienced by academic staff of the National University of Lesotho.
2. Describe the world of workplace bullying and staff psychological wellness as personal experiences through 'natural language' and not in terms of numbers or statistics. In other words the focus in qualitative research is to give the individual the full latitude to 'speak for himself or herself.'
3. Increase the probability that the individual provides his or her own version, view, account, and expression of their own 'world' of workplace bullying and psychological wellness experiences.
4. Provide a framework for an in-depth understanding of the meaning that individuals make of their original and authentic experiences related to workplace bullying as psychological violence.

Qualitative research methodology will therefore be used in this study to evaluate the relationship between workplace bullying as psychological violence and psychological wellness of staff of the National University of Lesotho. The purposive sample for this study will comprise twenty members of the academic staff in the National University of Lesotho. Qualitative sampling generally focuses on relatively small purposefully selected samples for in-depth analyses and meaning making of targeted issues (Patton, 1990:169). There are two reasons why purposeful sampling will be chosen for this study. Firstly, the choice of purposive sampling is in respect of the qualitative principle of appropriateness, i.e. having participants who are articulate, reflective, and willing to share their experiences with the researcher (Morse, 1991:127). Secondly, purposive sampling is based on choosing participants who represent information-rich cases from whom the researcher can learn much in relation to the issues under study (Patton, 1990:169). The participants of the purposeful sample will be chosen for the following reasons: to provide the researcher with substantial information concerning workplace bullying as psychological violence; the selected participants are esteemed to have experienced workplace bullying and to

be able to adequately express those experiences; the respondents are deemed available, accessible, and represent unique perspectives, expressions, and experiences of workplace bullying as psychological violence.

Data will be collected through a semi-structured interview for the following reasons: flexibility; emphasis on what interviewees view as important in explaining and understanding events, patterns, and forms of behaviour; to obtain “rich descriptions” (Lyon & Coyle, 2007: 11); provision of basis for theory building through deductive and inductive analyses of responses (Leedy & Ormrod, 2001: 57). Qualitative research data will be analysed using Interpretative Phenomenological Analysis (IPA), which seeks to enable the researcher to understand how individuals make sense out of their major life experiences using a double hermeneutic.

1.6.1 Research paradigm

The research paradigm for this study will be the Interpretative Phenomenological Analysis. The selected paradigm is phenomenological for the following reasons (Eatough & Smith, 2008: 184):

1. It enables the description of the essentiality of the phenomenon of workplace bullying and its influence on personnel psychological wellness.
2. It enhances the comprehension of the inherent dynamics of individual experiences in relation to the issues of workplace bullying and psychological wellness.
3. It lays emphasis on critical exploration and evaluation of the research subjects’ individual perception, experience and reporting of workplace bullying and psychological wellness.
4. It is a qualitative perspective which precludes the positivist objective categorization of workplace bullying and psychological wellness.

The choice of Interpretative Phenomenological Analysis (IPA) as research paradigm is motivated by a series of reasons (Smith, Flowers & Larkin, 2009: 11):

1. IPA provides the paradigmatic ‘lens’ of how research participants are led by their experiences and subsequent states (workplace bullying and psychological wellness) to coin derivative meanings.

2. IPA is instrumental for the development of analysis from ‘within’, i.e. from the experiential stance of the research participants.
3. IPA favors a double hermeneutic approach, i.e. simultaneously eliciting from participants their personalized and contextualized experiential meanings, and making meaning out of the latter by the researcher.

1.6.2 Selection of participants

As earlier explained the purposive sampling will be used in this study (cf. par. 1.6). The sample for this study will comprise 20 members of the academic staff in the National University of Lesotho, who will act as respondents for the semi-structured interview. The respondents will potentially be lecturers, senior lecturers, associate professors, and professors in the National University of Lesotho. The respondents will be assigned pseudonyms for ethical reasons of anonymity of research participants.

1.6.3 Data collection

Research data will be collected through a semi-structured interview which enables the generation from respondents of first-hand, detailed, rich, and personalized accounts of researched experiences, for meaning making through deductive and inductive analyses of responses (Lyon & Coyle, 2007: 11). The semi-structured interview will have certain core and key questions around which will evolve other unstructured questions that will arise in the course of the interview with respondents.

1.6.4 Data analysis

The Interpretive Phenomenological Analysis (IPA) is the research paradigm for analyzing the semi-structured interview administered to the twenty participants of this study. Data analysis under IPA will be iterative and inductive, proceeding through detailed line-by-line analysis of responses, the highlighting of the emergent themes and their inter-connectivity, and the development of a full narrative (Eatough & Smith, 2008: 184; Smith *et al.*, 2009: 11; Larkin, Watts & Clifton, 2006: 115).

1.6.5 Findings

The findings of this study will emerge from the analyses of the respondents' answers to the interview questions. The latter will be sorted out inductively and deductively into themes, patterns, trends, with a view to determining the inter-connectivity of themes, prior to arriving at a full narrative. The full narrative is preceded by rich, vivid, and detailed descriptions of data collection, followed by an in-depth account of the expressed experiences of the respondents around the key themes generated in relation to workplace bullying as psychological violence.

1.6.6 Trustworthiness

Qualitative research seeks beyond and above all believability through coherence, and trustworthiness through scrupulous verification of respondents' accounts in inductive and deductive analyses (Eisner: 45, 1991; Lincoln & Guba, 1985: 29). The researcher will specifically ensure trustworthiness through the following strategies: sampling for diversity; monitoring researcher's bias through continuous reflection, literature review, and discussions with other researchers.

1.6.7 Assumptions

The researcher's personal experiences and observations of workplace interpersonal relationships will inform the assumptions of this study. The fact that colleagues from the National University of Lesotho came to the researcher and complained of experiences of inconsiderate behaviours from students, colleagues, and management, indicated that there were underlying forms of workplace bullying as psychological violence which they could have been experiencing. The main assumption in this study is that workplace bullying exists at the National University of Lesotho in different forms, has diverse sources, and creates multiple effects on victims. Another assumption is that, workplace bullying leads to psychological violence at the National University of Lesotho.

1.6.8 Ethical considerations

1. Respondents agreed to participate at all levels of the interview process on the basis of informed consent, implying their awareness and acquiescence to the exigencies of their specific role in the research.
2. Participation in the research was purely voluntary and consensual.
3. Data obtained from the anonymous and consenting participants will be treated as highly confidential and shall be used solely for the purpose of the study.
4. Permission to carry out the study was obtained from the ethical committees of the University of the Free State and the research supervisor.

1.7 Theoretical Framework

The theoretical framework of this study is inspired by both the Job Demands-Resources Model and Positive Psychology. The Job Demands-Resources Model (JD-R) (Bakker & Demerouti, 2007: 318; Bakker, Demerouti, De Boer & Schaufeli, 2003a: 347; Bakker, Demerouti, Taris, Schaufeli & Schreurs, 2003b: 27) is founded on the premise that job demands and job resources are the fundamental job-related stress factors of all organizations. Job demands have depleting, draining and straining qualities on employees' energy and could lead to burnout (Bakker & Demerouti, 2007: 318). Job resources contrary to job demands are motivational in nature, and therefore contribute to workers' optimal functioning, for instance, in terms of job commitment (Bakker & Demerouti, 2007: 318). Furthermore, the JD-R model proposes that in the interaction between job demands and job resources, the latter may buffer the impact of job demands, and influence job commitment and coping strategies (Bakker, Demerouti & Euwema, 2005: 177; Bakker et al., 2003b: 27; Xanthopoulou et al., 2007b: 128). Workplace bullying is considered as one of the behavioral outcomes of the interaction between job demands and job resources (Hauge, Skogstad, & Einarsen, 2007: 231; Notelaers, De Witte & Einarsen, 2010: 492). Both job demands and job resources can provide insight into workers' wellness and health (Hakanen, Bakker & Schaufeli, 2006: 498; Hakanen, Schaufeli & Ahola, 2008: 228).

Positive psychology which is the second aspect of the theoretical framework for this study, is the theoretical axis for circumscribing the influence of workplace bullying on personnel psychological wellness. According to Seligman (2000: 3), positive psychology is the scientific study for the maximization of human potential. Positive psychology will lead firstly to the identification of the negative influences of workplace bullying on personnel psychological wellness. Secondly, it will provide principles for managing issues of staff wellness. Rubrics for the accomplishment of this dual role by positive psychology will include: maximizing human function and success, well-being and happiness, positive emotion, negative brain, the positive psychology paradox, and flow.

1.8 Thesis outline

The format of this thesis is as follows:

Chapter 1

Chapter one highlights the general orientation of the research. It contains the introduction, background to the study, the rationale behind the study, problem statement and research questions, purpose of the study, research design, research paradigm, selection of participants, data collection, data analysis, findings, trustworthiness, assumptions, ethical considerations, theoretical framework, thesis outline, and the value of the research.

Chapter 2

The second chapter will focus on the review of literature concerning the nature of workplace bullying as psychological violence and its influence on the psychological wellness of academic staff of the National University of Lesotho.

Chapter 3

This chapter discusses the research design, methodology for data collection and analysis for this study. Research methodology will be qualitative, the sampling process will be purposive, data will be collected using a semi-structured interview, while data will be analyzed using Interpretative Phenomenological Analysis.

Chapter 4

This chapter presents the research findings from data of the study using the qualitative Interpretative Phenomenological Analysis.

Chapter 5

In the fifth chapter there is discussion of research findings in the light of appropriate literature.

Chapter 6

Chapter six presents integral models of workplace bullying developed by the researcher.

Chapter 7

The last chapter presents the final synopsis of the study.

1.9 Key concepts of the study

Key concepts of the study include workplace bullying, psychological violence, and psychological wellness, which will be briefly defined below, as used in this study:

1. Workplace bullying: according to Einarsen et al., (2003: 10) & Salin (2003: 1216), workplace bullying is persistent and high frequency of occurrence of negative behaviors based on power imbalance between the bully and victim, intended to harm the latter physically or psychologically.
2. Psychological violence: Steinman (2003:4) defines psychological violence as persistent, inconsiderate behaviors intended to demean and ostracize an employee or group of employees through psychological and non-psychological intimidation, with nefarious consequences on general employee wellness. Furthermore, workplace bullying behaviors could also be linked to personal and demographic variables such as age, disability, race, color, language, religion, belief systems, national or social origin, minority or birth status (Kirsten, 2007: 2).
3. Psychological wellness: psychological wellness is an individual's demonstration of the attributes of intrapersonal and interpersonal intelligence, objective self-appraisal, self-mastery, intrinsic motivation, emotional responsiveness, and adaptable and proactive behavioral acumen (Kets de Vries, 2001: 53).

1.10 Value of the research

This study will be of significance in the following areas:

1. Contribute to research on the influence of workplace bullying on the psychological wellness of academic staff in the National University of Lesotho.
2. Contribute to literature on workplace bullying and staff psychological wellness among higher education personnel.
3. Propose a workplace bullying and psychological wellness model to facilitate proactive, dynamic and creative management of workplace bullying on the psychological wellness of higher education staff.
4. Raise awareness among decision makers that there are intricate links between workplace bullying and personnel psychological wellness. This study is intended to become an incentive for the development of integral government policies and professional programmes that will holistically and efficiently manage issues of workplace bullying and staff psychological wellness in institutions of higher learning.

CHAPTER 2

LITERATURE REVIEW

WORKPLACE BULLYING AND PSYCHOLOGICAL WELLNESS IN PERSPECTIVE

2.1 Introduction

Workplace bullying is an inclusive umbrella term which has historically been interchangeably used with words such as mobbing, abuse, harassment, etc. This fairly novel concept is thus at an embryonic and transitional stage, justifying the multifarious conceptualizations accompanying attempts to elucidate its central stage in contemporary workplace issues. This chapter generally presents workplace bullying as reviewed by other authors, with emphasis on its influence on the psychological wellness of staff in university settings. It begins by looking at the concept of workplace bullying in relation to its historical origins, definition, features, types, causes, and negative impacts on personnel overall psychological wellness. The next section is dedicated to workplace bullying as circumscribed through three theoretical perspectives, namely: the Three Way Model of workplace bullying, the Job Demands-Resources Model, and Salin's Model of workplace bullying. This is followed by the concept of wellness with focus on its psychological ramifications and correlation to workplace bullying. The theoretical underpinning of psychological wellness is considered under Systems Psychodynamic Theory and Positive Psychology. Finally, this chapter describes models generated by the researcher during the course of this research. These models include: the Integral Model of Workplace Bullying, Integral Model of Psychological Non-wellness, Integral Model of Workplace Bullying and Psychological Non-Wellness among NUL academic staff, and the Integral Anti-Bullying and Psychological Wellness Enhancement Model.

2.1.1 The historical evolution of workplace bullying

The scientific study of workplace bullying can be said to have effectively taken off with the groundbreaking study of Leymann (Zapf & Einarsen, 2005: 246). Subsequently, the phenomenon has acquired planetary notoriety and an exponential increase in research activities which have covered the following key rubrics: the prevalence of workplace bullying (e.g., Einarsen &

Skogstad, 1996: 192; Hoel, Zapf & Cooper, 2002: 50; Keashly & Jagatic, 2000: 20), workplace bullying deleterious consequences (Leymann & Gustafsson, 1996: 260; Mikkelsen & Einarsen, 2002: 399), and the organizational (Salin, 2003a: 1216; Vartia & Hyyti, 2002: 118) and psychological variables (Aquino & Bradfield, 2000: 529; Coyne, Seigne & Randall, 2000: 338; Zapf, 1999: 73) that might account for workplace bullying.

As earlier mentioned, systematic research on adult bullying, was initiated by the pioneering work of Swedish physician Heinz Leymann (1990: 120). The term he adopted in-lieu of workplace bullying was 'mobbing', i.e. when a lone stronger animal comes under attack by the concerted effort of many smaller ones (Lorenz, 1991, cited in Leymann, 1996: 170). In its human and organizational dimension, he defined mobbing as hostile and unethical communication at work, occurring at least once a week over a period of at least six months. Mobbing in organizations can be typically described as concerted victimization of a vulnerable individual by one or more bullies. To his credit are attributed the following landmark achievements: evaluation of the effects on employees of bank holdups, suicide and unpremeditated deaths; building a clinic at Violen to manage worker trauma following workplace bullying; publishing studies highlighting the correlation between workplace bullying and stress between 1990 and 1999; being a prolific writer and an uncompromising anti-bullying icon; founder of Sweden's zero-bullying activism. The climax of Heinz Leymann's contribution to the workplace bullying 'saga' is the fact that Sweden became the first nation to have a law against "Victimization At Work" (1994). Heinz Leymann can be credited for raising awareness to the positive correlation between workplace bullying and negative impacts on worker psychological, psychosomatic, and social wellness.

The concept 'workplace bullying' is attributed to Andrea Adams (Adams & Crawford, 1992: 15), who in 1992 conceived the idea of workplace bullying to circumscribe an indiscriminate aspect of workplace violence which transcends worker career and social status, gender, ethnicity, and age. Andrea Adams is noted for her public addresses on the issue, publication of the first groundbreaking book on workplace bullying, and creating a foundation which epitomizes her dedication to the anti-bullying cause. Through her, the UK is amongst pioneer nations in research, raising public awareness in relation to the phenomenon of workplace bullying, as well as making people realize the negative consequences of the latter on employees (Hoel & Cooper, 2000: 107; Rayner, Hoel & Cooper, 2002: 25).

Pioneer research in workplace bullying also demonstrated that workers experienced workplace violence more than other forms of mobbing behaviors related to gender, or to sexual and racial harassment (Dunn, 2000: 28; Lewis, 1999: 121). Even though research gave ample evidence and corroboration relating to the prevalence of workplace bullying and its nefarious effects on employees, workplace bullying acquired theoretical and world notoriety following a work edited by British Journal of Guidance & Counseling (Einarsen, Hoel, Zapf & Cooper, 2003: 10). The aforementioned document highlights the following substantive aspects of workplace bullying: research orientations including cross-cultural prevalence rates, levels of analysis, concept definition, management of workplace violence, and linking theory to pragmatics. Following the Einarsen et al. (2003: 10) work, researchers have subsequently pointed out the negative consequences of workplace bullying not only on employees but even on organizations (Einarsen & Raknes, 1997: 250; Leymann, 1990: 120; Vartia & Hyyti, 2002: 118). It is not surprising that the phenomenon of workplace bullying and its devastating effects on employee and organizational wellness has attained universal concern.

2.1.2 Defining workplace bullying: circumscribing the nature and features of a complex and multi-faceted concept

Research in workplace bullying has generally earmarked the following domains:

1. Determining the features of bullying (Ayoko, Callan, & Hartel, 2003: 291; Baron & Neuman, 1998: 450; Bjorkqvist, Osterman, & Hjelt-Back, 1994: 175)
2. Evaluating its occurrence rate in organizations (Einarsen & Raknes, 1997: 250; Hogh & Dofradottir, 2001: 490; Leymann, 1992: 35; Salin, 2001: 430)
3. Highlighting the negative effects of workplace bullying on personnel and organizational structures (Ayoko et al., 2003: 291; Vartia & Hyyti, 2002: 118)
4. Assigning victim and bully status in the workplace (Ayoko et al., 2003: 291; Keashly, Trott & Maclean, 1994: 345).

Even though there has been considerable advancement in research to cover the above mentioned rubrics of workplace bullying, circumscribing by defining the concept itself, remains a thorny

and controversial point. An initial point of divergence among researchers is that the term, workplace bullying, is represented by other terms in different settings:

1. “Mobbing” is adopted in lieu of workplace bullying in France and Germany (Leymann, 1990: 120; Zapf, Knorz & Kulla, 1996: 221)
2. “Harassment” is the coinage of ‘workplace bullying’ in Finland (Bjorkqvist, Osterman & Hjelt-Back, 1994: 175)
3. American researchers speak of ‘aggression’ (Baron & Neuman, 1998: 450) and ‘emotional abuse’ (Keashly, 2001: 241)
4. Researchers in Australia (Sheehan, 1999: 59), the United Kingdom (Rayner, 1997: 201) and Northern Europe (Einarsen & Skogstad, 1996: 192), are those who use the term ‘workplace bullying’.

The myriad of alternative terms used interchangeably for ‘workplace bullying’, is a function of the inherently contextualized attributes given to the phenomenon in specific countries. It is in this light that ‘workplace bullying’ in Germany would have a connotation of harassment by many bullies (Leymann, 1990: 120; Zapf et al., 1996: 221), whereas research focus in North America has been geared towards violent workplace behavior (Baron & Neuman, 1998: 450).

For Einarsen et al., (2003: 10) and Salin (2003: 1216), researchers would define workplace bullying based on the following four criteria:

1. The negative effect of the behavior on the target
2. The frequency of the behavior
3. Persistence of the behavior
4. Power imbalance between bully and victim

In other words, organizational harassment which does not integrate all the aforementioned criteria would not be termed bullying (Einarsen et al., 2003: 1216).

Workplace bullying definitions coined by practitioners, unions and private-sector organizations are less specific, and highlight types of bullying behaviors and their negative consequences on

victims. For WorkSafe Victoria (2006), workplace bullying involves repeated, inconsiderate action, targeting one or more employees and having negative impact on employee health and safety. For Amiscus-MSF, a UK based union (1994), workplace bullying could be defined as having the following characteristics:

1. Bullies display persistently offensive, abusive, intimidating or insulting behavior
2. Bullies generally abuse power and mete out unfair penal sanctions on employees
3. The victims of bullying are usually depressed, threatened, humiliated or insecure
4. Victims' self-esteem is lowered and they may experience degrees of stress

In like manner, the Andrea Adams Trust Fund (1997) considers bullying to involve irresponsible, insulting, despising, and humiliating actions from hierarchy which abuses power and position. The effects on the victims are that they develop anxiety, lose self-confidence and could experience physical and mental distress symptoms.

Legalistic definitions of the concept of workplace bullying as formulated by The Swedish National Board of Occupational Health (1994) and Commission des Normes du Travail (2006), subsume the definition of workplace bullying as follows:

1. Frequent, demeaning, and reprehensible negative actions against employees which end up marginalizing the latter from their organizational and even social setting
2. Harmful and deriding behaviors which could be verbal, nonverbal, but which generally infringe on employees' rights, self-worth, physical safety, and having equally negative consequences on the overall workplace environment

Despite the realization that workplace bullying is a multifaceted and contextualized concept, Rayner and Keashly (2005) propose that the following five variables cut across most experiences which employees describe as bullying:

1. Targets experience negative behavior
2. Negative behaviors are relentless

3. Victims experience some relative of psychological and, or physical negative symptoms
4. Targeted employees have a sense of power imbalance between themselves and their potential bullies, making them vulnerable
5. The victimized employees perceive and label themselves as the bullied

The above mentioned criteria involved in the definition of workplace bullying are only working definitions aimed at making the concept operational in research, even though controversies persist as to which of these variables are uniquely displayed in the phenomenon of workplace as opposed to other forms of negative workplace behavior (Rayner & Keashly, 2005: 282).

From literature, the researcher thinks that workplace bullying can be summarized as dysfunctional interpersonal and organizational dynamics which presupposes frequent, overt and, or covert premeditated negative behaviors. Negative behaviors come from ‘bullies’ who target the ‘bullied’ in order to consciously or unconsciously cause physical, psychological, social, and organizational harm. For the researcher, workplace bullying can thus be described as negative group dynamics which has characteristics which for him are diametrically opposed to those of positive psychology. In other words, the researcher thinks workplace bullying impacts negatively on, and compromises organizational effectiveness and efficiency, physical resilience, intellectual stimulation, emotional balance, family harmony, self-esteem, self-image, and self-actualization.

2.1.3 Characteristics of workplace bullying

Workplace bullying has distinctive characteristics which are mentioned below:

1. *Repetition.* Bullying is repeated relentlessly. “Hammering” and “chipping away” is prevalent throughout the testimonies of victims, representing practically daily abuse, and having a multiplicity of aspects (Leymann & Gustafsson, 1996: 260; Tracy, Lutgen-Sandvik & Alberts, 2006: 151). Persistence of workplace bullying distinguishes it from traumatizing interactions which are not characterized by repetition (Rayner, Hoel & Cooper, 2002: 25).

2. *Duration.* The sustainable nature of bullying is one of its main aspects, which gives it a debilitating nature. Its duration is conventionally fixed at a minimum of six months as propounded by Leymann (1990), though victims usually maintain a much longer duration for the phenomenon (Lutgen-Sandvik, Tracy & Alberts, 2007: 850; Namie, 2003a: 15).
3. *Escalation.* If unmanaged, the negative impact of bullying is inversely proportional with time (Leymann, 1990: 120; Lutgen-Sandvik, 2003: 480). A sense of unease and heightened discomfort characterizes its initial phases, due to difficulty victims have of circumscribing their experiences (Adams & Crawford, 1992: 15; Lutgen-Sandvik, 2008b: 100). Subsequently, targets are unmistakably conscious of their predicament, even though they may not be able to articulate it explicitly (Einarsen et al., 2003: 10).
4. *Harm.* Members of staff who are privy to workplace bullying of their colleagues are prone to stress and high turnover, as a function of its nefarious physical, psychological, relational and economic consequences (Lutgen-Sandvik, et al., 2007: 850; Vartia, 2001: 65).
5. *Attributed intent.* Victims of workplace bullying generally assume that the behaviors of bullies are premeditated. They think that the actions of workplace bullying perpetrators are premeditated. Research work on workplace bullying usually does not focus on the intention of bullies prior to carrying out their negative actions (Rayner et al., 2002: 25). Despite this apparent omission, targets of workplace bullying insist that the degree of deleterious actions they experience could not be carried out without some degree of premeditation from the bullies (Lutgen-Sandvik, 2006: 415; Namie & Namie, 2000: 20).
6. *Unfriendly work environment.* Bullying is indissociable from workplace contexts characterized by pervasive anxiety and fear among workers (Liefhoghe & MacKenzie-Davey, 2001: 381; Salin, 2003: 1216). In other words, the phenomenon is bred by and exacerbates 'toxic' organizational contexts (Lutgen-Sandvik & McDermott, 2008: 315).
7. *Power disparity.* According to (Einarsen et al., 2003: 10), there is inevitable power imbalance between perpetrators and victims, and this status quo prevails before and during the general bullying process, through abusive supervision and peer-to-peer harassment (Keashly & Nowell, 2003: 56).
8. *Communication patterning.* The underlying meaning of workplace bullying experiences of its victims is a complex interweaving of situational variables from which can be

deduced an underlying repetitive ethos, made of visible and covert facets (Keashly, 1998: 96; Tracy et al., 2006: 151).

9. *Poor workplace communication.* Workplace bullying contexts are characterized by dysfunctional communication systems, i.e. transparency is fraught with taboos, risk and, even punishment (Lutgen-Sandvik, 2006: 415; Rayner et al., 2002: 25). Bullies are scared by the possibility of their ‘toxic behavior’ and personalities becoming publicized (Crawford, 2001: 25). It could also be said that workplace is not just a juxtaposition of listed deleterious communication patterns. Poor workplace communication is a complicated network of negative interactions which has distinct descriptive characteristics.

From the personal experience of the researcher and the reports he got from lecturers of the National University of Lesotho (NUL), in his capacity as colleague and counselor, the escalation of the workplace bullying phenomenon is unequivocally linked to the advent of university restructuring. From direct and reported experiences, university restructuring in NUL is characterized by attributed intent or a premeditated aspect which academic staff even attributed to a hidden government political agenda. Given that the restructuring of NUL took pace without prior consultation with all stakeholders, especially the academic staff, the latter perceived it as a government superimposed agenda through the university top management. In other words, workplace bullying in NUL was initially characterized by power disparity, since communication patterning was strictly top to bottom or vertical, thereby excluding feedback from subordinates. The sense of marginalization of the academic staff from the university reforms process created the sense of an unfriendly working environment characterized by poor work communication. By extension, academic staff members perceived the rise in physiological and psychological malaise they experienced during the duration of NUL university reforms as directly related to the repetition of negative acts associated to top management. In other words, workplace bullying in NUL was inextricably linked to the advent of university reforms, which academic staff complained had the aspects of psychological violence.

2.1.4 Types of Workplace Bullying

Ten types of workplace bullying are described by Matthiesen (2006: 65) and reinforced by other researchers:

1. *Conflict bullying*. Evolving, unresolved escalating personnel squabbles in a workplace setting.
2. *Predatory bullying*. Predatory bullying encompasses a dysfunctional supervisor-subordinate dyad, based on power imbalance, and manifested on the one hand by a brutal and domineering leadership style, and vulnerability and a social support vacuum on the other (Einarsen, 1999: 28).
3. *Scapegoat bullying*. For Thylefors (1987: 54), scapegoat bullying implies the transfer of workplace frustration to a vulnerable target against whom organizational tension is “ventilated”.
4. *Sexual harassment*. Sexual harassment usually targets women younger than 35 years of age, who are threatened both by harassing sexual attention and threats relating to their future job security (Einarsen, Raknes & Matthiesen, 1993: 19).
5. *Humor-oriented bullying*. Humor oriented bullying can be either ‘horizontal and symmetrical’ or ‘vertical and asymmetrical’, in which case the former denotes equality, whereas a bullying component is perceivable in the latter Matthiesen and Einarsen (2002: 30).
6. *Work related stalking*. Obsessive compulsive behaviors characterized by unsolicited attention and communication, and violation of ‘vital space and time’ (Purcell, Pathe & Mullen, 2004: 162), all leading to fear for personal security on the part of targets (Pathe & Mullen, 1997: 15).
7. *Extreme media exposure bullying*. Usually indefensible, high profile media accusations of personalities, that are motivated more by sensation seeking than the highlighting of facts.
8. *Bullying of workplace newcomers*. Encompasses traditional rites aimed at ‘testing the mettle of newcomers’ into new socio-cultural systems and organizations, with a view of delineating status quo, and forcing acquiescence from the ‘bullied freshmen’.

9. *Judicial derelicts*. This form of workplace bullying is prevalent in organizational contexts dominated by bureaucratic red tape, characterized by compromising administrative procedures that inhibit the provision of justice (Einarsen et al. 1999: 67).
10. *Whistleblower retaliation bullying*. Whistle blowing involves the usually reprimanded attitude of some employees who make revelations of workplace bullying actions witnessed in workplace settings, initiated by colleagues or superiors, to either internal or external hierarchy, as a means of seeking redress for victims (Near & Miceli's, 1996: 519).

Further perspectives of workplace bullying are mentioned by UK National Workplace Bullying Advice Line (1996):

1. *Corporate bullying*. Corporate bullying is exacerbated in organizational milieu where there is both the absence of a legal framework for employee protection against bullying and job opportunity constraints. Corporate bullying has the following characteristics: work overload, intimidation of recalcitrant workers, retrenchment of vulnerable workers, preventing employees from having their statutory entitlements, intrusion on staff privacy and communication, denial of management's role in workplace bullying, and an aggressive implementation of the 'new psychological contract'.
2. *Institutional bullying*. Institutional bullying occurs when harassment is the 'norm' in an organizational context. It includes the following aspects: unexplained 'staff shuffling', subjective revision of contract duration, work overload, role and work ambiguity, arbitrary changing of career profiles, and an atmosphere of overt and covert intimidations and minimal dialogue.
3. *Client bullying*. In client bullying, clients are overtly physically and verbally abusive and insulting in order to obtain their service entitlements. For example parents and students can harass educators, patients bully nurses, clients bully social workers, and customers bully shop, bank, and construction workers.
4. *Serial bullying*. Serial bullying happens when a series of vulnerable 'targets' are singled out for victimization by an individual who might have or progressively develops psychopathic traits.

5. *Gang bullying*. Gang bullying is serial bullying by colleagues in organizational contexts characterized by corporate bullying, and which harbor both extrovert and introvert bullies.
6. *Cyber bullying*. Cyber bullying is anonymous harassment through information technology systems.
7. *Hierarchical bullying, peer bullying, upward bullying*. Workplace bullying can involve subordinates being bullied by their superiors, that is 'vertical bullying' or hierarchical bullying, peer bullying or bullying among colleagues, and thirdly 'upward bullying' or superiors being bullied by subordinates.

2.1.5 Antecedents of Workplace Bullying

The multifaceted and seemingly endless controversies surrounding the definition of the workplace bullying phenomenon is further compounded by similar divergences surrounding the attribution of causal agents to it. Nonetheless, the antecedents of workplace bullying could be hypothetically grouped under the following rubrics: individual, organizational, and socio-cultural factors (Zapf & Einarsen, 2003: 173; Lutgen-Sandvik & McDermott, 2008: 315).

2.1.5.1 Individual Antecedents of workplace bullying

Even though simplistic justifications of workplace bullying antecedents at the individual level remain controversial (Rayner, Hoel & Cooper, 2002: 25; Zapf & Einarsen, 2003: 173), it would also be unrealistic to dismiss their importance (Coyne, Seigne & Randall, 2000: 338; Zapf & Einarsen, 2003: 173).

Targets of workplace bullying

Certain inconclusive characteristic features accompany targets of workplace bullying and how they are perceived by bullies:

1. Workplace bullying appears to be 'trans-gender' and thus indiscriminate on both sexes (Namie, 2007: 28; Zapf, Einarsen, Hoel & Vartia, 2003: 53).
2. Workplace bullying is status discriminatory, being inversely proportional to organizational hierarchy occupied (Hodson, Roscigno & Lopez, 2006: 395).
3. For Coyne et al., (2000: 338), employees predispose themselves to being bullied by giving the impression of weakness, anxiety, submissiveness, unassertiveness, or conflict-aversion.
4. Those employees who are assertive, anti-conformist, creative, intelligent and successful equally become targets of bullies (Adams & Crawford, 1992: 15).

From the preceding, both employees who display either low interpersonal skills and negative self-image (Coyne et al., 2000: 338) or demonstrate on the contrary outstanding aspects of these same skills equally become victims of workplace bullying (Coyne, Chong, Seigne & Randall, 2003: 219; Lutgen-Sandvik, 2006: 415; Namie, 2003a: 10). In other words, it is evident that the issue of workplace bullying victims is a 'grey zone' in terms of their categorization based on individual personalities.

Perpetrators of workplace bullying

The perpetrators of workplace bullying just like victims of the latter can also hardly be 'ensconced' under rigidly defined personality categories (Rayner et al., 2002: 25). All the same, research has outlined certain psychosocial variables which seem to influence individuals to act as bullies:

1. The role of gender on workplace bullying perpetration varies with research findings, highlighting the male sex in some instances (Hoel & Cooper, 2000: 107; Zapf et al., 2003: 35), and the female in others (Namie, 2003a: 10).
2. Supervisors and managers in collusion with peers, executives and human resources are indisputably indicted as perpetrators of workplace bullying (Hoel & Cooper, 2000: 107; Lutgen-Sandvik, Tracy & Alberts, 2007: 850; Namie, 2003a: 10; Namie, 2007: 28).

3. Perpetrators of workplace bullying have been found to display the following psychological violence predisposing traits:
 - a. Absence of self-mastery, self-reflection, empathy and perspective-taking (Douglas & Martinko, 2001: 551)
 - b. Impulsiveness, depression, Theory X beliefs, Type A personalities, negative affectivity, erratic moods, delusory self-perception (Tepper, 2000: 182; Zapf & Einarsen, 2003:)
 - c. Intolerance towards censorship, contradiction and interrogation (Zapf & Einarsen, 2003: 173)
 - d. Lack of interpersonal skills (Einarsen, Raknes & Matthiesen, 1994: 393), a history of domestic violence and child abuse (Randall, 2001: 56), drug abuse and aggressive behavior (Douglas & Martinko, 2001: 551).

In a nutshell, perpetrators of workplace bullying demonstrate near pathological traits of obsession with power and control of subordinates, while remaining in the 'good books' of hierarchy (Namie & Namie, 2000: 55; Tracy, Lutgen-Sandvik & Alberts, 2006: 151).

Why do bullies bully?

For different researchers, bullies become perpetrators of workplace violence for a variety of reasons:

1. For Glendinning (2001: 274), bosses become bullies in order to have power, control their subordinates, impose their will on the latter, make their subordinates 'lose ground' psychologically, and struggle to ingratiate themselves with the former in vicious organizational rivalries.
2. Job insecurity could be generated either by 'unethical rumors' aimed at 'pushing' employees to higher work levels or by macro-socioeconomic conditions. In either case, it is likely that unhealthy rivalries could be generated to fill the 'scarce positions' and create 'horizontal' and 'vertical' bullying, as a means of offsetting ontological and social

insecurity (De Cuyper, Baillien & Witte 2009: 216; Roscigno, Lopez & Hodson, 2009: 1570).

3. Poor working conditions (Stouten, Baillien, Broeck, Camps, Witte & Euwema, 2010: 20).
4. Employee ignorance of the nature, causes, psychological and organizational consequences of workplace bullying due to the absence of anti-bullying legislation (De Cuyper, Baillien & Witte, 2009: 216).
5. Supervisors and hierarchical bosses who develop authoritarian leadership styles as a supposedly 'efficient' manner of eliciting higher and better performance levels from their subordinates (Vickers, 2010: 15).
6. Rapidly changing macroeconomic conditions without a parallel awareness raising, training and communication at the level of organizations (Moayed, Daraiseh, Shell & Salem, 2006: 315; Wheeler, Halbesleben & Shanine, 2010: 45).
7. Workplace bullying can be exacerbated by workplace environments which display the following characteristics:
 - a. unsupportive, competitive, task-oriented managers, changing organizations, conflicting job structures, rewarding or giving support to bullies, creating situations where employees feel a lack of control, restructuring or downsizing and implementing organizational change ineffectively (Wheeler, Halbesleben & Shanine, 2010: 45).

2.1.5.2 Organizational antecedents of workplace bullying

Work environment hypothesis

The work environment hypothesis considers the antecedents of workplace bullying to be primarily a function of organizational and work characteristics (Hauge, Skogstad & Einarsen, 2007: 428). Research findings based on the work environmental perspective have revealed the following workplace antecedents to bullying:

1. Victims of workplace bullying report the following sources of their mistreatment: role conflict (Notelaers, De Witte & Einarsen, 2010: 492), job insecurity (Baillien & De

Witte, 2009a: 356), workload (Hauge et al., 2007: 231), and social support weaknesses (e.g. Zapf, Knorz & Kulla, 1996a: 221), and autonomy (DeCuyper et al., 2009, 2011).

2. Job characteristics which have been labeled as causal agents of workplace bullying are: workload (Agervold & Mikkelsen, 2004: 341; Baillien, Rodríguez-Muñoz, De Witte, Notelaers & Moreno-Jiménez, 2011: 161), cognitive and emotional demands (Notelaers et al, 2010: 492), role problems (Hauge et al, 2007: 231; Notelaers, De Witte & Einarsen, 2010: 492) and job insecurity (Neyens, Baillien, Notelaers & De Witte, 2007: 315).
3. On the contrary, research findings highlight the paradox that job aspects such as autonomy (Baillien, DeCuyper & De Witte, 2011: 198; Hubert, Furda & Steensma, 2001: 381), skill utilization (Einarsen et al, 1994: 393; Notelaers et al, 2010: 492) and social support (Neyens et al, 2007: 315; Zapf et al, 1996: 221) have been negatively related to targets' reports of workplace bullying.

2.1.5.3 Socio-cultural antecedents of workplace bullying

For some researchers, social and cultural thought, belief and mindset systems could be potential antecedents of the workplace bullying phenomenon:

1. The following belief systems that are conducive to workplace bullying: integration of religion and work; capitalism; meritocracy; bureaucratic settings; profit fixation; Theory X ideas(Lutgen-Sandvik & McDermott 2008: 315)
2. Socio-cultural systems which privilege status symbols, demean human and stakeholder interests, and deride the marginalized, are workplace bullying prone(Du Gay, 1996: 25; Deetz, 1992: 65; Lutgen-Sandvik, 2008b: 100). For example, bullied subordinates are not taken seriously especially if they were bullied by tactful, ingratiating technocrats (Keashly, 2001: 241)
3. National cultures characterized by high-power distance (United States and Britain) have higher workplace bullying prevalence than societies with feminine-egalitarian communication patterns (Hoel & Cooper, 2000: 107; Lutgen-Sandvik et al., 2007: 850).

2.1.6 Effects of workplace bullying

It would be logical to expect the delineation of workplace bullying outcomes to be as complex, controversial and unstandardized as are the antecedents of this veritably multifaceted and contextually determined phenomenon. The impacts of workplace bullying subsequently cut across a broad spectrum of targets which include: bullied targets, witnessing coworkers, organizations, and family functioning (Jennifer, Cowie & Anaiadou, 2003: 491; Lutgen-Sandvik et al., 2007: 850; Keashly & Jagatic, 2003: 43).

2.1.6.1 Individual psychological level

Extant literature reports a plethora of negative effects of workplace bullying on the psychological wellness of employees who are targets of this phenomenon:

1. Escalating stress levels and demotivation (Hauge, Skogstad & Einarsen, 2010: 231).
2. Burnout and alcohol abuse (Martin & La Van, 2010: 180)
3. Interpersonal relations are compromised particularly at the level of the family and communication (Martin & La Van, 2010: 180; Tracy, Lutgen-Sandvik & Alberts, 2006: 151)
4. For Salin and Hoel (2011: 231), Hickson, Pichert, Webb, and Gabbe (2007: 1042), Rosenstein and O'Daniel (2005: 56), and Vartia (2001: 65), workplace bullying has the following adverse effects on the employee psychological wellness:
 - a) Mental stress reactions
 - Depression and self-blame
 - phobias
 - Strained
 - Unusually tired
 - Nervous
 - Distressed
 - Staying awake at nights

- Difficulties in falling asleep
- b) Feelings of low self-confidence and reduced self-esteem
- Feeling inferior
 - Feeling helpless
 - Feeling incapable and lacking confidence
 - Feeling lonely
 - Family tension.

As seen in rubric 2.1.3, since prevailing workplace bullying in NUL had a connotation of psychological violence, it was logically associated to negative effects on staff members at the individual psychological level. Within the context of NUL academic staff, the core negative effect of workplace bullying could be coined as uncertainty due to the fact that top management warned staff of imminent retrenchment. The retrenchment scare and the associated anxiety led to escalating stress levels, nervousness, helplessness, with associated defense mechanisms of displacement of latent aggressiveness towards students and family members. The permanent tension of uncertainty generated by the retrenchment scare inevitably drained the emotional energy of NUL workplace bullying victims, whose level of intrinsic motivation dropped drastically.

2.1.6.2 Individual physical and physiological levels

From many research works (Salin & Hoel, 2011: 231; Hickson, Pichert, Webb & Gabbe, 2007: 1042; Query & Hanley, 2010: 16; De Vogli, Ferrie, Chandola, Kivimaki & Marmot, 2007: 514; Melamed, Shirom, Toker & Shapira, 2006: 333; Honkonen et al., 2006: 61), it is concluded that workplace violence has the following severe repercussions on the physical health of its victims:

1. respiratory illnesses
2. gastrointestinal disturbances
3. hypertension
4. fatigue

5. muscle pain
6. poorly regulated blood glucose levels
7. sleep disturbances
8. migraines
9. exacerbations of existing disorders
10. cardiovascular disease
11. musculoskeletal disease
12. altered circadian cortisol cycles
13. lower cortisol saliva concentrations or hypocortisolism.

2.1.6.3 Effects of workplace bullying on secondary targets

Coworkers of bullied targets are indirectly affected by their indirect experience to the workplace bullying phenomenon. The former vicariously experience and express the following symptoms of negative consequences of workplace bullying:

1. Sense of destabilization at work, excessive workloads, role ambiguity and work relationship conflict (Jennifer, Cowie & Anaiadou, 2003: 491).
2. They also experience high levels of pessimism, cynicism, and low job satisfaction (Lutgen-Sandvik et al., 2007: 850).

In relation to what has been said in rubrics 2.1.3 and 2.1.6.1, the retrenchment scare and the sense of impotence of bullied NUL staff had a contagious effect, given the fact that the said university is relatively small, making it easy for staff members to experience and share workplace bullying phenomena. There was a palpable atmosphere of fear and impotence that held spellbound both bullied targets and coworkers who vicariously experienced similar if not greater anxiety and stress, given the notion of: ‘When is my turn coming?’

2.1.6.4 Organizational level

The nefarious consequences of workplace bullying transcend the boundaries of psychological, physical, physiological and social domains of primary and secondary targets, to impede on organizational financial, operational and structural issues (Namie & Namie, 2004: 320).

1. Through the development of a negative public image, organizations find it difficult to employ specialized employees (Lutgen-Sandvik & McDermott, 2008: 315). With time, workplace bullying prone organizations not only experience high turnover of the best employees, they usually end up mediocre workforces (Lutgen-Sandvik, 2006: 415; Lutgen-Sandvik, 2005: 54).
2. It seems inevitable that the psychological and physiological effects of ceaseless workplace bullying will lead to high levels of absenteeism due to decrease in workforce morale (Query & Hanley, 2010: 16). The phenomenon of absenteeism is at times accompanied by its contrary aspect which is 'presenteeism', (Cascio, 2006: 245). The latter attitude implies that though bullied workers could be in a depressed, frustrated or demotivated state of mind, they make all efforts to 'be at work, but not necessarily as effective, productive and creative employees'. What energy reserves they have left is diverted to struggle with, manage or cope with workplace bullying hassles (Lutgen-Sandvik, 2006: 415).
3. Of vital importance, workplace bullying makes organizations to experience huge quantitative and qualitative losses in the areas of productivity, worker motivation, operating costs, public relations' image, law suits, medical insurance, and quality of manpower (Zellars, Tepper & Duffy, 2002: 1070; Rayner et al., 2002).
4. Finally, US statistics reveal the alarming facts that more than two million employees quit their jobs annually due to workplace bullying, with a huge financial corporate expenditure of \$64 million (Query & Hanley, 2010: 16). Such colossal amounts are spent on the following rubrics: replacement of staff that quit and training new ones; work focus shifts from productivity to channeling efforts towards coping with bullying; pursuit of legal actions related to complaints and effects of workplace bullying.

From the preceding research findings, it will be an understatement to say that workplace bullying is ‘very expensive’ for all ‘partners’ in this deleterious organizational ‘tragedy drama’.

2.2 Theories and models of workplace bullying

After having discussed the different features, types, levels, factors, and impacts of workplace bullying, it seems relevant to consider the different theories and models underpinning this phenomenon. According to DeKeseredy and Barbara (2006: 165), most conventional models of bullying are basically incomplete since they focus on separate but related issues of the bullying phenomenon. These theories according to the aforementioned researchers fail to generate a holistic perspective which highlights in an integral manner the full scope of workplace bullying which should include its intrapersonal, interpersonal, institutional, and structural aspects. We will now consider the following theories and models of workplace bullying: the Three Way Model of workplace bullying, the Job-Demands Resources Model, Salin’s Model for explaining workplace bullying, and the Integral Model of Workplace Bullying.

2.2.1 Three Way Model of Workplace Bullying

Baillien, Neyens, De Witte, and De Cuyper, developed a qualitative research based Three Way Model of workplace bullying in 2009. The latter attempts to describe and explicate both from the perpetrators’ and targets’ perspectives, the three processes through which workplace bullying could unfold:

1. Work characteristics (workload, cognitive and emotional demands, role problems and job insecurity) may result in bullying through inefficient coping with frustration. This situation could be active for perpetrators and passive for the bullied.
2. Secondly, through a process of displacement, work characteristics may become catalysts for workplace bullying, in which case bullies may project their frustrations on subordinate targets.
3. Thirdly, work characteristics may directly promote and stimulate workplace bullying behavior.

2.2.1.1 Levels of the Three Way Model of Workplace Bullying

According to the Three Way Model of workplace bullying by Baillien et al., (2009: 10), there are three levels of workplace bullying processes, i.e. the intrapersonal, interpersonal and intra-group dimensions.

The intrapersonal level: Workplace bullying results from frustrations or strains and how the employee deals with them. Examples of frustrations could be low job satisfaction, feeling unhappy about organizational changes, or insomnia. Effective coping with these frustrations would entail the following management strategies: spontaneous dialogue and discussing at the inception of the frustrations, optimism, and focus on future perspectives. The latter approach would reduce the possibility of the employee becoming either a bully or a victim of bullying.

On the contrary, managing the aforementioned stressors ineffectively, for example by morbid ruminations, ceaseless complaining, and pessimism or cynicism would most like lead to workplace bullying. Ineffective coping can be active or passive. Ineffective coping can be active-negative, ineffective and aggressive, when an employee who thereby becomes a bully, projects his/her frustrations on another coworker. On the other hand, ineffective coping is passive when the employee withdraws from the work situation which is causing frustrations, adopts a 'wait and see' attitude, decreases commitment, motivation and performance levels, thereby attracting bullying victimization from self-justifying supervisors.

The interpersonal level: interpersonal conflicts and conflict management determine the second level of workplace bullying as described and explained by the Three Way Model of this phenomenon. Interpersonal conflicts are a function of either work-related problems, personal issues between employees or a combination of both. The level of formal or informal power determines to what extent ineffective conflict management combined with escalating conflict management styles (forcing a solution) would make more powerful employees bullies. On the other hand, getting a solution by de-escalating conflict management (listening and compromising), decreases the chances of bullying and ends the possibility of an employee becoming either a bully or a victim.

The intra-group level: Workplace bullying could also be the result of interactional modes within an organization, in which case the latter may act as direct triggers of the phenomenon. Examples of workplace bullying catalyzing negative acts would include unpunished, institutionalized organizational cultures of gossip, mockery and backbiting. Thus, workplace bullying could be caused by direct, enabling negative behaviors in addition to frustrations, tensions and interpersonal conflicts.

2.2.2 The Job Demands-Resources (JDR) Model

The Job Demands-Resources Model was developed by Bakker and Demerouti in 2007. The Job Demands-Resources (JD-R) model is a theoretical framework that tries to integrate the stress research tradition (Job Demand Control Model of Karasek, 1979) and the motivation research tradition (Effort Reward Imbalance Model of Siegrist, 1996). According to the JD-R model, job demands are initiators of a health impairment process while job resources are initiators of a motivational process. Organizational outcomes (for example burnout and work engagement) are a function of the interactions between job demands and job resources.

Applications of the JD-R model in research have led to a diverse set of outcomes in workers' well-being and health (Hakanen et al., 2008: 228), work-related attitudes (Bakker, Demerouti, De Boer & Schaufeli, 2003: 344; Hakanen, Schaufeli & Ahola, 2008: 228), and workers' behavior (Bakker et al., 2003: 334; Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009a: 187; Bakker, Demerouti & Verbeke, 2004: 90). The preceding implies that the JD-R model transcends the areas of workers' attitudes, health and well-being, by being a useful conceptual framework capable of predicting general workplace behavioral outcomes.

2.2.2.1 Main assumptions of JD-R Model

The Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007: 315; Bakker, Demerouti, De Boer & Schaufeli, 2003a: 344; Bakker, Demerouti, Taris, Schaufeli & Schreurs, 2003b: 25) presumes that job demands and job resources are the inevitable job-related stress factors of all organizations. These dual factors are stress and motivation related and can interact in diverse ways to produce different organizational outcomes.

Risk factors of job-related stress: job demands and job resources

Job demands are the physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills, and which are taxing on employee capabilities. Job demands include high work pressure, workload, role conflict, job insecurity, unfavorable physical environment, and irregular working hours. Job demands have depleting, draining and straining qualities on employees' energy and could lead to burnout (Bakker & Demerouti, 2007: 315). Job demands are potential job stressors if employees expend lots of energy to cope with them and become subsequently destabilized.

Job resources refer to aspects of the work context which accomplish the following: reduce job demands and their health-impairing impact; help in the achievement of work goals, and are propitious to personal growth, development, and learning (Bakker & Demerouti, 2007: 315). Job resources contrary to job demands are motivational in nature, and therefore contribute to workers' optimal functioning, for instance, in terms of job commitment. Job resources include, for instance, social support, skill utilization and task autonomy, feedback, and task significance. They could be further categorized under the following rubrics: macro, organizational level (salary or wages, career opportunities, job security), the interpersonal level (supervisor and coworker support, team climate) the specific job position (role clarity, participation in decision making), and at the level of the task (skill variety, task identity, task significance, autonomy, and performance feedback).

Dual processes: health impairment and motivation

'*Job demands and health impairment*' presupposes that employees experience depletion of energy and become exhausted through chronic job demands like work overload (Bakker, Demerouti & Schaufeli, 2003: 35; Demerouti *et al*, 2000, 2001).

'*Job resources and motivation*' implies that either through the satisfaction of basic needs or through the achievement of work goals, the presence of job resources leads to engagement, whereas their absence evokes a cynical attitude towards work (Demerouti *et al.*, 2001: 501;

Lewig, Xanthopoulou, Bakker, Dollard & Metzger, 2007: 431; Schaufeli, Bakker & Van Rhenen, 2009: 896).

Interactions between job demands and resources

The JD-R model proposes that in the interaction between job demands and job resources, the latter may buffer the impact of job demands on job strain, including burnout (Bakker, Demerouti & Euwema, 2005: 175; Bakker et al., 2003b: 25; Xanthopoulou et al., 2007b: 128).

The buffer hypothesis of Kahn and Byosiere (1992: 575) states that the quality of job resources could reduce the probability of organizational characteristics becoming health compromising stressors. Furthermore, job resources could also influence motivation or work engagement when job demands are high, in the coping hypothesis (Bakker, Hakanen, Demerouti & Xanthopoulou, 2007: 278; Bakker, Van Veldhoven & Xanthopoulou 2010: 10; Hakanen, Bakker & Demerouti, 2005: 481).

According to the coping hypothesis, under stressful conditions individuals will be more likely to use resources (skill utilization, learning opportunities, autonomy, colleague support, leader support, performance feedback, participation in decision-making, and career opportunities) as a coping mechanism or stress reducing action.

2.2.2.2 The JD-R model and workplace bullying

Workplace bullying could be considered as one of the behavioral outcomes of the interaction between job demands and job resources as experienced by both victims and perpetrators of workplace harassment (Hauge, Skogstad & Einarsen, 2007: 1042; Notelaers, De Witte & Einarsen, 2010: 492). Job demands like workload, role conflict and job insecurity, and job resources like utilization, task autonomy and social support, have been associated with workplace bullying by researchers (Bakker & Demerouti, 2007: 315; Hauge et al., 2007: 1042; Notelaers et al., 2010: 492).

Conceptual frameworks like the work environment hypothesis (Leymann, 1996: 170) and the Three-Way Model (Baillien, Neyens, De Witte & De Cuyper, 2009: 10), have considered work characteristics as potential workplace bullying antecedents. Concerning victims of workplace bullying, the JD-R model explicitly links job demands as causal agents in the draining out of employees' energy and strength, leading to burnout and exhaustion (Hakanen et al., 2008: 228). Strained and drained employees are deemed potentially easy targets who are easily bullied without displaying any or very little resistance (Hoel & Salin, 2003: 209). Conversely, employees facing high job demands and low job resources maybe bullied by their peers through their violation of work norms by withdrawal and disengagement (Felson & Tedeschi, 1993: 26). For the case of perpetrators of workplace bullying, high job demands and low job resources could turn them into bullies as a compensatory mechanism through which they seek to reassert themselves over subordinates and regain a semblance of equilibrium from their hassling frustrations (Hinduja, 2007: 659).

2.2.2.3 The JD-R Model and employee psychological wellness

Researchers have found that job demands, job resources, burnout and work engagement provide insight into workers' wellness and health. These include psychosomatic complaints (Hakanen, Bakker & Schaufeli, 2006: 498) and depression (Hakanen, Schaufeli & Ahola, 2008: 228) following workplace bullying. The JD-R model highlights the fact that the risk of burnout is highest in working environments where job demands are high and job resources are low (Demerouti et al., 2001: 501). Complementary to these additive effects, the buffer hypothesis states that high job resources may offset the negative impact of job demands on burnout (Bakker & Demerouti, 2007: 315). Research shows that employees facing high job demands were less exhausted when sufficient job resources were available (Bakker, Demerouti, Taris, Schaufeli & Schreurs, 2003b: 25).

In other words, the JD-R model aptly demonstrates that the interactions of job demands and resources are responsible for two employee wellness and organizational outcomes situations. In this light, job demands are related to strain, energy drain and wellness issues connected to

exhaustion, whereas job resources are related to employee motivation or demotivation, engagement or disengagement, commitment or withdrawal.

Resources	High	Low strain High motivation	High strain High motivation
	Low	Low strain Low motivation	High strain Low motivation
		Low	High
		Demands	

Table 2.1: Predictions of the Job Demands-Resources Model based on additive effects (Bakker & Demerouti, 2006:9).

Combining these processes in an additive sense leads us to the following propositions as seen in table 2.1:

1. When both job demands and resources are high, employees develop strain and motivation
2. When job demands and resources are low, employees demonstrate absence of strain and motivation
3. Furthermore, high demands-low resources condition would lead to high strain and low motivation
4. Low demands-high resources condition would lead to low strain and high motivation.

The JD-R model provides rich, comprehensive, and a holistic perspective on workplace bullying causation and the subsequent individual, group and organizational consequences of the latter phenomenon as it impacts on both employee wellness and organizational output.

2.2.3 Salin's model for explaining workplace bullying through enabling, motivating and precipitating structures and processes in the work environment

For Salin (2003: 1216), workplace bullying behavior is a function of the following trio of influences: bullying antecedents or enabling structures and processes; motivating structures and processes; and triggering or precipitating processes or circumstances. According to Salin (2003: 1216), a kaleidoscope of possibilities of interaction of the aforementioned workplace bullying triple causal factors is possible:

1. Conditions considered in isolation are generally 'neutral', but could become bullying antecedents through the combination with a motivator or trigger event, person, place or thing
2. In like manner, motivating and triggering influences do not lead to bullying, except in the presence of the right conditions
3. Finally, bullying antecedents have a double role in harassment, in that they simultaneously constitute both the foundation and filter of the process, i.e. they render the environment conducive for bullying behaviors, and determine the possibility of effective occurrence of bullying if only motivating and or precipitating processes are present.

A) Enabling structures and processes

According to Salin (2003: 1216), enabling structures and processes are the foundational factors that initiate and sustain the bullying ethos. These include a perceived power imbalance between the possible target and perpetrator(s), low perceived costs for the perpetrator, and frustration in the work environment.

Perceived power imbalance

To an extent, power structures and power imbalances justify the high prevalence of workplace bullying in organizations (Cortina et al., 2001: 68; Hoel & Cooper, 2000: 107; Knorz & Zapf, 1996: 16; O'Moore, 2000: 12; Zapf et al., 1996: 221); bullying generated by situational and contextual factors (Cleveland & Kerst, 1993: 51); bullying in authoritarian institutions, such as the army and prisons, where power culture and power imbalances are normative (Ashforth, 1994: 760; Ireland, 2000:); and bullying through autocratic style of management (Hoel & Cooper, 2000: 107; O'Moore, 2000: 12; Vartia, 1996: 208).

Low perceived costs

Workplace bullying is also said to prevail in settings where 'bullies' perceive that their harassing behavior will lead to minimal or total absence of repercussions towards themselves. This assertion is justified by the fact that bullying has been shown to be more prevalent in large and bureaucratic organizations (Einarsen & Skogstad, 1996: 192; Leymann, 1992a: 35); in a *laissez faire*, 'weak' or 'inadequate' management style (Einarsen et al., 1994: 393; Hoel & Cooper, 2000: 20; Leymann, 1996: 170); where there is a quest for excellence at any price (Johns & Menzel, 1999: 102); and in settings which condone and reward a culture of toughness (Neuman & Baron, 1998: 395).

Dissatisfaction and frustration

The following aspects of employee dissatisfaction and frustration with their work situation and organizational climate are considered by some researchers as potential antecedents to workplace bullying and deleterious social behavior. These are:

1. organizational pressures and lack of autonomy over one's own job (Einarsen et al., 1994: 393; Spector, 1997: 10; Vartia, 1996: 208; Zapf et al., 1996: 221)
2. lack of clear goals (Vartia, 1996: 208)
3. role conflict and ambiguity (Einarsen et al., 1994: 393; Spector, 1997: 10)

4. high stress levels due to high workload, time pressure and a hectic work environment (Appelberg et al., 1991: 1052; Einarsen et al., 1994: 393; Hoel & Cooper, 2000: 20).

Each of these factors exacerbates employee dissatisfaction and frustration with their work environment.

B) Motivating structures and processes

Salin (2003: 1216) highlights motivating structures and processes which actually initiate, sustain and orient workplace bullying, especially in organizational settings where the latter is actually rewarded as shown below:

1. high internal competition and a politicized climate (O'Moore, 2000: 12; Salin, 2003: 1216; Vartia, 1996: 208)
2. bullying prone reward system (O'Leary-Kelly et al., 1996: 230)
3. work pressures and performance evaluations based on quantity of production (Klein, 1996: 70)
4. disciplining colleagues who violate established production norms and raising the barrier for others (Kräkel, 1997: 540; Neuman & Baron, 1998: 395)
5. oppressive control from peers through team work (Sewell & Wilkinson, 1992: 275)
6. the introduction of collective bonus systems (Collinson, 1988: 185).

The aforementioned motivating structures and processes are considered by Salin (2003: 1216) to represent factors that make workplace bullying to be sustainable in a workplace context.

C) Precipitating processes

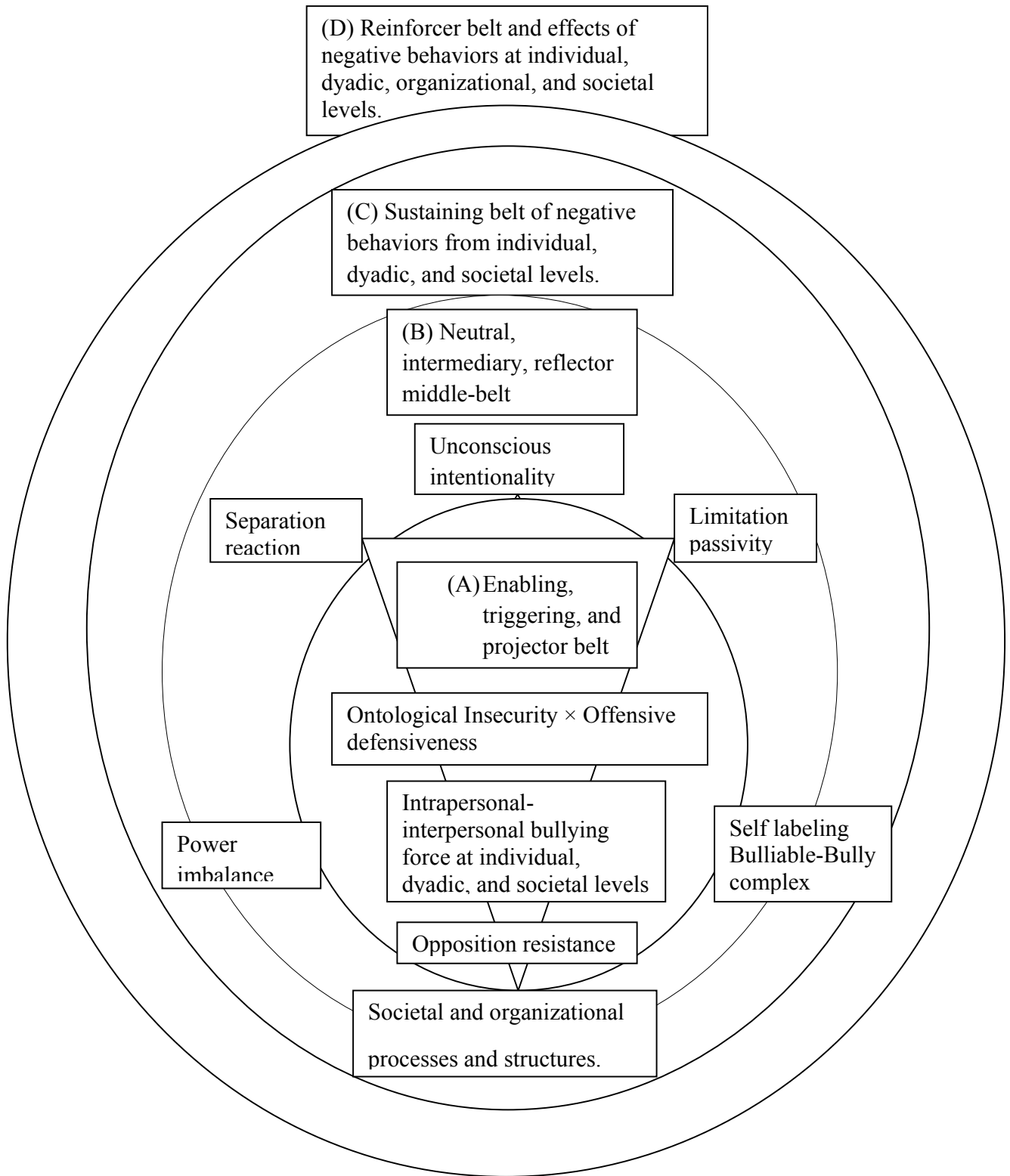
If enabling structures and processes describe and justify how and why certain organizations and situations constitute more propitious backgrounds for bullying, and the motivating structures and processes explain that bullying can be entrenched as part of an organizational reward system, other factors act as the effective triggers of the bullying process. Such precipitating processes include cost cutting, restructuring, downsizing and re-engineering (Baron & Neuman, 1996: 165;

Hoel & Cooper, 2000: 107; McCarthy, 1996: 51; Sheehan, 1996: 35). Others include the introduction of new, flatter, decentralized structures with innovations that tend to reduce the number of managerial posts, thereby potentially exacerbating competition and enhancing the incentives to impede or eliminate competitors (Kräkel, 1997: 540). The delegation of control to semi-autonomous teams (cf. Hodson, 1997: 57; Kräkel, 1997: 540); changes in management or in the composition of the workgroup (Hoel & Cooper, 2000: 20; O'Moore et al., 1998: 571; Rayner, 1997: 201); and increased workplace diversity in terms of age, gender and ethnicity (Baron & Neuman, 1996: 165) are other structures and processes that foster workplace bullying.

2.2.4 The Integral Model of Workplace Bullying (IMWB)

The model of workplace bullying which the researcher is proposing has four concentric dimensions, which are respectively labeled the enabling-projector-triggering core, the intermediary motivating neutral-passive-receptor middle-belt, the sustaining sphere, and the reinforcing periphery.

Figure 2.1: Integral Model of Workplace Bullying



2.2.4.1 The enabling-triggering-projector intrapersonal core of workplace bullying

The primary, initiating point of workplace bullying (point A of figure 2.1), represents the ontological perspective of “dualism”, i.e. a conceptual and perceptual sense of separation and division, which we can symbolize as “I versus Others”. This sense of separation is not in a hierarchical, horizontal or vertical “top to bottom or bottom to top workplace orientation”, as much as it is in relation to philosophical definition of “being”. In this sense, the workplace is made up of irreconcilable, antagonistic and personalizing workers. The feeling of separation is accompanied by a potential reactivity complex, while the thought of limitation has passivity as reaction complex. The combination of separation-reaction and limitation-passivity generates the force of opposition-resistance by “I” in relation to “Others”.

The enabling-triggering-projector intrapersonal core of workplace bullying has three other cardinal vectors, which are unconscious intentionality to “bully and be bullied”, the perception of power imbalance between “I and Others”, and the self-labeling “bulliable-bully complex”. The combination of separation-reaction; limitation-passivity; opposition-resistance; unconscious intentionality; power-imbalance; bulliable-bully complex generates “Offensive-defensiveness”, which is the core-force of workplace bullying. Offensive-defensiveness is the unconscious intentionality to generate, sustain, and reinforce “ontological insecurity” in ‘others’ at the workplace.

Contrary to Giddens’ Theory of Structuration (1984: 54) which defines ontological security to be trust or confidence which determine basic existential parameters of self and social identity, the workplace bullying model the researcher is proposing is caused by, and sustained by an energetic base of “ontological insecurity”. The latter is a function of “offensive-defensiveness” which results from a feeling of separation, the thought of limitation, and the unconscious intention to “oppose and resist” all “others”. Thus instead of trust, the workplace bullying force of offensive-defensiveness, leads to “dis-trust” and quasi-permanent anxiety, which deviates workers’ energies from their tasks to an obsessive concern for workplace projected conflict scenarios. The latter are triggered, projected, and enabled by offensive-defensiveness, multiplied by opposition-resistance. The basic unconscious intentionality of workplace bullying exacerbates a conflictual

sense of interaction with others and self, as the ethos to express the “bullying force”, that is will of reactivity and passivity, feeling of fragmentation-separation and a thought of limitation. The “bullying-force” through separation-limitation, reactivity-passivity, generates a feeling of “being little” or “be-little” which is the source of feeling “be-littled”, being “be-littled” by self, others, and the organization, and for the self to “be-little” self, others, and the organization, in the following sequence:

1. I resist-oppose, and I am defensive-offensive in relation to others
2. Others resist-oppose me, and others are defensive-offensive in relation to me
3. We resist-oppose others, and we are defensive-offensive in relation to others
4. Others resist-oppose us, and others are defensive-offensive to us.

From the preceding, we can say that workplace bullying is defined from three perspectives, i.e. the individual, dyadic, and socio-organizational domains. We could then say that workplace bullying as intrapersonal ontological insecurity can be defined as follows: workplace bullying is a function of offensive-defensiveness, and the latter is a function of separation-reactivity multiplied by limitation-passivity and opposition-resistance.

Finally, it is of vital importance that we remember that the sustainability of the bullying force of ontological insecurity, is a function of its “outward to inward” orientation. The triggering-projector-enabling role of offensive-defensiveness, which has as correlates a quasi-permanent feeling of “being little”, anxious, resisting-opposing, defending-offending, is sustained only because the bullying force “flows energetically” from “without to within”. In other words, the “workplace bullying force” is projected primarily from “without to within”, and secondarily from “top to bottom”, “bottom to top”, or “horizontally”. The perception that the “bullying force” is expressed and experienced from “without to within” by “targets” can be hypothesized as meaning that the latter are unconscious that they have firstly a priori generated within themselves a “defensive-offensive base” requiring interaction with others’ “defensive-offensive bases”, in order to activate the “bullying force-process.” The “without-within” aspect of the bullying force implies that its actors are unconscious of their dual “defensive-offensive core”, perceiving only the “offensive half” of the bullying circuit from “others”, which is apparently

separate from their own “defensive half circuit”. In other words, the “without-within bullying circuit” is initially intrapersonal, unconscious and only apparently “defensive” from the target’s perspective, and “offensive” from the bully’s.

2.2.4.2 The neutral-passive-reflector-motivating middle-belt of workplace bullying

It should be initially emphasized that the intensity or extensity, quantity or quality of the workplace processes and structures are non-essential features of workplace bullying for this researcher. For this researcher, the workplace processes and structures as presented by Salin (2003: 1216), in three categories of enabling structures and processes (perceived power imbalance-which this researcher considers as trigger force, low perceived costs for perpetrators, dissatisfaction and workplace frustration), motivating structures and processes (high internal competition, reward systems, expected benefits for perpetrators), triggering circumstances (organizational changes in crises, changes in management and composition of work groups), are neutral forces-situations until three forces come into play at point B in figure 2.1. The first is personalization of workplace situations as cited above, through the process of “retention” and “suspension”. The former is the “holding onto” by thought, of work positions, rewards, work group composition, particular management, etc, and resisting change, opposing newcomers, in a sense of “I against others”. It equally implies “suspension” or permanent reactivity in relation to “others”, who are perceived and conceived as “opposers to” the self, by obtaining or retaining particular “workplace posts, duties, rewards, privileges, etc”. Thus, personalization of workplace situations transforms them from a priori neutral issues into “retained-suspended” conflict issues, which thereby intensify and extensify the initial bullying force of ontological insecurity. In other words, personalization of workplace situations, is the first force to activate reflector forces of the initial bullying force.

Secondly, in conjunction with personalization of workplace situations, low levels of individuation also account for the transformation of the initial neutrality of the former into forces for the sustainability of controversy and conflict interactions. Individuation for this researcher is a function of “Knowing and Being the best that each worker is and can be”, whole brain functioning (creative thought), and integral action (maximization of workplace interactions and

community service). Individuation is the systematic movement from regimentation to specialization, from mindlessness to mindfulness. This fundamental shift is based on the maximization in each worker of a sense of uniqueness, an intrinsic, self-sustaining motivation. Self-actualization is thus the critical foundation in the development of the sense of individuation. The latter leads away from self-alienation to the realization that “each is unique”, i.e. knowing and maximizing one’s total and special potentials. Individuation is thus a “balancing” of the human being at the point of his/her authentic source, cause and power. This point of “integration” leads to an integrating consciousness, an awareness of “non-fragmentation”. The awareness of non-fragmentation generates a “transpersonal ego” which implies a transpersonalizing of workplace issues. Conversely, low levels of individuation as earlier explained, would also reinforce the transformation of “neutral workplace situations” into obsessively and reactively perceived, personalized complexes, which would also exacerbate the bullying force through the following scenarios:

1. I personalize workplace situations, react defensively-offensively to others, and feel frustrated by the former and latter
2. Others personalize workplace situations, react defensively-offensively to self, and feel frustrated by the former and latter
3. We personalize workplace situations, react defensively-offensively to others, and feel frustrated by the former and latter
4. Others personalize workplace situations, react defensively-offensively to others and feel frustrated by the former and latter

The third vector in the motivating middle-belt is the transformation of the initially “without-within bullying intrapersonal circuit” which is unconscious and only apparently “defensive” from the target’s perspective, and “offensive” from the bully’s, into its second aspect. During its interpersonal phase, there is “polarity switching”, in which case the initial “target” becomes “bully”, and the “bully” becomes “target”. The factor that determines the “polarity switch acceleration” is the duration of “rest” in “bullying inter-phases”, i.e. movement from “defensiveness to offensiveness”, and “offensiveness to defensiveness”. The latter implies that the persistence of the workplace bullying circuit is a function of the rapidity or slowness of

switching into transitional bullying modes of “bully-bullied”, “offensiveness-defensiveness”, mediated via motivating personalization, individuation levels, and workplace situations acting as bullying inter-phases. In other words, bullying inter-phases, i.e. personalization, individuation, and workplace situations, determine the degree of fluctuation of bullying modes, i.e. from “offensiveness to defensiveness”, “resistance to opposition”, “passivity to reactivity”, “limitation to separation”. Thus bullying inter-phases and fluctuating bullying modes would act as motivator for the sustainability of the bullying force.

2.2.4.3 The sustaining dimension of workplace bullying

We could now state that the third dimension of the Integral Model of Workplace Bullying (IMWB), point C in figure 2.1, is that of sustaining workplace negative behaviors, thereby extending our formula for workplace bullying to incorporate negative behaviors. In other words, the workplace bullying force is motivated by the reflector-passive workplace situations’ middle-belt, but the former is sustained by negative workplace bullying behaviors. Negative behaviors of the Integral Model of Workplace Bullying can be categorized as follows:

1. I overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to others
2. Others overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to myself
3. We overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to others
4. Others overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to us.

2.2.4.4 The reinforcing zone of workplace bullying

The fourth level of the Integral Model of Workplace Bullying (point D in figure 2.1), is the dimension in which the workplace bullying force is reinforced by negative workplace behaviors from, through, and to the individual, the group, and the organization, thereby extending our formula for workplace bullying to incorporate this last component, i.e. effects of negative behaviors. In the final analysis, the goals of workplace bullying are to elicit and sustain distress and “psychological non-wellness” in “targets”, reinforce “offensiveness” in “bullies”, with the latter and the former subsequently becoming “bully-bullied” and “bullied-bully”.

The essence of the workplace bullying force is to “flow” through the four dimensions of The Integral Model of Workplace Bullying, in a self-perpetuating complex that lead to the following effects on the individual, group, and organization:

1. Lower physical resilience
2. Suppress psychological optimism, and replace it with cynicism, pessimism, and despair
3. Lead to emotional disequilibrium
4. Intensify spiritual meaninglessness
5. Over and under-stimulate thought into obsessive and neurotic patterns
6. Lower environmental consciousness
7. Exacerbate anti-social actions
8. Intensify occupational frustrations

It would be preposterous to say The Integral Model of Workplace Bullying herein proposed is perfect, as well as it would equally be if not more tragic to shy away from attempting to elucidate at least a tentative framework for such a contemporary, complex, exciting, multi-dimensional concept that is workplace bullying. The preceding acknowledges the indispensable necessity of a spirit of modesty, not as a formalism, but as a truism that the moral ethos of humility is a condition sine qua non for all intellectual effort aimed at contributing to knowledge, especially in this context of as yet unverified hypotheses and presumptions, but without which there would be no conceptual substance for experiential action. That said, the initial motivation for proposing

The Integral Model of Workplace Bullying is an intention to conceive a framework that not only brings together the disparate constitutive elements of employees and the workplace, but to attempt the exacting task of weaving them into an integrating model and idealizing framework. Furthermore, the latter is intended to be not just a juxtaposition of variables, but the medium for the creation and sustenance of a continuum, an interdependent and intra-dependent ethos, through which the elements of workplace bullying could be highlighted in an integrated, goal oriented dynamic, of mutually enabling, motivating, sustaining, and reinforcing factors.

Following the presentation of the workplace bullying model generated by the researcher, the next section will focus on workplace bullying and psychological wellness.

2.3 Workplace bullying and psychological wellness

Psychological wellness constitutes the second most important concept of this research work and on that basis it will be presently considered under the following rubrics: the concept of wellness, psychological wellness, and conceptual models of wellness. The latter shall consist of systems psychodynamic theory, positive psychology, and the researcher's proposed model.

2.3.1 The concept of wellness

Intrinsically, the concept of wellness is an umbrella term that subsumes a plethora of states and dimensions of being, without a single definitive definition as yet agreed upon (Lopez, 2008: 37). Dunn, (cited in Bergh & Theron, 2006: 63) and who is the supposed 'father' of contemporary wellness movement defines the latter concept as the maximization of human potential through integral functioning. We will consider some contemporary definitions of the concept of wellness:

1. Wellness highlights the positive aspects of human activities and being (Lopez, 2008: 37).
2. Wellness is the world's current near obsession with issues of 'feeling fine', coined aesthetically as fitness, health, beauty, mental stability, happiness, goodness and hygiene (Kets de Vries, 2007: 85)

3. For Dolan (2007: 56), wellness is a subjective declaration and qualification of life in general as ok, and it also refers to the effects of social contextual variables on the physical and psychological functioning of people.

From the preceding perspectives of wellness, we could deduce that the concept is primordially a subjective depiction of human perception of balance in all areas of functioning. The subjectivity of wellness experiences does not make them ‘unreal’, since on the contrary it is this same subjectivity that gives ‘color, flavor and quality to existence’.

2.3.2 Psychological wellness in perspective

In an interview with Time Magazine (Wallis et al., 2005: 428), Seligman defined psychological wellness as transcending the mere absence of pathology, since it is synonymous with mental alertness and efficiency of human cognition, as a prerequisite for maximization of human functioning. For Kets de Vries, (2001: 66), a psychologically sound person demonstrates the following attributes:

1. Has insights into his/her goals and motivations
2. Understands his/her strengths and weaknesses
3. Avoids engaging in self-destructive activities
4. Is self-motivated to learn and grow
5. Learns to increase tolerance for ambiguous situations
6. Is emotionally responsive
7. Develops a behavioral repertoire that is flexible and effective.

Compton (2001: 492) conceptualizes a tripartite model of psychological wellness which integrates subjective wellness, personal growth and ‘other centeredness’. Snyder and Lopez (2007: 38) conceived a six dimensional perspective of psychological wellness which incorporates the following aspects: self-acceptance, positive relationships with others, personal growth, purpose in life, environmental mastery and autonomy.

2.3.3 Workplace psychological wellness constructs

From extant literature, psychological wellness in the workplace includes the following constructs: self-actualization, sense of coherence, locus of control, and emotional intelligence.

2.3.3.1 Self Actualization

Self-actualization which is the optimization of human capital, is the summit of Maslow's hierarchy of needs, could have positive human and organizational effects. Self-actualization is considered instrumental in enhancing employee creativity, wellness, attentional processes, and in minimizing workplace conflict and organizational deviance (Weick & Putnam, 2006: 279). It is also highly probable that Maslow's peak experiences which emphasize personal growth (Dent, Higgins & Wharff, 2005: 647), could link with the 'flow' experiences of positive psychology (Csikszentmihalyi, 1990: 75) to enhance employee intrinsic motivation and job commitment.

2.3.2.2 Sense of coherence

The sense of coherence is a creative, profound sense of certainty (Antonovsky, 1987: 15), which is unwaveringly convinced that:

1. stimuli from the internal and external environments are not chaotic, unstructured and inexplicable
2. there are always enough resources to the pressures of the said stimuli
3. the apparently stressful demands from the stimuli are opportunities for the deployment and investment of creative potentials.

Two decades of research have proven the assumptions of Antonovsky right, in the sense that findings confirm that persons with a high sense of coherence are more resistant to adverse working conditions which generate stress and anxiety (Adams, Bezner, Drabbs, Zambarano & Steinhardt, 2000: 169).

2.3.2.3 Locus of control

Many research findings conclude that the factor of control, that is the attribution of individual outcomes to either personal variables or external factors, influences wellness (Hsu, 2011: 236;

Meier, Semmer, Elfering & Jacobshagen, 2008: 249). In other words, Work Locus of Control has been found to be related to health outcomes like stress (Berg, Hem, Lau, Håseth & Ekeberg, 2005: 113) and internal locus of control in particular deals more efficiently with work demands, while leading to better well-being and performance levels for employees (Daniels, Beesley, Cheyne & Wimalasiri, 2008: 49).

2.3.2.4 Emotional intelligence

According to Crompton (2010: 11), emotional intelligence or the ability to handle feelings determines success and happiness in all aspects of life. In other words, more important than IQ is how employees conduct themselves, express themselves, and interact with others. Low emotional intelligence will lead to a sense of struggle, negative reactions, and feelings of victimization. High emotional intelligence on the contrary will lead to the ability to take stock of feelings, analyze them, see their impact on behavior and choices, and to recognize how others are feeling, in order to develop empathy. For the researcher, based on Crompton's assumptions, employees with high emotional intelligence will be more respectful of others' ideas, engage less in all forms of negative behaviors, and develop proactive responses to workplace bullying.

2.3.3 Theories and models of psychological wellness

For the purpose of this study, the researcher will focus on Positive Psychology as a theory of psychological wellness, Systems psychodynamic Model, and his own model of wellness labeled 'Integral Model of Psychological Non-Wellness'.

2.3.3.1 Positive psychology

Positive psychology basically emphasizes on strategies for maximizing psychological wellness competencies among individuals (Taylor & Kielhofner, 2007: 145). Furthermore, positive psychology for this researcher provides an important theoretical framework for understanding and managing the phenomena under study, that is, workplace and psychological wellness.

Definition of positive psychology

Positive psychology's fundamental orientation is away from pathology while strongly emphasizing, realizing, developing and reinforcing positive areas of thinking, experience, and behavior (Taylor & Kielhofner, 2007: 145). Interest in the positive aspects of human existence has been the focus of professionals for very long, whereas the scientific study of the former is fairly recent (Peterson, 2006: 57). Nonetheless, criticism has arisen in relation to the aforementioned 'anti-pathological' definition of positive psychology, by refocusing the scope of positive psychology to integrate both human strengths and weaknesses, reinforcing the best while managing the worst, healing pathology as well as making people's lives fulfilling (Peterson, 2008: 45).

Assumptions of positive psychology

Baumgardner and Crothers (2009: 58) stipulate that the concept of happiness is central in the assumptions positive psychology, in the following triple domains:

1. The pleasant life pertains to the existential determinants, i.e. circumstances and subjective qualities which lead to a desired state of happiness.
2. The engaged life considers the extent to which there is active involvement of self-realized individuals with others, work and leisure, in order to arrive at a sense of purpose.
3. The meaningful life entails the transcending of 'self-centered comfort zone' in order to become an active, creative participant in activities geared towards the empowerment of others.

Positive psychology and psychological wellness

Positive psychology plays a significant role in the enhancement of psychological wellness through Virtues in Action, character strengths, and situational themes (Snyder & Lopez, 2007: 38).

Virtues in Action

Virtues in Action are fundamental characteristics which are time honored and valued by moral, religious and folk wisdom over the ages. Virtues in Action are grouped under six virtues, including: wisdom and knowledge, courage, humanity, justice, temperance, and transcendence (Seligman et al., 2005: 275).

Wisdom and Knowledge

Wisdom is the application of knowledge and discernment to life's situations as a result of prior interactions, mishaps and experience gleaned over time, space, and circumstances. Wisdom entails transcending self-centeredness, appraising things in perspective, and proffering judicious advice to others (Baumgardner & Crothers, 2009: 58).

Courage

Courage is described as the ability to be assertive, positive, realistic, and optimistic in spite of, and despite overwhelming internal and or external odds (Baumgardner & Crothers, 2009: 58); Seligman, Steen, Park & Peterson, 2005: 275).

Humanity

Humanity is a person's capability of being selfless in thought, feeling, word, and action, at times even to one's detriment. It entails going beyond the 'me' and 'you' to attain the sense of 'us' (Baumgardner & Crothers, 2009: 58; Seligman et. al. 2005: 275).

Justice

Justice is considered a civic strength which permits objective appraisal of persons and situations, creative engagement in developmental issues for the achievement of worthy objectives (Locke, 2005: 280; Baumgardner & Crothers, 2009: 58; Seligman et. al., 2005: 275).

Temperance

The virtue of temperance is the moral, mental, and volitional strength which enables man to transcend negative instinctive impulses and to manifest transpersonal behavior (Baumgardner & Crothers, 2009: 58; Seligman et al., 2005: 275).

Transcendence

Transcendence implies having a holistic, timeless and limitless vision as a prerequisite for creative and meaning thought and action (Seligman et. al. 2005: 275; Baumgardner & Crothers, 2009: 58).

Positive Psychological Character Strengths

Character strengths are the psychological processes and mechanisms that define virtues. A positive psychological strength is a unique and effective way of behaving which accomplishes goals (Linley, Joseph, Harrington & Wood, 2006: 9). Optimism, hardiness, locus of control, self-reliance, sense of coherence, hope, meaningfulness, manageability, positive affect are character strengths which effectively manage stress according to Nelson and Simmons (2005: 105). Seligman (2002: 35), and Seligman and Csikszentmihalyi (2000: 8) outline the following character strengths of positive psychology which promote psychological wellness: resilience, positive affectivity, flow, positive emotions, emotional intelligence, courage, future mindedness, optimism, interpersonal skill, faith, work ethic, hope, honesty, and perseverance. For Coetzee and Cilliers (2001:15), sense of coherence, locus of control, self-efficacy, hardiness, potency, and learned resourcefulness are effective in positivising coping behavior and enhancing psychological wellness in work organizations.

Situational themes in Positive Psychology: Well-being, Health and Wellness

Situational themes are the specific habits that lead people to manifest strengths in particular circumstances. For the purpose of this study we will consider the following situational themes

which impact on psychological wellness: meaning making, intentional goal setting, self-efficacy, commitment to self-defining goals, goal achievement, optimism, and positive emotion (Delle Fave, 2006: 171):

1. Meaning-making is an aspect of a sense of coherence whereby individuals voluntarily and consciously re-create their experiences in line with the self-serving bias of positive illusion (DelleFave, 2006: 171; Strumpher, 2006: 149).
2. Intentional goal-setting implies a realistic appraisal of one's situation prior to setting and managing goals and incidental hurdles (DelleFave, 2006: 171).
3. Self-efficacy is the basis of an internal locus of control in the face of trying circumstances and conditions, with a view to making operative all positive subjective resources and skills (DelleFave, 2006: 171).
4. Commitment to self-defining goals is a sense of dedication for the accomplishment of self-fulfilling and self-realizing objectives, in order to reinforce the sense of coherence, meaning and happiness (DelleFave, 2006: 171).
5. Goal achievement entails both threat appraisal and goal attainment processes, which are respectively an objective assessment of goals and limitations, and the improvement of strategies for goal achievement (DelleFave, 2006: 171).
6. Optimism in an individual is characterized by better moods, greater perseverance and high rates of success, which enhance goal attainment and achievement. Optimism can be defensive or functional, with the former involving unrealistic overvaluation of individual control of situations, while the latter involves self-efficacy and the positive belief (DelleFave, 2006: 171).
7. Positive emotion is a vital aspect of psychological growth and improved wellness, because it broadens mindset and sustains personal resources (Fredrickson, 2001: 220; Lopez, 2008: 37).

Challenges to Positive Psychology

Noble as the positive psychological endeavor is, it comes under criticisms which attempt to highlight some of its limitations and 'grey areas':

1. Sugarman (2007: 180) states that positive psychology is coming from an ideological base which precludes its sweeping statements concerning the 'good life'. In other words, it is argued that the defining of certain positive psychology concepts like 'positive' and 'good' remains relative and controversial (Gable & Haidt, 2005: 107).
2. Positive psychology is criticized for undermining the real, hard tragedies and negative dimensions of life.
3. Positive psychology vilifies the rest of psychology.
4. Positive psychology is considered an ancient construct and should remain modest in its claims.

In general, positive psychology is a laudable effort at logically and contemporarily re-conceptualizing the notion of 'wellness' which had been more or less 'veiled' by the 'dis-ease' based focus of contemporary psychology.

2.3.3.2 Systems psychodynamic model

The systems psychodynamic model attempts to unite wellness concerns and the depth levels of individual, group and organizational behaviors, in order to understand and integrate them (Huffington, Armstrong, Halton, Hoyle & Pooley, 2004: 63). The systems psychodynamic theory integrates Freudian systemic psychoanalysis, Melanie Klein's family psychology, Ferenczi's object relations and Bertalanffy's systems thinking (Cytrynbaum & Noumair, 2004: 36). Secondly, this theory offers a depth psychology organizational perspective for explicating conscious and unconscious behavior (Campbell, 2007: 18; Campbell & Huffington, 2008: 60; Klein, 2005: 298).

Fundamental premises

The following are some fundamental premises of the systems psychodynamic theory:

1. Interconnectedness is a function of anxiety or fear of the future (Armstrong, 2003: 33).

2. Primitive (denial, introjections, projection) and complex (rationalization, intellectualization) defense mechanisms are used by individuals to manage anxiety in the quest for psychological equilibrium (Blackman, 2004: 115).
3. Organizational containment and management of anxiety takes the forms of management hierarchy operating through laws, regulations, procedures, organigrams, job descriptions and specific problem solving styles.
4. There are five basic behavioral patterns for 'dramatizing' anxiety: dependency; fight-flight; pairing; me-ness and one-ness or we-ness. The latter are part of a 'group ethos' sustained consciously or unconsciously by individual workers and impacting on the latter in return.

Five behavioral patterns in relation to anxiety

'*Dependency*' entails a system's unconscious reliance and dependence on a 'reassuring parental object' (Campbell, 2007: 950). Counter-dependence which is accompanied by a sense of frustration, helplessness, powerlessness and de-authorization, is generated when the 'object of dependence' proves to be inept (Stapley, 2006: 74).

In '*Fight or flight*', the system protects itself by fighting the imagined enemy (self, peers or authority) or by displacing the self physically or emotionally away from the source of danger (Cytrynbaum & Noumair, 2004: 36; Klein, 2005: 298). Forms of fight responses include envy, jealousy, competition, elimination, boycotting, sibling rivalry, lobbying for a position in the system or an assumed privileged relationship with authority figures). Physical flight responses include among others, avoiding others, being ill or resigning, whereas psychological flight responses entail avoiding threatening situations or emotions, rationalizing and intellectualizing (Gould, Stapley & Stein, 2004: 69).

'*Pairing*' implies an unconscious fantasy of 'hooking up' with a more powerful person, object or idea in order to better manage worry which is related to a sense of alienation and loneliness (Colman & Geller, 1985: 34).

'*One-ness*' or '*we-ness*' is the effort to sacrifice 'self-willing' in order to become subsumed through self-surrender to an all-powerful person, object, idea or force, and thereby derive a semblance of wellness (Klein, 2005: 298).

'*Me-ness*' refers to psychological equilibrium obtained through valorization of subjective intrapersonal reality at the expense of group interactions and reality (Cilliers & Koortzen, 2005: 52).

The CIBART Model

The five behavioral patterns mentioned above to manage anxiety, are developed by Cilliers and Koortzen (2005: 52) into the CIBART model (conflict, identity, boundaries, authority, role and task), which is a workable framework for the understanding, qualitative assessment and resolving of the causes of conflict.

'*Conflict*' manifests intra-personally (in the individual between ideas and feelings), interpersonally (between two or more team members), intra-group (between factions or sub-groups) and inter-group (between one team or department and others in the larger system) (Cilliers & Koortzen, 2005: 52).

'*Identity*' refers to the aspects of uniqueness and difference that characterize systems (Campbell & Groenbaek, 2006: 60). It also refers to organizational culture and identity (Cytrynbaum & Noumair, 2004: 36; Klein, 2005: 298).

'*Boundaries*' refer to the space around and between parts of the system. They keep the system safe and contained (Cilliers & Koortzen, 2005: 52). Examples are the boundaries of task, time and territory.

'*Authority*' refers to the right one has, because of one's rank or office, to issue commands and to punish violations (Czander, 1993: 250). Authority comes from above (the organization, manager or leader), the side (colleagues), below (subordinates) and from within (self-authorization).

'*Role*' is the centre of individual activity. A series of boundaries delineate and define the behavior (actual, implied or potential), authority, structure, culture, duties and responsibilities under a formalized title that others recognize and more or less value. It manifests as normative, experiential and phenomenal experiences (Cytrynbaum & Noumair, 2004: 36; Czander, 1993: 250; Obholzer & Roberts, 1994: 59).

'*Task*' is the basic component of work. The leader adheres to the primary task, indicating contained anxiety. Diversions into off-task and anti-task behavior show confusion and free-floating anxiety (Cytrynbaum & Noumair, 2004: 36).

Systems psychodynamic theory and workplace bullying

The systems psychodynamic model can be of great value to research on workplace bullying from the perspectives of research questions, literature, assumptions of psychodynamic theory, and defense mechanisms for coping with workplace harassment:

1. The following questions could be asked
 - a. Why do bullies bully?
 - b. Why do some individuals become victims?
 - c. What is the role of the audience?

2. Researchers interested in looking at bullying in organizations have a wealth of theory on which to draw. This includes organizational theory such as social defenses, theories on group dynamics (Stapley, 2006: 74), a range of theory of the unconscious mind such as Klein's work on envy, and theories on interpersonal relationships such as attachment theory (Fonagy, 2001: 79). Lines (2008: 87) in his book on bullies, goes so far as to state that he is convinced that issues of attachment and separation lie at the heart of bullying. Although psychoanalysis originated in the clinical setting, today it is also used to give insights into the dynamics of society, groups, interpersonal relationships, as well as for organizational consultancy and research.

3. There is an assumption that unconscious ideas and desires have a determining and motivating influence on our conscious thoughts, on our emotions and on our actions. Secondly, 'boundaries' are taken to be unseen, immeasurable limits or barriers that simultaneously create an inside, and outside, separating us from others. Individuals who have a well-developed sense of themselves have firm boundaries. They will resist attempts by others to define feelings or to re-define identity without permission. However if individuals develop weak boundaries they are more vulnerable to the influence of others and also at risk of becoming the targets of bullies.
4. Some individuals, including bullies, get rid of their anxieties by projecting them onto others. Boundaries of colleagues are tested, and individuals who are vulnerable may have weaker boundaries, and could become targets for bullying (White, 2004: 271).

Criticisms of the systems psychodynamic theory

Psychodynamic theory has been criticized along the following perspectives:

1. Freudian theory is criticized for being unscientific and too reductionistic.
2. There is apparently no unified structure or functional unity between the id, the ego, and the superego, and these personality components are described in intuitive and literary terms that elude scientific analysis.
3. In spite of his commitment to a scientific world view, Freud's theory was based more on clinical impressions than on controlled empirical methods. The accumulation of data and presentation of conclusions is unsystematic, the terms and concepts are often vague and difficult to test and measure, and thus the scientific status of psychoanalysis is questionable at several points.

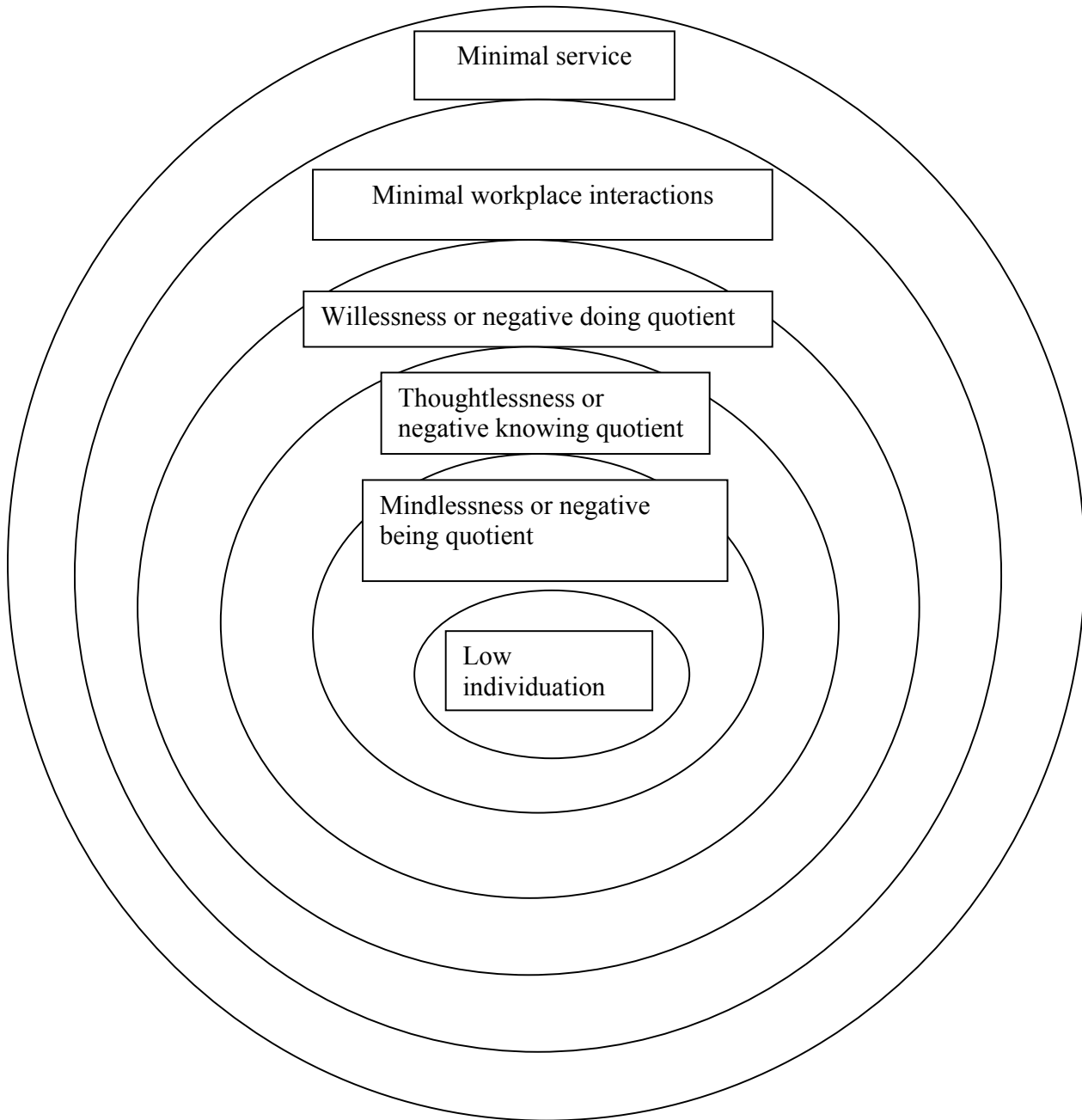
In spite of its unverified assumptions, Freud's theory has stimulated further systematic research on the nature of personality, and ego-analytic psychologists as well as object-relations theorists owe much to his work. Psychodynamic theory is for the researcher of valuable import in this present study, in the sense that it opens perspective in both intrapersonal, interpersonal and group dynamics which surround workplace bullying and psychological wellness.

2.3.3.3 Integral Model of Psychological Non-Wellness: outcome of workplace bullying force, distress, and inefficient coping strategies

In line with the intention to present an integral framework which portrays interdependence among the main variables of workplace bullying, and psychological wellness, the researcher will next present a model of ‘psychological non-wellness’. The latter is the result of the bullying force prevalence, level of stress and inefficient coping strategies. Furthermore, psychological non-wellness would manifest as low individuation, negative being quotient (mindlessness), negative knowing quotient (thoughtlessness), negative doing quotient (‘willessness’), minimal interactions, and minimal service.

The researcher will now present the aspects of manifestation of psychological non-wellness, i.e. low individuation, negative being quotient, negative knowing quotient, negative doing quotient, minimal interactions, and minimal service. The latter aspects of psychological non-wellness are presented in a model developed by the researcher labeled ‘The Integral Model of Psychological Non-Wellness’, as seen in figure 2.2.

Figure 2.2: Integral Model of Psychological Non-Wellness



Low individuation

Fulfilling the imperative demands of the contemporary workplace demands a high degree of individuation. Individuation could be initially defined on the basis of the mathematical axiom which states that “things equal to the same thing are equal to each other.” The latter aphorism is the basis of universal unity, through which men are equal to the fact that each person has physical, emotional, mental, and spiritual potentials in different and relative degrees, which are unique and authentic for each. We could then say that workplace bullying on the contrary, consciously or unconsciously strives for “mass regimentation”, a reverting to “anonymity and mediocrity” through harassing, opposing, resisting, offensive, defensive, subtle, overt, strategies, procedures, and behaviors. The “offensive-defensive”, “separating-limiting” core of the bullying force is geared towards the “prevention of excellence, the resisting of uniqueness and authenticity”. The latter attitude stifles and rejects “self-actualization”, thereby accentuating “the sense of self survival” through ineffective behavioral responses of “passivity-reactivity” and an abdication of “unity in diversity”. Workplace bullying is an overt or subtle ploy to detain the worker at “less than the acknowledgement, development and valorization of their ontological ethos”, thereby opposing them from fulfilling their “total human potential”. In other words, workplace bullying intends to “de-humanize” through alienating targeted workers from their core meaning. It is a process of creating, sustaining, and institutionalizing “dissonance”, “ontological divorce from intrinsic meaning”, by “pushing each target to its periphery and zone of meaninglessness”. Through low individuation, the logical outcomes are mindlessness and sense of disconnectedness (negative being quotient-isolation and sense of fragmentation), thoughtlessness and sense of incompetence (negative knowing quotient—low level preoccupations, squabbling, worries etc.), ‘willessness’ and non-autonomous defiant-compliance (negative doing quotient), minimal interaction (mechanical actions), and minimal service (exacerbation of sense rights beyond duties). Lastly, the variables of psychological non-wellness are mutually motivating, sustaining, and reinforcing, in which case low individuation will reinforce mindlessness, thoughtlessness, and ‘willessness’, and vice versa, through a structural and functional intra-dependence and interdependence.

Mindlessness or negative being quotient

Mindlessness results from a sense of “workplace anonymity” through repression of “uniqueness potentials”. The latter leads to the impression of “separation of each person from his/her authentic potentials” in the paradox of “separation in regimentation”, that is self-alienation. The mindlessness stemming from regimentation and self-alienation leads to the development of an inauthentic, circumstantially determined ego. The latter is the potential sense of “separation from, and opposition to others” or the “separation in regimentation complex”. The sense of mindlessness has the following aspects: intrinsic motivation is thwarted, there is “ontological regression” to a sense of “distrust, doubt, shame, inferiority, and role confusion” which is mediated by unconscious, passive-reactive routine mechanical work patterns, withdrawal from authentic pursuits, and fixation on goals directed towards purely pecuniary rewards. The latter state could be described as a kind of “survivalism”, that is, “sub-existing below the threshold of what is intrinsically worthwhile for the worker.” Mindlessness leads to a non-eudaimonic lifestyle, in which the workers’ energies and interests are focused on second or third order “fantasized values and goals” whose value is either derivative or unclear, whilst intrinsic needs remain unsatisfied, leading to a sense of “suspended frustration and disconnectedness from self and others.”

The workplace setting that creates and sustains worker mindlessness could be described as follows:

1. It is a time-based, supervisor-centered system in which the latter is the center of attention and provider of information. The supervisor is the sole judge and workers have little or no freedom of initiative.
2. The workplace’s structures and processes are usually fragmented and meaningless to the workers.
3. Workplace structures, procedures and schedules lead to passive isolation, and formalism.
4. Since expectations are low, motivation is generally also low.
5. Loss of a sense of purpose and increased hopelessness among workers, and an increase in bullying behavior.

6. The sense of being “a cog in a wheel” and not an authentic, autonomous self willing subject.

These six factors are mediated by a workplace “mindlessness ethic” that systematically “stifles” diversity, uniqueness, excellence, and non-conformism.

Thoughtlessness or negative knowing quotient

The sense of “mindless fragmentation and frustration through separation-isolation from intrinsic self-actualizing” has direct impact on thought, imagination, and consciousness of workers. Since ‘bullied-bully’ workers are passive and potentially reactive, they lose the perspective of conscious, objective reflection and critical reason, especially since they do not need to reflectively make decisions in the workplace. Due to “opposition and resistance to uniqueness and authenticity,” workers develop a low sense of competence, a quasi-permanent impression of inefficiency with respect to both internal and external environments. There is subsequently the development of mechanical, lowest levels of thought, imagination and consciousness processes characterized by maintenance rehearsal, passivity, and a near “hypnotic apathy and obsessive reactivity” resulting from superficial rehearsal and repetition of disjointed facts and skills that are unrelated to personal needs and potentials. Through imprisoned thought, introjected imagination, and contracted consciousness determined by self-alienation and frustrated isolation, bullied workers are conditioned to become lowest level achievers, in relation to their real but undiscovered, suppressed, underdeveloped, and de-valORIZED potentials.

‘Willessness’ or negative doing quotient

‘Willessness’ implies unconsciously, passively and reactively behaving in patterns that do not represent the realization of our highest human potentials. ‘Willessness’ is the expression of disruptive, dysfunctional behavioral patterns characterized by passivity-reactivity, resistance-opposition to “others”, even as we ourselves are being and have been “opposed-resisted” from being our authentic selves. ‘Willessness’ usurps the centrality of autonomy in “bullied-bully” workers, who thereby lose the sense of choice and volition in the regulation of behavior.

Low individuation, self-alienation, low level thoughts, and disruptive ‘willessness’ paradoxically reinforce in inverse proportion to “anonymity,” the sense of “self-centeredness,” that is a separating and contracting perspective of conception and perception of workplace issues. Self-alienation and low level thought result in the generation of a disruptive “bullying-bullied” will, which sustains the bullying-bullied fragmented time and contracted space of the personalizing ego. In other words, the greater the self-alienation and thoughtlessness of bullying-bullied workers, the greater their simultaneous passivity and impulsive reactivity.

Self-alienation through regimentation and low level thought maximize passivity which is complemented by potential reactivity. This is explained by the fact that self-alienating feeling, thought and bullying-bullied actions-reactions “recoil” back to the ego through “opposed-resisted others”, as “deviated or repressed authentic individual potentials.” In other words, the “freezing” of individual genius through workplace bullying releases suppressed individual potentials as passive and destructive energies, in and through negative bullying behaviors and their associated individual, group, and organizational effects.

Minimal workplace interactions

Through low individuation, mindlessness, thoughtlessness, and ‘willessness’ as consequences of workplace bullying and distress, it is logical that the underpinning bullying force which is “opposition-resistance” of “defensive-offensiveness” in relation to “others” would have a negative impact on the quantity and quality of workplace interactions. A bullying workplace which compromises intrinsic aspirations, such as those for personal growth, deep relationships, creativity, and productivity provides a fertile “host system” that harbors “communication breakdown” at the vertical and horizontal levels. The latter is motivated fundamentally by the sense of alienation, separation, anonymity, and a pervading sense of “disconnectedness, minimal sense of belonging.”

If vertical and horizontal communication is central to the environment created at work, then we could assume that it influences psychological wellness and distress levels in cases of “breakdown” through self-alienation, thoughtlessness, ‘willessness’, and low individuation of

bullied-bullying workers. Workplace bullying, distress, and psychological non-wellness, impact negatively on peer interactions, limiting “peer camaraderie”, through an overriding tension generated and sustained through “resistance-opposition” and “defensiveness-offensiveness”, which all favor an atmosphere of “distrust, suspicion, anxiety, rivalry, cynicism, and hatred.” The latter attitudes go a long way to increase stress levels, generate ineffective coping strategies, psychological non-wellness, and workplace bullying.

Furthermore, communication with superiors is even more compromised since they are the main perpetrators of the “top to down” bullying process. Through self-alienation, heteronomous motivation, and self-inefficacy, hierarchical boundaries sharpen and deepen, workers feel disconnected, thereby heightening stress, sense of isolation, and passivity-reactivity. The latter also heighten the feelings of inequality, disrespect, mutual suspicion, and disloyalty.

Minimal service

Through ‘fragmentation-separation-limitation sense’, bullying-bullied, isolated workers develop a self-centered approach to life which primarily considers the “rights” of the individual without due consideration of the individual responsibility to the good of the whole organization. In other words an impression of anonymity leads to self-alienation and low level thought, and this condition generates an acute sense of “personal entitlements”, that is “ego rights consciousness”. This occurs in near total indifference to the “rights of others” because of the initial self-alienation which effectively “de-socializes workers” through the ‘bullying-bully complex’.

Non-relatedness, stagnation, and a sense of isolation generate an impression in ‘bullying-bullied workers’ of disconnectedness from contributing to the welfare of their communities. Workplace activities are undertaken platonically, while motivation remains heteronomous, that is based on punishment-avoidance and search for extrinsic rewards. It is the opinion of the researcher that motivation which is heavily extrinsic might impact negatively on psychological wellness and stress levels, because ‘bullying-bullied workers’ who are subjected to deadline pressures become reactive and remain largely indifferent and passive to the welfare of others. In other words,

extrinsic motivation, coupled with reactive defiance, passive compliance, and low autonomy impact negatively on stress levels, coping strategies, and psychological wellness.

Minimal service implies minimal autonomy and maximal passive-reactive of ‘bullying-bullied workers’, as they non-reflexively endorse their workplace goals. This indicates a mechanical, non-creative, distress intensifying, and psychological wellness compromising attitude, enhanced by the ‘bullying-bullied force’. Thus, this leads to the minimization by workplace bullying of worker sense of relatedness, competence, and autonomy, compromises socialization, reflective capacities, and individuation. The latter intensify unconscious defiance-compliance, and involuntary “service provision” thereby heightening distress and psychological non-wellness.

In a mindless state of self-alienation, frustrated non-self-actualization, thoughtlessness through non-awareness of, or defiant compliance with workplace goals and procedures, and having little or no choices in relation to the latter, ‘bullying-bullied workers’ become disinterested and carry out non-integrated actions. This impacts negatively on stress levels, coping strategies, and psychological wellness, through a mediating sense of defensiveness (passivity) and offensiveness (reactivity). Being mindless, thoughtless, and ‘willed’, ‘bullying-bullied workers’ are more motivated by extrinsic values, and experience greater discrepancy and even disconnectedness between what they have (extrinsic motivation) and what they want (self-actualization through individuation).

Distressed, psychologically ill ‘bullying-bullied workers’ are anti-social, even “de-socialized”, socially irresponsible, since they are involved in a work process whose goals are divorced from their intrinsic needs, and their choices of action are dictated by extrinsic variables, making them less sensible and responsible to societal and environmental needs. In other words, extrinsically motivated ‘bullying-bullied workers’ are more Machiavellian, showing little or no concern, care, and responsibility in their actions, which heightens and intensifies the workplace bullying-bullied circuit that impacts negatively on stress levels, coping strategies, and psychological wellness.

2.4 Bullying in academe: perspectives

At this juncture, focus will be on workplace bullying among academic staff of universities, with emphasis on its effective presence among the latter, the underlying causal factors, its main forms, and impacts on the psychological wellness of staff.

2.4.1 Prevalence of workplace bullying among academics

The main research gap which motivated this study is based on the realization that research on workplace bullying among university academic staff has not been very prolific and the case in point is that no such research has been conducted in the National University of Lesotho in particular. Paradoxically, there are pertinent reasons why research on workplace bullying in academic institutions should have been highly prioritized among researchers:

1. Workplace bullying among academic staff of university institutions is unique and clearly differs from what obtains of the same phenomenon in relation to deviant student behaviors in classrooms and on campus (Braxton & Bayer, 2004: 5).
2. Second, collegiality plays a very important role in interpersonal relations and it impacts faculty sustainability (Norman, Ambrose & Huston, 2006: 350).
3. There is an extensive literature on conflict and misconduct in higher education (Cameron, Meyers & Olswang, 2005: 253; Euben & Lee, 2006: 250), which emphasizes on the propensity of workplace bullying occurring within this setting.
4. University academic environments are deemed to have propitious organizational features for workplace bullying to occur (Neuman & Baron, 2003: 59; Twale & De Luca, 2008: 90).

As it stands, workplace bullying is therefore not an estranged phenomenon from the tertiary sector and could even be considered an integral part of the hierarchal structure of higher education institutions. This is confirmed by a 2007 study which found that 72% of workplace bullying in university institutions involved a harasser ranked higher than his or her victims (Zogby International, 2007). Secondly, workplace bullying in institutions of higher learning is also often veiled by 'a blanket of silence', which effectively screens it from public notice

(Bullied Academics Blog, 2009). Thirdly, according to Westhues (2006: 55), university settings are 'hotbeds' for bullying.

2.4.2 Causes of workplace bullying among academics

2.4.2.1 The Neoliberalist ethos in universities

Definition and major premises

Neoliberalism is described as a seductive and invidious discourse and set of practices which make the former co-implicated in workplace bullying, especially through its being adept at stifling critique (Bansel & Davies, 2010: 136). According to Bansel and Davies (2010: 136), neoliberalism is the ideological rhetoric which compromises traditional autonomy of universities through the following subtle and or overt strategies:

1. Linking funding to neoliberal reforms, with actual or threatened reduction of funding
2. Generating anxiety by merging the twin rhetorics of economic responsibility and fear of non-survival
3. Institution of surveillance and micromanagement as the new normative practice in universities
4. Governments and universities respectively monitor institutional and individual compliance to government prescriptions
5. Reform is inevitable in a globalized world at the level of government and institutions
6. Ceaseless harping on accountability, quality assurance, equity, and transparency.

Neoliberalism as a 'workplace bullying and a psychological wellness compromising' rhetoric

The general aura of ambivalence which characterizes staff response to neoliberal rhetorics, ideology, and management approaches has left a vacuum in which workplace bullying can flourish, in the absence of an individual or collective stance for employee assertion (Davies & Bansel, 2010: 136; Davies, Browne, Gannon, Honan & Somerville, 2005: 351; Davies &

Petersen, 2005a, 2005b, 2010). On the basis of the preceding, neoliberalism becomes a 'workplace bullying ideology' on the basis of the following characteristics:

1. There is the inevitability of employee stress and even burnout due to the anxiety generating sense of 'inevitability', 'do or die', 'comply or perish' thoughts and rhetorics which accompany its radical restructuring efforts.
2. Neoliberalism is proving to be intolerant of dissent and negative criticism of government, especially when the specter of institutional survival is linked to government funding (Bansel & Davies, 2010: 136)
3. The nature of work dynamics is radically re-created through the individualism and competitiveness which characterizes neoliberal management approaches (Davies et al., 2005: 351; Davies & Petersen, 2005a, 2005b).
4. Neoliberalism leads to conscious or unconscious employee compliance to its demands despite its negative effects on wellness, and its capacity to compromise collegiality and stifle open debate (Bansel & Davies, 2010: 136; Davies & Bansel, 2005, 2010).
5. Neoliberal universities are labeled as institutions which are conducive for fostering employee psychological problems, incivility, bullying, and general employee mistreatment (Lewis, 2004: 290; McKay, Arnold, Fratzi & Thomas, 2008: 85; Twale & De Luca, 2008: 90).
6. Characteristic features of neoliberal universities which foster workplace bullying include: ever-intensifying workload, short-term contracts, job insecurity, funding pressures, excessive competitiveness, the power imbalance between managers and academics, and weakened union power (Keashly & Neuman, 2010: 57).
7. There is a 'grey zone' between "authoritarian" management approaches and bullying, in which case 'strong management' could easily become a 'mask' for workplace bullying (Simpson & Cohen, 2004: 172).
8. With the introduction of corporate culture into academe, bullying managerial practices such as assigning unmanageable workloads or giving unwarranted or public criticism have gradually become part of the 'normal' neoliberal workplace culture (Twale & De Luca, 2008: 90).

9. Neoliberal discourse becomes subtly cynical and sarcastic, when it declares that a multiplicity of jobs for each person is part of the game of life, thereby justifying and normalizing even irrational job rotations. Even if bullied victims quit the institution, bullying would have become more or less ‘institutionalized’ and normative, since unchallenged.

Other causes of workplace bullying in academic institutions include:

2.4.2.2 Injustice and Aggression

Anger and aggression are most frequently associated with perceptions of unfair or provocative treatment by others (Neuman, 2004: 84). These include:

1. Using student evaluations of instruction for purposes of discretionary salary increases, promotions, and reappointment and tenure decisions.
2. Faculty members are also evaluated using subjective, often ambiguous, criteria, leading to perceptions of distributive injustice, unfair treatment associated with outcomes and procedural injustice, and unfair treatment associated with the decision-making process used to determine those outcomes (Greenberg & Colquitt, 2005: 251).
3. Peer-review process where decisions are made by colleagues who could have ‘axes to grind’ and especially in instances of competition for scarce resources (money, equipment, space, power, high-caliber students, etc.), hidden agendas can abound (Higgerson & Joyce, 2007: 63). Furthermore, even assessors who have good will might not be qualified to make adequate evaluations

2.4.2.3 Norm Violations and Aggression

Norm violations could lead to aggressiveness and workplace incidents in the following scenario:

1. According to fairness theory, resentment is greatest when individuals believe they have been deprived of their just entitlements (Folger & Cropanzano, 2001: 30).

2. Perceived withholding of entitlements could generate a sense of breaching of psychological contract, with subsequent aggressive reaction (Kiewitz et al., 2009: 815).

2.4.2.4 Elicitation of Frustration, Stress, and Aggression

From the findings of Spector (1997: 10) and Crase (1980: 119), workplace bullying is potentially rife in organizational setups characterized by the following issues:

1. aggressiveness, hostility, turnover, strikes, rigid promotion regulations, theft, student staff assessment
2. growing need for accountability
3. Job insecurity due to economic downturn
4. Scrapping programs for economic reasons
5. increased work and teaching loads
6. unmanageable class sizes
7. decreased funding for academic activities coupled with increased expectations on staff.

2.4.2.5 Negative Affect, Physiological Arousal, and Aggression

Research findings reveal a series of subtle variables which could lead to increased aggression and workplace bullying by generating negative affect and unpleasant physiological arousal (Neuman & Baron, 1997: 59; Anderson, Deuser & DeNeve, 1995: 438). In other words, aggressiveness and bullying arising from forms of frustration and perceptions of injustice could lead to unpleasant emotional reactions and or physiological reactions. In return, it could be assumed that workplace bullying would also generate negative affect and physiological arousal. Some of these subtle factors that could lead to workplace bullying among academe include: cost cutting, seasonally manipulating thermostats for the conservation of energy costs, reductions in non-academic staff, restricted access to office and internet, etc. (Neuman & Baron, 1997: 59).

2.4.2.6 Organizational culture and climate

Organizational culture and climate determine employee definition, perception, reaction to, and management of interpersonal interactions (Lester, 2009; 455). Hoel and Salin (2003: 209) define bullying prone cultures as having the following traits: intolerance of originality, rivalry, competitiveness, politicized interactions, and authoritarian management style.

Though collegiality and autonomy are critical for academic freedom and autonomy, there appears at the same time a paradoxical tension between the values of collegiality and confrontation (Leal, 1995: 23). For example faculty expresses the feeling that giving performance feedback to tenured faculty was not collegial because it interfered with a faculty member's autonomy and internal locus of control (O'Meara, 2004: 185). In other words, though collegiality and autonomy are vital for academe's optimal functioning and job commitment, collegiality and autonomy are viewed as controversial issues which could create the opposite atmosphere of non-collegiality, hostility, and incivility, and the possibility of bullying. In addition to these normative constraints, Leal (1995) argues that the highly formalized structure of higher education institutions, the limited mandate of faculty, and the lack of training of faculty to manage tensions, could lead to further exacerbation of workplace bullying.

2.4.2.7 Insufficient Legal Recourse/Deterrent

Since there are no laws in most countries that protect workplace bullying victims, there is an upsurge in the domain of legal recourse especially as existing statutory protections and common law are inefficient adjuncts in handling cases of severely bullied workers (Yamada, 2007: 20). Furthermore, state authorities are noted for being reticent in adopting workplace bullying legislation in the case of the US. Results from the Zogby International survey also reveal the following alarming statistics as relates to the reluctance of bullied workers to seek redress from the legal system: though 37% of American employees (54 million people) have been bullied at work, only 3% of victims file lawsuits, while up to 40% never even file a complaint (Zogby International, 2007).

2.4.2.8 Leadership vacuums

According to Fogg (2008: 10), it is evident that bullies in academe are quick to notice and exploit the following lapses in university leadership, when it comes to addressing issues of workplace bullying:

1. They have rarely if ever been told that their actions are unacceptable
2. Those in leadership positions lack the know how to introduce, communicate and enforce policies to eradicate campuses of bullying
3. Leaders in academe might not also have the skills to recognize and deal with the culprits
4. Heads of academic units whose careers begin as faculty members rather than managers, lack training to manage bullying
5. The short nature of administrative tenures leaves heads of such units with little incentive to handle harassing employees.

From the preceding research findings, it is seen that the causal agents of workplace bullying among academe are multidimensional and contextual, which account for their dynamic evolution, relativity and inherent complexity.

2.4.3 Forms of workplace bullying in institutions of higher learning

Research conducted by Keashly and Newman in Von Bergen (2006: 25) listed ten bullying behaviors which are typical in university settings: hostile glaring, disdainful treatment, intrusion into staff activities, ignoring staff, providing minimal or no feedback at all on staff work, withholding due recognition, information blackout, creating bottlenecks on vital issues, falsehood, and blocking self-expression. For Harvey et al., (2007: 121), bullying activities can be classified in five categories: name-calling in public, attribution of scapegoat qualities to marginalized staff, hassling work pressure on individuals, sexual harassment by hierarchy, and physical violence on vulnerable staff members.

For Gravois (2006: 32), the following rubrics can be the basis for workplace bullying among academics: race, gender, political and cultural difference, intellectual acumen, foreign accents, academic excellence, display or be associated with fame, publications, good teaching scores, connections, eloquence, wit, writing skills, athletic ability, computer skills, salary, family money, age, class, pedigree, looks, house, clothes, spouse, children, sex appeal. According to Gravois (2006: 32), workplace bullying in academia could be exemplified by the phases of the following harassment model:

1. Social isolation of staff member(s)
2. Petty harassment
3. Initiating petitions against colleagues, with implied urgent administrative action, for plagiarism, racial and sexual infractions
4. Appearance of accused staff before ethics or disciplinary committee
5. Leaving the institution

The forms of workplace bullying experienced by staff within the context of NUL university reforms are centered around a 'dictatorial', staff exclusion and marginalizing management attitude, which staff interpreted as disdainful treatment characterized by ignoring staff opinions and information blackout on the restructuring process. To compound the escalating insecurity due to the retrenchment scare, academic staff felt other forms of bullying included hassling work pressure and the specific 'scapegoat bullying' of academic staff members with foreign accents by students and colleagues. It should be noted that 'scapegoat bullying' was a consequence of the aforementioned general forms of workplace bullying peculiar to NUL.

2.4.4 Impacts of workplace bullying in university settings

Impacts on lecturers

For Von Bergen (2006: 25), Chitale (2008: 15), and Zogby International (2007), workplace bullying in universities have the following effects with deleterious impacts also on relations with students, staff and management:

1. Stress
2. Depression and suicidal thoughts
3. Reduced self-esteem
4. Self-blame
5. Phobias
6. Sleep disturbances
7. Digestive and musculoskeletal problems
8. Social isolation
9. Family and financial problems
10. Post-traumatic stress disorders.

Impact on Departments and the University

Fogg (2008: 10), Von Bergen, Zavaletta and Soper (2006: 25), Tepper (2000: 182), Duffy and Ferrier (2003: 227) have highlighted the following impacts of workplace bullying on departments in particular and universities in general:

1. Stress
2. Drop in productivity
3. Loss of credibility
4. Dysfunctional work context
5. Lower efficiency
6. High sick leave dues
7. High turnover
8. High costs of severance packages
9. Physical violence
10. Conflict between work exigencies and family life
11. Low organizational commitment
12. High suspicion and mutual distrust
13. Exponential increase in medical compensations and costs of workplace litigations

14. Sabotage

15. Poor client and customer services

Workplace bullying as experienced by directly or vicariously bullied NUL academic staff was coined the epitome of ‘man’s inhumanity to man’. It exhibited the traits of ‘violation of human rights’, and acted as a veritable scourge on the psychological wellness of staff. During the peak period of intended university reforms in NUL, there were the following staff casualties, which this researcher can definitely attest where attributable to the onslaught of workplace bullying associated to NUL university reforms:

- i. Two stroke victims, one having recovered, while the other still has a paralyzed hand and a paralyzed leg
- ii. One convalescing heart attack victim
- iii. One brain hemorrhage which led to death
- iv. Two deaths following cardiovascular arrests
- v. Unknown numbers of staff members with dangerous levels of high blood pressure, insomnia, burnout, emotional imbalance, family collapse, paranoia, depression, etc.

Is it plain coincidence or the implacable and nefarious consequences of workplace bullying as psychological violence from restructuring in NUL which accounted for the aforementioned chilling figures? The researcher will support the latter thesis, having lived firsthand restructuring initiated workplace bullying in NUL, and since he also had an intimate knowledge of the persons concerned. Like in other contexts, workplace bullying in NUL lived up to its sombre reputation as a ‘destroyer’ of psychological wellness and as one of the greatest ‘scourges of the twenty first century,’ and as an index of ‘workplace insanity’.

2.5 Summary: the link between workplace bullying, psychological wellness, and academe

Workplace bullying has now acquired a nearly normative and institutionalized status in academic and non-academic organizational settings, since all employees have to more or less experience the following microcosmic and macrocosmic structural and functional exigencies of organizational systems:

1. Contemporary global recession, escalating demands for productivity, decreased human resources, and rapid technological changes (Roche, 1997a: 43).
2. Hassling deadlines, vital learning skills, and decreased workplace interrelationships (Aiello & Kolb, 1995: 347; Cartwright, Cooper & Murphy, 1995: 17; Cooper, Dewe & O'Driscoll, 2001: 57; Geist-Martin, Horsley, et al., 2003: 431; Ross & Altmaier, 1994: 78; Schaufeli, Keijsers & Miranda, 1995: 262).
3. Job insecurity (Kuhnert & Vance, 1992: 25; Maysent & Spera, 1995: 162)
4. Retrenchment of employees through due to downsizing exigencies, which leads to role overload, a harassing increase and intensification of responsibilities, and high stress levels (Cooper et al., 2001: 57; Jones, Flynn & Kelloway, 1995: 48; Kuhnert & Vance, 1992: 25; Ross & Altmaier, 1994: 78)
5. Increased probability for burnout (Miller, Ellis, Zook & Lyles, 1990: 315; Ross & Altmaier, 1994: 78), with its corollaries of general exhaustion (Ray & Miller, 1994: 362), drop in creative ethos, organizational commitment and motivation (Cooper et al., 2001: 57; Maslach & Leiter, 1997: 68).

2.6 Conclusion

This chapter has demonstrated beyond doubt that the occurrence of bullying in the workplace can have serious and costly consequences for bullies, targets, and organizations. Secondly, definitions of workplace bullying among scientific and professional communities have been shown to differ widely, in addition to the fact that the researcher has brought in other dimensions of this pervasive issue. Nonetheless, there are several reasons why a uniform definition of workplace bullying is desirable. Firstly, the use of varying definitions by researchers worldwide has limited the opportunity for the findings of studies to be compared and for firm conclusions to be made. Secondly, the development of a uniform definition of workplace bullying will aid the development of strategies to address this serious and prevalent workplace issue. Thirdly, from a legal perspective, a uniform definition of the phenomenon under study will clarify guidelines to assist in the assessment of individual cases of workplace bullying. Fourthly, development of a uniform definition will have significant benefits for organizations. Conservatively, it has been estimated that an individual case of bullying can cost an organization between US\$ 30,000-

\$100,000 (Rayner, 2000: 56). A uniform definition of workplace bullying will ensure that employers define bullying in the same way as their employees, and consider all the variables that go into this definition, in order to develop efficient and sustainable strategies to manage the former.

To a growing extent, researchers are acknowledging that bullying and related phenomena often are the result of an interaction between individual and situational factors (e.g. Aquino et al., 1999: 269; Ashforth. 1997: 135; Einarsen, 1999: 23; Neuman & Baron, 1998: 395; Zapf, 1999a: 73). Thus, several factors have been hypothesized to cause, or at least contribute to bullying. Bullying is seldom explained by one factor only, but is rather described as a multi-causal phenomenon (e.g. Zapf. 1999a: 73). Bullying can also often be described as a self-reinforcing or spiraling process, building on vicious circles (Andersson & Pearson, 1999: 461).

It has been proven that no employee, sector of organizational life or country is workplace bullying free, in which the latter phenomenon equally obtains in higher education institutions, with adverse effects of staff psychological wellness. The negative psychological effects on employee wellness include among others the following adverse symptoms: stress, depression, phobias, suicidal thoughts, self-blame, social isolation (Chitale, 2008: 15).

Despite the fact that there is as yet no universally accepted and operative definition of workplace bullying, theoretical models are beginning to be constructed to explain and integrate the multi-faceted variables at play between workplace bullying and psychological wellness. These could help improve our understanding of the phenomenon, provide cognitive contexts for guiding future and continuing research, and may have implications for the design and implementation of intervention measures to more efficient management of workplace bullying and its deleterious effects on employee psychological wellness. It is in this light that certain models both for workplace bullying and psychological wellness, were presented under the literature review as theoretical frameworks for enhancing description, explanation, prediction, and effective management of workplace bullying and its negative effects on employee psychological wellness. These models and theories include: Neoliberalism, Systems Psychodynamic Theory, Positive

Psychology, Job-Demands Resources Model, Three Way Model of workplace bullying. Additionally, the theory and models as proposed by the researcher are also presented.

CHAPTER 3

RESEARCH METHODOLOGY AND PARADIGM

3.1 Introduction

Chapter two focused on literature review related to workplace bullying as psychological violence, psychological wellness and the prevalence of these two concepts among staff in institutions of higher education. The present chapter outlines the research methodology and paradigm which respectively serve as guiding prisms for the conduct of this study. The *raison d'être* of this study is to determine both the occurrence and source of workplace bullying as psychological violence in the National University of Lesotho, and its impact on the psychological wellness of educators. Since emphasis is on the subjective experiences and expressions by staff of the influence of workplace bullying as psychological violence on their psychological wellness, a qualitative methodology is deemed most appropriate. Furthermore, the paradigm which serves as research method is phenomenological and interpretivist in orientation, justifying why data will be analyzed through the Interpretative Phenomenological Analysis. The chapter is subdivided into the following rubrics: qualitative research methodology, Interpretative Phenomenological Analysis, pilot study in qualitative research, qualitative research sampling, qualitative data collection, validity and reliability in qualitative research, qualitative data analysis, ethical issues in qualitative research, and a summary of the chapter.

3.2 Qualitative research methodology

3.2.1 History of qualitative research: heterogeneous and multiple perspectives

Though historically quantitative research has been dominant, the later part of the last century saw the emergence of the qualitative approach as a methodological alternative in educational research (Guba & Lincoln, 1988: 95). Quantitative research was criticized for being too mechanical and sidelining the personal voices of its human subjects. Qualitative research has taken central stage in the UK and in other contexts (Willig & Rogers, 2008: 69; Bryman, 2006: 104; Dicks, Soyinka

& Coffey, 2006: 83; Golden-Biddle & Locke, 2007: 57). Perspectives of qualitative research include postmodern thinking (Denzin & Lincoln, 2000: 15), ideological perspectives (Lather, 1991: 55), philosophical stances (Schwandt, 2000: 196), and systematic methodological guidelines (Creswell, 1994: 56; Strauss & Corbin, 1998: 89). In other words, qualitative research has a multiple scope, that is it is interdisciplinary, trans-disciplinary, counter-disciplinary, multi-paradigmatic in focus, multi-method, naturalistic, interpretive, political, and ethical in its quest to make meaning out of human experiences (Nelson et al., 1992: 10). Subsequently, diverse influences, approaches, philosophical underpinnings, methodological techniques and practices have contributed to the ethos of qualitative research (Jennifer, 2002: 157):

1. Interpretivist sociological tradition includes phenomenology (Schutz, 1976: 15), ethnomethodology (Cicourel, 1964: 59; Garfinkel, 1967: 68) and symbolic interactionism (Blumer, 1969: 53)
2. Postmodernism (Lather, 1991, 2001; Plummer, 2001: 58)
3. Anthropology in the form of ethnography (Atkinson et al., 2001: 13), discourse analysis from linguistics and semiotics (Fairclough, 1992: 57)
4. Critical school of psychology and psychoanalysis (Hollway & Jefferson, 2000: 69; Wetherell, Taylor & Yates, 2001: 49)
5. Human geography, education and history (Chamberlayne et al., 2000: 51; Gordon, Holland & Lahelma, 2001: 65)
6. Media and cultural studies, health studies, women's studies (Bloor et al., 2001: 98) and feminism (Skeggs, 1995: 80; 2001: 69).

3.2.2 Characteristics of qualitative research design

The following are commonly articulated assumptions regarding characteristics of qualitative research presented by various researchers:

1. Qualitative research occurs in natural settings in which human behavior and events occur (Leedy & Ormrod, 2001: 147).
2. Qualitative research is based on assumptions that are very different from quantitative designs. Theory or hypotheses are not established a priori.

3. The researcher is the primary instrument in data collection rather than some inanimate mechanism (Eisner, 1991: 68; Fraenkel & Wallen, 1990: 45; Lincoln & Guba, 1985: 87; Merriam, 1988: 57).
4. The data of qualitative study are descriptive of participants' experiences (Fraenkel & Wallen, 1990: 45; Merriam, 1988: 57).
5. The focus of qualitative research is on the interpretation of participants' perceptions and experiences, and their deduction of multiple meanings from the latter (Fraenkel & Wallen, 1990: 45; 1987; Merriam, 1988: 57; Lincoln & Guba, 1985: 87).
6. Qualitative research focuses on the process and the product of individuals' experiences and experiential outcomes in terms of meaning (Fraenkel & Wallen, 1990: 45; Merriam, 1988: 57).
7. Idiographic interpretation is utilized, whereby attention is paid to particulars and data is interpreted in regard to the particulars of a case rather than generalizations.
8. This research tradition relies on the utilization of tacit knowledge (intuitive and felt knowledge) in order to better appraise unquantifiable multiple realities (Lincoln & Guba, 1985: 57).
9. Qualitative research is judged on the bases of believability, i.e. coherence, insight, instrumental utility (Eisner, 1991: 68) and trustworthiness (Lincoln & Guba. 1985: 57), through verification.
10. The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details.

3.2.3 Strengths and criticisms of qualitative research methodology

Like all human systems of endeavor, qualitative research methodology does not avoid the truism of having its strengths and limitations.

3.2.3.1 Strengths of qualitative research

According to Leedy and Ormrod (2001: 148), the following are some of the strengths of qualitative research:

1. Qualitative research presupposes on the part of a researcher who adopts its methodology, the same fundamental aptitude for rigorous thought, understanding of constructs and concepts, mastery of the manipulation and interpretation of data which characterizes research in general
2. Qualitative researching is exciting because it enables the exploration of a wide scope of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate.
3. Qualitative research methodologies celebrate richness, depth, nuance, context, multi-dimensionality and complexity, by factoring these elements directly into its analyses and explanations. It thus has the genius of constituting compelling arguments about how things work in particular contexts.
4. Qualitative researchers have the habit of intimately connecting context with explanation as a means of producing very well-founded cross-contextual generalities, rather than aspiring to more flimsy de-contextual versions.
5. Qualitative research is versatile, dynamic, interdisciplinary and multidisciplinary, thereby transcending reductionism and prescriptive stereotyping.

3.2.3.2 Criticisms of qualitative research

Qualitative research has the following limitations as highlighted by (Kirk & Miller, 1986: 48; Schaffir & Stebbins, 1991: 35):

1. Some qualitative researchers have adopted a defensive stance about their research methodology, as if quantitative research is the 'norm' and qualitative research is an unstable 'intruder' that has to justify its existence.
2. Qualitative research is accused of unreliability or nonreplicability of its findings on the basis of the 'subjective immersion' of its researchers in 'nonquantified and descriptive data'

3. Qualitative research is criticized for ‘anecdotalism’, i.e. focusing on ‘apparent phenomena’ and the exclusion of less clear contradictory data, thereby reducing validity of its conclusions

3.3 Interpretative Phenomenological Analysis

Interpretive phenomenological analysis will be used as the paradigmatic prism for the analysis of research data of this study. Although IPA is grounded in the experiential dimension in its concern with a detailed examination of individual lived experience and how people are making sense of that experience (Eatough & Smith, 2008: 184). IPA subscribes to the philosophy of social constructionism that meaning-making is a function of socio-cultural and historical processes (Eatough & Smith, 2008: 184). IPA is an intermediary methodological perspective between descriptive phenomenology and discourse analysis, while sharing links with narrative analysis (Crossley, 2007: 85; Smith et al., 2009: 73).

3.3.1 Rationale and characteristics of IPA

IPA is underpinned by three domains of philosophy of knowledge: phenomenology, hermeneutics and idiography’ (Smith, Flowers & Larkin, 2009: 11) as described below:

1. IPA is phenomenological in its detailed examination of the personal lived experience of practical engagement with the world and in exploring how participants make sense of their experience. IPA acknowledges that the understanding of an event or an object is always mediated by the context of cultural and socio-historical meanings (Eatough & Smith, 2008: 184). At the same time, a detailed IPA analysis can also involve asking critical questions of participants’ accounts. Thus, interpretation can be descriptive and empathic, critical and questioning, in order to elicit ‘rich experiential descriptions’ of participants’ experiences (Eatough & Smith, 2008: 185).
2. IPA is interpretative in recognizing the role of the researcher in making sense of the experience of participants through a process called the ‘double hermeneutics’ (Smith et al., 2009: 11). The researcher’s point may constitute an obstacle to interpretation (Smith,

et al., 2009: 11) unless priority is given to the phenomenon under investigation. Smith et al., (2009:11) maintain that IPA combines a hermeneutic of empathy with a hermeneutic of questioning to unfold participants' experiences, while avoiding extra-contextual theoretical perspective.

3. IPA is idiographic in its focus on detailed examination of particular instances, either in a single case study or in studies of a small group of cases. In such studies the analytic process begins with the detailed analysis of each case, moving to careful examination of similarities and differences across cases to produce detailed accounts of patterns of meaning and reflections on shared experience. In addition, through connecting the findings to existing psychological literature, the IPA writer can help the reader to see how the case(s) relates to other relevant research. IPA is particularly suitable for research which aims at highlighting uniqueness, meaningfulness of participants' experiences within specific contexts and roles (Shaw, 2001: 50).

The use of IPA responds to the following preoccupations of the researcher:

1. IPA is an adequate strategy to use in determining the prevalence, severity, and impact on psychological wellness of academic staff of the study context. This approach is pertinent because it would most likely elicit from respondents' accounts, a detailed and "substantially rich" depiction of the phenomena under study, from phenomenological, hermeneutical and idiographic perspectives (Eatough & Smith, 2008: 11).
2. The use of IPA would favor the use of semi-structured phenomenological interview for data collection, because has the advantage of highlighting potentially grey areas which structured and rigid formats will not adequately uncover (Eatough & Smith, 2008: 11).
3. Data analysis using IPA would focus on making in-depth appraisal of the phenomena of workplace bullying and psychological wellness through its triple pronged methods of analysis, that is phenomenological, hermeneutical and idiographic perspectives (Smith et al., 2009: 11).
4. It is finally intended that the results of the study should become a systematic means of ameliorating the psychological wellness of academic staff of the institution under consideration.

3.3.2 Locale of the research

The National University of Lesotho occupies 198 acres of land and is situated in Roma, some 34 kilometers southeast of Maseru, the capital of Lesotho. The Roma valley is broad and is surrounded by a barrier of rugged mountains which provides magnificent scenery, and enjoys a temperate climate with four distinct seasons. The origins of the National University of Lesotho date back to 1945, when it was called 'Pius XII Catholic University College', before receiving its current name in 1975. This institution has seven faculties, being agriculture, education, humanities, law, science, science and technology, and social sciences.

3.4 Pilot study in qualitative research

Four members of the National University of Lesotho academic staff constituted the group on which the pilot study using the semi-structured interview was conducted. These educators were subsequently excluded from the final study. The pilot study group was contacted for the following issues: to give their opinions on the level of clarity, relevance, significance, and validity of the questions in relation to the research focus. Information for the pilot study was collected using a semi-structured interview, electronic messages, media reports and public documents.

It resulted from the pilot study that there was no language issue because the English language is the medium of instruction at the said university, and furthermore, the level of difficulty, sensitivity, sequencing, relevance, and validity of the questions required no changes.

3.5 Qualitative research sampling

The participants for this study were selected through the purposive sampling method for the following reasons:

1. To provide this study with an in-depth appraisal of workplace bullying as psychological violence and its influence on staff psychological wellness.

2. The respondents of the sample were available and accessible.
3. The selected participants are esteemed to have the experience and expression capabilities that will give the researcher access to the phenomena under study.
4. The respondents were willing to participate in the study.

On the basis of the fact that the study intended to find out psychological violence involved in workplace bullying, a sample of twenty educators was selected by focusing on those who had had firsthand experience of the phenomena under study. To get educators who had experienced workplace bullying, the researcher explained the purpose of the research to staff members, and the first twenty who were willing to participate in the interview sessions were chosen. The “what” and “how” questions asked in the data collection document were intended to elicit from the participants key information on workplace bullying as psychological violence and its impact on staff psychological wellness.

3.5.1 Participants

Twenty academic staff members of the National University of Lesotho constituted the purposive sample on which the semi-structured interview was administered. Among the respondents were two females, eighteen males, in the categories of three associate professors, nine senior lecturers, and eight lecturers. The ages of the respondents range from thirty three (33) to fifty five (55) years.

The twenty participants were selected for the interview for the following reasons:

1. They had experienced workplace bullying and its subsequent influence on their psychological wellness
2. They voluntarily accepted to participate in this study
3. They were members of the academic staff of the National University of Lesotho at the time of the study
4. The twenty participants had worked for more than twelve months in the National University of Lesotho.

3.6 Qualitative data collection

Qualitative data for this research project was collected through a semi-structured interview, which had the following key orientations:

1. What is workplace bullying?
2. What are the sources of workplace bullying in institutions of higher learning?
3. What are the prevalent forms of workplace bullying in the National University of Lesotho?
4. How does workplace bullying influence the psychological wellness of staff?
5. How do members of staff cope with workplace bullying?
6. How can workplace bullying and staff psychological wellness be effectively managed in institutions of higher learning?

3.6.1 The role of the researcher

Qualitative research is inherently interpretative, implying both the researcher's involvement in a sustained and intensive experience with participants, and simultaneous strategic, ethical, and personal issues to be considered. The preceding implies that the researcher has to display a panoply of interpersonal, observational, analytical and synthesizing skills, in order to collect and analyze data in qualitative research. Though the setting of the study was the researcher's former work environment, he nonetheless took the following measures to limit biases and increase the validity of the research:

1. Obtained a letter of introduction from his supervisors
2. The uniqueness of the study context was explained to the participants, by virtue of the facts that no prior study on workplace bullying had ever been conducted there, and that the National University of Lesotho is the only government university in this particular country
3. Had consent forms covering issues of anonymity, voluntary participation and confidentiality of respondents signed by each interviewee

4. Employed multiple strategies of validity to create reader confidence in the accuracy of the findings
5. The place and time for interviewing the participants was left to their discretion to minimize anxiety, stress, and maximize positive rapport and relaxation.

3.6.2 The semi-structured interview

Interpretative Phenomenological Analysis requires a data collection method that will invite participants to offer rich, detailed, first-person accounts of experiences. Semi-structured, one-to-one interviews are particularly useful for in-depth idiographic studies exploring how participants are making sense of experiences. Such interviews facilitate dialogue, modification of questions and follow-up of new perspectives (Atkinson, Coffey & Delamont, 2003: 13; Roulston, 2010: 202).

Qualitative data in this research was collected using a semi-structured interview for the following reasons: flexibility; emphasis on what interviewees view as important in explaining and understanding events, patterns, and forms of behaviour; obtain unique expressions of individual experiences (Lyon & Coyle, 2007: 11); generation of basis for theory building through deductive and inductive analysis of responses (Leedy & Ormrod, 2001: 55).

The semi-structured phenomenological interview was structured as follows:

1. What is workplace bullying?
2. What are the sources of workplace bullying in institutions of higher learning?
3. What are the prevalent forms of workplace bullying in the National University of Lesotho?
4. How does workplace bullying influence the psychological wellness of staff?
5. How do members of staff cope with workplace bullying?
6. How can workplace bullying and staff psychological wellness be effectively managed in institutions of higher learning?

Educators of the National University of Lesotho were interviewed using the semi-structured instrument. The interview process was carried out in the following phases:

1. The venues for the interviews were predetermined in collaboration with the respondents at times and settings convenient for them.
2. Their anonymity and confidentiality were guaranteed as earlier stated.
3. The participants all agreed that the activities could be audio recorded.
4. Using an IPA approach requiring that participants offer a rich, detailed, first person account of their experiences and phenomena, the researcher was ready to follow up on unexpected turns initiated by the participant's accounts, rather than adhering to the specific questions in the original sequence. As Smith et al., (2009: 11) contend interviews can always generate unexpected and even unique unconsidered orientations of human experiences.

3.7 Validity and reliability in qualitative research

3.7.1 Validity in qualitative research

Validity in qualitative research refers to the extent to which research findings are perceived as accurate by the researcher, the participant, and readers of an account (Creswell & Miller, 2000). Validity in qualitative research is the extent to which expressions of studied phenomena substantially represent all their multiple, complementary and even contradictory facets (Hammersley, 1990: 33). Validity for this researcher is the process of integrating the diversity in the expressions of the experiences of workplace bullying and psychological wellness as recounted by the twenty interviewees of this study. We will subsequently consider four methods of qualitative research validation as considered by Lincoln and Guba (1988: 95), being credibility, transferability, promoting action and collaboration:

Credibility

Credibility refers to whether the participants' perceptions of the setting or events match up with the researcher's portrayal of them in the research report (Lincoln & Guba, 2000: 87). Credibility of this research will be considered from the following perspectives:

1. In this study emphasis is upon the internal validity of the semi-structured interviews and the triangulation of perspectives that they offer. Internal validity, as used here, refers to the regularity and consistency of patterns arising among the experiences of the twenty interviewees used in this study. Internal validity depends upon a presupposition of realism, that is, it is presupposed that given the right conditions – for example trust, openness, truth telling – which characterized the conduct of the interviews, a representation of the real, the authentic, the actual state of affairs concerning the influence of workplace bullying on the psychological wellness of staff, can be produced. Internal validity, as considered for this study, refers to the process of examining interview transcripts for regular patterns that construct participants' perspectives that can be considered to authentically express an enduring view of those participants' experiences of workplace bullying and its influences on their psychological wellness. Thus a representation of the views of participants in this study can be constructed and can then be said to be 'valid' for the interviewees of this study (Lincoln & Guba, 2000: 87).
2. The combination of the researcher's personal experiences of workplace bullying in the National University of Lesotho (NUL) and those of the interviewees developed a process which enhanced the emergence and documentation of as many angles on the phenomena under study as possible. In this process, it was also possible to identify whether the experiences of the interviewees matched the essential structure of the ideas or concepts in question, that is, workplace bullying and psychological wellness. The process of generating such essential structures is called eidetic variation (Smith et al., 2009: 11).
3. To be sure that the researcher's interpretation of the processes and interactions in the context of this study was valid, triangulation offered a more in-depth, multidimensional insight to the complexity of the phenomena under study and generated 'complementarity' (Moran-Ellis et al., 2006: 48). Triangulation refers to the correlation, comparison and

contrasting of individual perspectives that was achieved among interviewees of the study. Triangulation is the effort to identify the extent to which interviewees perceive workplace bullying and psychological wellness and attribute the same meanings to these phenomena. Triangulated workplace bullying and psychological wellness experiences among the interviewees are then said to be objectively valid for the selected group of twenty members of staff of the National University of Lesotho.

4. The researcher used negative case analysis to examine data and explain examples that contradict or disconfirm the research questions, as a way of managing the problem of ‘anecdotalism’. The criticism of ‘anecdotalism’ in qualitative research is the notion that research findings are not the result of critical investigation of ‘all’ research data, but depend on a few ‘well-chosen’ examples (Merriam, 1998: 57). The analysis of negative cases was based on the researcher’s assumption that all participants could not necessarily share the same perspectives on workplace bullying and its influence of the psychological wellness of staff of the National University of Lesotho.

Transferability

Although qualitative researchers do not expect their findings to be generalizable to all other settings, it is likely that the lessons learned in the research setting of the National University of Lesotho might be useful to others. Polkinghorne (1991: 140) distinguishes between two types of generalizability: statistical and aggregate. The latter is based on rich and deep descriptors in the analysis of qualitative data, and is sufficiently comprehensive to allow the qualitative researcher to generalize to each and every member of the population under study, and to other contexts which might share similar characteristics as the one under study. Thus transferability refers to the degree of similarity between the research site and other sites as judged by the reader, by looking at the richness of the descriptions included in the study as well as the amount of detail provided regarding the context within which the study occurred (Lincoln & Guba, 2000: 87). So transferability is not whether this study includes a representative sample. On the contrary, it is how well this study has made it possible for readers to decide whether similar processes will be at work in their own communities by understanding in-depth how they occur at the research

site. Because this study utilizes the qualitative research methodology in which idiographic interpretation is employed, attention is paid to particulars and data is interpreted in relation to the particulars of the twenty cases rather than to wider generalizations. In other words, since the qualitative researcher in this study is primarily interested in understanding interpretations of the qualitative research at a particular point in time and in a particular context, it may be safe to suggest that one of the prime concerns of this qualitative research is not the generalizability of its findings, but the understanding of the phenomena under study, i.e. workplace bullying as psychological violence, which may have general applications in related or subsequent areas of study (Merriam, 1988: 57).

Promoting Action and Collaboration

Since this study aims at determining the influence of workplace bullying as psychological violence on the psychological wellness of academic staff of the National University of Lesotho, by considering its prevalence, sources, and forms, while proposing management strategies, it has an emancipating and liberating ethos. Lincoln and Guba (2000: 87) refer to this aspect of research validity as catalytic authenticity, that is, the extent to which the research has stimulated change for the better in ways that are truly desired and proposed by the study participants. Evidence that this has occurred would be shown in the presentation of recommendations by the twenty participants relating to how the mentioned changes can occur within the context of the National University of Lesotho.

3.7.2 Reliability in qualitative research

Joppe (2000: 15) defines reliability as the degree of consistency of research results over time and an accurate representation of the total population under study. In other words, if the results of a study can be replicated by the same or by different researchers using the same methodology, then the research instrument is considered reliable. Contrary to quantitative criteria which assume reliability or replicability or repetitiveness of research results based on the assumption of a single reality, Merriam (1988: 57) contends that qualitative research assumes multiple realities. Since

there are no absolute criteria for measuring repeatability or upon which to establish traditional reliability, Guba and Lincoln (1985, as cited in Creswell, 1998 & Trochim, 2006) suggest the terms dependability and confirmability as analogous to reliability. Rather than focusing on the ability of others to replicate results, the issue is to have others agree that the research results are sensible and consistent with the collected data (Merriam, 1988: 57). In other words, both confirmability, that is the qualitative equivalent of objectivity, and dependability, refer to the ability of research results to be confirmed or substantiated by others.

Dependability

Dependability refers to whether one can track the procedures and processes used to collect and interpret research data. This study effectively provides detailed explanations of how the data are collected through a semi-structured interview within the paradigm of Interpretative Phenomenological Analysis. Triangulation and counter checks of findings were carried out to enhance reliability of this study. Dependability for this research was ensured through rich and thick description, and participant integrity.

- a. Rich and thick description involves writing out detailed descriptions of the participants and setting under study (Creswell, 1998: 75; Merriam, 1988: 57). The purpose here is to address transferability and allow readers to determine if the findings of this research can be transferred to other contexts.
- b. Finally, Shanks (2006: 56) also suggests that aspects of vulnerability in a study should be considered to enhance reliability of findings. For the purpose of this study, the integrity of the interviewees was judged by the researcher to be beyond reproach, if their academic and professional profiles are taken into consideration. In other words, on the basis of the preceding, it could be ascertained that the interviewees' accounts of their experiences of workplace bullying and its influence on their psychological wellness most aptly reflects the reality of these phenomena which they experienced in the National University of Lesotho.

Confirmability

Confirmability, the qualitative equivalent of objectivity, is similar to dependability, in that it refers to the ability of results to be confirmed or substantiated by others (Trochim, 2006: 63). The confirmability of the results of this study was enhanced through the review of data analysis by the research supervisors.

Finally, it is vital to reiterate that criteria for judging validity and reliability in a qualitative study differ from those employed in quantitative research. First and foremost, the researcher seeks believability, based on coherence, insight and instrumental utility (Eisner, 1991: 68) and trustworthiness (Lincoln & Guba, 2000: 87) through a process of verification rather than through traditional validity and reliability measures.

3.8 Qualitative data analysis: an Interpretative Phenomenological Analytic framework

As earlier stated, the Interpretive Phenomenological Analysis (IPA) was chosen as the paradigm for analysis of the semi-structured interview applied to the twenty participants of the research sample. IPA provides a flexible framework for data analysis in an iterative, fluid, complex, multidimensional and creative process that requires the researcher's reflective engagement in a dialogue with participants' narrative and meanings. Data analysis under the IPA perspective has been typically qualified as iterative and inductive, proceeding through the following phases (Smith et al., 2007: 10):

1. The detailed, line-by-line analysis of the experiential claims, concerns, and understandings of each participant (Larkin, Watts & Clifton, 2006: 107)
2. The highlighting of the emergent patterns (i.e. themes), emphasizing both convergence and divergence, commonality and nuance (Eatough & Smith, 2008: 183), first for single cases, and then subsequently across multiple cases
3. The development of an inter-connectivity between researchers, the data, and their psychological knowledge, about participants' specific experiences, and the subsequent development of a more interpretative account (Larkin et al., 2006: 107)

4. The development of a structure, frame or gestalt which illustrates the relationships between themes
5. The organization of all this material in a format which allows for analyzed data to be traced right through, from initial comments on the transcript, initial clustering and thematic development, and into the final structure of themes
6. The use of supervision, collaboration or audit to help test and develop the coherence and the plausibility of the interpretation
7. The development of a full narrative, evidenced by a detailed commentary on data extracts, which takes the reader through the interpretation, usually theme-by-theme, and is often supported by some form of visual guide (diagram or table)
8. Reflection on one's own perceptions, conceptions and processes (Smith et al., 2007: 10)

The researcher will explain the details of data analyses pertaining to this study as aligned to IPA perspective in chapter five.

3.9 Ethical issues in qualitative research

Ethical issues for this study had the philosophical underpinning of positive ethics. Positive approaches to ethics refer to conception of means for ameliorating psychologists' actions on subjects of work or study (Knapp & VandeCreek, 2006: 25). Positive ethics strives to maximize the role of participants in research, and the latter are to be considered not as means to an end, but as intrinsically valuable contributors to the research ethos (Fisher, 2000b, cited in Knapp & VandeCreek, 2006: 25). In a pluralistic research context, such an approach would extend to include the participant's view as a possible conceptual framework, or worldview, alongside that of the analyst. This suggests that thinking and acting ethically is an ongoing process that goes beyond the signing of consent forms at the beginning of our study. Ethical issues in this study are considered under the obligations, rights and benefits for both the researcher and participants. In addition, respondents of this study agreed to participate at all levels of the interview process on the basis of informed consent and permission to carry out the study was obtained from the ethical committee of the University of the Free State and the research supervisor.

3.9.1 Obligations

Conduct

1. The researcher worked throughout within his own level of competence especially with the professional and expert advice that was always available from the research supervisors.
2. Potential participants were approached politely with the recognition that they had a perfect right to refuse involvement in the research project.
3. All research participants were treated with utmost respect and due courtesy showed them because they were not considered as ‘expendable research-fodder’.
4. The researcher obtained informed consent from the participants through both a letter of introduction from the research supervisors and by personally presenting himself to the educators, explaining the purpose of the research, seeking permission to record interviews, following a confidentiality agreement.
5. The participants were assured of their confidentiality and anonymity, since there was no need to later identify individual participants.
6. The researcher had had clearance by the Ethics Committee of the University of the Free State to proceed with the study.
7. Consent letters were duly signed by all participants of this study.
8. A letter of introduction was written by the main supervisor to present the researcher to the participants.

Reporting

1. The researcher was as honest as possible concerning his reporting of research findings.
2. Confidentiality was maintained in presenting research statistics.
3. There was an expressed willingness to share data with other professionals once the research is published.

3.9.2 Benefits

In addition to all the obligations, acting ethically can produce the following benefits for this research:

1. Since the participants were treated with respect, courtesy and dignity as fellow human beings whose opinions were important, the positive cooperation received could be justified.
2. In addition, by remaining as open as possible, within the constraints of not divulging the researcher's expectations before participants had taken part in the research, the research proved to have more meaning to them, mitigated their anxiety and suspicion, and increased the validity of the results.

3.10 Summary

This chapter focused on presenting the framework for the research methodology, which has been described as being qualitative in approach. This chapter successively presented an in-depth description of qualitative research methodology, Interpretative Phenomenological Analysis as research paradigm, pilot study in qualitative research, qualitative research sampling, data collection, validity and reliability in qualitative research, qualitative data analysis, and ethical issues in qualitative research. Chapter four will present research findings of this study.

CHAPTER 4

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

As discussed in Chapter 3, the collected data were categorized into themes, subordinate and super-ordinate themes, through the interpretative phenomenological processes of intentionality, eidetic reduction, microanalysis, double hermeneutics, and idiographic description. The interpretative phenomenological method is intended to highlight uniqueness, difference, convergence, divergence, and general essential commonalities among respondents' accounts related to workplace bullying as psychological violence and psychological wellness. In this chapter, each case is presented separately, in order to give each respondent an opportunity to fully 'voice out' their experiences, in a purely descriptive manner as is required by the first phase of Interpretative Phenomenological Analysis (IPA). Quotations are used from the original transcript to authenticate the experiences of the participants, reinforce trustworthiness, and above all to encapsulate the essentialities of the phenomena under study. Quotations can be traced from the full interview transcription in Appendix D by using the appendix letter (AD), page and line numbers as indicated in brackets after each quotation. Cases are built upon the data from the interviews as well as from the researcher's reflective writings.

Steps in the analyses of research findings will be as follows (Smith et al., 2009: 73):

1. Reading and re-reading of original transcript to ensure that the participant is the focus of analysis.
2. Initial noting examines semantic content and language at a very exploratory level, in order to gain familiarity with the transcript and the specific ways respondents talk about, understand and think about the issues of workplace bullying and psychological wellness. This section will include descriptive, linguistic and conceptual comments.
3. Developing emergent themes by reducing the volume of detail, while maintaining complexity, interrelationships, connections and patterns between exploratory notes.
4. Searching for connections among emergent themes by using IPA strategies such as abstraction, subsumption, polarization, contextualization, numeration and function.

5. Moving to the next case.
6. Looking for patterns across cases in order to possibly identify recurrent themes.

4.2 Description of participants

As mentioned in chapter three, twenty academic staff members of the National University of Lesotho took part in this study. The participants of the study included two females and eighteen males, whose ages ranged from thirty three to fifty five years. In terms of academic rank, there were three associate professors, nine senior lecturers, and eight lecturers among the interviewees of the research. Eight of the participants are expatriates from other African countries like Nigeria, Zimbabwe, Kenya, and Cameroon, while twelve participants are locals from Lesotho. At this juncture, the twenty participants shall be briefly presented individually. Certain adjectives and pseudonyms are used to identify the ‘general personality’ of each participant from the interview transcriptions. The description of participants is intended to give readers a global picturesque view of each of them.

Participant 1: Albert– Savvy undeterred

Albert is termed the ‘savvy undeterred’ because his language of expression of the key concepts of the study is sound, dispassionate and confident; his knowledge of the context of the study appears solid and profound; above all he is seemingly positively affected by workplace bullying. He therefore presents an intriguing combination of ‘knowledge and inner strength’. Albert is a 35 year old expatriate male senior lecturer from Kenya. He has been teaching in NUL for the past eight years.

Participant 2: Bill – Deflated punching bag

Bill is 38 years old expatriate lecturer from Cameroon, with a seven years teaching experience in tertiary education. He is termed ‘deflated punching bag’ due to his story of constant harassment from students, colleagues, and management which either make unethical requests or bully him into submission.

Participant 3: Camara – Vocal, assertive expatriate

Camara is a 47 years old male, expatriate, senior lecturer from Nigeria who seems to have a strong sense of idealism, justice, fairness and equity as exemplified by his unfeigned commitment to the staff union of the National University of Lesotho. He has been lecturing for the past seven years.

Participant 4: David – Cool off from time to time

David copes with workplace bullying by seeking solace in denial, distractions, and physically leaving the harassing environment. David is a 49 years old male expatriate lecturer from Zimbabwe, who has been lecturing for the past six years.

Participant 5: Epanty – Proactive denial

Epanty is a 45 years old male expatriate lecturer from Zimbabwe. His pseudonym of ‘proactive denial’ is based on the fact that he seems to harbor both dynamism, extroversion and the contrary impulse to evade core issues of workplace bullying.

Participant 6: Francis – Anonymous idealist

Francis remains a stalwart for perfection, professionalism, and strict respect of teaching ethics beyond and above the prevailing bullying circumstances. He is a 48 year old expatriate associate professor from Nigeria. He exudes an aura of calm dignity in the midst of turbulence, and has been lecturing for twelve years.

Participant 7: George – Frank person

George is a 49 year old senior lecturer who takes the ‘bull by the horns’ and is uncompromisingly and brutally frank when he describes the prevailing workplace bullying scenarios in his institution. He has been lecturing for ten years.

Participant 8: Hans – Hoping against hope

Hans is a 33 year old male lecturer, who can be described by the epithet of ‘hoping against hope’. He is in evident despair, fully cognizant of the negative influence of workplace bullying

on his psychological wellness. He has literally run out of psychological stamina because of a near permanent state of anxiety. Hans has been lecturing for five years.

Participant 9: Ivo – Impotent philosopher

Ivo is a 52 years old male associate professor, whom we label the ‘impotent philosopher’. His mastery of the total dynamics of workplace bullying in the milieu of the study is sound, critical, and detailed as befits an academic of his exalted standing. He also portrays fear, passivity, and a ‘let’s wait and see’ attitude. Ivo has been lecturing for thirteen years.

Participant 10: Jacqueline – Step on no toes

Jacqueline is a 40 years old expatriate female lecturer from Zimbabwe, whom we describe as ‘step on no toes’. Her ‘survival philosophy’ in a context characterized by workplace bullying is based on ‘calmly doing her job and only her job.’ She tries to avoid all unnecessary confrontations, thereby keeping a low profile at all times. She has been lecturing for six years.

Participant 11: Kate – Power from the people

According to Kate, who is a 38 years old senior lecturer, the source of staff psychological wellness and effective management of the workplace bullying phenomenon should come from social support systems and values.

Participant 12: Luther – Be still under the dangling sword

Luther is dedicated to professional deontology, remains realistic, but at the same time is scared and full of anxiety. Luther is a 40 years old male lecturer who has been lecturing for seven years.

Participant 13: Mani – Shaken technocrat

Mani is a conscientious 50 years old male expatriate senior lecturer, whose zeal for technocratic perfection has been seriously dampened by the exigencies of workplace bullying and their attendant psychological problems. Mani has been lecturing for eleven years.

Participant 14: Nero – Shadow boxer

Nero is trying to come to terms with the transition of his institution from a relatively peaceful setting to one in which workplace bullying is having ravaging consequences. Nero is shadow boxing in his mind, trying to make sense out of this strange phenomenon. He is a fifty five years old male senior lecturer, who has been lecturing for fifteen years.

Participant 15: Opondi– Professorial outburst

Opondi is a 49 years old male lecturer. He displays impressive insight into most facets of workplace bullying. He even makes us privy of the negative effects of workplace bullying in his family dynamics. He has been lecturing for eight years.

Participant 16: Paul – Caught in a storm

Paul is physically and psychologically affected by workplace bullying. He seems stressed up and drained of energy by workplace bullying. He barely makes it from day to day. Paul is a 37 years old male lecturer who has been lecturing for four years.

Participant 17: Quarant – What do I do?

Quadrant is a 55 years old male senior lecturer. As member of the all powerful Council of the National University of Lesotho, to suddenly become ‘powerless’ and marginalized by the new management in the process of university restructuring leaves him depressed. He feels humiliated and snubbed by management.

Participant 18: Raul – Self justifying rationalization

Raul is a 52 years old male senior lecturer. He provides fabulous details concerning workplace bullying and has an encyclopedic memory for detail. He gives logical reasons for all his arguments against workplace bullying. Raul has been lecturing for ten years

Participant 19: Samuel – The professional

Samuel exudes the aura of a professional who masters both himself and the issues of workplace bullying. His responses to the interview items are coherent and substantial. He displays profound

insight into the dynamics of workplace bullying. Samuel is a 54 years old male associate professor. He has been lecturing for the past fifteen years.

Participant 20: Thomas – Cut off

Thomas’ responses to the questions of the interview are very brief. The answers are given with a sense of ennui or ‘let’s get over and done with it’. His answers are terse, providing just the bare minimum. He does not seem interested in lengthy exchanges. Thomas is a fifty one years old male senior lecturer who has been lecturing for twelve years.

All identified themes following data analysis were integrated into six major themes, i.e. defining workplace bullying, sources and forms of workplace bullying, workplace bullying and psychological wellness, coping with workplace bullying, and managing workplace bullying. The six themes were further categorized into thirty seven sub-themes for the six themes as follows: theme one, five sub-themes; theme two, six sub-themes; theme three, six sub-themes; theme four, four sub-themes; theme five, four sub-themes; theme six, five sub-themes. Table 4.1 illustrates the themes and sub-themes as follows:

Table 4.1: Themes and sub-themes

THEMES					
Defining workplace bullying	Sources of workplace bullying	Forms of workplace bullying	Workplace bullying and psychological wellness	Coping with workplace bullying	Managing workplace bullying
SUB-THEMES					
1. abuse of status	1. university	1. devaluing	1. Negative self- image	1. denying- withdrawing	1. inclusive staff valorization
2. covert and or overt negative behaviors	2. management	2. expatriate syndrome	2. negative emotions	-helplessness	2. open communication
3. premeditated intention to impose one’s	3. colleagues	3. authoritarian management and usurpation of power	3. low energy level	2. group support systems	3. professional humane change
	4. students		4. minimal self	3. self	4. continuity
	5. faculty academic				5. professional services.

will and suppress that of others	hierarchy	4. communication bullying	motivation.	valorization	
4. devaluing others	6. faculty administrative hierarchy	5. unknown, politicized agenda		4. physical exercises	
5. causing harm to victims		6. economic/financial bullying.			

4.3 Theme analysis

As seen from table 4.1, six core themes emerged from collected data, each having sub-themes. Initially, the researcher will discuss these themes and sub-themes by substantiating them with evidence from the raw data. It is in chapter five that he will link the themes and sub-themes identified in this study to existing literature.

4.3.1 Theme one: defining workplace bullying

Workplace bullying is summarily defined by Einarsen, Hoel, Zapf, and Cooper (2003: 10) as frequent and persistent negative acts from a bully to a victim, occasioned by power imbalance between the former and the latter, which have a negative effect on the victim. Information gathered from the study reveals that workplace bullying can be defined from diverse perspectives. The following sub-themes emerged from participants' definition of workplace bullying:

1. abuse of status
2. covert and or overt negative behaviors
3. premeditated intention to impose one's will and suppress that of others
4. devaluing others
5. causing harm to the victims of bullying.

4.3.1.1 Sub-theme one: abuse of status

Prominent among the defining factors of workplace bullying among participants of this study is the element of ‘status abuse with impunity’ by bullies. Abuse of status for the participants of this study is power dynamics characterized by injustice, imbalance, with an undertone of impunity for the bully. Table 4.2 shows excerpts from interview transcripts concerning abuse of status as they were reported by the participants of the study.

Table 4.2: Excerpts on abuse of status

Line / page / speaker	Quotes
L 1-4 / 304 / Camara	‘Taking advantage of others in a disadvantaged situation and position, because one is in a senior-influential position with access to power, which is not conducive to a proper working environment. It may be physical or not, and the bully knows he/she would get away with such negative attitudes, actions, and behaviors.’
L 1-2 / 314 / Kate	‘Harassing relationships between bosses and their subordinates.’
L 1-4 / 315 / Luther	‘Attempting to assert one’s position and status in the workplace, thereby creating non-conducive working conditions which hinder and prevent others from maximizing their output, potential and zeal; a form of workplace bullying is heavy workload pressure which could reduce quality of work.’
L 1-2 / 316 / Mani	‘Non-harmonious relations between immediate and, or distant supervisors...’
L 1-4 / 318 / Opondi	‘Exploitation of others by a person in a super ordinate position, or in control of power or authority, in relation to subordinates...’
L 1-2 / 320 / Paul	‘Being bossy on others...’
L 1-2 / 321 / Quarant	‘...poor work relations stemming especially

	from management...’
L 1-2 / 326 / Thomas	‘...an employee’s feeling of psychological and even physical maltreatment by his/her employer.’

Many of the participants of this study qualify workplace bullying as entailing abuse of status which takes the forms of ‘harassing, exploiting, maltreating subordinates, bossiness, and over-assertiveness’. The next sub-theme will be covert and overt negative behaviors.

4.3.1.2 Sub-theme two: covert and or overt negative behaviors

As defined by Einarsen et al., (2003: 10), workplace bullying implies the presence of negative acts from a bully towards a victim. In other words, there is the inevitability of negative behaviors in every bullying scenario, which can take on overt or covert characteristics. The extracts in Table 4.3 reveal the influence of covert and or negative acts as defining traits of workplace bullying.

Table 4.3: Excerpts on covert and or overt negative acts

L 1-2 / 303 / Bill	‘People you work with exert excessive pressure or force on you, to get their points and their opinions through...’
L 1-3 / 304 / Camara	‘Taking advantage of others in a disadvantaged situation and position...it may be physical or not...’
L 1-3 / 306 / David	‘...being asked, forced, coerced to do something that is not part of one’s job description, and which does not tie in with one’s professional expertise. Being called

	names in the case of expatriate workers.’
L 1-3 /307 / Epanty	‘...overt actions meant to achieve known or hidden agendas...’
L 1 / 308 / Francis	‘Shouting on staff and colleagues.’
L 1-2 / 313 / Jacqueline	‘Verbal and non-verbal harassment of an individual...’
L 3-4 / 315 / Luther	‘...a form of workplace bullying is heavy workload pressure which could reduce quality of work.’
L 3 / 318 / Opondi	‘...workplace bullying is not necessarily physical...’

Participants of this study acknowledge that negative behaviors accompany the process of workplace bullying, but they affirm that these behaviors may not be limited only to physical and observable forms.

4.3.1.3 Sub-theme three: premeditated intention to impose one’s will and suppress that of others

Participants of this study are of the opinion that the negative covert and overt behaviors of bullies in a workplace context are not necessarily unconscious or unintentional. They seem to think that bullies carry out their negative behaviors through conscious premeditation to both impose their will on the bullied and to also suppress the will of the latter. Excerpts in Table 4.4 highlight this fact.

Table 4.4: Excerpts on premeditated intention to impose one’s will and suppress that of others

L 1-2 / 302 / Albert	‘An employee is constantly harassed against his/her free will within the work environment.’
L 1-3 / 307 / Epanty	‘Deliberate, premeditated, overt actions meant to achieve known or hidden agendas...’
L 1-3 / 309 / George	‘Any action undertaken that violates another person’s human rights. Forcing another person to do something against his/her will...’
L 3-4 / 318 / Opondi	‘...certain things are forced and superimposed on the subordinates, even when the latter have different points of view or do not share the positions of hierarchy..’

The participants of this study clearly consider as workplace bullying the preconceived ideas which bullies seek to impose on them at all costs, and even violating their human rights prerogatives of freedom of expression.

4.3.1.4 Sub-theme four: devaluing others

According to the interviewees, devaluing staff implies negative perceptions and behaviors, amongst which are the intentions to deride, disdain, demean, ignore, marginalize and treat as worthless both staff and their work. Excerpts of the notion of staff devalued by workplace bullies are presented in Table 4.5.

Table 4.5: Excerpts on devaluing others

L 1-3 / 311 / Ivo	‘Belittling one in the presence of others; undermining you in whatever you do; trivializing both the person and his/her work, as if both are useless, and of no value...’
L 1-2 / 317 / Nero	‘Some kind of direct or indirect harassment which demeans reduces someone in the eyes of others and self.’
L 1-3 / 322 / Raul	‘Inappropriate, intimidating, and unprofessional demeaning of subordinate staff and colleagues, usually not based on facts, but on presumption and prejudice...’
L 1-3 / 325 / Samuel	‘Deliberate, conscious intention to ridicule, belittle, de-value a person over time, from a position of authority, control, power and superiority in organizational hierarchy...’

Devaluing victims of workplace bullying is highlighted by the excerpts of participants’ interviews as an intrinsic factor in the defining of workplace bullying.

4.3.1.5 Sub-theme five: causing harm to the victims of bullying

Workplace bullying as psychological violence is inevitably linked to different forms of harm caused to the victims of this form of organizational employee maltreatment. Table 4.6 highlights excerpts from participants’ interview which portray the degree to which workplace bullying can compromise staff and even organizational health.

Table 4.6: Excerpts on causing harm to the victims of bullying

L 1-3 / 307 / Epanty	‘Deliberate, premeditated, overt actions meant to achieve known or hidden agendas, while in the meantime inadvertently and or advertently causing psychological, moral, physical and spiritual upsets in employees.’
L 1-3 / 309 / George	‘Any action undertaken that violates another person’s human rights. Forcing another person to do something against his/her will, thereby affecting his/her mind and or body,’ is George’s rendition of the core phenomenon under study, i.e. workplace bullying.’
L 1-2 / 313 / Jacqueline	‘Verbal and non-verbal harassment of an individual with negative psycho-physical consequences on the latter.’
L 1-4 / 315 / Luther	‘Attempting to assert one’s position and status in the workplace, thereby creating non-conducive working conditions which hinder and prevent others from maximizing their output, potential and zeal; a form of workplace bullying is heavy workload pressure which could reduce quality of work.’
L 1-3 / 322 / Raul	‘Inappropriate, intimidating, and unprofessional demeaning of subordinate staff and colleagues, usually not based on facts, but

	on presumption and prejudice, in order to belittle, frustrate, and hurt psychologically and even professionally.’
L 1-2 / 326 / Thomas	‘Workplace bullying is an employee’s feeling of psychological and even physical maltreatment by his/her employer.’

Workplace bullying as seen from the excerpts of participants’ speeches in Table 4.5 can have negative physical, psychological, and even organizational repercussions on both staff and their workplace. Concerning theme one which is ‘defining workplace bullying’, the researcher thinks the five sub-themes can be interrelated as follows: the abuse of status is the intention to impose one’s will and suppress that of others, through covert and overt negative behaviors, thereby devaluing the victims and causing harm on them.

4.3.2 Theme two: sources of workplace bullying

Sources of workplace bullying are generally categorized under individual, organizational, macroeconomic and socio-cultural factors (Zapf & Einarsen, 2003: 173; Lutgen-Sandvik & McDermott, 2008: 315). Information from the present study concerning the sources of workplace bullying is presented in Table 4.7. This information highlights the following sub-themes:

1. university restructuring
2. university management
3. colleagues
4. students
5. faculty academic hierarchy
6. faculty administrative hierarchy.

Table 4.7: Excerpts on sources of workplace bullying

Line / page / speaker	Quotes
L 3-4, 8 / 302 / Albert	‘For me it’s academic hierarchy...second there is restructuring,’
L 4, 6, 9 / 303 / Bill	‘Students...management and colleagues...university restructuring’
L 5, 7, 8, 9 / 304 / Camara	‘...management...academic hierarchy...colleagues...university restructuring’
L 4, 9 / 306 / David	‘management...university restructuring’
L 4, 8, 10, 16 / 307 / Epanty	‘colleagues...students...management...university restructuring’
L 2, 6, 7 / 308 / Francis	‘management...colleagues...university restructuring’
L 4, 7 / 309 / George	‘management...university restructuring’
L 3, 5 / 310 / Hans	‘management...university restructuring’
L 4, 7, 9 / 311 / Ivo	‘students...management...university restructuring’
L 3, 5 / 313 / Jacqueline	‘management...university restructuring’
L 3, 5, 7 / 314 / Kate	‘management...colleagues...students...university restructuring’
L 5, 7 / 315 / Luther	‘faculty administrative hierarchy...university restructuring’
L 3 / 316 / Mani	‘students...university restructuring’
L 3, 12 / 317 / Nero	‘management...university restructuring’
L 5, 10 / 318 / Opondi	‘management...university restructuring’
L 3, 5 / 320 / Paul	‘management...university restructuring’
L 3, 5 / 321 / Quarant	‘management...university restructuring’
L 4 / 322 / Raul	‘academic hierarchy...university restructuring’
L 7 / 325 / Samuel	‘administrative hierarchy...university restructuring’

L 3, 5 / 326 / Thomas	'management...university restructuring'
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From the excerpts on sources of workplace bullying in Table 4.7, we can deduce that bullying among the participants of this study originates from individual (students, colleagues), organizational (university management, faculty academic and administrative hierarchy), and contextual factors (university restructuring).

4.3.3 Theme three: forms of workplace bullying

Workplace bullying can effectively assume a multiplicity of forms as will be seen from the excerpts in Table 4.8. The following six sub-themes emerge from the responses of the participants of this study:

1. devaluing
2. expatriate syndrome
3. authoritarian management and usurpation of power
4. communication bullying
5. unknown, politicized agenda
6. economic/financial bullying.

4.3.3.1 Sub-theme one: devaluing

Devaluing from the participants' responses has the connotation of management having and displaying attitudes of indifference, stigmatization, ridicule, marginalization and prejudice in relation to subordinate colleagues. This is supported by excerpts in Table 4.8 below.

Table 4.8: Excerpts on devaluing

Line / page / speaker	Quotes
L 4-12 / 302 / Albert	'It implies reducing me to nothing. Making me feel and look

	inferior...at the moment staff feel unimportant in the running of the affairs of the institution; the present restructuring process makes me feel belittled. Reminding me of my teaching inadequacy, inadequate academic knowledge, inability to disseminate knowledge, conduct research. Accusing me of not having sufficient publications and presentations of conference papers.’
L 6-9 / 306 / David	‘On recognition of my worth and contribution to the evolution of NUL. It’s as if all that I have contributed is taken for granted and not even appreciated. It’s like saying “it’s your duty to do this or that.” In other words sacrifices are under looked.’
L 2-5 / 308 / Francis	‘...my contribution is unappreciated and I don’t feel valued and recognized. The recent sweeping comments by management over the media stating that all NUL staff are womanizers and drunkards made me feel highly and wrongly bullied. Those were wrong allegations.’
L 19-21 / 311 / Ivo	‘Furthermore, [top management] has surrounded itself with lots of young, very young and inexperienced persons with no pedigree in academic achievement. All professors and senior members of staff without exception are marginalized.’
L 6-9 / 316 / Mani	‘Work conditions have deteriorated drastically and staff are belittled and frustrated...the contributions of academic staff towards the restructuring process are ignored and their support is turned down.’
L 14-21 / 317 / Nero	‘Staff who are in fact stakeholders of restructuring are treated as victims of the process.’
L 3-5 / 320 / Paul	‘My opinions are ignored by management. I am made to feel worthless since my programme might be phased out.’
L 4-6 / 322 / Raul	‘I have been shouted at by my head of department in the presence of the dean and secretary just to be humiliated and

	belittled. The same superior makes wrong allegations about me.’
L 7-13 / 325 / Samuel	‘I was on several occasions humiliated and ridiculed in connection with my work. I wouldn’t be surprised that lots of non-complementing rumors, statements were said behind my back or even to my face since I am a foreigner and do not speak the local dialect. Many times I was ignored and uninformed about meetings. I have been shouted at, and repeatedly reminded of my shortcomings. My views and opinions were usually disparaged, in sarcastic manner. I have had serious allegations made wrongly against me.’

4.3.3.2 Sub-theme two: expatriate syndrome

Expatriate syndrome according to the participants of this study refers to the fact that foreign lecturers experience different forms of psychological violence through their being bullied by students, colleagues, and management, as seen in the excerpts in Table 4.9.

Table 4.9: Excerpts on expatriate syndrome

Line / page / speaker	Quotes
L 4-9 / 303 / Bill	‘Some students fail tests and or exams and come to intimidate me that they deserve more than what they received as marks. Others complain that I am too hard as a project supervisor. I am sometimes asked favors which conflict with professional ethics and administrative deontology, thereby raising conflicts of obligation; in discussions, and meetings, people use their positions, academic

	or administrative to hush me down, and bully me into submission.’
L 7-9 / 304 / Camara	‘...being reminded that you are an expatriate worker and should do things in a certain way...being called names; being spoken to behind your back, since you do not master the local language.’
L 4-6 / 307 / Epanty	[from colleagues] “as an expatriate these are some comments from colleagues directly addressed to me; ‘You guys are all over.’ ‘You are going for this conference, that conference.’ ‘You seem to be forgetting why you are here.’”
L 6-7 / 307 / Epanty	“At the level of teaching, supervision and research; ‘The way you graded that student was not fair.’ ‘That student deserved a better mark.’”
L 8-10 / 307 / Epanty	[from students] “I supervised a student who was so bad he could not just make it. The student then comes to me later and says; ‘Ntate (Sir), I think you are very unfair with me.’ ‘Ntate, so and so told me that my project should have passed.’”
L 11-16 / 307 / Epanty	[from management] ‘I was investigated like a criminal for a paper I included for promotion to senior lecturer, which I had indicated was awaiting publication. I was later promoted but

	after being investigated behind my back as to the veracity of my credentials like a criminal. Some time back I applied to go on study leave, in line with the prescription that as an expatriate you can go on study leave after a stint of 4 years at NUL. I applied for funding worth 10000 Rand to do research, but was told by the then VC in writing that I did not qualify as a foreigner.’
L 6-7 / 308 / Francis	... negative comments about my being a foreigner. I am even given names.’
L 5-7 / 314 / Kate	‘]... gossiping about me, hitches in communication, language and understanding because I am an expatriate. At times in class I have to dictate notes slowly, very slowly.’
L 3-4 / 316 / Mani	‘issues over pronunciation of words when I am lecturing. This can be embracing and humiliating.’

From the preceding excerpts, expatriate syndrome is seen to represent instance when a participant experiences workplace bullying due to his or her nationality. The researcher asks himself the question whether expatriate syndrome or the bullying of participants based on their nationality is not related to ‘scapegoat bullying’, whereby locals displace their frustrations to more vulnerable expatriates.

4.3.3.3 Sub-theme three: authoritarian management and usurpation of power

Authoritarian management and usurpation of power characterizes an undemocratic and practically dictatorial leadership style which excludes staff from decision making, and coerces the latter to conform to unilateral decisions of top management. Authoritarian management and usurpation of power is seen in Table 4.10.

Table 4.10: Excerpts on authoritarian management and usurpation of power

Line / page / speaker	Quotes
L 19-21 / 304 / Camara	‘The authentic employer of NUL academic staff is Council, but management during the ongoing restructuring process is illegally acting on behalf of Council.’
L 22-26 / 304 / Camara	‘There is an ongoing paradox and power usurpation in that, while there is a recovery programme to catch up on classes that did not take place during the two and a half months when the university was illegally closed by management, between October and December 2011 without consulting Council...’
L 4-6 / 306 / David	‘...destruction of LUTARU, academic staff union, in order to make staff vulnerable, and facilitate singling out of “isolated victims” for “torture.’
L 11-13 / 306 / David	‘The notion of restructuring introduced some 11 months aims at “cutting costs” no matter the consequences to staff. The need to retrench, dismiss, downsize etc explains the “war path” bullying tactics employed by management.’
L 19-22 / 307 / Epanty	‘Through the process of restructuring in NUL, workplace bullying has gone beyond its traditional boundaries. Restructuring is now a sadistic attempt at destroying the institution and its academic staff under the guise of transformation. Restructuring can even be qualified as “violation of human rights.’

L 5-6 / 308 / Francis	‘There is destruction of staff union and violation of terms of contract.’
L 9-11 / 308 / Francis	‘Restructuring seems like a process through which management wants to suffer and punish people for what no one knows, wanting people to submit and surrender to the dictates of the mentioned process.’
L 4-7 / 309 / George	‘[top management] are academics but they are implementing restructuring with no sensitivity to the plight of their colleagues. They have like switched off their academic profile to become hardened, insensitive administrators.’
L 9-16 / 309 / George	‘Restructuring in NUL is workplace bullying because it is too radical, i.e. intending to affect a lot of things and persons at the same time and quickly. Management is using its position of authority in unacceptable manners, believing it has to force decisions on staff and bully them into submission. Regulations are being changed. For example, management wants more power to be able to force its “cut down costs” agenda on staff. Staff number has drastically dropped through non-renewal of contracts, non-replacement of retired, dead and dismissed staff. Conversely workload has gone up drastically and staff are bullied into meeting with tight deadlines despite heavy workload.’
L 3-5 / 310 / Hans	‘authoritarian approach from management in imposition of decisions, and staff reduction with its associated increased workload and stressing deadlines.’
L 21-24 / 311 / Ivo	‘[Top management] is the only ‘pilot’ of the ‘university ship’, all others are spectators ‘passively watching’ [them] drive the ship to any port, through any route of [their] choice, without the voice of the passengers aboard the vessel being heard.’
L 7-10 / 313 / Jacqueline	‘Many things, steps, measures were and are being taken in diverse domains, but the issue remains to know whether they are being

	<p>done following labor code, the law, or are just being arbitrarily carried out. Some measures are so drastic that working relations are soured and the atmosphere is literally poisoned and rendered palpably negative.’</p>
<p>L 9-18 / 314 / Kate</p>	<p>‘In the restructuring process, management does not seem to conform to certain strategic operations that are regulated by the statutes of the university, prescribing roles and procedures for doing things. It rather attempts to implement certain objectives outside of statutory norms, in a non-consultative way, to the extent that certain office bearers are forced by virtue of subordination to take part or participate in certain operations. This to me can be interpreted as bullying them into doing things. I have the impression that management is groping in the dark. I think the current restructuring entails workplace bullying because it is non-consultative, the academic staff community has no sense of direction as to the ultimate goals of the process, and consultations are reduced to unilateral “dishing out” of directives with neither comments nor questions admitted from staff.’</p>
<p>L 10-13 / 315 / Luther</p>	<p>‘Restructuring is management’s solo agenda since employees are not genuinely and transparently consulted on a broad basis. Staff are not informed and prepared psychologically and logistically so as to adapt and plan relative to the apparently inevitable restructuring process.’</p>
<p>L 3-12 / 317 / Nero</p>	<p>‘Terms like “boss” and “sabotage” which have been introduced in administrative parlance are more reminiscent of military authoritarian leadership. I am told “you did not attend that meeting because you want to “sabotage” “your “boss.” From a “boss” mentality, hierarchy easily goes on to superimpose instructions on staff. “You have to jump when you are told to.’</p>

L 5-10 / 318 / Opondi	‘[there is] insensitivity to the feelings and opinions of staff.’
L 28-29 / 318 / Opondi	‘There is a bullying flattening of staff status as if lecturers, senior lecturers, associate professors and professors are equals.’
L 3-5 / 321 / Quarant	“the restructuring process is authoritarian. I feel alienated by management because of the non-transparency surrounding the restructuring process.’
L 7-12 / 321 / Quarant	‘Restructuring is a severely bullying process. I am member of council, and we instructed management not to make any decisions without consultations with us. Management has violated this injunction with impunity. Management rejects dialogue, makes no room for consultative talks. How can you have consultations without dialogue?’
L 66-69 / 322 / Raul	Council and Senate... have been relegated to the periphery of decision, while management is dealing directly with the government. How can you run the university from over there? How are you going to run the country if you micromanage institutions of learning?

Authoritarian bullying can be seen to highlight management’s imposition of its decisions of staff whose wellbeing, image, and opinions are literally ignored. The question at this juncture is to ask to what extent an authoritarian management can succeed in its policies when staff is ignored, marginalized, and mistreated.

4.3.3.4 Sub-theme four: communication bullying

Communication bullying shall be considered under the rubrics of information blackout and communication breakdown between top management and staff. This aspect of workplace bullying is portrayed through excerpts in Table 4.11.

Table 4.11: Excerpts on communication bullying

Line / page / speaker	Quotes
L 11-13 / 303 / Bill	‘Core information concerning the restructuring process is withheld from academic staff. This for me constitutes workplace bullying of all those who are to be affected by the restructuring programme.’
L 7-14 / 310 / Hans	‘Restructuring is a process in and through which vital information concerning staff future and destiny is unrevealed. So far no one has a clear idea of what the future holds. No one knows where they will be in the short, mid and long terms. Staff have just been told that there is going to be retrenchment based restructuring, with insinuations that the latter might be avoided if other things are done, but what things these other options are, no one knows. An apt analogy of the current restructuring exercise would be like that of having a man point a gun at you and ordering you to do this or that without you daring to find out what this or that is, or what your orders are going to lead you to. The feeling I have is of a man who could be digging his own grave.’
L 3-4 / 313 / Jacqueline	‘I am in the dark about the restructuring process. I am not informed about anything and I do not master what it’s all about.’
L 5-7 / 313 / Jacqueline	‘Restructuring is taking place in an atmosphere of non-transparency and poor communication of its agenda. People are in the dark about the whole process.’
L 3-5 / 314 / Kate	‘...I am in a state of paralyzing uncertainty as to the nature of the restructuring process. I can’t plan since I am ignorant as to what to expect and when, not to talk of why.’
L 14-21 / 317 / Nero	‘employees are not clear about what is going to happen to them or to the institution. There is information blackout, which makes it difficult for staff to make informed decisions about the process and

	how they fit into it.’
L 5-10 / 318 / Opondi	‘There is information blackout concerning restructuring. None is consulted, staff are called to congregation to simply listen passively without being allowed to ask questions or make comments.’
L 7-19 / 320 / Paul	‘...no information is disclosed. We are always in the dark. No one knows what is expected from them or what to expect from management...that for me is bullying...staff leave these ‘information sessions’ frustrated and later discharge their ‘repressed anger’ on students.
L 15-16 / 325 / Samuel	‘Dialogue is rejected, consultations are shallow and constitute unintegrated monologues.’
L 3-7 / 326 / Thomas	‘I am frustrated by information blackout and communication breakdown between management and myself...the current NUL restructuring which is characterized by communication breakdown and information blackout definitely harbors some elements of bullying.’

For the researcher, communication bullying appears to be a paradoxical situation in which top management wants to implement certain policies and decisions on staff members, without at the same time informing the latter of its intentions. In other words, what level of success can accompany management decisions concerning staff of which staff members are blank about?

4.3.3.5 Sub-theme five: unknown politicized agenda

Unknown politicized agenda for participants of this study is a scenario in which management is unilaterally implementing political decisions at the level of the university as if staff opinions do not count, and their wellbeing is equally unimportant. This is seen on excerpts in Table 4.12.

Table 4.12: Excerpts on unknown politicized agenda

Line / page / speaker	Quotes
L 13-16 / 306 / David	‘Restructuring is something to expect, but its proportion in NUL has gone out of scale. It seems in this particular context to be the fruit of a deliberate, hidden, disruptive, and manipulative agenda. It may even be sponsored by government.’
L 15-19 / 311 / Ivo	‘No one can really put a finger on what is really going on. It seems restructuring is being dictated by someone, somewhere, and more tragic, those implementing the hidden agenda are not taking anyone’s opinions into consideration. The views of members of staff are ignored, whereas what matters is “what is said in town”, i.e. government. It seems that management wants someone, or “people in town” to be happy at the expense of all NUL staff.’
L 3-12 / 317 / Nero	‘In my opinion, management is being used as instruments of oppression to forcibly implement the restructuring agenda.’
L 55-60 / 322 / Raul	‘I would say there is a high degree of poverty in management, in order to please a politician or politicians who back the process. People then do bullying and stupid things to please their political base...bringing the political influence into the university is where I believe the bullying pressure is coming from. Political games are now being played in the field of academics. The students are innocent but are now mixed up in political agendas.’
L 19-21 / 325 / Samuel	‘Persons at the highest level of intellectual acumen are rendered vulnerable by a non-transparent restructuring agenda manipulated by unknown power brokers.’

Political agendas are not considered by participants as being problematic, as much as the extent to which their implementation by management takes a bullying undertone which disdains staff wellness and intrinsic value.

4.3.3.6 Sub-theme six: economic/financial bullying

Economic/financial bullying in the context of this study is related to management’s arbitrary withholding, reduction, and discretionary allocation of resources to staff members, which thereby takes on a bullying quality. Table 4.13 highlights excerpts of economic/financial bullying.

Table 4.13: Excerpts on economic/financial bullying

Line / page / speaker	Quotes
L 13-19 / 304 / Camara	‘Following the October 2011 LUTARU (Lesotho University Teachers and Researchers Union) strike action for salary improvement, management withheld union members’ salaries under the guise of “no work, no pay”, for practically three months. The latter was a form of economic bullying with severe financial, emotional and psychological effects. The goal of salary deprivation was to coerce academic staff of NUL to submit to the restructuring agenda. In other words management used as leverage the advantage it has as controller of wages to bully academic staff.’
L 26-33 / 304 / Camara	‘In December 2011, NULIS (National University of Lesotho International School) fees, a school where most educators of NUL’s academic staff’s children attend primary and secondary school, were astronomically raised and skyrocketed by some 300 %, with parents having to pay the fee hike on 5 th of January 2012. It should be remembered that most academic staff members went without salaries for three months. I call this economic and psychological workplace bullying, because

	there was neither any consultations with parents prior to the fee raise, and it was sadistic to expect parents without salaries to unfailingly pay kids' fees that had been raised by 300%.'
L 6-8 / 306 / David	'Illegal salary restructuring contrary to terms of staff contracts.'

Economic/financial bullying seems to be related to authoritarian management, in the sense that due to power imbalance between staff and management, the latter which has control over resources can use that prerogative in a bullying manner in order to foster its agendas. Theme three which is 'forms of workplace bullying' has six sub-themes which the researcher links as follows: expatriates feel devalued, while authoritarian management is characterized by communication and economic/financial bullying, and has an unknown politicized agenda.

4.3.4 Theme four: workplace bullying and psychological wellness

As seen on table 4.8, there are four sub-themes derived from the impact of workplace bullying on staff psychological wellness. These include:

1. negative self-image
2. negative emotions
3. low energy level
4. minimal self motivation.

4.3.4.1 Sub-theme one: negative self-image

For this researcher, based on participants' responses, negative self-image is the perception an individual has that he or she is worthless, of little or no account, and the general belittling of one's potentials by one's self. A negative self-image literally disdains oneself, wishing one were something, someplace or someone else. Excerpts on negative self-image are presented in Table 4.14.

Table 4.14: Excerpts on negative self-image

Line /page / speaker	Quotes
L 16 / 302 / Albert	‘I am less creative and I am losing confidence in myself.’
L 22-24 / 317 / Nero	‘I get the feeling that I am not really valued. I know I could even leave NUL without anyone being bothered by the fact. That is how much I feel dispensable. My self-confidence is at an all-time low...’
L 73-74 / 322 / Raul	‘When I am constantly reminded that my programme is not marketable, I tend to lose confidence in myself, and to feel worthless and unappreciated.’

Negative self-image is quite instrumental as a factor which influences psychological wellness following experiences of workplace bullying, because for the researcher the former acts as a vital factor which will subsequently influence how workplace bullying is perceived and managed.

4.3.4.2 Sub-theme two: negative emotions

Negative emotions from this study are related to negative feelings like fear, anger, stress, anxiety, despair, and impulsiveness. Table 4.15 highlights issues of negative emotions among our participants.

Table 4.15: Excerpts on negative emotions

Line 15 / 302 / Albert	‘I experience very high stress levels.’

L 14- 16 / 303 / Bill	‘Working relations have gone sour. At times colleagues don’t greet one another. Some who have clashed through workplace bullying experiences bear grudges, thereby poisoning the work environment. The tense atmosphere increases stress levels and generates a vicious circle. Constant thinking about interpersonal issues leads to sustainable anxiety.’
L 37-38 / 304 / Camara	‘No one is stable, there is emotional suffering, mental anxiety...’
L 42-43 / 304 / Camara	‘I am permanently stressed up with accompanying headaches, stomach problems, inexplicable pains and insomnia.’
L 18-19 / 306 / David	‘workplace bullying...creates in me a latent, negative paranoid mood’
L 18-20 / 309 / George	‘Due to drastic staff reduction, my workload pressure has quadrupled with negative impacts on my stress levels and physical resilience.’
L 28-30 / 311 / Ivo	‘I am uncertain about my future. I am even scared. I am unhappy, frustrated and “helpless.” Since things are not done transparently and my opinion doesn’t count, I have lost hope, I am afraid, anxious, and my morale is low.’
L 12-13 / 313 / Jacqueline	‘I experience negative interactions with colleagues. My stress levels are high. My family harmony is affected. I have a heightened sense of insecurity and uncertainty.’
L 15-17 / 315 / Luther	‘I am literally obsessed by the fact that I could be among those to be retrenched. I have the sense of being “stifled and restrained from total positive self-expression”...’
L 11-12 / 316 / Mani	‘My heavy workload is stressing me up. I am feeling “out of sorts” because poor communication creates imbalance between job description, staff situation, and overall expectations.’

L 22-29 / 317 / Nero	‘I am filled with permanent anxiety, fear, and despair by the rumors that flood the campus on a daily basis. I get the feeling that I am not really valued. My self-confidence is at an all-time...my family is stressed and this in turn stresses me.’
L 30-36 / 318 / Opondi	“I have recently become impatient and nervous with students when they make normal mistakes. I even bark at them. I also get impatient with my daughter and wife at home. I am constantly ruminating about the future of my family: “Am I going to be amongst those who will be retrenched?” “What will be the future of my family, particularly my daughter?” “If I get retrenched now, how will I raise this child, especially to provide for her education?” The anxiety is killing me. ‘
L 25-26 / 320 / Paul	‘I am frustrated but remain tied down by heavy workload and pressurizing deadlines, thereby increasing my stress levels.’
L 13-14 / 321 / Quarant	‘I feel like I have been alienated from management. I no longer have any confidence in management. I am permanently stressed...’
L 78-80 / 322 / Raul	‘I am just totally frustrated. I am constantly worried about the fate of our only national university, whether I am there tomorrow or not; I am like dying inside, seeing our national university reduced to rubble.’
L 22-23 / 325 / Samuel	‘My stress level went up and I am now suffering from high blood pressure.’
L 8 / 326 / Thomas	‘I am usually depressed.’

Negative emotions experienced by the participants of this study are noted seventeen times in the excerpts of Table 4.15. Negative emotions represent the highest form of negative influence of workplace bullying on the psychological wellness of the participants of this study. For this researcher, the aforementioned indicates that workplace bullying has a profound and destabilizing effect on victims' emotional wellness.

4.3.4.3 Sub-theme three: low energy level

Low energy level for the participants of this study has connotations of thoughts, feelings of being drained, that is emptied of vitality, and devitalized, with subsequent negative impacts on motivation. Low energy level also means a situation where the individual has little or no drive, no physical, verbal, and psychological ethos to effectively perform their prescribed duties. Table 4.16 highlights participants' experiences of low energy levels.

Table 4.16: Excerpts on low energy level

Line / page / speaker	Quotes
L 18 / 310 / Hans	'I have little enthusiasm, motivation, [or] energy'
L 15-17 / 315 / Luther	"I am de-motivated as concerns harnessing the necessary...energy, concentration and commitment to carry out my duties. This fixation drains off my mental, emotional and physical energies, and I am left devitalized.'
L 38-40 / 318 / Opondi	'I am always tired, but this cannot be attributed to physical fatigue. I am psychologically drained.'
L 21-24 / 320 / Paul	'I lack energy to perform well in class. I mark one script for a very long time. I just feel dry. I have no stamina to plan for the future. I just

	feel stuck. Low energy levels make me uncertain as to whether to search for opportunities out of campus.’
L 25 / 325 / Samuel	‘I have a sense of constant fatigue, de-vitalization, and deflation.’

The five excerpts of items on low energy level highlight the fact that following the high incidence of negative emotions through workplace bullying, it is more or less logical to expect victims of the latter to feel and think they are losing energy, thereby becoming incapacitated to perform their professional activities.

4.3.4.4 Sub-theme four: minimal self-motivation

The outcome of negative self-image, negative emotions, and low energy level seems to be minimal self-motivation since the individual is squeezed dry of all intrinsic and self-initiated creative and effective action momentum. Table 4.17 contains excerpts on minimal self-motivation of participants.

Table 4.17: Excerpts on minimal self-motivation

Line / page / speaker	Quotes
L 16 / 302 / Albert	‘I am generally de-motivated.’
L 37-39 / 304 / Camara	‘Workplace bullying in NUL impacts directly on my family life. No one is stable, there is emotional suffering, mental anxiety, with direct impacts on my academic performance and commitment.’
L 39-40 / 304 / Camara	‘Through ... economic bullying ... my intellectual stimulation and commitment plummeted.’

L 49-51 / 304 / Camara	‘Through moral and psychological torture my intellectual stimulation is long dead. I have no more motivation to research, publish and even seek promotion because the current workplace is toxic, poisoned thanks to bullying.’
L 18-20 / 306 / David	‘As an expatriate it is easy for me to interpret workplace bullying as being discriminatory and motivated by my origin. This negatively affects my work output, by lowering motivation based on the bullying interaction with others.’
L 12-15 / 308 / Francis	‘My zeal to be productive is dampened. I am emotionally and intellectually de-motivated.’
L 15-18 / 310 / Hans	‘I am de-motivated through an uncertain personal and family future. My research productivity has dropped drastically because of no funds for conferences and research. I have little enthusiasm, motivation, energy, or even interest in teaching students.’
L 20-22 / 314 / Kate	‘My morale is very low. I have a sense of losing direction. I have a feeling of uncertainty and no zeal to carry out duties.’
L 14-15 / 315 / Luther	‘I am de-motivated as concerns harnessing the necessary and normal time, energy, concentration and commitment to carry out my duties. I have the sense of being stifled and restrained from total positive self-expression.’
L 10 / 316 / Mani	‘My motivation is hard hit...’
L 36-40 / 318 / Opondi	My PhD work is suffering from this situation. I have no stamina to read and concentrate. I am no longer able to meet with deadlines as I used

	to in my honors and masters levels.’
L 20-21 / 320 / Paul	‘I am de-motivated in the carrying out of my normal teaching and marking of students’ tests and examinations.’
L 15 / 321 / Quarant	‘I am very de-motivated.’
L 78 / 322 / Raul	‘...I have given up.’
L 24-25 / 325 / Sam	‘I feel de-motivated... I have a sense of constant fatigue, de-vitalization, and deflation.’
L 8-9 / 326 / Thomas	‘I lack of motivation. I have no enthusiasm in carrying out my duties.’

Concerning theme four, which is ‘workplace bullying and psychological wellness’, negative emotions and minimal self-motivation have the highest number of recorded items in relation to the consequences of workplace bullying on participants’ psychological wellness, being seventeen and sixteen respectively. The researcher thinks that while negative self-image and low energy level constitute the ‘base’ of the curve of the impact of workplace bullying on psychological wellness, negative emotions and minimal self-motivation are the ‘peak’ effects of bullying on psychological wellness for the participants of this study.

4.3.5 Theme five: coping with workplace bullying

The following four sub-themes are generated from participants’ coping with workplace bullying as represented in Table 4.8:

1. denying-withdrawing-helplessness
2. group support systems
3. self-valorization
4. physical exercises.

4.3.5.1 Sub-theme one: denying-withdrawing-helplessness

Denying-withdrawing-helplessness is a compound coping mechanism for managing the negative effects of workplace bullying on participants' psychological wellness. This compound defense mechanism can be sub-divided into denial, withdrawal, and helplessness. Denial implies 'refusing' to mentally accept the prevalence and negative effects of workplace bullying on psychological wellness. Withdrawal on the other hand is the temporary avoidance of the causes of workplace bullying. Helplessness on its part highlights a participant's inability to contain, prevent, and stop negative behavior directed against him or her. Excerpts in Table 4.18 highlight participants' experiences of denying-withdrawal-helplessness.

Table 4.18: Excerpts on denying-withdrawing-helplessness

Line / page / speaker	Quotes
L 21-22 / 303 / Bill	'I withdraw and keep to myself. I try to internalize, cogitate and ruminate on the prevailing issues. I try not to get affected.'
L 52-53 / 304 / Camara	'I pretend that nothing is happening. I tell myself "live for the moment; tomorrow will take care of itself."'
L 26-27 / 307 / Epanty	'I bury myself in work.'
L 22-23 / 309 / George	'I compromise quality by using multiple choice questions which might not really test students. But what do you do when you have hectic academic timetables, heavy workload and classes that go into hundreds of students?'
L 19-20 / 310 / Hans	'I usually deny the facts of workplace bullying through restructuring, but anxiety always returns full force...so I try to think of myself, my own interests.'
L 32-34 / 311 / Ivo	'I am scared so I do not want to express my opinions on the bullying restructuring process. I prefer to remain silent, lethargic, passive and

	adopt the “let’s wait and see how things turn out.” I prefer remaining a spectator.’
L 19-21 / 315 / Luther	‘I avoid personalizing the issues...saying and thinking that whatever will happen is beyond my powers and will. I can’t do a thing so I will wait and see.’
L 14-15 / 316 / Mani	‘I am just watching to see how things unfold. A lot is beyond my control.’
L 31 / 317 / Nero	‘I was initially worried but realized no one cares, I now suffer in silence.I will wait and see what happens...’
L 28-29 / 320 / Paul	‘I feel threatened and like hypnotized by the situation. My energy level is low so that my quest to leave is halfhearted and full of procrastination. I really don’t know how I make it from day to day. I feel I just “drift along.”’

Ten of the participants in Table 4.18 report that their coping mechanism to manage workplace bullying is denying-withdrawal-helplessness. To the researcher this represents a high percentage of the participants and can have a relationship with the ‘peaks’ of workplace bullying impacts on psychological wellness (negative emotions and minimal self-motivation) as well as the ‘lows’ of the impacts of workplace bullying (negative self-image and low energy level).

4.3.5.2 Sub-theme two: group support systems

It can be considered that group support systems are extended social, cultural, organizational and religious mechanisms which act as media for the diffusion of workplace bullying induced psychological problems by providing an outlet for recovery of physical, psychological, and spiritual equilibrium. Table 4.19 presents excerpts on group support systems.

Table 4.19: Excerpts on group support systems

Line / page / speaker	Quotes
L 22 / 303 / Bill	‘I discuss issues with others.’
L 54-55 / 304 / Camara	‘I have group prayers every Friday with other affected colleagues.’
L 21-25 / 306 / David	‘I engage in social activities with a group of friends to focus on other issues. Going to church is for me is therapeutic, since it constitutes a medium for release of negative emotions. Going back home to Zimbabwe also refreshes me. These trips make me more focused and stable.’
L 23 / 310 / Hans	‘I sometimes discuss the prevailing situation with others.’
L 22-25 / 314 / Kate	‘Being a member of LUTARU gives me a sense of belonging to a group. Collegial support from the [staff] union doesn’t make me feel isolated, and my sense of vulnerability is much reduced. I engage in discussions with colleagues, as a way of sharing issues and pressures.’
L 21-23 / 315 / Luther	‘I discuss the restructuring process with friends both within and without NUL...’
L 13-17 / 316 / Mani	‘I always go back home to Leribe over the weekends to meet with my family and have discussions on other issues than NUL restructuring.’
L 27 / 325 / Samuel	‘I engage in prayers, and read metaphysical material. I study the Bible.’

Group support systems as a means of coping with workplace bullying among participants of this study appears eight times in Table 4.19, indicating that the role of friends, colleagues, family

members, union members in managing the negative effects of workplace bullying, and for obtaining more or less permanent equilibrium is non-negligible.

4.3.5.3 Sub-theme three: self-valorization

Table 4.20 portrays excerpts on self-valorization as a means of coping with workplace bullying among participants of this study. For the researcher, the notion of self-valorization entails the capacity of an individual to be intrinsically motivated on the basis of his or her realized, developed, and effectively utilized skills, capabilities, values, intelligences, personality traits, and interests which provide high resilience and creative action in relation to trying circumstances like workplace bullying.

Table 4.20: Excerpts on self-valorization

Line / page / speaker	Quotes
L 20-23 / 302 / Albert	‘I personally use workplace bullying challenges as stimuli to permit me excel and forge ahead in my professional activities, and become even better. I thus take workplace bullying as a eustress, or positively motivation factor, which makes me to read more, work harder, open up and become a better listener.’
L 23-25 / 307 / Epanty	‘The love and passion I have for my job minimizes the impact of workplace bullying on my psychological wellness. My international experience increases my intrinsic motivation and resilience.’
L 18-25 / 308 / Francis	‘I know my worth and will not allow myself to be tortured. If I am not appreciated here, I can walk out of the situation any time. I concentrate on research and teaching of students. I have pulled into my shell and avoid those in authority. I try to instill into myself and students the ideal of excellence by acting as a role model to the latter. My international background and

	profile gives me the intrinsic motivation to excel in my tasks despite the negative working environment. I tell myself “You cannot fail.” I have huge data set which constitutes a permanent source of research articles. Research always boosts my energy and motivation.’
L 30-32 / 317 / Nero	‘I was initially worried but realized no one cares, I now suffer in silence. I focus on research and publications. I will wait and see what happens but in the meantime I try to do something constructive.’

Self-valorization among the four reported excerpts represent exceptional cases of participants who instead of succumbing to the pressures of workplace bullying, seek for intellectual, moral, and emotional strength from within their personalities, which acts as a ‘buffer zone’ that more or less effectively minimizes the negative consequences of workplace bullying.

4.3.5.4 Sub-theme four: physical exercises

As seen in Table 4.21, physical exercises are physical exertions aimed at ‘letting off steam’ and regaining a semblance of physical and psychological balance. Our participants use this strategy to cope with workplace bullying as shown in table 4.21.

Table 4.21: Excerpts on physical exercises

Line / page / speaker	Quotes
L 53-54 / 304 / Camara	‘I do some exercises. I take long walks while chatting with friends.’
L 23 / 306 / David	‘I do some workouts from time to time.’
L 49-51 / 318 / Opondi	‘I work in my garden because I have sacked

	my gardener. I also do some running.’
L 84-86 / 322 / Raul	‘Once in a while, when I feel drained and don’t have a class, and not for reasons of physical fitness, I jog round the stadium to recharge myself.’
L 26 / 325 / Samuel	‘I do keep fit exercises very inconstantly.’

Coping with workplace bullying as seen from the excerpts presented can be categorized hierarchically on the basis of participants of this study as follows: denying-withdrawal-helplessness (ten); group support systems (eight); physical exercises (five); self-valorization (four).

4.3.6 Theme six: managing workplace bullying

According to participants of the study, workplace bullying can be managed in the following five ways as seen on Table 4.8:

1. inclusive staff valorization
2. open communication
3. professional humane change
4. continuity
5. professional services.

4.3.6.1 Sub-theme one: inclusive staff valorization

The notion of inclusive staff valorization for the researcher can be considered as the need for management to consider employees as substantive stakeholders of higher education institutions,

in which case the input of the latter is indispensable for organizational efficiency and effectiveness. Table 4.22 presents excerpts on inclusive staff valorization.

Table 4.22: Excerpts on inclusive staff valorization

Line / page / speaker	Quotes
L 60-61 / 304 / Camara	‘Academic staff should understand and participate consciously and voluntarily in the process [of change]’
L 29-30 / 307 / Epanty	‘Create a conducive working environment, by making staff feel wanted, and part of a caring, nurturing and empowering environment.’
L 26-29 / 309 / George	‘Respect the dignity of colleagues... apply the concept of justice in change and action, by giving to people an equitable distribution of roles and expectations. [...] increase the sense of fairness and justice.’
L 30-31 / 314 / Kate	‘Consultation of all stakeholders will generate trust and faith in the [change] process.’
L 55-58 / 318 / Opondi	‘Carry out SWOT analysis, engage staff on equal footing, in a spirit of genuineness, trust, and good faith. Engage all stakeholders for a cross-correlation of ideas since university is a heterogeneous milieu.’

From the excerpts in Table 4.22, staff want to have a sense of ownership of organizational policies and especially change, and a feeling of belonging and mutual trust between employer and employees.

4.3.6.2 Sub-theme two: open communication

Open communication can be considered a medium for realizing inclusive staff valorization mentioned in sub-theme one. For the researcher, it will imply vertical and horizontal communication, empathy, and the overcoming of perceptual biases. Table 4.23 presents excerpts from participants related to open communication.

Table 4.23: Excerpts on open communication

Line / page / speaker	Quotes
L 27-29 / 303 / Bill	‘There is need for more planning, more consultation, more dialogue...’
L 58-59 / 304 / Camara	‘There is need for a genuine and unambiguous communication policy.’
L 29-30 / 309 / George	‘Talk to people like human beings, not like to animals. Create conducive working and communication environment to foster the potentials in each and all staff members.’
L 26-27 / 310 / Hans	‘No withholding of or ambiguous information. Give people a chance to debate and genuinely discuss issues concerning them.’
L 28-29 / 313 / Jacqueline	‘There is above all the need for transparency, sincerity, and genuineness.’
L 30-31 / 314 / Kate	‘Consultation of all stakeholders will generate trust and faith...’

Open communication is a prerequisite for diffusing the negative consequences of workplace bullying on staff wellness and organizational effectiveness and efficiency, since it precedes and

reinforces inclusion of staff in a certain degree of decision making, and acts as a positive boost on their self-image and motivation.

4.3.6.3 Sub-theme three: professional humane change

Institutional changes need to take place through a philosophy that valorizes employee rights and wellness by minimizing the negative consequences of institutional change that has an authoritarian connotation. Table 4.24 presents excerpts on professional humane change.

Table 4.24: Excerpts on professional humane change

Line / page / speaker	Quotes
L 33-35 / 303 / Bill	‘I suggest a gradual process of change over time, e.g. a two, five, ten year development plan, which starts with basic structures and functions, so that people can understand, adapt to, and have a sense of ownership of the process of change.’
L 29-31 / 306 / David	‘Carry out change with respect of staff. There should have been a clear road map of the process, so that staff could be aware of what to expect, when, how and why, and then adapt to the latter and plan in a proactive manner.’
L 29-30 / 308 / Francis	‘Employ experts to work on the conception, implementation, execution, monitoring and evaluation of the restructuring process.’
L 26 / 309 / George	‘Respect the dignity of colleagues...’
L 43-45 / 311 / Ivo	‘Improve working conditions to raise drastically fallen academic and ethical

	standards. For example normalize teaching loads, reintroduce external examiners, and avoid making students victims of the system.’
L 18-22 / 316 / Mani	‘Put in place change management strategies. Quality increase and sustainability is a condition sine qua non for success in higher learning, where one cannot reduce quality and hope to be in high demand by the public.’

Workplace bullying can only be effectively managed through changes in higher education institutions that have a humane rationale.

4.3.6.4 Sub-theme four: continuity

The exacerbation of workplace bullying in institutions of higher learning can be a function of the neglect or ignorance by decision makers of the importance of history in the evolution of tertiary institutions. Table 4.25 presents excerpts on continuity.

Table 4.25: Excerpts on continuity

Line / page / speaker	Quotes
L 30-35 / 303 / Bill	‘NUL is an institution made of human beings and therefore it is not a machine that can be changed with the touch of a button instantaneously, wiping off the past and introducing sweeping changes. I suggest a gradual process of change over time, e.g. a two, five, ten year development plan, which starts with basic structures and functions, so

	that people can understand, adapt to, understand, and have a sense of ownership of the process of change.’
L 28-29 / 308 / Francis	“improve upon what has been there before, and not make as if the past is valueless. Management should gradually rebuild on past structures. ‘
L 25-28 / 313 / Jacqueline	‘The gradual approach means all stakeholders will have time to adapt, adjust, and plan especially for those who will be phasing out over time. Time is important because programmes to be phased out will have taken into account the clearing off of cohorts that have been taken in.’
L 63-67 / 318 / Opondi	‘Consider the milestones in the evolution of NUL, in a spirit of continuity. Use the past to inform the present and the present will inform the future.’
L 98 / 322 / Raul	‘Go progressively with a sense of history.’

A sense of history of institutions of higher learning is primordial in alleviating the negative effects of workplace bullying as presented by the excerpts in Table 4.25.

4.3.6.5 Sub-theme five: professional services

Professional services will ameliorate general working conditions in institutions of higher learning and minimize the occurrence and negative impacts of workplace bullying among both employers and employees. Table 4.26 presents excerpts on professional services.

Table 4.26: Excerpts on professional services

Line / page / speaker	Quotes
L 25-30 / 302 / Albert	‘Improved workplace conditions and environment will reduce the rationale for workplace bullying, by enabling staff to adequately perform their tasks and duties with less stress. Recruitment policies should be reviewed with introduction of serious interviews. Need for regular peer review assessment. Promotion policies should be reviewed. Appointments to positions of responsibility in academia and administration should filter out potential bullies who would demoralize staff.’
L 73-74 / 318 / Opondi	‘We need staff counseling services at all levels in the university, at individual and group levels.’

Professional services are important in institutions of higher learning to maximize effectiveness and efficiency of all stakeholders of the educational system.

4.4 Summary

Chapter four has presented the research data in a preliminary descriptive manner, highlighting the unique accounts of the experiences of twenty respondents who had earlier experienced workplace bullying as psychological violence, and its effects on their psychological wellness. There was little interpretation of data, because the first phase of Interpretative Phenomenological

Analysis is descriptive. In chapter five results are interpreted using existing literature and models of workplace bullying proposed by the researcher.

CHAPTER 5

DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

Chapter five discusses the research findings of this study. It entails an in-depth interpretation of the qualitative data that was presented in chapter four. This research used multiple case studies of twenty members of the academic staff of the National University of Lesotho, who are experiencing workplace bullying as psychological violence. The purpose of this study was to describe, explain, and evaluate the prevalence, sources, forms, and effects of workplace bullying as psychological violence on staff in institutions of higher learning. It also entailed exploring coping strategies and ways of managing workplace bullying among staff of the National University of Lesotho. This chapter intends to present the findings of this study in the light of extant literature and models generated by the researcher in the course of this research.

5.2 Summation of findings

The findings of this study are derived from six main themes which emerged from the interviews, i.e. definition of workplace bullying, sources of workplace bullying, forms of workplace bullying, effects of workplace bullying, coping with workplace bullying, and managing workplace bullying as psychological violence in institutions of higher learning. The aforementioned themes are directly derived from the research questions of this study which are:

1. What is workplace bullying?
2. What are the sources of workplace bullying in institutions of higher learning?
3. What are the prevalent forms of workplace bullying in the National University of Lesotho?
4. How does workplace bullying influence the psychological wellness of staff?

5. How do members of staff cope with workplace bullying?
6. How can workplace bullying and staff psychological wellness be effectively managed in institutions of higher learning?

The findings of this study reveal a kaleidoscope of similar and divergent expressions of experiences of workplace bullying as psychological violence by the twenty participants of this study from the National University of Lesotho.

5.3 Findings as they relate to literature and models generated by the researcher

5.3.1 Theme one: defining workplace bullying

Participants' views, understanding, and definitions of workplace bullying concur with those of the following researchers who define workplace bullying as having the following characteristics: repetition of negative behaviors, duration, escalation, harm, attributed intent, unfriendly work environment, power disparity, poor workplace communication (Rayner, Hoel, & Cooper, 2002: 25; Lutgen-Sandvik et al., 2007: 850; Namie, 2003a: 4; Lutgen-Sandvik, 2008b: 100).

The following five sub-themes were generated in relation to the definition of workplace bullying: abuse of status; covert and or overt negative behaviors; premeditated intention to impose one's will and suppress that of others; devaluing others; causing harm to victims of bullying.

Sub-theme one: abuse of status

According to Einarsen et al., (2003: 10), workplace bullying is characterized by a priori power imbalance through which the bully uses power against others, thereby leading to a negative workplace climate (Di Martino et al., 2003:4; Salin, 2003: 1214). For the researcher, abuse of power goes beyond just power imbalance as much as it is an authoritarian management style which though fostered by power imbalance is not totally determined by the latter. Abuse of power for the researcher and as confirmed by participants is not about more power to some and less to others, as much as abuse of power entails more the degree of impunity and non-accountability of the bully in carrying out his or her bullying behaviors.

Camara for instance qualifies abuse of status as exploitation of hierarchical differences which implies

Taking advantage of others in a disadvantaged situation and position, because one is in a senior-influential position with access to power, which is not conducive to a proper working environment. It may be physical or not, and the bully knows he/she would get away with such negative attitudes, actions, and behaviors. (cf. table 4.2).

Luther on the other hand considers the negative effect of abuse of status as

Attempting to assert one's position and status in the workplace, thereby creating non-conducive working conditions which hinder and prevent others from maximizing their output, potential and zeal; a form of workplace bullying is heavy workload pressure which could reduce quality of work. (cf. table 4.2)

Abuse of power for the researcher in the context of this study could be due the following factors: no laws in Lesotho to specifically protect victims of workplace bullying; absence of an institutionalized legal framework that addresses workplace bullying (Yamada, 2007: 20); neoliberalist basis of university reforms which gives management mandate to carry out radical restructuring (Bansel & Davies, 2010: 136). Abuse of power in a context of university reform as characterized by the institution within which this study was carried out practically legitimizes abuse of power through an authoritarian management style, especially as participants declare that there is a hidden political agenda (Bansel & Davies, 2010: 136). Literature aptly confirms that power abuse in workplace bullying is a fundamentally unjust power dynamics characterized by impunity for the bully, violation of the basic norms of procedural and distributive justice, due to the absence of checks and balances against misuse of power on subordinates by hierarchy.

Sub-theme two: covert and or overt negative behaviors

Definitions of workplace bullying clearly highlight the inevitability of accompanying negative behaviors (Rayner & Keashly, 2005:273). This is confirmed by Notelaers, De Witte and Einarsen

(2010: 492) and Salin, (2008: 225), who state that for a situation to be categorized as workplace bullying, there must have been at least six months of exposure by victims to frequent and intense negative acts. In addition, workplace negative bullying behaviors can take covert or overt forms, ranging from subtle to physical and verbal forms (Ayoko et al., 2003: 291; Baron & Neuman, 1998: 450; Bjorkqvist et al., 1994: 175). Gravois (2006: 32) presents a model of negative behaviors in institutions of higher learning which begins with social isolation of staff, transits through harassment, petitioning of colleagues for various reasons, disciplinary action, and dismissal from the institution.

The researcher concurs with the preceding researchers in that covert and or overt negative behaviors are the media through which the ‘bullying intention’ is expressed and experienced by the intended targets or victims. Findings of this study highlight the fact that covert and or overt negative behaviors experienced by the participants can include verbal and non-verbal aspects, procedural violations, and even outright abuse of status and associated power. This confirms the findings of Ayoko et al., (2003: 291) and Baron and Neuman (1998: 450).

Two participants of the present study highlight the fact that workplace bullying can be considered as covert or overt negative behaviors. For David workplace bullying is defined from the overt perspective since he describes the latter as:

*...being asked, forced, coerced to do something that is not part of one’s job description, and which does not tie in with one’s professional expertise.
Being called names in the case of expatriate workers. (cf. table 4.3)*

For Jacqueline, workplace bullying entails both covert and overt negative behaviors. She says that workplace bullying is:

‘Verbal and non-verbal harassment of an individual...’ (cf. table 4.3)

Sub-theme three: premeditated intention to impose one’s will and suppress that of others

Despite the fact that some researchers leave out intention as part of the defining characteristic of workplace bullying (Rayner et al., 2002: 25), the findings of this study contradict that perception.

On the contrary, results from the present study highlight the element of premeditation, consciousness, deliberateness which characterizes the negative behaviors participants claim is part of the workplace bullying experience. These negative behaviors include among others the exertion of pressure on employees, forcing and coercing them to do something against their will. The premeditated intention to impose one's will and suppress that of others is exemplified by Opondi, who considers workplace bullying to be a battle of wills and unilateral imposition of hierarchy's whims and caprices. To this effect, Opondi says workplace bullying occurs when:

...certain things are forced and superimposed on the subordinates, even when the latter have different points of view or do not share the positions of hierarchy... (cf. table 4.4)

Imposing one's will and suppressing that of others represent for the researcher of the present study, conscious and voluntary behaviors which imply a high degree of premeditation. This is confirmed by the findings of other researchers to the effect that bullies are motivated in their negative acts by a conscious intent to exert control over victims (Lutgen-Sandvik, 2006: 415; Namie & Namie, 2000: 55). The fact that the bully repeats the negative acts, is motivated by a deliberate intention to victimize, humiliate and embarrass selected victims, stands out for the researcher as proof of premeditation to impose the bully's will and suppress that of the victim.

Sub-theme four: devaluing others

The researcher's definition of devaluing in relation to his analysis of participants' experiences of workplace bullying, implies negative perceptions and behaviors, amongst which are the intention to deride, disdain, demean, ignore, marginalize and treat as worthless both staff and their work. This is in line with Campbell and Groenbaek (2006: 60), who found that workplace bullying depersonalizes the employee by de-valoring both his/her work and identity. Steinman (2003:48) also confirms the fact that workplace bullying harbors the characteristic of devaluing employees. The bully's intention to devalue the bullied is for the researcher a prolongation of the previous sub-theme, i.e. 'the premeditated intention to impose one's will and suppress that of others.' In other words, when the bully has the intention to impose his/her will on others, that

intention for the researcher logically implies the necessary undermining and thereby devaluing of the victim.

Devaluing others is demonstrated by quotes from two participants, namely Ivo and Raul, who respectively say that workplace bullying entails devaluing others. For Ivo, devaluing others means:

Belittling one in the presence of others; undermining you in whatever you do; trivializing both the person and his/her work, as if both are useless, and of no value... (cf. table 4.5).

Raul concurs that workplace bullying devalues others since he considers bullying to be:

Inappropriate, intimidating, and unprofessional demeaning of subordinate staff and colleagues, usually not based on facts, but on presumption and prejudice... (cf. table 4.5).

Sub-theme five: causing harm to victims of bullying

For the researcher, the logical end result of abuse of status, covert and or overt negative behaviors, the premeditated intention to impose one's will and suppress that of others, and devaluing others, is to cause some degree of harm to the targets of the preceding bullying sequence. In other words, workplace bullying generally has negative impacts on its victim's physical, psychological, social, occupational, and even economic wellbeing (Lutgen-Sandvik, et al., 2007: 850; Vartia, 2001: 65). The deleterious effects of workplace bullying are multiple as seen in the excerpts of the present study's participants. They report and confirm the findings of researchers that workplace bullying causes harm to victims at the physical, psychological, moral, and occupational dimensions. The participants of this study go beyond findings in existing literature by stating that workplace bullying is a violation of human rights, which for this researcher makes workplace bullying to have a criminal connotation according to the participants. Epanty clearly highlights the diverse domains in which workplace bullying can cause harm in the bullied, when he says that workplace bullying is the:

Deliberate, premeditated, overt actions meant to achieve known or hidden agendas, while in the meantime inadvertently and or advertently causing psychological, moral, physical and spiritual upsets in employees. (cf. table 4.6)

Summary

For this researcher, defining workplace bullying still remains a complex task, since it is a multidimensional, relative, and contextualized organizational phenomenon. Nonetheless, in response to our first research question which was ‘What is workplace bullying?’, we can define the concept of workplace bullying from the findings and context of this study as follows: ‘it is the frequent, premeditated intention of management, colleagues, students, within the context of university restructuring, to impose one’s will and suppress that of others, through covert and, or overt negative behaviors, under cover of impunity, for the devaluing of victims in a generally toxic workplace atmosphere.’

5.3.2 Theme two: sources of workplace bullying

Sources of workplace bullying could include situational, organizational, individual and socio-economic factors (Chappell & Di Martino, 2000: 15; Leather et al, 1999: 25). If we consider Table 5.2, we realize that the sources of workplace bullying in the National University of Lesotho are principally related to organizational and individual factors. These organizational and individual factors in descending order of importance as sources of workplace bullying according to the respondents of this study are: university restructuring (100%); management (75%); colleagues (25%); students (25%); faculty and academic hierarchy (15%); faculty and administrative hierarchy (10%).

Table 5.1: Workplace bullying sources in the National University of Lesotho

No	Workplace bullying sources	Frequency	Percentage
1	University restructuring	20	100%

2	Management	15	75%
3	Colleagues	5	25%
4	Students	5	25%
5	Faculty and academic hierarchy	3	15%
6	Faculty administrative hierarchy	2	10%

From Table 5.1, we realize that university restructuring is the most prevalent source of workplace bullying among interviewees of this study, who are academic staff of the National University of Lesotho. All twenty respondents of this study (100%) affirm that university restructuring is source of the workplace bullying they experience. Secondly, 75% of the interviewees say management is source workplace bullying. If we consider that for 15% and 10% of the respondents both academic hierarchy and administrative hierarchy are sources of workplace bullying, we can by extension say that 100% of the interviewees consider themselves as having being by bullied by one category or another of management. Furthermore, 25% of the interviewees state that colleagues and students are sources of workplace bullying they experience.

We shall at this juncture consider the different sources of workplace bullying expressed by respondents of this study in the light of existing literature. From literature, the researcher will attempt to justify the assertion by participants of this study that university restructuring, management, colleagues, students, faculty academic hierarchy, and faculty administrative hierarchy are sources of workplace bullying they experience in the National University of Lesotho.

Sub-theme one: university restructuring as source of workplace bullying

Through a neoliberalist ideology, university restructuring can be a source of workplace bullying as psychological violence for several reasons. Through neoliberalism, there is the introduction of

corporate culture into institutions of higher learning (Twale & De Luca, 2008: 90), with the following associated workplace bullying features. University restructuring is easily accompanied by authoritarian management (Simpson & Cohen, 2004), compromising traditional autonomy of universities, linking funding to reforms, and stifling critique (Bansel & Davies, 2010: 51). Furthermore, university restructuring under a neoliberalist ethos can lead to workplace bullying by compelling employees to comply to its demands (Davies & Bansel, 2005: 51), ever-intensifying workload, short-term contracts, job insecurity, funding pressures, excessive competitiveness, the power imbalance between managers and academics, and weakened union power (Keashly & Neuman, 2010: 57).

If we consider the preceding bullying features of university restructuring from literature and the fact that all twenty respondents of the study state restructuring as source of workplace bullying, we can conclude affirmatively that university restructuring is a main source of workplace bullying in the National University of Lesotho for the respondents of this study. Restructuring as primary source of workplace bullying is substantially depicted by Kate when she states that:

In the restructuring process, management does not seem to conform to certain strategic operations that are regulated by the statutes of the university, prescribing roles and procedures for doing things. It rather attempts to implement certain objectives outside of statutory norms, in a non-consultative way, to the extent that certain office bearers are forced by virtue of subordination to take part or participate in certain operations. This to me can be interpreted as bullying them into doing things. I have the impression that management is groping in the dark. I think the current restructuring entails workplace bullying because it is non-consultative, the academic staff community has no sense of direction as to the ultimate goals of the process, and consultations are reduced to unilateral “dishing out” of directives with neither comments nor questions admitted from staff. (cf. table 4.10)

Sub-theme two: management as source of workplace bullying

We shall consider ‘management’ for the purposes of this study as ‘management, faculty and academic hierarchy, and faculty and administrative hierarchy’ as seen on table 5.1.

In response to the question of knowing whether management is a source of workplace bullying according to existing literature, Glendinning (2001: 274) states that bosses become bullies to have power, control their subordinates, impose their will on the latter, make their subordinates ‘lose ground’ psychologically, and struggle to ingratiate themselves with them. The reasons that Glendinning advances as to why he thinks bosses become bullies correspond to the sub-themes from definition of workplace bullying as experienced by participants of this study. These include: abuse of status; covert and or overt negative behaviors; premeditated intention to impose one’s will and suppress that of others; devaluing others; causing harm to victims of workplace bullying. This implies that management is effectively a source of workplace bullying both in existing literature and from participants’ experiences. The following quotes from George highlights the role of management as a source of workplace bullying within the context of study:

top management are academics but they are implementing restructuring with no sensitivity to the plight of their colleagues. They have like switched off their academic profile to become hardened, insensitive administrators. (cf. 4.10)

In summary, institutional power structures and power imbalances could justify the high prevalence of workplace bullying in organizations, bullying generated by situational and contextual factors, bullying in authoritarian institutions, and bullying through autocratic style of management (Cortina et al., 2001: 68; Hoel & Cooper, 2000: 107; Cleveland & Kerst, 1993: 51; Ireland, 2000: 210; Vartia, 1996: 208).

Sub-theme three: colleagues as source of workplace bullying

In the specific context of universities, workplace bullying is frequently associated with perceptions of inconsiderate treatment by others (Neuman, 2004: 84), through for example subjective peer-review processes, procedural injustice, marginalization from decision-making,

and competition for scarce resources (Greenberg & Colquitt, 2005: 251; Higginson & Joyce, 2007: 63). Colleagues can become bullies in a variety of scenarios (Matthiesen, 2006: 65) which we can label as follows:

1. scapegoat bullying (Thylefors, 1987: 20);
2. sexual harassment (Einarsen, Raknes, & Matthiesen, 1993: 393);
3. asymmetrical form of humor-oriented bullying (Matthiesen & Einarsen, 2002: 53)
4. work related stalking (Purcell, Pathe, & Mullen, 2004: 162).
5. Whistleblower retaliation bullying (Near & Miceli, 1996: 519).

The fact that participants of this study say colleagues are a source of workplace bullying is effectively confirmed by the aforementioned findings of existing literature. Camara for example demonstrates the role of colleagues in workplace bullying as follows:

...being reminded that you are an expatriate worker and should do things in a certain way...being called names; being spoken to behind your back, since you do not master the local language. (cf. table 4.9).

Sub-theme four: students as source of workplace bullying

Some researchers presume that there is a difference between workplace bullying as it obtains among academic staff of university institutions on the one hand, and deviant student behaviors in classrooms and on campus on the other (Braxton & Bayer, 2004: 5). Nonetheless, other researchers think that student assessment of employees for staff promotions, reappointments, salary increases, and tenure decisions could be considered as workplace bullying (Neuman, 2004: 84). The participants of the study on their part explicitly state that students constitute a non-negligible source of workplace bullying, especially as 25% of the twenty respondents say so. Student bullying is illustrated by Epanty who says that:

I supervised a student who was so bad he could not just make it. The student then comes to me later and says; 'Ntate (Sir), I think you are very unfair with me.'
'Ntate, so and so told me that my project should have passed.' (cf. table 4.9).

In relation to the findings of this study, the researcher makes the following conclusions in relation to sources of workplace bullying within the context of this research:

1. University restructuring is the main source of workplace bullying among all the twenty interviewed academic staff of the National University of Lesotho who acted as participants of this study (cf. table 4.7). The fact that university restructuring constitutes the main source of workplace among interviewees undoubtedly constitutes a major finding of this research. The role of university restructuring as a source of workplace bullying is confirmed both in the context of this study and in existing literature where it is associated to changing organizations and ineffective downsizing (Wheeler, Halbesleben & Shanine, 2010: 69).
2. According to UK National Workplace Bullying Advice Line (1996) and from frequencies associated to workplace bullying sources on table 5.1, the researcher concludes that participants of this study experience the following types of workplace bullying:
 - a. Corporate bullying through restructuring: all twenty interviewees of this study state university restructuring as source of workplace bullying (cf. table 4.7).
 - b. Hierarchical or vertical bullying: three-quarters of the twenty respondents say NUL management is source of their workplace bullying experience; three respondents indicate faculty and academic hierarchy as source of bullying; two interviewees say it is academic administrative hierarchy that is accountable for their workplace bullying hassles (cf. table 4.7).
 - c. Horizontal or peer bullying: one quarter of the twenty respondents of this study report that colleagues are source of workplace bullying they experience (cf. table 4.7).
 - d. Upward or bottom to top bullying: five of the twenty interviewees say students are the source of their workplace bullying experience (cf. table 4.7).

In conclusion, the sources of workplace bullying in the context of this study as experienced and expressed by the twenty respondents of this study are contextual, situational, and individual.

5.3.3 Theme three: forms of workplace bullying

In order to interpret issues on the forms of workplace bullying experienced by the participants, the researcher will successively consider the sub-themes for forms of workplace bullying in the light of existing literature and models generated by the researcher within the context of the study.

The forms of workplace bullying as psychological violence can take a plethora of forms. These can be: physical, person-related, and work related (Einarsen & Hoel, 2001: 16); intrapersonal, interpersonal, intra-group (Baillien et al., 2009: 10); job demands and job resources related (Bakker & Demerouti, 2007: 315; Bakker, Demerouti, De Boer & Schaufeli, 2003a: 344). Workplace bullying can also take the forms of conflict bullying, predatory bullying, scapegoat bullying, sexual harassment, humor-oriented bullying, work related stalking, extreme media exposure bullying, corporate and institutional bullying (Matthiesen, 2006: 65; Einarsen, 1999: 23; Thylefors, 1987; Einarsen, Raknes & Matthiesen, 1993: 393; Matthiesen & Einarsen, 2002: 53; Purcell, Pathe & Mullen, 2004: 162; UK National Workplace Bullying Advice Line, 1996).

The following six sub-themes were generated from the twenty participants' experiences of forms of workplace bullying: devaluing; expatriate syndrome; authoritarian management and usurpation of power; communication bullying; unknown politicized agenda; economic/financial bullying.

Sub-theme one: devaluing

From the experiences of the participants of this study, devaluing entails management's attitudes of indifference, stigmatization, ridicule, marginalization and prejudice in relation to subordinate colleagues. Albert and Samuel respectively demonstrate the devaluing form of workplace bullying. For Albert, workplace devalues him because,

It implies reducing me to nothing. Making me feel and look inferior...at the moment staff feel unimportant in the running of the affairs of the institution; the present restructuring process makes me feel belittled. Reminding me of my teaching inadequacy, inadequate academic knowledge, inability to disseminate knowledge, conduct research. Accusing me of not having sufficient publications and presentations of conference papers (cf. table 4.8).

Samuel also affirms that staff devaluing is a form of workplace bullying when he says:

I was on several occasions humiliated and ridiculed in connection with my work. I wouldn't be surprised that lots of non-complementing rumors, statements were said behind my back or even to my face since I am a foreigner and do not speak the local dialect. Many times I was ignored and uninformed about meetings. I have been shouted at, and repeatedly reminded of my shortcomings. My views and opinions were usually disparaged, in sarcastic manner. I have had serious allegations made wrongly against me (cf. table 4.8).

For White (2004: 271), the prevalence of workplace bullying is more highlighted in organizational cultures which exhibit among others the following lapses: indifference to staff well being and top management's non-recognition of staff worth. The experiences of participants of this study confirm the findings of White (2004: 271), in that they highlight diverse forms of devaluing of staff personality and output through workplace bullying. This is further confirmed by the findings of Du Gay (1996: 25) and Lutgen-Sandvik (2008b: 100) that organizational systems which deride and demean human interests are workplace bullying prone. For the researcher, organizational systems that devalue and demean staff will create a self perpetuating workplace bullying vicious circle through feelings of frustration, worthlessness, and subsequent aggressiveness.

Sub-theme two: expatriate syndrome

Some researchers have attributed recent rise in illegal immigration in the European Union, the rise of the informal sector, poor working conditions. The findings of the present study contradict

those of the aforementioned researchers as follows: expatriate participants of this study are all legal immigrants; they are working in the formal tertiary education sector; their working conditions are not as deplorable as such. On the basis of the preceding contradiction, the researcher can project that 'expatriate syndrome' or the bullying of expatriate participants by locals can be seen in the light of 'scapegoat bullying' or displacement of 'indigenous lecturers' frustrations on more vulnerable foreigners (Thylefors, 1987: 20).

Expatriate syndrome in the context of this study cannot be deemed to have attained xenophobic proportions, but the fact that it is experienced by some of the interviewees shows that it is possible for employees to vent their frustrations arising from workplace bullying on to other more vulnerable colleagues. Bill and Epanty are two examples of non-indigenous staff members who claim to experience workplace bullying because of their national origin. In the case of Bill, he says:

Some students fail tests and or exams and come to intimidate me that they deserve more than what they received as marks. Others complain that I am too hard as a project supervisor. I am sometimes asked favors which conflict with professional ethics and administrative deontology, thereby raising conflicts of obligation; in discussions, and meetings, people use their positions, academic or administrative to hush me down, and bully me into submission. (cf. table 4.9).

Due to the fact that he is an expatriate member of staff, Epanty says he experienced workplace bullying under the following circumstances:

I was investigated like a criminal for a paper I included for promotion to senior lecturer, which I had indicated was awaiting publication. I was later promoted but after being investigated behind my back as to the veracity of my credentials like a criminal. Some time back I applied to go on study leave, in line with the prescription that as an expatriate you can go on study leave after a stint of 4 years at NUL. I applied for funding worth 10000 Rand to do research, but was told by the then VC in writing that I did not qualify as a foreigner. (cf. table 4.9).

Expatriate syndrome can be considered psychological violence in the case of this study because it can be termed inconsiderate behavior based on national origin of the victims (Kirsten, 2007:2).

Sub-theme three: authoritarian management and usurpation of power

The researcher defines authoritarian management based on participants' responses as a leadership style which prioritizes top to bottom communication, minimal dialogue, undisclosed agendas, abuse of status and power, and indifference to staff wellness. In this light, research has proven that tyrannical staff management and 'vertical bullying' is generally associated to high levels of workplace bullying (Hoel & Cooper, 2000: 107; Vartia, 1996: 208; Ashforth, 1994: 760).

For Glendinning (2001: 274), some bosses become bullies in order to have power, control their subordinates, impose their will on the latter, make their subordinates 'lose ground' psychologically, and struggle to ingratiate themselves with the former in vicious organizational rivalries. Supervisors and hierarchical bosses can also become bullies when they develop authoritarian leadership styles as a supposedly 'efficient' way of eliciting higher and better performance levels from their subordinates (Vickers, 2010: 15). The context of this study contradicts the preceding finding that workplace bullying can be a management style to motivate higher and better staff performance levels. The participants of this study indicate that workplace bullying they experience is to implement a university transformation agenda and not necessarily improve the quality of performance. The proof is that workplace bullying which is fomented by a restructuring background, especially if we remember that the latter is the primary source of workplace bullying among participants, instead compromises quality through downsizing and cost cutting (Baron & Neuman, 1996: 165; Hoel & Cooper, 2000: 20; McCarthy, 1996: 51; Sheehan, 1996: 59).

This is further confirmed by Bansel and Davies (2010: 136) who assert that authoritarian management constitutes a trait of radical university change programmes, emphasizing on strong management which can become a mask for workplace bullying (Simpson & Cohen, 2004: 172). Authoritarian management therefore precludes collaboration, compromise and accommodation between management and subordinates and seeks to superimpose its will unilaterally on employees.

Usurpation of power by management in the case of this study is considered by some of the participants as workplace bullying because it involves the centralized conception, creation,

suspension, imposition, recruitment, termination, freezing, unfreezing, deployment, redeployment of rules and resources, for the implementation of a priori para-institutional ‘agendas’. George highlights usurpation of power by management as a form of workplace bullying as follows:

Restructuring in NUL is workplace bullying because it is too radical, i.e. intending to affect a lot of things and persons at the same time and quickly. Management is using its position of authority in unacceptable manners, believing it has to force decisions on staff and bully them into submission. Regulations are being changed. For example, management wants more power to be able to force its “cut down costs” agenda on staff. Staff number has drastically dropped through non-renewal of contracts, non-replacement of retired, dead and dismissed staff. Conversely workload has gone up drastically and staff are bullied into meeting with tight deadlines despite heavy workload. (cf. table 4.10).

Sub-theme four: communication bullying

Communication bullying is coined by the researcher and is used to circumscribe issues of communication breakdown and information blackout between top management and staff within the context of this study and as experienced by the participants. Research findings indicate that unclear expectations, deficient internal communication, and unclear roles are highly conducive of bullying (Leymann, 1996: 170; Vartia, 1996: 208). Furthermore, White (2004: 271) also states that bullying among academe is more likely to occur in organizations which have minimal vertical and horizontal communication.

The Job Demands-Resources Model (Bakker & Demerouti, 2007: 315; Bakker, Demerouti, De Boer & Schaufeli, 2003a: 344) highlights the fact that job resources like supervisor and coworker support and performance feedback at the interpersonal and task levels reduce the draining effects of high job demands. On the contrary, the researcher thinks that within the context of this study, there is instead communication breakdown and information blackout between top management and academic staff, which makes for a propitious workplace bullying climate by minimizing staff motivation and wellness (Bakker & Demerouti, 2007: 315).

Neoliberalism as an ideology for radical university restructuring is also described as having the following aspects which make it conducive to foment communication bullying: intolerance to criticism of government and stifling open debate (Davies & Bansel, 2005, 2010). In general, open communication networks are stifled, forbidden, and even punished in workplace bullying contexts, which maximize on the contrary the withholding of vital information from staff and ignoring their opinions (Lutgen-Sandvik, 2006: 415; Rayner et al., 2002: 25). The preceding reflects perfectly the preoccupations of the participants who state that management is employing a strategy of information blackout and communication breakdown, which for participants is bullying and demeaning. Communication bullying is demonstrated by Hans when he says:

Restructuring is a process in and through which vital information concerning staff future and destiny is unrevealed. So far no one has a clear idea of what the future holds. No one knows where they will be in the short, mid and long terms. Staff have just been told that there is going to be retrenchment based restructuring, with insinuations that the latter might be avoided if other things are done, but what things these other options are, no one knows. An apt analogy of the current restructuring exercise would be like that of having a man point a gun at you and ordering you to do this or that without you daring to find out what this or that is, or what your orders are going to lead you to. The feeling I have is of a man who could be digging his own grave. (cf. table 4.11).

Sub-theme five: unknown politicized agenda

According to participants, the bullying and psychologically violent authoritarian management of the context of this study has political backing and therefore operates with impunity and unaccountability. In other words, some participants suspect that management is in collusion with the government, to implement a preconceived, superimposed political agenda, without consulting other stakeholders of the higher education system. Research highlights the facts that workplace bullying is fostered and reinforced in institutions which have a politicized climate (O'Moore, 2000: 12; Salin, 2003: 1216; Vartia, 1996: 208), where power culture and power imbalances are institutionalized (Ashforth, 1994: ; Ireland, 2000:), through autocratic management (Hoel &

Cooper, 2000: 107; O'Moore, 2000: 12; Vartia, 1996: 208), which links institutional survival to government funding (Bansel & Davies, 2010: 136).

The university reform in the institution in which this study is carried out is accompanied by forms of workplace bullying, with the impression among some participants that the heavily politicized nature of the former, coupled to an authoritarian management necessarily exacerbate the degree of workplace bullying. Ivo and Raul respectively highlight unknown politicized agenda as a form of workplace bullying. For Ivo:

No one can really put a finger on what is really going on. It seems restructuring is being dictated by someone, somewhere, and more tragic, those implementing the hidden agenda are not taking anyone's opinions into consideration. The views of members of staff are ignored, whereas what matters is "what is said in town", i.e. government. It seems that management wants someone, or "people in town" to be happy at the expense of all NUL staff. (cf. 4.12).

Raul also confirms unknown politicized agenda as a form of workplace bullying:

I would say there is a high degree of poverty in management, in order to please a politician or politicians who back the process. People then do bullying and stupid things to please their political base...bringing the political influence into the university is where I believe the bullying pressure is coming from. Political games are now being played in the field of academics. The students are innocent but are now mixed up in political agendas. (cf. table 4.12).

Sub-theme six: economic/financial bullying

For participants of this study, economic and financial bullying can be defined as all forms of suppression, reduction, and discretionary or arbitrary manipulation of the financial entitlements of the said staff members with impunity. Camara highlights two instances in which economic/financial bullying is highlighted as a form of workplace bullying. In the first instance he says:

Following the October 2011 LUTARU (Lesotho University Teachers and Researchers Union) strike action for salary improvement, management withheld union members' salaries under the guise of "no work, no pay", for practically three months. The latter was a form of economic bullying with severe financial, emotional and psychological effects. The goal of salary deprivation was to coerce academic staff of NUL to submit to the restructuring agenda. In other words management used as leverage the advantage it has as controller of wages to bully academic staff. (cf. 4.13).

Camara continues:

In December 2011, NULIS (National University of Lesotho International School) fees, a school where most educators of NUL's academic staff's children attend primary and secondary school, were astronomically raised and skyrocketed by some 300 %, with parents having to pay the fee hike on 5th of January 2012. It should be remembered that most academic staff members went without salaries for three months. I call this economic and psychological workplace bullying, because there was neither any consultations with parents prior to the fee raise, and it was sadistic to expect parents without salaries to unfailingly pay kids' fees that had been raised by 300%. (cf. 4.13).

By linking university funding to neoliberal reforms, increasing staff anxiety by merging economic responsibility and fear of non-survival, generating funding pressures, excessive competitiveness, 'university reforms' can easily become a 'mask' for economic and financial bullying (Keashly & Neuman, 2010: 57; Bansel & Davies, 2010: 136; Simpson & Cohen, 2004: 172).

For some researchers, the sense of distributive and procedural injustices linked to the unfair deprivation and, or withholding of entitlements, is propitious to generating a workplace bullying climate, especially when this is accompanied by growing need for accountability, scrapping programs for economic reasons, and decreased funding for academic activities coupled with increased expectations on staff (Folger & Cropanzano, 2001: 30; Kiewitz et al., 2009: 815; Spector, 1997: 10; Crase, 1980: 119). In other words, since institutional survival is linked to

government funding, it is highly probable that bullying can become facilitated under the guise of institutional and staff conformity to the demands of government's structural reforms (Bansel & Davies, 2010: 136). For the researcher, the preceding raises the issue of financial autonomy for institutions of higher learning, the degree of which can determine the extent of dependence of the latter both on government funding and educational policies.

5.3.4 Theme four: workplace bullying and psychological wellness

In order to interpret participants' experiences of the influence of workplace bullying on their psychological wellness in the context of this study, the researcher takes into cognizance the sub-themes of the influence of workplace bullying on staff psychological wellness. These are interpreted in line with existing literature and models generated by the researcher during the course of this study.

As previously stated in chapter one, it is undeniable that workplace bullying as psychological violence has nefarious consequences on the psychological wellness of employees in general and university staff in particular, since the latter is the focus of this study (Yildirim & Yildirim, 2007: 1448; Vaillancourt, Hymel & McDougall, 2003: 162; Tehrani, 2004: 359). The consequences of workplace bullying for tertiary education staff have been found to be psychological, physical, and organizational (Einarsen & Mikkelsen, 2003: 135). The symptoms of lowered psychological wellness are multifarious and can range from stress issues, tiredness, worrying, negative self concept, to psychosomatic disorders (Einarsen & Mikkelsen, 2003: 135; Vartia, 2003: 65; Niedhammer et al., 2009: 1214). As concerns the impact of workplace bullying specifically on the psychological wellness of tertiary education staff, it has been found that neoliberal university systems are propitious environment for reinforcing psychological wellness issues (Lewis, 2004: 290; McKay, Arnold, Fratzi & Thomas, 2008: 85; Twale & De Luca, 2008: 90). These could take the forms of stress, burnout, anxiety, anger, due to job insecurity which arises from university reforms, as is the case for the respondents of this study in the context of the national University of Lesotho (Keashly & Neuman, 2010: 57).

The following four sub-themes were generated from the interpretation of participants' accounts pertaining to the influence of workplace bullying on staff psychological wellness: negative self-image, negative emotions, low energy level, and minimal self motivation.

Sub-theme one: negative self-image

For this researcher, based on participants' responses, negative self image is the perception an individual has that he or she is worthless, of little or no account, and the general belittling of one's potentials by one's self. Nero expresses negative self-image as a negative impact of workplace bullying in the following manner:

I get the feeling that I am not really valued. I know I could even leave NUL without anyone being bothered by the fact. That is how much I feel dispensable. My self-confidence is at an all-time low... (cf. table 4.14)

A negative self-image means an individual literally disdains himself or herself, wishing one were something, someplace or someone else. Self actualization which is the optimization of human capital and a factor in enhancing employee creativity and wellness can be assumed to be minimal in cases of avowed negative self-image (Weick & Putnam, 2006: 279). In other words when negative self-image is one of the sub-themes of the participants in relation to the influence of workplace bullying on staff psychological wellness, the implication for the researcher is that workplace bullying leads to a relatively low level of self actualization. This is confirmed by Vartia (2001: 65), who says that workplace bullying leads to negative self-image which is accompanied by feelings of low self-confidence, inferiority complex, helplessness, incapability, and loneliness.

Many research findings conclude that the factor of control, that is the attribution of individual outcomes to either personal variables or external factors, influences wellness (Hsu, 2011: 236; Meier, Semmer, Elfering & Jacobshagen, 2008: 249). If the participants generally have a negative self-image, it would be difficult for them to have an internal locus of control which deals more efficiently with work demands, while enhancing wellness and performance levels (Daniels, Beesley, Cheyne & Wimalasiri, 2008: 49). In other words, for the researcher, negative self-image

accounts for low self-efficacy and a minimal operationalization of all positive subjective resources and skills to effectively manage workplace bullying (DelleFave, 2006: 171).

Sub-theme two: negative emotions

Contrary to the prescriptions of positive psychology that people should try to control negative emotions and increase positive feelings (Fredrickson, 2005: 680), workplace bullying instead exacerbates negative feelings and releases torrents of negative emotions in participants. Victims of workplace bullying are generally plagued by negative emotions through job demands stress reactions (Vartia, 2001: 65), taking the forms of depression, strain, fatigue, nervousness, distress, insomnia. Negative emotions can also take the forms of pessimism, cynicism, and low job satisfaction (Lutgen-Sandvik et al., 2007: 850). Contrary to courage which is a Virtue in Action in positive psychology, workplace bullying makes victims unassertive, negative, and unrealistic (Baumgardner & Crothers, 2009: 58; Seligman, Steen, Park, Peterson, 2005: 415). Research findings also reveal that subtle factors among academe can lead to escalation of aggressiveness, the generation of negative affect, and unpleasant physiological arousal (Neuman & Baron, 1997: 59; Anderson, Deuser & DeNeve, 1995: 438). In other words, it is assumed that workplace bullying generates negative affect and physiological arousal (Neuman & Baron, 1997: 59). Negative emotions as one of the negative consequences of workplace bullying on staff psychological wellness is seen in the experiences of two interviewees of the present study. Bill and Ivo demonstrate negative emotions as a negative outcome of workplace bullying. To this effect, Bill says:

Working relations have gone sour. At times colleagues don't greet one another. Some who have clashed through workplace bullying experiences bear grudges, thereby poisoning the work environment. The tense atmosphere increases stress levels and generates a vicious circle. Constant thinking about interpersonal issues leads to sustainable anxiety. (cf. table 4.15)

Ivo also highlights negative emotions resulting from workplace bullying as follows:

I am uncertain about my future. I am even scared. I am unhappy, frustrated and “helpless.” Since things are not done transparently and my opinion doesn’t count, I have lost hope, I am afraid, anxious, and my morale is low. (cf. table 4.15)

Sub-theme three: low energy level

The Job Demands-Resources Model developed by Bakker and Demerouti in 2007 highlights the role of job demands on employee wellness, while job resources impact on staff motivation. In other words, the JD-R model explores the influence of job resources and demands on employee wellness (Hakanen et al., 2008: 228). Job demands in particular are seen as potential stressors and burnout agents if employees expend too much energy and become drained in their attempt to cope with taxing physical and, or psychological tasks (Bakker & Demerouti, 2007: 315). These tasks could include among others high work pressure, workload, role conflict, job insecurity, unfavorable physical environment, and irregular working hours. The theme of ‘low energy’ among participants is linked to the fact that high job demands arising from workplace bullying lead to the effective depletion of their energy resources. Some participants of this study say low energy level is one of the negative outcomes of workplace bullying on staff psychological wellness. Luther expresses his low energy level as follows:

I am de-motivated as concerns harnessing the necessary...energy, concentration and commitment to carry out my duties. This fixation drains off my mental, emotional and physical energies, and I am left devitalized. (cf. table 4.16).

Paul on the contrary says:

I lack energy to perform well in class. I mark one script for a very long time. I just feel dry. I have no stamina to plan for the future. I just feel stuck. Low energy levels make me uncertain as to whether to search for opportunities out of campus. (cf. 4.16).

Low energy level is characterized by the phenomenon of ‘draining’ which is experienced by some participants as part of the influence of workplace bullying on their psychological wellness. For the

researcher low energy level is a conjunction of the following factors: negative self-image, negative emotions, and most likely high job demands and low job resources (Bakker & Demerouti, 2007: 315).

Sub-theme four: minimal self-motivation

For the Job-Demands Resources Model, job demands refer to workplace issues like high work pressure, workload, role conflict, job insecurity, unfavorable physical environment, and irregular working hours, which have a depleting, draining and straining quality on employees' energy (Bakker & Demerouti, 2007: 315). Job demands for our respondents include among others, negative psychological environment, heavy workload, and job insecurity, which strain and drain staff, thereby negatively influencing their psychological wellness by lowering their energy level (Hakanen et al., 2008: 228). In other words, strained and drained employees are deemed potentially easy targets who are easily bullied without displaying any or very little resistance in the absence of strong job resource buffers (Hoel & Salin, 2003: 209). Camara and Hans demonstrate minimal self-motivation as a result of workplace bullying. For Camara:

Through moral and psychological torture my intellectual stimulation is long dead. I have no more motivation to research, publish and even seek promotion because the current workplace is toxic, poisoned thanks to bullying. (cf. 4.17).

For the researcher of the present study, minimal self-motivation is the lack of initiating, sustaining, directing, and fulfilling psychological energy and ethos, to accomplish academic, professional, and social obligations and duties. It involves issues like poor academic performance, a mechanical attitude, and low commitment, as exemplified by some participants. Hans for example says:

I am de-motivated through an uncertain personal and family future. My research productivity has dropped drastically because of no funds for conferences and research. I have little enthusiasm, motivation, energy, or even interest in teaching students. (cf. 4.17).

The preceding experience of Hans is confirmed by research findings which reveal that high job resources lead to job commitment, whereas low job resources and high job demands which drain

energy will evoke a negative and pessimistic attitude towards work (Demeroutiet al., 2001: 501; Lewig, Xanthopoulou, Bakker, Dollard & Metzger, 2007: 431; Schaufeli, Bakker & Van Rhenen, 2009: 896).

5.3.5 Workplace bullying as anti-positive psychology

Relating consequences of workplace bullying on staff psychological wellness to positive psychology

While considering the consequences of workplace bullying on the psychological wellness of interviewed staff of the National University of Lesotho, it dawned on the researcher that the consequences of workplace bullying are in total contradistinction to the proposed elements, precepts, principles, and values of positive psychology. This salient fact makes the researcher to attempt to say that workplace bullying is the epitome of “anti-positive psychology” as will be seen below, through the rubrics of key elements of positive psychology, the negative brain, the role of positive emotion, the psychological paradox, and flow.

Contrasted key elements in positive psychology and workplace bullying in NUL

Table 5.2: Key elements in positive psychology and workplace bullying

No	Key elements in positive psychology	Key elements in workplace bullying
1	The science of optimal human functioning’	The principle of minimal human functioning
2	Studies human success	Highlights human weaknesses and limitations
3	Focuses on positive subjective experiences like happiness and well-being as well as positive human characteristics such as strengths and virtues	Concentrates on negative subjective experiences like fear and despair, and on negative human characteristics like insensitivity and vices

4	It is not just interested in individuals but in how group structures such as organizations, families or cultures can induce positive emotion and encourage the use of strengths	It portrays how organizations can induce negative emotion and minimize the use of strengths
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From Table 5.2, it can be seen that workplace bullying contrary to positive psychology which studies principles of optimal human functioning, success and happiness through maximization of strengths and virtues, only helps in exacerbating negative experiences and characteristics like fear, anxiety, and uncertainty among participants. In the case of the participants of this study, workplace bullying negatively impacts on their psychological wellness by inducing negative emotions which de-motivate them from using their strengths, since they are drained of positive energy. The combination of negative emotions and low energy level can be seen in two interviewees of the present study. Nero says:

I am filled with permanent anxiety, fear, and despair by the rumors that flood the campus on a daily basis. I get the feeling that I am not really valued. My self-confidence is at an all-time...my family is stressed and this in turn stresses me. (cf. table 4.15).

Hans feel low on energy as follows:

'I have little enthusiasm, motivation, or energy.' (cf. table 4.16).

The negative brain

Contrary to Seligman and Csikszentmihalyi (2000: 75) who argue that the brain generally tends to be negative from a survival and evolutionary perspective, workplace bullying for the researcher seems to reinforce the prioritization of negative information. In other words, the persistent negative acts of workplace bullying experienced by participants intensify their sense of anxiety, fear, and uncertainty concerning the future, which effectively “fixates” their brains at the default position of worrying. In other words participants concentrate on gloomy thoughts arising

from the negative acts of workplace bullying thereby maximizing the role of the ‘negative brain.’ The experience of Opondi exemplifies fixation on negative emotions as a result of workplace bullying. He expresses his experience as follows:

I have recently become impatient and nervous with students when they make normal mistakes. I even bark at them. I also get impatient with my daughter and wife at home. I am constantly ruminating about the future of my family: “Am I going to be amongst those who will be retrenched?” “What will be the future of my family, particularly my daughter?” “If I get retrenched now, how will I raise this child, especially to provide for her education?” The anxiety is killing me. (cf. table 4.15).

Participants’ fixation on the ‘negative brain’ leads to ‘psychic entropy’ (Frederickson & Losada, 2005: 680), i.e. the paralyzing of attention by the negative consequences of workplace bullying. As seen in Table 5.4, contrary to the prescriptions of positive psychology workplace bullying instead minimizes human functioning, highlights weaknesses, concentrates on negative subjective experiences, and reveals how organizations can induce negative emotions through workplace bullying.

The role of positive emotion

Frederickson and Losada (2005: 680) argue that negative emotions narrow people’s perspective and keep them focused on the specific problems at hand. Positive emotions on the contrary build personal resources which enhance effective coping and relationships with others. For Frederickson and Losada (2005: 680), positive emotions broaden attentional focus and promote resilience for better stress management. Furthermore, participants who experience negative emotions as a result of workplace bullying, confirm Frederickson et al., 2005 thesis that negative emotions narrow people’s perspective. This can be seen in the experiences of two interviewees of the present study, i.e. Camara and Jacqueline. Camara says:

No one is stable, there is emotional suffering, mental anxiety...I am permanently stressed up with accompanying headaches, stomach problems, inexplicable pains and insomnia. (cf. table 4. 15)

Jacqueline's experience is as follows:

I experience negative interactions with colleagues. My stress levels are high. My family harmony is affected. I have a heightened sense of insecurity and uncertainty. (cf. table 4.15).

Negative emotions of participants can be categorized as follows:

1. Overriding negative emotions (fear, free-floating anxiety, frustration, despair, latent animosity, etc), negative moods (uncertainty, de-motivation, dampened zeal, paranoia, suspicion, etc), negative attitudes (sense of alienation, helplessness, worthlessness, lack of confidence, feeling belittled.
2. Frederickson's argument that negative emotions narrow people's perspective and keep them focused on the specific problem in hand (e.g. retrenchment scare of participants) is confirmed by this study in which participants are constantly obsessed and permanently stressed by the negative consequences of workplace bullying.
3. In other words, when participants experience negative emotions they have less 'behavioral flexibility' (Frederickson& Losada, 2005: 680) and this allows them to experience the 'depletion' of their 'intellectual and psychological resources'.
4. Through experiencing negative emotions occasioned by workplace bullying, participants become less creative, experience negative workplace relationships, use negative coping strategies of avoidance and withdrawal, develop 'narrowed attentional focus' (Frederickson) which heightens bias (names calling), reinforces stress and diminishes resilience.

The positive psychology paradox

According to Seligman and Csikszentmihalyi (2000: 23), there is a core paradox in Positive Psychology, which emphasizes that though humans easily become fixated in negative brain mode, it is only through positive emotions that they can thrive physically, emotionally, mentally, socially and professionally. Workplace bullying on the contrary as experienced by the participants of this study ‘fixates’ them to negativity, develops negative emotions, compromises psychological wellness, relationships, intellectual and psychological resources. Luther and Raul depict the aforementioned relationship between workplace bullying and psychological illness.

Luther says:

I am literally obsessed by the fact that I could be among those to be retrenched. I have the sense of being “stifled and restrained from total positive self-expression. (cf. table 4.15).

Raul says:

‘I am frustrated but remain tied down by heavy workload and pressurizing deadlines, thereby increasing my stress levels.’ (cf. table 4.15).

The end result of this negative impact of workplace bullying on participants is to maximize negativity and ‘freeze existence’ into an unfulfilling ‘vicious circle’ of frustration, stress, demotivation and helplessness. This contradiction between ‘flow’ in positive psychology and the consequences of workplace bullying is shown in Table 5.3.

Comparing flow and workplace bullying

Table 5.3: Comparing ‘flow’ and workplace bullying

No	The 8 ingredients of flow in positive psychology	The 8 ingredients of ‘being stuck’ in workplace bullying in NUL
1	Involved in tasks that we have a good chance of completing.	Disengagement from our routine tasks
2	We are able to concentrate fully on	Permanent distraction by intrusion of

	activities	dark thoughts of foreboding in relation to an uncertain future
3	Tasks have clear goals	The goals of restructuring are not unclear
4	There is immediate feedback on how well we are doing in our tasks	There is information blackout
5	Involvement is 'deep but effortless' and this 'removes from awareness the worries and frustrations of everyday life'	There is disengagement and permanent worrying, which 'obsesses awareness with the worries and frustrations of everyday life'
6	There is a sense of exercising control over our actions	There is a sense of helplessness
7	Concern for the self 'disappears' but paradoxically our 'sense of self emerges stronger after the flow experience is over'	Concern for self is 'paramount' but paradoxically the 'sense of self weakens with permanent stress and ceaseless worrying'
8	We lose our normal sense of time – we can feel either that it has speeded up (and passed quickly) or slowed down	Sense of time is predominant in mind, becoming harassing, inelastic, and invasive

An important concept in Positive Psychology is 'flow'. For Csikszentmihalyi (2000: 23), flow is important because it enables control over consciousness, leads to holistic development of people, reinforces psychological ethos, and enables people to have optimal experience. Workplace bullying on the other hand as seen in Table 5.3, impacts on the psychological wellness of participants in the following ways which are contrary to the principles of 'flow':

1. Participants have little or no mastery over their quasi-permanent obsession with a scary future
2. Their 'psychological capital' is depleted
3. They have a 'diminished experience'
4. Participants have a sense of disengagement from their prescribed duties

5. Their lives appear meaningless.

Summary

All participants are of the opinion that workplace bullying is lethal, highly damaging and disruptive of their psychological wellness, in one form or the other. With very few exceptions, respondents indicate that they are severely affected by workplace bullying at the levels of stress, emotional balance, intellectual stimulation, motivation, self-esteem, family life, staff relations and general resilience. This is confirmed by the fact that researchers think that the influence of workplace bullying on employee wellness involves literally all aspects of human functioning, which are physical, psychological, social, spiritual, and organizational (Jennifer, Cowie & Anaiadou, 2003: 491; Lutgen-Sandvik et al., 2007: 850; Keashly & Jagatic, 2003: 43).

5.3.6 Theme five: coping with workplace bullying

In order to analyze respondents' experiences of coping with workplace bullying, the researcher shall take into cognizance the sub-themes of the coping strategies of interviewed staff. These will be interpreted in relation to existing literature and models generated by the researcher. This will be accompanied by the development of trends in relation to the coping methods of participants.

Four sub-themes were generated from the interpretation of participants' in relation to the coping strategies they use to manage the impacts of workplace bullying. These include: denying-withdrawing-helplessness; group support systems; self-valorization; physical exercises.

Sub-theme one: denying-withdrawing-helplessness

Within the context of this study, 'denying' implies the attitude of 'mentally and verbally refuting' the nefarious psychological and institutional consequences of workplace bullying. Secondly, 'withdrawing' means to avoid persons or ideas which evoke the source of workplace bullying, in an attempt to isolate the self from the former, at least in imagination. Lastly, helplessness as expressed by respondents has the connotation of expressing a sense of 'powerlessness', i.e. the

perception by a participant of his or her inability to influence the stoppage of the negative acts of workplace bullying and their equally negative consequences on him or her. Avoidance-denial in the psychodynamic perspective refers to the self-deceptive effort to protect the self from unpleasant reality in the forms of a wish, thought, need or condition, by ignoring or refusing to perceive it (Blackman, 2004: 104).

According to Blackman (2004: 104), primitive defense mechanisms like denial, introjections, projection, rationalization, and intellectualization are used by individuals to obtain psychological equilibrium. Furthermore, the Three Way Model of workplace bullying on its part considers withdrawal from work situation, a 'wait and see' attitude, decreased commitment, motivation and performance levels, to be passive and ineffective coping mechanisms (Baillien et al., 2009: 10). Ineffective coping will also include for Baillien et al., (2009: 10), morbid ruminations, ceaseless complaining, pessimism, and cynicism. On the basis of the aforementioned, the fact that denial-withdrawing-helplessness serves as a form of participants' coping through silence, soliloquy, introjections, accommodation, waiting, denying, withdrawing, and impotence, demonstrates that denial-withdrawing-helplessness is an ineffective and passive coping mechanism.

The denying-withdrawing-helplessness passive and ineffective coping mechanism of some of the participants of this study is primarily a 'flight' coping perspective which enables the persons using it to attempt passive protection of themselves by displacing the self physically or emotionally away from the source of danger (Cytrynbaum & Noumair, 2004: ; Klein, 2005: 298). Physical flight responses also include among others, avoiding others, being ill or resigning, whereas psychological flight responses entail avoiding threatening situations or emotions, rationalizing and intellectualizing (Gould, Stapley & Stein, 2004: 69). Two interviewees of the present study demonstrate how they attempt to cope with workplace bullying through 'denying-withdrawal-helplessness'. Camara says:

'I pretend that nothing is happening. I tell myself "live for the moment; tomorrow will take care of itself."' (cf. 4.18).

Ivo also says:

I am scared so I do not want to express my opinions on the bullying restructuring process. I prefer to remain silent, lethargic, passive and adopt the “let’s wait and see how things turn out.” I prefer remaining a spectator. (cf. 4.18).

Sub-theme two: group support systems

For the purposes of this study, group support systems refer to the following bodies, groups, structures and institutions: colleagues, families, staff union, religious activities and social groups. The latter serve as media for debate, sharing of bullying experiences, exchange of ideas of ways of stopping workplace bullying, mitigating its effects on staff, moving forward as an institution, and also ‘letting off steam’. For Cohen and Wills (1985: 322), social support has a positive role in the improvement of peoples’ psychological wellness. Furthermore, stress reduction is said to be enhanced in settings where there is a strong social support network (Sarason, Sarason & Pierce, 1994: 95). According to Pamela Lutgen-Sandvik (2006: 415), workers cope with workplace bullying by using the ‘collective voice’ (sharing experiences to stop abuse, provide comfort, brainstorm solutions, and discuss plans for quitting), ‘mutual advocacy’ and the ‘contagious voice’ among other strategies, to manage bullying. For the researcher the importance of group support systems as mentioned by the aforementioned researchers is confirmed by some participants who minimize the negative consequences of workplace bullying on their psychological wellness through effective participation in ‘therapeutic’ group dynamics.

In addition, the Systems Psychodynamic Theory considers group support systems as ‘pairing’, i.e. the unconscious fantasy of ‘hooking up’ with more powerful persons, objects or ideas in order to better manage worry (Colman & Geller, 1985: 34). For the researcher, this means that the respondents of this study ‘hook up’ with colleagues, families, staff union, religious and social groups to cope with the effects of workplace bullying. David uses group support systems as follows to cope with workplace bullying:

I engage in social activities with a group of friends to focus on other issues. Going to church for me is therapeutic, since it constitutes a medium for release of negative emotions. Going back home to Zimbabwe also refreshes me. These trips make me more focused and stable. (cf. table 4.19)

For Kate:

Being a member of LUTARU (Lesotho University Teachers' and Researchers' Union) gives me a sense of belonging to a group. Collegial support from the [staff] union doesn't make me feel isolated, and my sense of vulnerability is much reduced. I engage in discussions with colleagues, as a way of sharing issues and pressures. (cf. table 4.19)

The importance of group support systems is also confirmed by the coping hypothesis (Bakker, Hakanen, Demerouti & Xanthopoulou, 2007: 278; Bakker, Van Veldhoven & Xanthopoulou 2010: 10; Hakanen, Bakker & Demerouti, 2005: 481), in which individuals cope with stress by using resources such as skill utilization, learning opportunities, autonomy, colleague support, leader support, performance feedback, participation in decision-making, and career opportunities.

The Job-Demands Resources Model proposes that in the interaction between job demands and job resources, the latter may buffer the impact of job demands on employee wellness (Bakker, Demerouti & Euwema, 2005: 175; Bakker et al., 2003b: 25; Xanthopoulou et al., 2007b: 128). Given the fact that respondents describe the context of the present study, i.e. the National University of Lesotho (NUL) as being characterized by an authoritarian management, communication bullying, high workload, and deadline hassles, i.e. high job demands and low job resources, the buffer theory hypothesis might more or less be inapplicable in NUL. According to the Job-Demands Resources Model, in a situation of high job demands and low job resources, employees experience high strain and general de-motivation, which within the context of the present study could negatively influence the role of group support systems (Bakker & Demerouti, 2007: 315).

Sub-theme three: self-valorization

The concept of self-valorization in this study encompasses the following notions: maximization of self-esteem, self-worth and self-actualization: proactive resilience, skills development, trans-personalization of perspective and perception, optimism and idealism. Systems Psychodynamic Theory highlights self-valorization through the concept of 'Me-ness' which refers to the obtaining

of psychological equilibrium through valorization of subjective intrapersonal reality beyond and above group interactions and external reality (Cilliers & Koortzen, 2005: 52). This is confirmed by two participants of this study, who despite the prevailing negative atmosphere of workplace bullying utilize their intrinsic psychological resources to creatively manage the effects of workplace bullying.

For Positive Psychology, self-valorization entails the maximization of Virtues in Action, character strengths, and situational themes, which are unique, effective, and proactive coping mechanisms for psychological wellness enhancement (Snyder & Lopez, 2007: 38). ‘Virtues in Action’ include wisdom and knowledge, courage, humanity, justice, temperance, and transcendence (Baumgardner & Crothers, 2009: 58; Seligman, Steen, Park, Peterson, 2005: 415). Positive psychological strengths are made up of optimism, hardiness, locus of control, self-reliance, sense of coherence, hope, meaningfulness, manageability, and positive affect (Nelson & Simmons, 2005:). Seligman (2002: 35) and Seligman and Csikszentmihalyi (2000: 8) outline the following character strengths for psychological wellness promotion: resilience, positive affectivity, flow, positive emotions, emotional intelligence, courage, future mindedness, optimism, interpersonal skill, faith, work ethic, hope, honesty, and perseverance. Situational themes for manifesting strengths in particular contexts include: meaning making, intentional goal setting, self-efficacy, commitment to self-defining goals, goal achievement, optimism, and positive emotion (DelleFave, 2006: 171; Strumpher, 2006: 149; Fredrickson, 2001: 220; Lopez, 2008: 37). The aforementioned are exemplified in Albert and Francis who are two of the participants. They demonstrate self-valorization and maximization of self-esteem, self-worth and self-actualization through proactive resilience, skills development, trans-personalization of perspective and perception, optimism and idealism. Albert uses self-valorization to cope with workplace bullying as follows:

I personally use workplace bullying challenges as stimuli to permit me excel and forge ahead in my professional activities, and become even better. I thus take workplace bullying as a eustress, or positively motivation factor, which makes me to read more, work harder, open up and become a better listener. (cf. table 4.20).

Francis says:

I know my worth and will not allow myself to be tortured. If I am not appreciated here, I can walk out of the situation any time. I concentrate on research and teaching of students. I have pulled into my shell and avoid those in authority. I try to instill into myself and students the ideal of excellence by acting as a role model to the latter. My international background and profile gives me the intrinsic motivation to excel in my tasks despite the negative working environment. I tell myself "You cannot fail." I have huge data set which constitutes a permanent source of research articles. Research always boosts my energy and motivation. (cf. table 4.20).

These aforementioned two participants demonstrate a high degree of psychological wellness which includes the following attributes: insights into one's motivations, strengths and weaknesses, avoiding self-destructive activities, remaining self-motivated to learn and grow, high tolerance for ambiguous situations, emotionally responsive, and having a flexible behavioral repertoire (Kets de Vries, (2001: 66). Albert and Francis also demonstrate a high level of self-actualization (Weick & Putman, 2006), a sense of coherence and resourcefulness (Antonovsky, 1987: 15), and an internal locus of control (Berg, Hem, Lau, Håseth & Ekeberg, 2005: 113; Daniels, Beesley, Cheyne & Wimalasiri, 2008: 49). These self-valorizing attributes definitely enhance Albert and Francis' positive coping with workplace bullying. We can in fact say Albert and Francis are thriving professionally and psychologically despite the prevalence of workplace bullying.

Albert and Francis are special cases among the twenty respondents of this study for the following reasons:

1. They both contradict the premises of the buffer hypothesis of Kahn and Byosiere (1992: 575) and the coping hypothesis of Hakanen, Bakker, and Demerouti (2005: 481). The former states that the quality of job resources could reduce the probability of organizational characteristics becoming health compromising stressors, whereas the latter affirms that job resources could also influence motivation or work engagement when job demands are high. In the case of the buffer hypothesis, though the quality of the job

resources is low in the context of this study and job demands are high, the psychological health of both Albert and Francis is instead enhanced. Secondly, Albert and Francis, contrary to the assumption of coping hypothesis that under stressful conditions individuals are more likely to use external resources as coping mechanisms, they instead utilize more of internal resources.

2. Albert and Francis transcend the external focus of the Job demands Resources Model and valorize instead the Virtues in Action, character strengths, and situational themes of positive psychology as effective, and proactive coping mechanisms for their psychological wellness enhancement (Snyder & Lopez, 2007: 38). In other words, despite the bullying high job demands and low job resources of their work context, Albert and Francis focus on their internal resources, and utilize the resultant intrinsic momentum to effectively and creatively manage workplace bullying.

Sub-theme four: physical exercises

Within the context of this study, the idea of ‘physical exercise’ takes the forms of jogging, running, walking alone or with friends, in order to recharge oneself and to let off some ‘steam.’ According to Blair et al., (1989: 2398), aerobic exercises like fast walking, running, dancing, rowing, swimming among others, improves cardiovascular fitness. For Stoyva and Carlson (1993: 60), regular exercise improves mood and makes individuals more resistant to stressors. This is confirmed by Sheridan and Radmacher (1992: 35), who state that in the short term, vigorous exercise increases the amount of oxygen getting to the brain, improves cognitive functioning, and releases mood-inducing neurotransmitters like endorphins and dopamine. Some interviewees use physical exercises as a means of coping with workplace bullying. Camara for example says:

‘I do some exercises. I take long walks while chatting with friends.’ (cf. table 4.21).

Raul uses physical exercises to cope with workplace bullying as follows:

‘Once in a while, when I feel drained and don’t have a class...I jog round the stadium to recharge myself.’ (cf. 4.21).

From the aforementioned experiences by interviewees, the latter seem to presume that their engagement in physical exercises will enable them to better cope with the negative influence of workplace bullying on their psychological wellness.

Summary and trends

Workplace bullying in the study context has led participants to adopt both adequate and inadequate coping strategies in order to manage the impact of the former on their psychological wellness. For the researcher, coping mechanisms of respondents of this study can be classified as positive and negative, in which case the former help in effectively managing the effects of workplace bullying, while the latter could exacerbate the same:

1. Positive coping mechanisms include the following attributes: remaining professional; intensifying religious beliefs; intensifying efforts in teaching, reading, research and publication; engaging in physical activities; seeking alternative employment; counting on support groups; engaging in intellectual debates; altruism; engaging in parallel income generating activities; listening to music; compartmentalization of issues.
2. Negative coping mechanisms include withdrawal, passivity, denial logic, workaholic, drifting, substance abuse, escapism, abusiveness, compromising professional ethics, suppressed reactivity, displacement, and avoidance.

5.3.7 Theme six: managing workplace bullying in the National University of Lesotho

The researcher shall now present the suggestions of the participants of this study in relation to what they perceive to be the most appropriate methods for effective management of workplace bullying within the context of the National University of Lesotho. The researcher presents the sub-themes pertaining to participants' proposed strategies for managing workplace bullying, the contribution of existing literature, and a model generated by the researcher.

The researcher thinks that for there to be effective management of workplace bullying in institutions of higher learning in general, and in the National University of Lesotho in particular,

there should be the putting in place of a legal framework for the protection of workplace bullying victims, which he knows is totally absent in the context of this study. This applies too for most countries given the insufficiency of present statutory protections to effectively resolve issues of bullied workers (Yamada, 2007: 20). It is also suggested that some countries are reticent to adopt workplace bullying legislation. Furthermore studies also show that bullied workers are not enthusiastic to make complaints of their workplace bullying experiences (Zogby International, 2007). For the researcher, the preceding complexities in managing workplace bullying make the raising of awareness, prevention, and prosecution of bullies quite a difficult task.

The following five sub-themes were generated from the interpretation of participants' ideas for managing workplace bullying: inclusive staff valorization, open communication, professional humane change, continuity, and professional services.

Sub-theme one: inclusive staff valorization

Inclusive staff valorization in the context of this study refers to the idea of having all members of staff being involved as active, voluntary, equal partners with all other stakeholders of the education system, in the conception, implementation and evaluation of programmes implying institutional change. Inclusive staff valorization as a workplace bullying management strategy will pre-empt 'mediation' as a conflict resolution strategy. Mediation is considered an appropriate workplace bullying strategy in the event where the workplace is characterized by breakdown of interpersonal relations and violent belligerence (Hoel et al., 1999: 198).

For the researcher, inclusive staff valorization is the fundamental workplace bullying management strategy which is highlighted by nearly all participants. It implies that participants consider themselves to be unavoidable and competent stakeholders of the higher education, in the sense that they are the intellectual elite of society, who should be forerunners in the conception, planning, implementation, and evaluation of all issues relating to educational policy. George for example says that management should:

Respect the dignity of colleagues... apply the concept of justice in change and action, by giving to people an equitable distribution of roles and expectations. [...] increase the sense of fairness and justice. (cf. 4.24).

Opondi also says that management should:

Carry out SWOT analysis, engage staff on equal footing, in a spirit of genuineness, trust, and good faith. Engage all stakeholders for a cross-correlation of ideas since university is a heterogeneous milieu. (cf. 4.24).

In other words, participants consider their input vital in tertiary education sector, as a means of minimizing workplace bullying which is exacerbated when participants are excluded, marginalized, and devalued through authoritarian management that operates through information blackout and communication breakdown.

Sub-theme two: open communication

For the participants, open communication relates to the following attitudes by management: making known to all stakeholders of the institution, in as transparent a manner as possible, the *raison d'être* and goals of university reforms through the use of vertical and horizontal communication networks, and the provision of constant feedback in relation to the evolution of the phenomenon of change. If research confirms that limited and distorted internal communication is very propitious for workplace bullying (Leymann, 1996: 170; Vartia, 1996: 208), it is logical to assume that open communication can be effective in managing workplace bullying. Open communication for George means that management should endeavor to:

Talk to people like human beings, not like to animals. Create conducive working and communication environment to foster the potentials in each and all staff members. (cf. 4.25)

Hans also says that open communication means there should be:

'No withholding of or ambiguous information. Give people a chance to debate and genuinely discuss issues concerning them.' (cf. 25)

According to the Three Way Model of workplace bullying by developed by Baillien et al., (2009: 10), effective coping with workplace frustrations requires certain management strategies, including among others, spontaneous dialogue, discussing at the onset of issues, optimism, and focusing on future perspectives. This perspective of open communication is confirmed in participants' reports, in which they think that workplace bullying is initiated and reinforced by communication breakdown and information blackout, which for them means staff marginalization and demeaning by an authoritarian management.

Sub-theme three: professional and humane change

For the participants, professional and humane change implies that university reform should take place under the aegis of a technocratic system headed by competent, savvy professionals who will deliver the desired institutional transformation on the basis of measurable, communicable, explainable and above all objective criteria. What they decry as workplace bullying is management's current insensitivity and even unprofessional and brutal approach. Participants are of the opinion that workplace bullying can be effectively managed only on the condition that management style combines professionalism and a humane perception of employees.

David for instance insists that management of workplace bullying should entail humane treatment of staff by management which should:

Carry out change with respect of staff. There should have been a clear road map of the process, so that staff could be aware of what to expect, when, how and why, and then adapt to the latter and plan in a proactive manner. (cf. table 4.26)

Francis on the contrary emphasizes on a technocratic approach to change in order to effectively manage workplace bullying. This implies that management has to:

'Employ experts to work on the conception, implementation, execution, monitoring and evaluation of the restructuring process.'

Sub-theme four: continuity

The concept of continuity for participants presupposes the notion that the past, present and future of the National University of Lesotho (NUL) are inseparable, i.e. they are linked in a continuum which precludes decision making which excludes an objective appraisal of the historical evolution of NUL. Bill for instance highlights the notion of continuity as one of the strategies to manage workplace bullying by saying that:

NUL is an institution made of human beings and therefore it is not a machine that can be changed with the touch of a button instantaneously, wiping off the past and introducing sweeping changes. I suggest a gradual process of change over time, e.g. a two, five, ten year development plan, which starts with basic structures and functions, so that people can understand, adapt to, understand, and have a sense of ownership of the process of change. (cf. table 4.27).

Sub-theme five: professional services

For participants, professional services imply the provision of the following programmes and structures as workplace bullying management systems: counseling, professional recruitment, evaluation, and promotion services, and amelioration of general workplace conditions. Albert echoes the necessity for professional services in the effective management of workplace bullying by saying that:

Improved workplace conditions and environment will reduce the rationale for workplace bullying, by enabling staff to adequately perform their tasks and duties with less stress. Recruitment policies should be reviewed with introduction of serious interviews. Need for regular peer review assessment. Promotion policies should be reviewed. Appointments to positions of responsibility in academia and administration should filter out potential bullies who would demoralize staff. (cf. table 4.28).

Trends

Participants propose the following strategies for managing workplace bullying in the National University of Lesotho:

1. Inclusive staff valorization in the restructuring process will preempt mediation
2. Open communication will avoid escalation of toxic workplace interactions with their associated negative impacts on staff psychological wellness
3. The implementation of progressive, professional and humane change mechanisms will minimize workplace bullying
4. A sense of institutional continuity will act as a bulwark against workplace bullying as psychological violence
5. A priori psychological change or progressive and inclusive staff sensitization in relation to the *raison d'être*, objectives, phases, implementation, and evaluation of the university restructuring will mitigate workplace bullying which necessarily accompanies university reforms
6. Staff professional guidance, counseling, recruitment, evaluation, and promotion services should be permanent and not contextual appurtenances of the university system.

5.4 Conclusion

Chapter five presented findings of this study as they relate to extant literature in the area of workplace bullying as psychological violence. The first theme which concerned defining the concept of workplace bullying generated ideas which concurred with those of Einarsen et al., (2003: 10) as to the main variables which come to play in the circumscribing of a complex concept like workplace bullying as psychological violence. The factors which contribute to the definition of workplace bullying as generated by the respondents of this study highlight the same variables which go into the definition of this concept as proposed also by Salin (2003: 1216). These include

abuse of status; covert and or overt negative behaviors; premeditated intention to impose one's will and suppress that of others; devaluing others; causing harm to the victims of bullying. From the preceding, the researcher thinks that for workplace bullying to be psychological violence, there is the necessary interplay of certain known variables which include the intentional repeated use of negative behaviors against a person or groups of persons, with subsequent psychological harming of the target (Di Martino et al., 2003:4).

Presented in the second theme are the sources of workplace bullying. These sources include university restructuring, management, colleagues, administrative and academic hierarchy, and students. These mentioned sources of workplace bullying are supported by Twale and De Luca (2008: 90), and Bansel and Davies (2010: 136), who affirm that university restructuring is usually accompanied by authoritarian management style, and bullying from colleagues and hierarchy. The researcher concurs with Bansel and Davies (2005, 2010) that university restructuring is propitious to fomenting workplace bullying, because it generates a stressful environment characterized by short-term contracts, heavy workloads, job insecurity, and power imbalance (Keashly & Neuman, 2010: 57). A major finding of this study is the fact that university restructuring is the most important source of workplace bullying among the respondents of this study. This is important for the researcher because this finding is a clarion call for stakeholders of higher education, and especially decision makers to be aware of the links of university reforms with workplace bullying as psychological violence (Bansel & Davies, 2010: 136).

The third theme highlighted the multiple forms of workplace bullying experienced by participants of this study, and it is confirmed by researchers who clearly stipulate that these forms can be physical, person-related, work related, intrapersonal, intra-group, interpersonal, and job demands and job resources related (Einarsen & Hoel, 2001: 16; Baillien et al., 2009: 10; Bakker & Demerouti, 2007: 315; Bakker, Demerouti, De Boer & Schaufeli, 2003a: 344). The forms of workplace bullying experienced by interviewees include: devaluing; expatriate syndrome; authoritarian management and usurpation of power; communication bullying; unknown, politicized agenda; economic/financial bullying. For the researcher, the plethora of forms of workplace bullying experienced by participants can be summarized as displaying

aspects of corporate and institutional bullying (UK National Workplace Bullying Advice Line, 1996).

Theme four of this study presented the multiple and nefarious effects of workplace bullying on the psychological wellness of participants. It was clearly proven by extant literature that workplace bullying has diverse and negative consequences on the psychological wellness of employees in general and academic staff of higher education institutions in particular (Yildirim & Yildirim, 2007: 1448; Vaillancourt, Hymel & McDougall, 2003: 162; Tehrani, 2004: 359). The forms of these effects of workplace bullying on employees as found in existing literature tie with those generated from the experiences of the interviewees of this study. These negative symptoms of workplace bullying on employee psychological wellness as seen in literature include negative self concept, anxiety, burnout, anger, tiredness, which tie perfectly with those generated from this study, i.e. negative self image, negative emotions, low energy level, and minimal self motivation (Einarsen & Mikkelsen, 2003: 135; Vartia, 2003: 65; Keashly & Neuman, 2010: 57).

The fifth theme of this study concerned the coping strategies of participants as they attempt to manage workplace bullying within the National University of Lesotho. Literature revealed the following types of effective and ineffective coping with workplace bullying: primitive, passive, unconscious (Blackman, 2004: 104); positive, active, interpersonal (Pamela Lutgen-Sandvik, 2006: 415); balancing job demands and job resources through buffer hypothesis (Demrouti & Bakker, 2007: 315); intrapersonal empowerment (Snyder and Lopez, 2007: 38); physical 'flight' Zapf and Gross (2001: 500); physical action (Stoyva & Carlson, 1993: 60); 'letting off steam' on weaker targets (Klein, 2005: 298). The aforementioned mechanisms for coping with workplace bullying tie with those generated from this study, i.e. denying-withdrawing-helplessness; group support systems; self valorization; physical exercises; displacement. Two special cases were highlighted by this study in relation to the mechanisms they use to cope with workplace bullying. To this effect, Albert and Francis demonstrated a high level of self actualization (Weick & Putman, 2006: 279), a sense of coherence and resourcefulness (Antonovsky, 1987: 15), and an internal locus of control (Berg, Hem, Lau, Håseth & Ekeberg, 2005: 113; Daniels, Beesley,

Cheyne & Wimalasiri, 2008: 49). These self valorizing attributes definitely enhanced Albert and Francis' positive coping with workplace bullying, compared to their other colleagues.

The sixth theme presented suggestions from respondents on how workplace bullying can be effectively managed at an institutional level within the National University of Lesotho. Even though staff proposed inclusive staff valorization, open communication, professional humane change, continuity, and professional services as means of managing workplace bullying, literature also highlights the fact that if there is no legal framework for protecting workplace bullying victims, the aforementioned suggestions have a limited effect (Yamada, 2007: 20). The researcher also thinks that decision makers have to conceive and implement anti-bullying policies which will have as prerogative, the prevention and control of workplace bullying, the protection of victims from workplace bullying behaviors.

CHAPTER 6

DEVELOPMENT OF INTEGRAL MODELS OF WORKPLACE BULLYING

6.1 Introduction

Chapter six presents integral models of workplace bullying developed by the researcher of the present study on workplace bullying as psychological violence, based on conclusions drawn both from literature review and data presented in chapter four, and discussed in chapter five. The two core models which were presented in chapter two (cf. par. 2.2.4 and 2.3.3.3 respectively) are the Integral Model of Workplace Bullying (IMWPB) and the Integral Model of Psychological Non-Wellness (IMPNW). These aforementioned two purely theoretical models deriving from literature review will only be briefly represented in the present chapter. The said two models form the basis for the following five subsidiary models:

1. Workplace Bullying in the National University of Lesotho (NUL) in light of the Integral Model of Workplace Bullying (IMWB)
2. Integral Model of Workplace Bullying (IMWB) and psychological non-wellness among NUL staff
3. Psychological non-wellness in NUL staff in the light of the Integral Model of Psychological Non-Wellness (IMPNW)
4. Workplace Bullying and Psychological Wellness in the light of the Integral Model of Workplace Bullying (IMWB) and the Integral Model of Psychological Non-Wellness (IMPNW).
5. Integral Anti-Bullying and Psychological Wellness Enhancing Model (IAPWEM)

Furthermore, the five models listed above will be considered on the basis of five of the six main themes generated from this study, namely (1) definition of workplace bullying, (2) forms of workplace bullying, (3) influence of workplace bullying on staff psychological wellness, (4) coping with workplace bullying, and (5) managing workplace bullying and enhancing staff psychological wellness. The seven models related to workplace bullying from literature and from research data will now be presented.

6.2 The Integral Model of Workplace Bullying

As seen on figure 2.2, the Integral Model of Workplace Bullying has four concentric circles, which are the enabling-triggering-projector intrapersonal core, the intermediary motivating neutral-passive-receptor middle-belt, the sustaining sphere, and the reinforcing periphery. This fundamental model will be summarily presented because the details have been highlighted in chapter two (cf. par. 2.2.4).

6.2.1 The enabling-triggering-projector intrapersonal core of workplace bullying

The enabling-triggering-projector intrapersonal core of workplace bullying is characterized by an ‘ontological sense of dualism’, which transcends vertical and horizontal forms of bullying, since it is related to self and organizational definition as ‘I versus Others’. Subsequently, the occurrence of workplace bullying is a function of workers who harbor irreconcilable, antagonistic, separative, and personalizing feelings, a potential reactivity complex. Secondly, feelings of reactive ‘dualism’ are accompanied by thoughts of limitation and passivity. The combination of separation-reaction and limitation-passivity generates the force of opposition-resistance by ‘I’ in relation to ‘Others’.

The enabling-triggering-projector intrapersonal core of workplace bullying has three sub-systems which are respectively, the unconscious intentionality to ‘bully and be bullied’, the perception of power imbalance between ‘I and Others’, and the self-labeling ‘bulliable-bully complex’. The combination of separation-reaction; limitation-passivity; opposition-resistance; unconscious intentionality; power-imbalance; bulliable-bully complex generates ‘Offensive-Defensiveness’, which is the core-force of workplace bullying. Offensive-Defensiveness is the unconscious intentionality to generate, sustain, and reinforce ‘ontological insecurity’ in ‘others’ at the workplace, by an equally ‘ontologically insecure bully’.

In other words, the Integral Model of Workplace Bullying which the researcher of the present study is proposing is caused by, and sustained by an energetic base of ‘ontological insecurity’. The latter is a function of the ‘offensive-defensiveness’ which results from a feeling of

separation, the thought of limitation, and the unconscious intention to ‘oppose and resist’ all ‘others’, thereby becoming vulnerable to ‘return bullying by others’. Thus instead of trust, the workplace bullying force of offensive-defensiveness, leads to ‘dis-trust’ and quasi-permanent anxiety, which deviate worker energies from their tasks, to an obsessive concern for workplace projected and introjected conflict scenarios. The latter are triggered, projected, introjected, and enabled by offensive-defensiveness, multiplied by opposition-resistance. The basic ‘unconscious intentionality’ of workplace bullying exacerbates a conflictual sense of interaction with others and self, as the ethos to express the ‘bullying force’. Through separation-limitation, reactivity-passivity, the ‘bullying-force’ generates a feeling of ‘being little’ or ‘be-little’ which is the source of feeling ‘be-littled’, being ‘be-littled’ by self, others, and the organization, and for the self to ‘be-little’ self, others, and the organization, in the following sequence:

1. I resist-oppose X I am defensive-offensive in relation to others
2. Others resist-oppose me X others are defensive-offensive in relation to me
3. We resist-oppose others X we are defensive-offensive in relation to others
4. Others are resistant-offensive in relation to us X others are defensive-offensive in relation to us.

From the preceding, we can say that workplace bullying is defined from three perspectives, being the individual, dyadic, and socio-organizational domains. We could then say that workplace bullying as intrapersonal ontological insecurity, can be defined as follows: workplace bullying is a function of offensive-defensiveness, and the latter is a function of separation-reactivity multiplied by limitation-passivity and opposition-resistance.

It is also fundamental to note that the ‘bullying force’ which is ontological insecurity becomes sustainable through its ‘outward to inward’ orientation. In other words, the ‘workplace bullying force’ is projected primarily from ‘without to within’, and secondarily from ‘top to bottom’, ‘bottom to top’, or ‘horizontally’. The ‘without-within’ aspect of the bullying force implies that its actors are unconscious of their dual ‘defensive-offensive core’, perceiving only the ‘offensive half’ of the bullying circuit from ‘others’, which is apparently separate from their own ‘defensiveness’. In other words, the ‘without-within bullying circuit’ is initially intrapersonal,

unconscious and only apparently ‘defensive’ from the target’s perspective, and ‘offensive’ from the bully’s.

6.2.2 The neutral-passive-reflector-motivating middle-belt of workplace bullying

For the researcher of the present study, the intensity or extensity, quantity or quality of workplace processes and structures are a priori neutral and non-essential features of workplace bullying, until they are ‘retained’, ‘suspended’, i.e. personalized. ‘Retention’ is the ‘holding onto by thought’ of issues like work positions, rewards, work group composition, particular management, etc, and also resisting change, opposing newcomers, through the sense of ‘I against others’. Secondly, personalization of workplace issues implies ‘suspension’ or permanent negative reactivity in relation to ‘others’, who are perceived and conceived as ‘potential opposers to the self’, through rivalry for ‘scarce’ ‘workplace posts, duties, rewards, privileges, etc’. Thus, personalization of workplace situations transforms them from a priori ‘neutral issues’ into ‘retained-suspended’ conflict issues, which thereby intensify and extensify the initial bullying force of ontological insecurity. In other words, personalization of workplace situations, is the first force to activate the reflector forces of the initial bullying force.

Secondly, in conjunction with personalization of workplace situations, low levels of individuation also account for the transformation of the initial neutrality of workplace situations into forces for the sustainability of controversy and conflict interactions. Individuation for the researcher of the present study is a function of “knowing and being the best that each worker is and can be’, whole brain functioning (creative thought), and integral action (maximization of workplace interactions and community service). Individuation is the systematic movement from regimentation to specialization, from mindlessness to mindfulness. This fundamental shift is based on the maximization in each worker of a sense of uniqueness, and an intrinsic, self sustaining motivation. Self actualization is thus the critical foundation in the development of the sense of individuation. Individuation leads from self-alienation to the realization that ‘each is unique’, that is knowing and maximizing one’s total and special potentials. Individuation is thus a ‘balancing’ of the human being at the point of his/her authentic source, cause and power. This point of ‘integration’ leads to an integrating consciousness, an awareness of ‘non-fragmentation’.

The awareness of non-fragmentation generates a ‘transpersonal ego’ which implies a transpersonalizing of workplace issues. Conversely, low levels of individuation as earlier explained, would also reinforce the transformation of ‘neutral workplace situations’ into obsessively and reactively perceived, personalized complexes, which would also exacerbate the bullying force.

The third factor in the motivating middle-belt is ‘polarity switching’ from ‘target’ to ‘bully’ and from ‘bully’ to ‘target’. Polarity switching is a function of the duration of ‘rest’ in ‘bullying inter-phases’, that is movement from ‘defensiveness to offensiveness’, and ‘offensiveness to defensiveness’. The sustainability of the workplace bullying circuit is a function of the rate or frequency of switching into transitional bullying modes of ‘bully-bullied’, ‘offensiveness-defensiveness’. Polarity switching is mediated via motivating personalization, individuation levels, and workplace situations acting as bullying inter-phases. In other words, bullying inter-phases, that is personalization, individuation, and workplace situations, determine the degree of fluctuation of bullying modes, which range from ‘offensiveness to defensiveness’, ‘resistance to opposition’, ‘passivity to reactivity’, ‘limitation to separation’. Thus bullying inter-phases and fluctuating bullying modes would act as motivator for the sustainability of the bullying force.

6.2.3 The sustaining dimension of workplace bullying

The third dimension of the Integral Model of Workplace Bullying (IMWB), which is point C on figure 2.2, is sustaining workplace negative behaviors. In other words, the workplace bullying force is motivated by the reflector-passive workplace situations’ middle-belt, but the former is sustained by negative workplace bullying behaviors. Overt or covert negative workplace behaviors can be classified according to the following scenarios:

1. I overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to others
2. Others overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to myself

3. We overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to others
4. Others overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to us

6.2.4 The reinforcing zone of workplace bullying

The fourth level of the Integral Model of Workplace Bullying comprises the effects of negative behaviors on the individual, the group, and the organization. In the final analysis, the goals of workplace bullying are to elicit and sustain distress and ‘psychological non-wellness’ in ‘targets’, reinforce ‘offensiveness’ in ‘bullies’, with the target and bully subsequently switching polarity to become ‘bully-bullied’ and ‘bullied-bully’.

The workplace bullying force ‘flows’ through the four dimensions of The Integral Model of Workplace Bullying in a self-perpetuating complex that lead to the following negative effects on the individual, group, and organization:

1. Lower physical resilience
2. Suppress psychological optimism, and replace it with cynicism, pessimism, and despair
3. Lead to emotional disequilibrium
4. Intensify spiritual meaninglessness
5. Over and under-stimulate thought into obsessive and neurotic patterns
6. Lower environmental consciousness
7. Exacerbate anti-social actions
8. Intensify occupational frustrations

The proposed Integral Model of Workplace Bullying is a theoretical effort based on literature review and the researcher’s ‘intuition’ to generate a conceptual model aimed at facilitating the understanding of the process of workplace bullying. The proposed model seeks to present the individual intrapersonal, and dyadic and organizational interpersonal elements of workplace

bullying in an integrated complex of mutually enabling, motivating, sustaining, and reinforcing variables.

6.3 The Integral Model of Psychological Non-Wellness

The second model developed by the researcher of the present study is a theoretical framework on ‘psychological non-wellness’. Psychological non-wellness results from three factors, namely (1) the bullying force prevalence, (2) the level of stress, and (3) inefficient coping strategies. Secondly, psychological non-wellness is manifested as follows: low individuation, negative being quotient (mindlessness), negative knowing quotient (thoughtlessness), negative doing quotient (‘willessness’), minimal interactions, and minimal service. Since details of the Integral Model of Psychological Non-Wellness are presented in chapter two (cf. par. 2.3.3.3), only a synopsis will be done in the present chapter. As seen on figure 2.3, the Integral Model of Psychological Non-Wellness has six phases which will now be briefly presented.

6.3.1 Low individuation

The fundamental premise of low individuation for the researcher of the present study is as follows: if each person has unique, different, and authentic physical, emotional, mental, and spiritual potentials in different and relative degrees, workplace bullying on the contrary, is the process of reverting all subjects to ‘homogeneous anonymity and mediocrity’. This effort by workplace bullying to homogenize persons and stifle uniqueness is operated through negative harassing, opposing, resisting, offensive, defensive, subtle, overt, strategies, procedures, and behaviors. Workplace bullying is thus an overt or subtle attempt to ‘suppress’ workers at ‘less than the acknowledgement, development and valorization of their unique, different, but authentic ontological ethos’, thereby stifling their ‘total human potential’.

In other words, workplace bullying fosters low individuation through its ‘centrifugal marginalizing negative behaviors’ which confine workers to the ‘zone of meaninglessness’, thereby ‘ejecting’ workers from their sense of ‘intrinsic meaning and self actualization’. Low individuation leads to the following negative individual and dyadic consequences: mindlessness

and sense of disconnectedness; thoughtlessness and sense of incompetence; ‘willelessness’ and non-autonomous defiant-compliance; minimal interaction; minimal service. Finally, the intra-dependent and interdependent variables of psychological non-wellness, namely low individuation, mindlessness, thoughtlessness, willelessness, minimal workplace interactions, and minimal service are mutually motivating, sustaining, and reinforcing.

6.3.2 Mindlessness or negative being quotient

Mindlessness or a negative being quotient results from a workplace unethical negative behaviors which systematically ‘represses and suppress’ diversity, uniqueness, excellence, and non-conformism. Through mindlessness resulting from workplace bullying, intrinsic motivation is thwarted, and there is an ‘ontological regression’ of employees to a sense of ‘distrust, doubt, shame, inferiority, and role confusion’. Furthermore, ‘ontological regression’ leads to a ‘survival ethos’, that is routinized, mechanical performance of non-authentic tasks below the threshold of authentic job satisfaction, job involvement, and organizational commitment. Employees’ intrinsic needs remain largely unsatisfied, thereby leading to a sense of ‘suspended frustration and disconnectedness from self and others’ which further exacerbates workplace bullying. In conclusion, mindlessness is sustained by a workplace which has the following characteristics: supervisor-centered systems; fragmented, formalized structures and process; low expectations and sense of purpose; minimal self-determination.

6.3.3 Thoughtlessness or negative knowing quotient

Employee mindlessness directly and negatively influences thought, imagination, and consciousness processes, which through potential ‘passivity-reactivity’ are characterized by a low sense of competence, a mechanical quality through superficial rehearsal and repetition of disjointed facts and skills that are unrelated to personal needs and potentials. Through imprisoned thought, introjected imagination, and contracted consciousness determined by self alienation and frustrated isolation, bullied workers are conditioned to become lowest level

achievers, in relation to their real but undiscovered, suppressed, underdeveloped, and devalored potentials.

6.3.4 ‘Willelessness’ or negative doing quotient

‘Willelessness’ stands for unconscious, passive, and reactive behavior due to a compromised sense of choice and volition in the regulation of behavior. It is paradoxical that low individuation, self alienation, low level thoughts, and disruptive ‘willelessness’ reinforce in inverse proportion to ‘employee anonymity’, the sense of ‘self-centeredness’, which is an exacerbated obsession with personal entitlements. In other words the greater the self alienation and thoughtlessness of ‘bullying-bullied employees’, the greater their simultaneous passivity and impulsive reactivity. Since workplace bullying stifles employees’ unique potentials, willelessness results from the compensatory release of suppressed individual potentials in the forms of dysfunctional negative bullying behaviors.

6.3.5 Minimal workplace interactions

Low individuation, mindlessness, thoughtlessness, and ‘willelessness’ arising from workplace bullying have a negative impact on the quantity and quality of workplace interactions. A bullying workplace environment will be characterized by ‘general communication breakdown’ because of employees’ sense of alienation, separation, anonymity, disconnectedness, and minimal sense of belonging. Since workplace bullying fosters an organizational atmosphere of distrust, suspicion, anxiety, rivalry, cynicism, and even hatred, workplace bullying will then logically negatively impact on the quality of employee interactions at the horizontal and vertical levels.

6.3.6 Minimal service

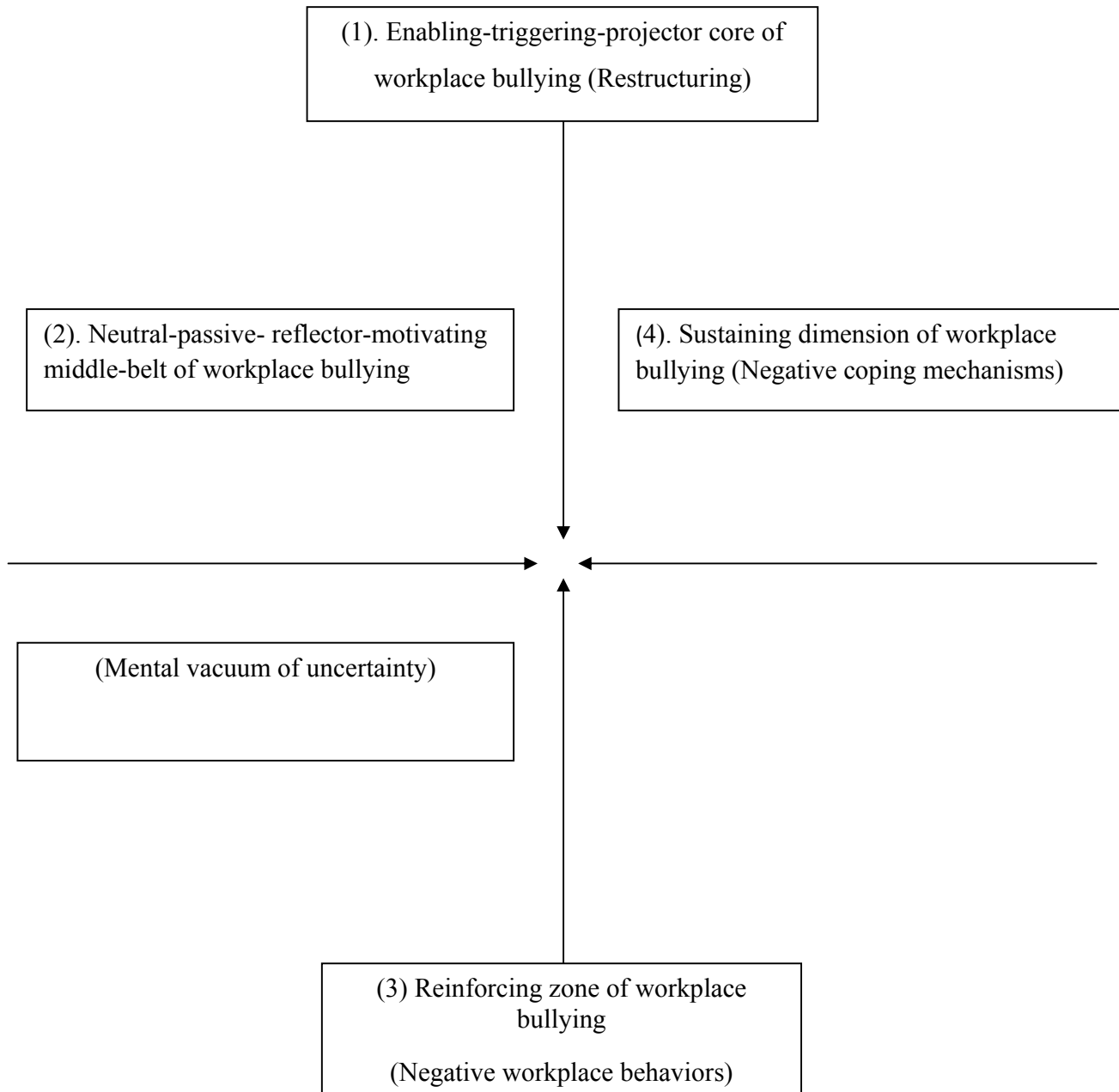
Through low individuation, mindlessness, thoughtlessness, willelessness, and minimal workplace interactions, employees develop an acute sense of ‘personal entitlements’ through the ‘survival mode of ontological insecurity’. The survival mode of personal entitlements overrides the ‘rights

of others', since workplace bullying 'de-socializes workers'. Minimal service also implies the following 'negative workplace attitudes' by bullied employees: non-reflexive endorsement of workplace goals, unconscious defiance-compliance, and involuntary service provision. At an extreme, bullied employees can also become Machiavellian, displaying indifference, sadism, and cynicism to colleagues and clients.

6.4 Workplace bullying in the National University of Lesotho (NUL) in the light of the Integral Model of Workplace Bullying (IMWB)

After having proposed in chapter two (cf. par. 2.2.4) a theoretical model of workplace bullying, the researcher will present at this juncture the extent to which workplace bullying in NUL correlates to the proposed Integral Model of Workplace Bullying (IMWB). The model of workplace bullying that the researcher proposed in chapter two has four concentric dimensions labeled respectively: the enabling-projector-triggering core; the intermediary motivating neutral-passive-receptor middle-belt; the sustaining sphere; and the reinforcing periphery. The researcher will now consider the relationship between the aforementioned workplace bullying dimensions and antecedents, negative behaviors, coping strategies, and consequences of the bullying phenomenon as experienced by the interviewed academic staff of NUL.

Figure 6.1: Interactions of the variables of the Integral Model of Workplace Bullying for interviewed staff of the National University of Lesotho



The enabling-triggering-projector core of workplace bullying in NUL

The primary initiating point of workplace bullying is the restructuring process. From Figure 6.1, restructuring is the source of ontological ‘dualism’, that is a conceptual and perceptual sense of separation between management and academic staff of NUL, in the conception and implementation of the said restructuring programme. The sense of separation between staff and management can be symbolized as an irreconcilable ‘I versus others’ complex justified by interviewed academic staff who describe restructuring as the main source of workplace bullying in NUL for the past 12 months. Management’s approach to restructuring initiated and sustains workplace bullying in the following aforementioned negative workplace attitudes: authoritarian leadership style; information blackout; communication breakdown; absence of a master plan; ignoring staff opinion; sidelining traditional statutory bodies. The preceding elements of prevailing NUL management style is the fundamental workplace bullying force supplemented by ‘horizontal’ and ‘bottom to top’ bullying from colleagues and students respectively.

The neutral-passive-reflector-motivating middle-belt of workplace bullying

The fact that academic staff say, think, imagine they are being marginalized, and sidelined by management in terms of ignoring their input to the restructuring process, of which they consider themselves as stakeholders and partners, generate negative feelings. NUL leadership style directly and intentionally generates, and sustains in interviewed academic staff what the researcher would label ‘ontological insecurity’, that is staff sense of alienation, staff switching from ‘partners’ to ‘victims’, a perception by staff that their professional expertise is being sidelined and staff is treated as of ‘no import’, ‘as worthless’. Interviewed academic staff is unanimous in affirming that the core thought which prevails in their minds in relation to NUL’s authoritarian leadership style and information blackout on the restructuring process, is a quasi-permanent mental mood characterized by ‘uncertainty, passivity, pessimism, and free-floating anxiety’.

The general mental ethos among interviewed academic staff is one of ‘sterile speculations and ruminations’ in the absence of genuine consultations with management, information blackout, and ‘omnipresent pessimistic rumors’. Thus ‘ontological insecurity’ sustains passivity, and an

overriding sense of ‘staff impotence’ derived from the alienation of academic staff from decision-making in relation to the ongoing restructuring process. The sense of alienation from decision-making and anxious uncertainty in relation to staff future generates the feeling of ‘being little’ or being ‘belittled’ by management. Permanent anxious uncertainty generates passivity, which is based on personalization of ‘retrenchment scare’ expressed as ‘Will I be amongst the retrenched?’ Uncertainty and its inevitable anxiety is a function of ‘retention’, that is ‘mentally holding onto retrenchment scare’, becoming ‘stuck’ in ceaseless and fruitless ruminations on job loss, in a prevailing atmosphere of information blackout and communication breakdown with management. In other words instead of creativity, workplace bullying in NUL makes respondents to become passive but obsessed with uncertainty.

The reinforcing zone of workplace bullying

The reinforcing dimension of workplace bullying in the context of NUL is made up of all the negative workplace behaviors from management, colleagues and students directed to respondents of this study. Some examples of these negative workplace behaviors are provided below:

1. Management’s arbitrary closing the university between October 12th 2011 and December 28th 2011 without respecting statutory and mandatory bodies and procedures, following a LUTARU strike;
2. Using security guards to evict academic staff from their offices and preventing those living off campus from having access either to their offices or any other areas of the campus during this period;
3. Withholding LUTARU staff members’ salaries during the said period;
4. Unilaterally raising NULIS fees by 300% in December 2011 and to be implemented as soon as January 5th 2012;
5. Suspension of renewal of contracts and recruitment of academic staff;
6. Reducing renewed contracts to one year duration;
7. Weakening of staff union (LUTARU);
8. Information blackout concerning the restructuring process;
9. Non-recognition of staff contribution and worth;
10. Making unfair, unjust and humiliating media declarations concerning academic staff;

The sustaining dimension of workplace bullying

The sustaining dimension of workplace bullying within the context of NUL is made up of the coping mechanisms that interviewed academic staff use to manage workplace bullying. The defense strategies of the interviewees are fundamentally ‘passive and reactive’, therefore negative and maladaptive. In addition, it is probable that ‘ontological insecurity’ of the neutral-passive-reflector-motivating middle-belt of workplace bullying, characterized by uncertainty, passivity, anxiety, pessimism, is functionally complemented by ‘suppressed and controlled reactivity’. In other words, ‘retention’ or the fixation of thoughts on the imagined negative outcomes of bullying restructuring, leads to ‘suspension of anxiety and quasi-permanent reactivity’ in relation to ‘others’. Both retention and suspension of ‘retrenchment scare’ are exacerbated by negative acts, vacuum of uncertainty, and authoritarian leadership. Some of the negative ‘passive-reactive coping mechanisms’ that make up the sustaining dimension of workplace bullying are:

1. Avoidance
2. Displacement
3. “deniallogic”
4. Escape
5. “Drifting”
6. Withdrawal
7. Suppressed reactivity
8. Substance abuse
9. Workaholism

From the preceding, the four dimensions of the Integral Model of Workplace Bullying can be seen to have a high degree of correlation with the findings of the qualitative data of this study. At this juncture, the researcher will next consider interviewees’ definition of workplace bullying and forms of workplace bullying in the light of the Integral Model of Workplace Bullying.

6.4.1 Analyzing interviewees' definition of workplace bullying in the light of the Integral Model of Workplace Bullying

At this juncture, the researcher will like to present workplace bullying as defined by participants, in the light of the proposed Integral Model of Workplace Bullying which is presented in detail in chapter two (cf. par. 2.2.4). The researcher's Integral Model of Workplace Bullying has four concentric circles which will be matched as follows to the main themes generated from analyses of participants' responses relating to their definition of workplace bullying:

1. The enabling-triggering-projector intrapersonal core of workplace bullying: the premeditated intention to impose one's will and suppress that of others
2. The neutral-passive-reflector-motivating middle-belt of workplace bullying: status abuse and devaluing staff personality and output
3. The sustaining dimension of workplace bullying: negative behaviors
4. The reinforcing zone of workplace bullying: frequency of negative behaviors which exceed the norm.

Table 6.1: Defining workplace bullying in NUL, in the light of the Integral Model of Workplace Bullying

No	Dimensions of the Integral Model of workplace bullying	Main themes from interviewees' definition of workplace bullying
1	Enabling-triggering-projector intrapersonal core	The premeditated intention to impose one's will and suppress that of others
2	The neutral-passive-reflector-motivating middle-belt	status abuse and devaluing staff personality and output
3	The sustaining dimension	Negative behaviors
4	The reinforcing zone of workplace bullying:	Frequency of negative behaviors which exceed the norm

Table 6.1 has four levels which correspond to the four dimensions of the Integral Model of Workplace Bullying as presented by this researcher in chapter two (cf. par. 2.2.4).

The enabling-triggering-projector intrapersonal core of workplace bullying: the premeditated intention to impose one's will and suppress that of others

The enabling-triggering-projector intrapersonal core of workplace bullying as defined by the interviewees of this study is the attributed intent or premeditated intention to impose one's will and suppress that of others, as seen at point 1 on table 6.1. Briefly presented, the intention of the workplace bully to impose his/her will on others or suppress the latter's will, is the essential core of the bullying circuit as defined by the respondents of this study, and corroborated by the Integral Model of Workplace Bullying.

The neutral-passive-reflector-motivating middle-belt of workplace bullying: status abuse and devaluing staff personality and output

Status abuse and devaluing staff personality and output is intended to minimize the acknowledgement of the best that each worker can be, reduce creative thought, minimize workplace interactions and compromise service. Devaluing staff personality and output also ensures that staff move from specialization to regimentation, from mindfulness to mindlessness. This process of devaluing staff personality and output is a function of the minimization of each worker's sense of uniqueness and intrinsic, self-sustaining motivation. Staff abuse and the devaluing of staff personality and output is depicted as point two in Table 6.1.

The sustaining dimension of workplace bullying: negative behaviors

Point three in Table 6.1 is the sustaining dimension of workplace bullying and corresponds to negative behaviors which are motivated by the premeditated intention of the bully to impose his/her will on that of the bullied.

The reinforcing zone of workplace bullying: frequency of negative behaviors which exceed the norm

The fourth level of the Integral Model of Workplace Bullying as highlighted by the definitions of workplace bullying generated by the respondents of this study is the reinforcement zone of workplace bullying as seen at point four in Table 6.1. This fourth dimension of the Integral Model of Workplace Bullying is constituted by the combined consequences on the bullied, of

negative behaviors, the intention of the bully to impose his/her will on that of the bullied and to suppress that of the latter, status abuse, staff devaluing, and the frequency of behaviors which exceed the norm.

From the confluence of the dimensions of the Integral Model of Workplace Bullying and the interviewees' definition of workplace bullying, the researcher defines workplace bullying in NUL as the conscious, intentional, overt, offensive decision by management, students and colleagues to impose their wills on other staff members through freewill violating pressures. The goal of the bullying process is to belittle the 'bullied' and thereby generate and sustain a 'power imbalance complex', through which the 'bullied' develops negative coping strategies to manage the workplace bullying pressures. Workplace bullying is a function of the persistence of 'offensiveness-defensiveness', the degree of transitional mode-switching through bullying inter-phases, with the conscious or unintentional goals being the generation and sustaining of distress and psychological non-wellness. Thus for the researcher, the essential features in defining bullying are intentionality, power imbalance and self labeling, whereas the non-essential factors are types of workplace bullying behaviors and the effects of the latter on 'targets'. The researcher will next consider forms of workplace as experienced by interviewees of this study in the light of the Integral Model of Workplace Bullying.

6.4.2 Analyzing forms of workplace bullying in the light of the researcher's model of workplace bullying

The researcher will now present the forms of workplace bullying experienced by participants, in the light of the Integral Model of Workplace Bullying (IMWB) which is presented in great detail in chapter two (cf. par. 2.2.4). The researcher's Integral Model of Workplace Bullying (IMWB) has four concentric circles to which will be matched four themes from interviewees' experienced forms of workplace bullying within the context of this study. The matching of elements of the IMWB and participants' responses generates the following combinations:

1. The enabling-triggering-projector intrapersonal core of workplace bullying: authoritarian management

2. The neutral-passive-reflector-motivating middle-belt of workplace bullying: devaluing and communication bullying
3. The sustaining dimension of workplace bullying: technical bullying, verbal abuse, and expatriate syndrome
4. The reinforcing zone of workplace bullying: workload and time bullying.

Table 6.2: Forms of workplace bullying in NUL, in the light of the Integral Model of Workplace Bullying

No	Dimensions of Integral Model of Workplace Bullying	Themes of forms of workplace bullying experienced by interviewees
1	The enabling-triggering-projector intrapersonal core of workplace bullying	Authoritarian management
2	The neutral-passive-reflector-motivating middle-belt of workplace bullying	Staff devaluing and communication bullying
3	The sustaining dimension of workplace bullying	Technical bullying, verbal abuse and expatriate syndrome
4	The reinforcing zone of workplace bullying	Workload and time bullying

Table 6.2 has four levels which correspond to the four dimensions of the Integral Model of Workplace Bullying as presented by this researcher (cf. par. 2.2.4 and cf. par. 6.2).

The enabling-triggering-projector intrapersonal core of workplace bullying: authoritarian management

Authoritarian management constitutes the enabling-triggering-projector intrapersonal core of workplace bullying as it relates to forms of harassment experienced by the respondents of this

study. Authoritarian management as seen at point 1 in table 6.2 is also the premeditated intention of management to impose its will and suppress that of its subordinates. Authoritarian management in NUL as said earlier, is the leadership style which prioritizes top to bottom communication, minimizes dialogue, veils its agendas, abuses its status and power, and remains indifferent to staff wellness and worth.

The neutral-passive-reflector-motivating middle-belt of workplace bullying: staff devaluing and communication bullying

Point two in table 6.2 represents the neutral-passive-reflector-motivating middle-belt of forms of workplace bullying which has twin prisms, namely staff devaluing and communication bullying. Staff devaluing is characterized by management's attitudes of indifference, stigmatization, ridicule, marginalization and prejudice in relation to subordinates. Communication bullying on the other hand is a function of communication breakdown and information blackout between top management and staff, with no debates on vital issues. In other words, authoritarian management suppresses the will of its subordinates through the abuse of power and status, and equally by setting up the 'veil of information blackout and communication breakdown' vis-à-vis the latter.

The sustaining dimension of workplace bullying: technical bullying, verbal abuse and expatriate syndrome

Point three in table 6.2 is made up of triple negative behaviors, being technical bullying, verbal abuse and expatriate syndrome, which constitute the sustaining dimension of forms of workplace bullying as experienced in the National University of Lesotho (NUL) by the respondents of this study. Technical bullying is the overt and constant reminding of staff of their gross limitations in their academic, research, teaching, publication acumen, and by implication their irrelevance to the operational requirements of this particular university milieu. Verbal abuse is the negative act which consists in directly or covertly taunting, gossiping about, nicknaming and slandering of staff by colleagues, subordinates or hierarchy due to their pronunciation and articulation 'deficiencies'. Thirdly, the expatriate syndrome is the willful and uncompromising coercion of 'foreign lecturers' to offer undeserved and at times unethical favors to 'locals', be they students, colleagues or hierarchy, and for 'expatriates' to display humiliating condescension to the whims and caprices of 'indigenes'. Negative behaviors which are enacted at point three in table 6.2 sustain both the

enabling and motivating dimensions of forms of workplace bullying as experienced by respondents of this study in NUL.

The reinforcing zone of workplace bullying: workload and time bullying

Point four in table 6.2 is the last dimension of forms of workplace bullying as reflected in the Integral Model of Workplace Bullying (cf. par. 2.2.4 and cf. par. 6.2). This fourth dimension is the reinforcing zone of workplace bullying which is composed of a single component, i.e. workload and time bullying. Workload and time bullying is the negative act of imposing counter-pedagogic workloads on academic staff, within hassling deadlines. The bullying role therefore of the reinforcing zone of workplace bullying forms is to exceed the norm and thereby perpetuate the workplace bullying process of the Integral Model of Workplace Bullying (IMWB).

Forms of workplace bullying experienced by the twenty respondents of this study could be categorized under the rubrics of inaction (logistic limitations); subtle action (communication bullying, time bullying); overt action (devaluing, expatriate syndrome, authoritarian management, verbal abuse, technical bullying, workload bullying, contract violation, and financial bullying). From the preceding trends of the forms of workplace bullying experienced by the respondents of this study within the context of the National University of Lesotho, it is evident to the researcher that the majority of forms of workplace bullying experienced by participants of this study are overt in nature.

Secondly, the National University of Lesotho exhibits characteristics of Neoliberalist universities, especially during the period of university reforms which coincided with this research study. These characteristic trends of workplace bullying derived from restructuring as experienced by respondents of this study in the National University of Lesotho include: core items, reinforcing factors, and general outcomes. The core bullying forms of university reforms are brutal introduction and implementation; politicized, unknown agenda; authoritarian management; usurpation of power; communication breakdown; ontological insecurity. The reinforcing factors are: devaluing; marginalizing; heavy workload; economic bullying. Finally, the outcomes are: psychological non-wellness; staff disorientation; logistic fiasco. From the analyses of forms of workplace bullying in the National University of Lesotho as experienced by the twenty respondents of this study, the researcher can make the following summary:

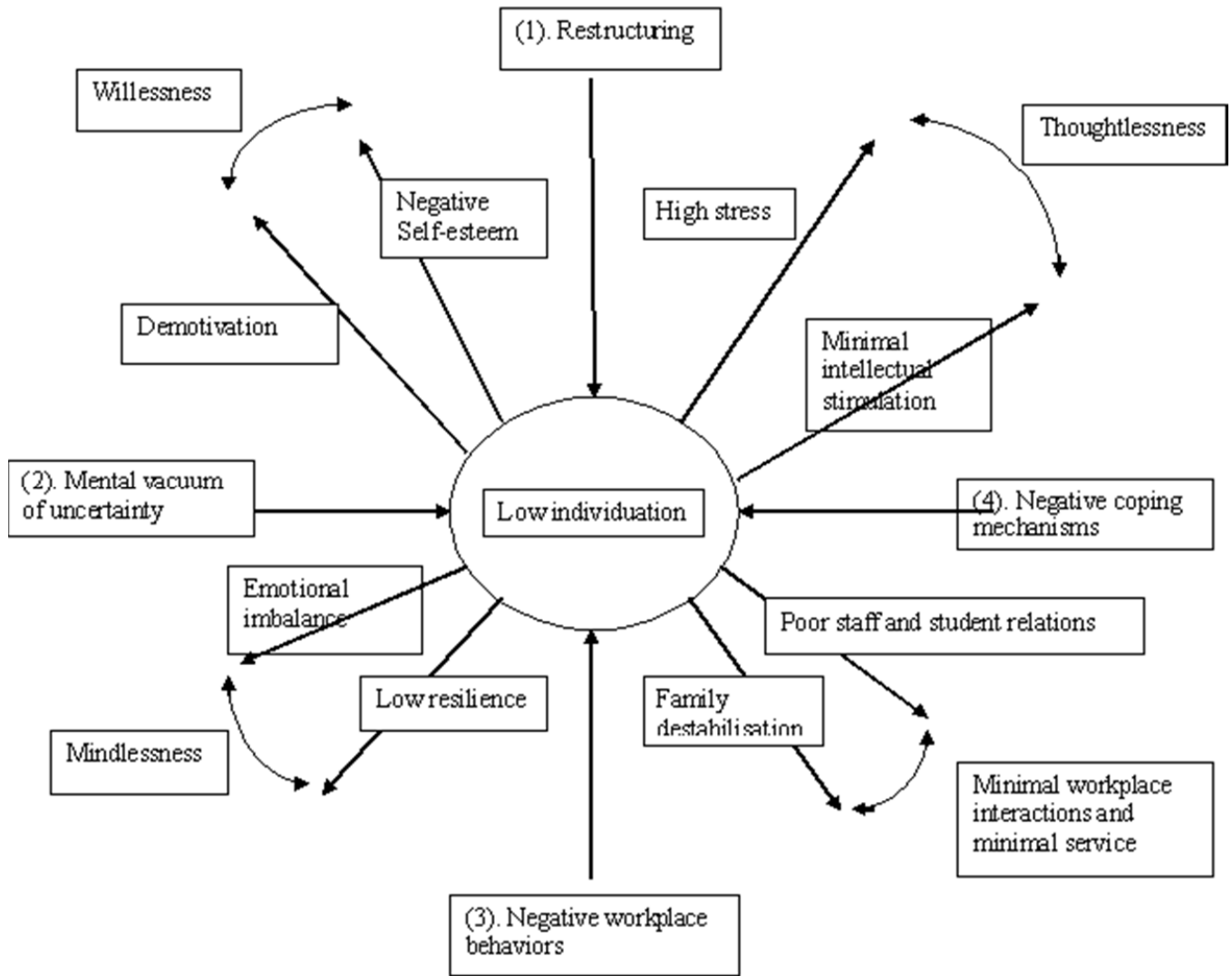
1. The main form of the workplace bullying process in the National University of Lesotho is the politicized agenda of university reform.
2. The implementation of the said university reform is carried out according to respondents by top management that is using an authoritarian power usurping management style, in order to implement university restructuring through workplace bullying.
3. Devaluing of staff, communication bullying, technical and economic bullying are forms of workplace harassment which directly emanate from the underlying neoliberalist ideology which initiated, sustains, and orients workplace bullying in the National University of Lesotho.
4. Expatriate syndrome and verbal abuse are the two 'peripheral' forms of workplace bullying experienced by respondents of this study.

The researcher will next consider psychological non-wellness of interviewed staff of the National University of Lesotho in the light of the proposed Integral Model of Workplace Bullying.

6.5 The Integral Model of Workplace Bullying and psychological non-wellness among interviewed NUL staff

At this juncture, the researcher will like to present possible interactions between the Integral Model of Workplace Bullying, restructuring in NUL, and the negative influence of workplace bullying accompanying NUL restructuring on interviewed NUL staff's psychological wellness. Staff psychological wellness will be considered as analyzed in the Integral Model of Psychological Non-Wellness (cf. par. 2.3.3.3).

Figure 6.2 The Integral Model of workplace bullying and psychological non-wellness among NUL academic staff



From figure 6.2, workplace bullying, university restructuring, and psychological non-wellness of the twenty respondents of NUL in this study are integrated through four variables, namely restructuring, mental vacuum of uncertainty, negative workplace behaviors, and negative coping mechanisms. The combination of the aforementioned four variables leads to the following outcomes:

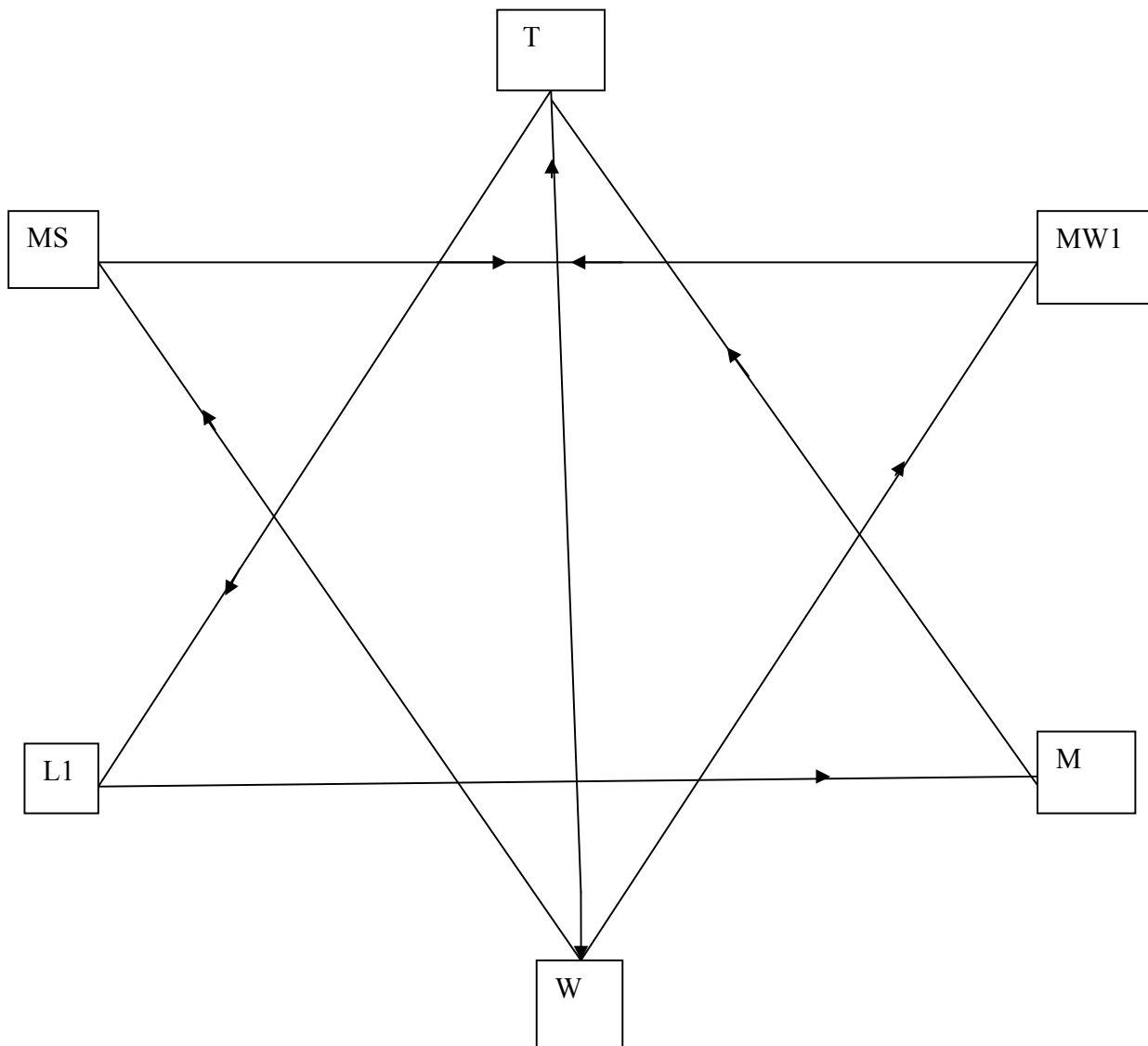
1. The interaction between bullying restructuring and the mental vacuum of anxious uncertainty generates de-motivation and negative self-esteem;
2. Negative self-esteem combined with de-motivation leads to ‘willessness’;
3. The mental vacuum of anxious uncertainty in combination with negative workplace behaviors generates emotional imbalance and low resilience;
4. Emotional imbalance interacting with low resilience leads to mindlessness;
5. Negative workplace behaviors and negative coping mechanisms generate poor staff and student workplace relations and family destabilization;
6. Minimal workplace interactions and minimal service are the result of the interaction between negative coping mechanisms and negative workplace behaviors;
7. Bullying restructuring in interaction with negative coping mechanisms creates high stress levels and minimal intellectual stimulation;
8. Negative self-esteem impacts on family stability and harmony, and vice versa;
9. De-motivation negatively affects workplace relations and vice versa;
10. High stress levels causes low resilience and vice versa;
11. Minimal intellectual stimulation leads to emotional imbalance and vice versa;
12. Mindlessness and thoughtlessness cross-influence themselves;
13. Minimal workplace interactions and minimal service impact on ‘willessnes

The researcher will subsequently consider the psychological non-wellness of interviewed staff members of the National University of Lesotho in the light of the Integral Model of Psychological Non-Wellness.

6.5.1 Psychological Non-Wellness in NUL in the light of the Integral Model of Psychological Non-Wellness

The Integral Model of Psychological Non-Wellness as proposed in chapter two (cf. par. 2.3.3.3) is a six dimensional conceptual framework which has the following variables: low individuation, mindlessness, thoughtlessness, ‘willessness’, minimal interactions, and minimal service.

Figure 6.3: Interactions of the variables of the Integral Model of Psychological Non-Wellness



From Figure 6.3, we can see that low individuation (LI) impacts on mindlessness (M) and thoughtlessness (T). Thoughtlessness generates ‘willessness’ (W) from which arise minimal workplace interactions (MWI) and minimal service (MS). The combination of minimal workplace interactions (MWI) and minimal service (MS) intensifies both ‘willessness’ (W) and thoughtlessness (T), while thoughtlessness (T) regenerates the vicious circle of psychological non-wellness. The researcher will present the interactions between psychological non-wellness of interviewed staff and the six phases of the proposed Integral Model of Psychological Non-Wellness, which are low individuation, mindlessness, thoughtlessness, willessness, minimal workplace interactions, and minimal service.

Low individuation

Through authoritarian leadership, information blackout, communication breakdown, the uncertainty vacuum, and negative workplace behaviors, the interviewees of this study experience alienation and are ‘pushed’ to the zone of ‘meaninglessness’, where they ‘think, feel, say, and do little which is constructive’. They have developed a sort of mental, emotional and physical inertia which ‘freezes’ the total expression of their normally reflective and creative potentials. In other words, through workplace bullying the interviewees are ‘anonymous and defiantly compliant’ because their uniqueness, excellence, difference and authenticity are sidelined and de-valORIZED.

Mindlessness or negative being quotient

Since the interviewees stated that there is information blackout and communication breakdown from and with management, it would be justifiable to say they experience mindlessness which results from a sense of ‘workplace anonymity’ through repression of their ‘unique potentials’. Alienation of sidelined interviewed staff by management in relation to the restructuring programme, leads to the development of an inauthentic, circumstantially determined ego. The latter is characterized in our respondents by a drastic drop in intrinsic motivation, an ‘ontological regression’ to a sense of ‘distrust and role confusion’ in relation to the restructuring process, mediated by the mental vacuum of anxious uncertainty and passive-reactivity. In summary interviewed academic staff could be said to be experiencing mindlessness for the following reasons: they are operating at ‘survival mode’, the leadership style is ‘management-centered’,

educators have little or no freedom of initiative in the restructuring process. Staff feel sidelined, become passive, and experience low motivation, with an overriding sense of being just part of the ‘décor’.

Thoughtlessness or negative knowing quotient

Since the interviewed academic staff of NUL feel alienated by management from decision making in relation to the restructuring process, the resultant mental vacuum of uncertainty has a direct and negative impact on their thought, imagination, and consciousness. The respondents become passive and potentially reactive as can be seen from their passive-reactive coping mechanisms, while they fall into the thrall of pessimistic speculation concerning their future. Being sidelined by management through an authoritarian leadership style, the interviewed staff develop feelings of worthlessness, there is a drop in creativity, development of poor self expression, the staff have low morale and difficulty in concentrating, which are all exacerbated by ‘hypnotic passivity’, a sense of self alienation and frustrated uncertainty.

‘Willessness’ or negative doing quotient

‘Willessness’ implies consciously or unconsciously, passively or reactively behaving in mechanical patterns that do not represent the realization of employees’ highest and unique human potentials. In the case of interviewed academic staff of the National University of Lesotho, the concept of ‘willessness’ is exemplified by the facts that low individuation, mindlessness, and thoughtlessness leave them ‘drained of emotional, physical and mental energy’, as the interviewed staff experience de-vitalization and chronic fatigue. On the basis of the aforementioned, interviewees talk of just being ‘dry’ and ‘energy-less’. Subsequently staff productivity plummets drastically and they have little or no strength to carry out personal, family, and professional activities. They just barely ‘drift’ along on mechanical ‘gear’ or ‘autopilot’. In other words workplace bullying drains the will for maximizing personal potentials and exacerbates a sense of feeling ‘drained but listless’.

Minimal workplace interactions

The professional environment of NUL as described by the interviewees is characterized by an authoritarian leadership style which bullies staff through communication breakdown and

information blackout. The authoritarian management style generates in interviewed staff a sense of alienation, self centeredness, disconnectedness and a minimal sense of belonging. As stated by the interviewed staff, their workplace interactions are intrinsically negative and characterized by latent animosity, paranoia, suspicion, distrust, soured relations and an undercurrent of permanent tension.

Minimal service

In a state of general de-motivation, low enthusiasm, dampened zeal, anxious uncertainty, it is not surprising that the interviewed academic staff of this carry out their duties in the most platonic and mechanical manner possible, with no intention to ‘over step’ the minimal exertion boundary. Through high stress levels, free-floating anxiety, lowered creativity, a sense of worthlessness, latent hostility, de-motivation, family disharmony, and ‘drained energy’, interviewed staff do not have the psychological and physical strength to envisage more than minimal service, if at all. Their attention is fixated paradoxically on ‘rights’ and ‘entitlements’, to the near total exclusion of all sense of ‘duty’ because the specter of self alienating workplace bullying effectively ‘de-socializes workers’ by maximizing staff disconnectedness. Alienated, ignored, anxiously uncertain, stressed up and ‘drained’ interviewees become socially disconnected, since they are involved in a bullying work process whose goals are divorced from their intrinsic needs. In other words, extrinsically motivated ‘ego rights centered workers’ show little inclination to maximize service because they neither have the energy nor the motivation, and the general work environment is ‘soured and even toxic’.

The researcher will next present workplace bullying and psychological wellness of interviewed National University of Lesotho staff in the light of both the Integral Model of Workplace Bullying and the Integral Model of Psychological Non-Wellness. Four sub-themes under the theme of consequences of workplace bullying on interviewees’ psychological wellness will be considered in relation to the Integral Model of Workplace Bullying (IMWB) and the Integral Model of Psychological Non-Wellness (IMPNW).

6.5.2 Workplace bullying and psychological wellness in the light of IMWB and IMPNW

Sub-theme one: negative self-image

Negative self image is part of the second dimension of the Integral Model of Workplace Bullying (IMWB) generated by the researcher. Negative self image is generated by the Triggering dimension of IMWB, which in the case of data generated from interviewees in the National University of Lesotho (NUL) is composed of authoritarian management, usurpation of power, and an unknown politicized restructuring agenda. Furthermore, the negative self image of interviewed NUL staff is the second dimension of the Integral Model of Psychological Non-Wellness (IMPNW), described as ‘thoughtlessness’. Thoughtlessness implies fixation of attention and awareness through morbidity of thought on a sense of self devaluation and doubting of one’s essential potentials, skills and unique aptitudes.

Sub-theme two: negative emotions

For the researcher of this present study, the motivating dimension of the Integral Model of Workplace Bullying (IMWB), which is thoughtlessness and negative self esteem contribute to reinforce the sustainability of negative emotions of the ‘sustaining belt’ of IMWB and mindlessness of the Integral Model of Psychological Non-Wellness (IMPNW). Mindlessness results from a sense of ‘workplace anonymity’ through repression of ‘unique potentials’ and operating from a ‘survival mode’.

Sub-theme three: low energy level

For the researcher, low energy level forms part of the reinforcing dimension of the Integral Model of Workplace Bullying (IMWB), and it is the fourth dimension of the Integral Model of Psychological Non-Wellness (IMPNW), namely ‘willessness’. ‘Willessness’ is the depletion of vitality ethos in an individual due to the confluence of the following factors: negative self-esteem, negative energy, and aggressiveness which result from the interaction of the motivating and sustaining dimensions of IMWB, and thoughtlessness and mindlessness of IMPNW.

Willelessness is characterized by the depletion of physical, emotional, mental and volitional energy, thereby minimizing and neutralizing intrinsic motivation.

Sub-theme four: minimal self-motivation

As earlier said, the four dimensions of both the Integral Model of Workplace Bullying (IMWB) and the Integral Model of Psychological Non-Wellness (IMPNW) are interconnected in a dynamic mutually impacting synergistic exchange of their intrinsic variables. These include: the motivating, sustaining and reinforcing dimensions for IMWB, and thoughtlessness, mindlessness and willelessness for IMPNW. The preceding dimensions of IMWB and IMPNW are further interwoven with the following sub-themes of this study's respondents: negative self-image, negative emotions, low energy level, and minimal self motivation. Minimal self motivation is both the accumulated effect of authoritarian management, negative self-image, negative emotions, low energy level, and at the same time minimal self motivation reinforces and sustains the four preceding variables.

6.6 The Integral Anti-bullying and Psychological Wellness Enhancement Model (IAPWEM)

Before proposing the Integral Anti-bullying and Psychological Wellness Enhancement Model (IAPWEM), the researcher intends to highlight the fact that the latter is case specific to the National University of Lesotho (NUL), given that causes of workplace bullying are unique for each situation and institution. NUL is unique in that it is the only National University institution in Lesotho, and this study which targets its academic staff is taking place during an ongoing restructuring process. Subsequently the proposed Integral Anti-Bullying and Psychological Wellness Enhancement Model (IAPWEM) is tailored to suite the contextual realities of the National University of Lesotho.

The researcher's model integrates managing individual and psychological consequences of workplace bullying, and reviewing the antecedents of workplace bullying (notably restructuring).

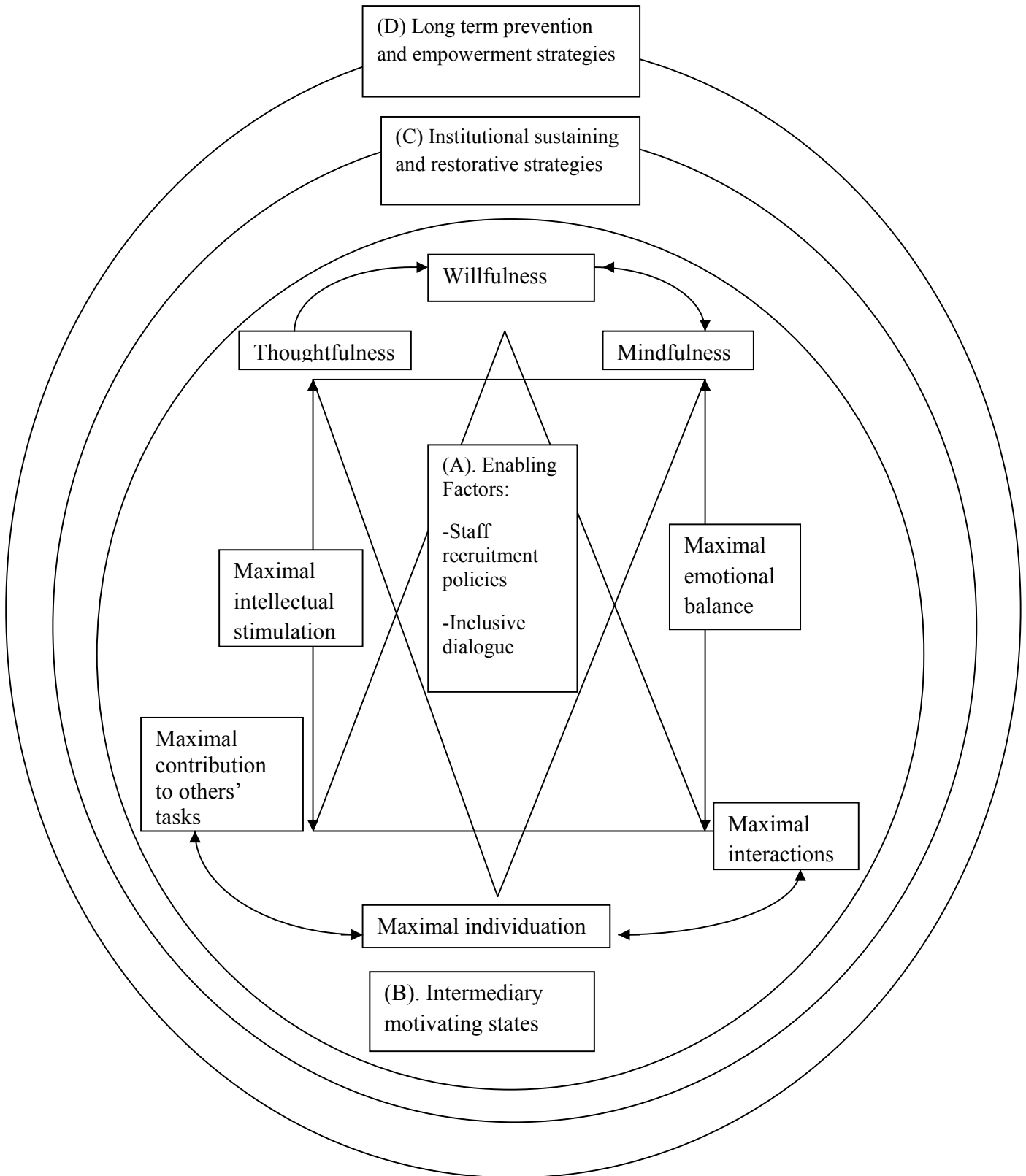
The model is subdivided into four interconnected and interdependent phases: enabling factors; intermediary motivating states; institutional sustaining and restorative strategies; long term prevention strategies.

The major premise of IAPWEM is that ‘total dialogue’ or ‘objective action’, that is genuine, transparent and all inclusive dialogue of all education stakeholders creates ‘objective needs determination’, liberates human creative capital through constructive mental stimulation, thereby liberating institutional dynamism, and materializing the national political vision of efficient and effective higher education in Lesotho.

The unique ‘integral approach’ of IAPWEM is found in the fact that it transcends both workplace bullying management models which have as focal consideration either the individual, group, or organizational antecedents of workplace bullying (Hoel & Salin, 2003: 209; Zapf and Einarsen, 2003: 167), or the negative individual, dyadic, group, or organizational consequences of workplace bullying. IAPWEM integrates both the ‘antecedents’ and ‘consequences’ of workplace bullying at the individual, dyadic, group, organizational and even social levels, and adds ‘intermediary dimensions’ between bullying antecedents and consequences. This can be seen in the Integral Model of Workplace Bullying (figure 2.1), the Integral Model of Psychological Non-Wellness (figure 2.2), and the Integral Model of Workplace Bullying and Psychological Non-Wellness (figure 6.2). Furthermore, IAPWEM covers the total spectrum of the workplace bullying phenomenon, namely definition, sources, forms, impact, coping, and management, at the individual, dyadic, group, organizational and social dimensions.

Another element of uniqueness of this model is the fact that management of workplace bullying as presented through IAPWEM is totally based on the responses of the interviewees of this study, in the context of the National University of Lesotho. In other words, there are diverse approaches to managing workplace bullying, but the models generated by the researcher are unique in that they all originate from NUL ‘victims’ of workplace bullying and not from ‘consultants’ or other researchers.

Figure 6.4: Integral Anti-bullying and Psychological Wellness Enhancement Model (IAPWEM)



A) Enabling factors

Staff recruitment policies

As suggested by some interviewed members of NUL staff, scientific and rigorous recruitment policies should be introduced for hiring and especially appointing staff to managerial and supervisory positions. This procedure will to a great extent ‘weed out’ potential ‘bullying personalities’ who could cause workplace bullying and compromise staff psychological wellness. In other words, pre-employment screenings by professionals using proven psychological tests and interviewing techniques will help mitigate the recruitment of management staff having bullying propensities.

Inclusive dialogue

Preceding ‘inclusive dialogue’, there should be formal engagement of management, government and university staff in the anti-bullying process. The initial background to ‘inclusive dialogue’ leads to pooling all stakeholders of the National University of Lesotho (NUL). These include parents, students, staff, NUL Alumni, government, management, external researchers or experts funders and donor organizations, private sector and civil society.

According to the researcher, the aforementioned process of inclusive dialogue will go a long way to ‘set the stage’ for effective workplace bullying management in the National University of Lesotho (NUL) because inclusive dialogue is theoretically projected to take place within a certain ‘anti-bullying atmosphere’. In other words inclusive dialogue will take place in an atmosphere of transparency, genuineness, honesty, total communication and information ‘flow’, the integration of all stakeholders, the generation of ‘eustress’, intrinsic motivation, and the liberation of a creative ethos especially among academic staff, who are the interviewees of this study. Furthermore, scientific recruitment policies would have practically eliminated the physical presence of bullying managerial staff in NUL. Secondly, the proposed quality of inclusive dialogue will to a great extent minimize factors of staff sense of alienation, mental vacuum, and the information blackout and communication breakdown which for most of the interviewees are some of the forms and sources of workplace bullying in NUL.

B) Intermediary motivating states

The intermediate motivating states foster the maximization of staff psychological wellness as a consequence of the eustress, intrinsic motivation, and liberated creative ethos from scientific staff recruitment and inclusive dialogue which will minimize workplace bullying prevalence. Inclusive dialogue re-creates 're-connection power' or maximal psychological wellness which is characterized by maximal individuation, mindfulness, thoughtfulness, willfulness, positive workplace relations, and maximal service. 'Re-connection power' furthermore minimizes workplace bullying and maximizes psychological wellness.

From Figure 6.4, we can see that maximal individuation impacts on mindfulness and thoughtfulness. The latter generates willfulness from which are generated positive interactions and maximal service. The interaction of the six intermediary motivating phases creates, sustains and intensifies the 'liberation spiral' of psychological wellness. The researcher will now briefly present the six intermediary motivating phases of psychological wellness in the Integral Anti-Bullying Psychological Wellness Enhancement Model (IAPWEM).

Maximal individuation

Through scientific recruitment policies, inclusive dialogue, eustress, intrinsic motivation, and the liberation of creativity ethos, staff are 'psychologically integrated' at the point of "meaningfulness", from which they will now constructively, positively and creatively 'feel, think, speak and act'. Staff are now 'buoyed up' with mental, emotional and physical re-dynamization ethos, which 'releases' the total expression of their intellectual, reflective and creative potentials. In other words, through minimal workplace bullying and maximal individuation, staff become 'self realized and creatively productive' because their uniqueness, excellence, difference and authenticity are highlighted and valorized.

Mindfulness or positive being quotient

Due to the fact that inclusive dialogue eliminates information blackout and communication breakdown between staff and management, which form part of the forms of workplace bullying, non-alienated staff develop a sense of mindfulness. Mindfulness results from creative expression

of the unique potentials of self realized and ‘acknowledged’ staff. Mindfulness is accompanied in staff by a feeling of authenticity which is a function of maximal intrinsic motivation and ‘ontological security’, mediated by eustress, a sense of trust and creativity. Mindfulness in academic staff means they will now operate at ‘creativity mode’ on the basis of inclusive dialogue, and a maximal sense of being a recognized, proactive, intrinsically motivated and valorized stakeholder of the institution.

Thoughtfulness or positive knowing quotient

Through inclusive dialogue, eustress, intrinsic motivation and liberated staff creative ethos, staff will become an integral part of the decision-making process of the National University of Lesotho (NUL). This fact will serve to heighten self confidence and self esteem, leading to a direct and positive impact on thought, imagination, and consciousness processes. Through liberated creativity, staff will express proactive and constructive strategies in their thought process, which will stem from their intrinsic sense of worth, authenticity, confidence, hope, focus, and high morale.

Willfulness or positive doing quotient

On the basis of eustress, intrinsic motivation, proactive creativity, and high morale, staff develop willfulness, that is the aptitude to act and interact consciously, creatively, with the goal of facilitating, realizing, and sustaining optimal productivity for self and others. Willfulness implies creatively achieving the constructive goals of staffs’ highest human potentials, by each and all, through each and all. Willfulness through maximal individuation, mindfulness, and thoughtfulness, galvanizes, vitalizes and reenergizes staff with positive emotional, physical and mental energy. Reenergized staff will experience and attain maximal productivity at the individual, professional, and social levels. Staff will strive to transcend mediocrity because of an all consuming, goal oriented zeal sustained by creativity, to become their best and become models to facilitate excellence in others.

Maximal workplace interactions

If the proposed scientific recruitment policies are implemented, then the anti-bullying profile of the ideal NUL management will be technocratic, humane, authoritative, and will foster total

communication and genuine dialogue, thereby increasing among staff a sense of belonging, interdependence, interconnectivity, and a psychologically boosting synergy. Workplace interactions would be intrinsically positive and characterized by overt solidarity, trust, good faith, and an ambience of ‘creative tension’ or eustress.

Maximal service

In an atmosphere of inclusive dialogue, eustress, creativity, maximal individuation, mindfulness, thoughtfulness, ‘willfulness’, emotional balance, intellectual stimulation, intrinsic motivation, heightened enthusiasm and creative zeal, it is logical to expect staff to incarnate a spirit of maximal selfless service in the discharge of their professional duties. Through self confidence, workplace solidarity, and reenergizing eustress, staff will be permanently galvanized to be of maximum service to all, having transcended ‘fixation’ on self rights and entitlements. Duty conscious and self realized staff would be socialized, maximally and positively connected to others, and motivated by the ‘right to serve’ and the ‘duty to be selfless’. Recognized, valorized, creative, and galvanized staff are intrinsically motivated to act by a momentum of solidarity which favors maximization of service to members of staff, management, students, and other stakeholders of higher education.

C) Institutional sustaining and restorative strategies

The third level of IAPWEM is the sustaining and restorative strategies for the minimization of workplace bullying and maximization of academic staff psychological wellness. This third dimension of IAPWEM reinforces the earlier mentioned motivating factors and intermediary motivating states. In other words, without sustaining and restorative strategies, inclusive dialogue, eustress, liberated creativity, high individuation, mindfulness, thoughtfulness, ‘willfulness’, maximal and positive staff relations, and maximal service will hardly be effective in the minimizing of workplace bullying.

Sustaining strategies

1. Ergonomic assessments will go a long way to increase ergonomic appropriateness of staff overall working conditions and will enhance personnel physical and psychological wellness.
2. Health and sports facilities will also help in enhancing staff wellness and increase staff resilience to workplace demands.

Restorative strategies

1. Staff Counseling Services will help in providing professional relief to staff members experiencing psychological issues in the discharge of their academic and professional duties, to those who have experienced relative degrees of workplace bullying.

D) Long term prevention and empowerment strategies: enacting anti-bullying policies

The final dimension of IAPWEM concerns long term prevention and empowerment strategies aimed at forestalling workplace bullying and enhancing staff psychological wellness. There is urgent need for government in partnership with all stakeholders of higher education to enact anti-bullying policies, and to empower staff through positive psychology coaching for maximizing staff resilience and creativity in the face of taxing academic and professional activities. For the researcher, the conception, planning, implementation, and evaluation of anti-bullying policies for the National University of Lesotho shall be based on the inclusion of all stakeholders of the higher education system. Inclusive dialogue will increase global ownership of the anti-bullying process, thereby facilitating dissemination, understanding, and adherence to the clauses of such a project. It is not excluded that the expertise of those who have successfully conceived and implemented anti-bullying policies will be welcome in order to attempt ‘reinventing the wheel’.

6.7 Summary

In this chapter, the researcher has presented models he generated both from literature and research data of the present study carried out with interviewees from NUL. The proposed models are theoretical frameworks for possible critical analyses of the workplace bullying phenomenon

within the scope of this study which is NUL. The generated models are related to a specific context, being NUL, but can be applicable to settings which share similar characteristics with NUL. Chapter seven will be the final synopsis of the study.

CHAPTER 7

FINAL SYNOPSIS

7.1 Introduction

This chapter concludes the study on workplace bullying as psychological violence in institutions of higher learning. The research questions are revisited and the link between the former and the findings of the study is highlighted. Recommendations, suggestions for further studies, limitations, as well as strengths and contributions of the study are included in this chapter.

As noted, the purpose of this study is to determine, explain, and explore the manifestations of workplace bullying as psychological violence in the lives of academic staff in institutions of higher learning. The study thus looked at the sources, forms, and effects of workplace bullying on academic staff, as well as how they cope with workplace bullying, and finally how they think this phenomenon can be effectively managed. Two main assumptions informed this study, the first being that, workplace bullying exists at the National University of Lesotho in different forms, has diverse sources, and creates multiple effects on victims. The second assumption was that workplace bullying leads to psychological violence at the National University of Lesotho. These assumptions were confirmed by the findings of this study, since several categories of sources, forms, and effects of workplace bullying on academic staff were identified, in addition to coping mechanisms and suggestions for managing workplace bullying.

The findings of this study concurred with researchers' findings in relation to the definition of workplace bullying as being multifaceted (Einarsen et al., 2003: 10; Salin, 2003: 1216), and that the sources of workplace bullying includes university restructuring, authoritarian management, bullying colleagues, hierarchy, and students (Bansel & Davies, 2010: 136; Twale & De Luca, 2008: 90). Furthermore, the findings of this study with regards to the forms of workplace bullying concurred with those of Bakker and Demerouti (2007: 315) and Baillien et al., (2009: 10), highlighting the multiplicity of workplace bullying forms. In addition, the findings of this study in relation to the effects of workplace bullying on the psychological wellness of academic staff were confirmed by existing literature which highlighted the fact that workplace bullying has

diverse and generally negative consequences on employees' psychological wellness (Yildirim & Yildirim, 2007: 1448; Vaillancourt, Hymel & McDougall, 2003: 162; Tehrani, 2004: 359). Findings on participants' coping strategies and their suggestions for managing workplace bullying also concurred with existing literature that respectively highlighted negative and positive coping mechanisms, and the possibility of effectively managing workplace bullying, but within a legal framework (Yamada, 2007: 20).

7.2 Revisiting the research questions

The following research questions guided this study:

1. What is workplace bullying?
2. What are the sources of workplace bullying in institutions of higher learning?
3. What are the prevalent forms of workplace bullying in the National University of Lesotho?
4. How does workplace bullying influence the psychological wellness of staff?
5. How do members of staff cope with workplace bullying?
6. How can workplace bullying and staff psychological wellness be effectively managed in institutions of higher learning?

7.2.1 What is workplace bullying?

Multiple criteria are used to define workplace bullying. For Einarsen et al., (2003: 135) and Salin (2003: 1216), workplace bullying involves frequently repeated negative acts, based on power imbalance between the bully and victim, with the intention to harm the latter. Furthermore, in order for workplace bullying to be termed psychological violence, there should be the necessary interplay of the intentional repeated use of power or force against a person or groups of persons, with subsequent psychological harming of the target (Di Martino et al., 2003: 25).

Five sub-themes emerged from participants' definition of workplace bullying. These included abuse of status; covert and or overt negative behaviors; premeditated intention to impose one's will and suppress that of others; devaluing others; causing harm to the victims of bullying.

Abuse of status

According to the participants, abuse of status is to take advantage of those in disadvantaged or less influential positions in a bid to inordinately assert one's superior status (cf. par 4.3.1.1). Abuse of status by respondents is to create non-conducive working conditions by preventing others from maximizing their output, potential and zeal, through for example heavy workload which compromises quality of output. For participants, abuse of status generates non-harmonious and dysfunctional relations characterized by exploitation of subordinates by superiors, through a bossy attitude that makes subordinates to feel maltreated.

For some participants, abuse of status has a connotation of impunity of the bullies who know and feel unaccountable because of the absence of checks and balances against misuse of power by hierarchy (cf. par 4.3.1.1). It also came to the notice of the researcher that most of the respondents were of the opinion that in workplace bullying, those in management status persistently violate basic norms of procedural justice, thereby making subordinates feel demeaned and inconsequential. The researcher is of the opinion that in an atmosphere of exploited power imbalance by hierarchy, subordinates should feel trapped in an abusive and dysfunctional organizational system.

Covert and, or overt negative behaviors

According to participants workplace bullying is characterized by persist direct, indirect, verbal, and non-verbal behaviors from bullies which harass victims (cf. par 4.3.1.2). From a perusal of participants' definition of workplace bullying, covert negative behaviors which are part of the phenomenon include: prejudice, bias, taking advantage of others, presumption, spite, sadism, cynicism, exerting pressure on subordinates to accept at all costs the opinions of hierarchy. Secondly, overt bullying negative behaviors include shouting at or shouting down colleagues, coercing colleagues at times violate their deontological job prescriptions and professional expertise, giving 'names' to expatriates, attributing heavy load, refusing to renew contracts or confirm those on probation. Covert and overt negative behaviors even stretch to deliberate

communication breakdown and information blackout, to create frustration in colleagues, especially through indifference to the consequences of workplace bullying.

Premeditated intention to impose one's will and suppress that of others

For the participants of this study, bullies violate or invade the will of the bullied but also suppress self-assertion by the bullied. Participants highlight this fact by saying that bullies force the bullied to act against their judgment, will, and professional ethics. The participants say bullies suppress the right for self-expression of the bullied, no matter whether the opinions of the latter differ from those of the bullies (cf. par 4.3.1.3). According to the researcher, abuse of status will logically entail the imposition of the whims and caprices of the bully on bullies who are in a vulnerable non-ordinate position within the organization. In other words, for the researcher, workplace bullying comes down to a 'battle of wills' with the bullies according to participants supplanting the will of the bullied at all costs.

Devaluing others

According to participants, devaluing others implies belittling a colleague at times in the presence of others, to disparage colleagues output no matter the efforts they put in, to give the impression that both the colleagues and their work are worthless, of no value, of no account (cf. par 4.3.1.4). Devaluing others for participants entails demeaning someone in their own eyes in the eyes of others. Devaluing for participants is the deliberate, conscious intention to ridicule, belittle, devalue a person over time, from a position of authority in organizational hierarchy. Devaluing others for some participants is the attempt by colleagues to lower other colleagues' self-esteem and self-image through negative behavior based on presumption and prejudice.

Causing harm to the victims of bullying

Participants declare that workplace bullying has as ultimate consequence the conscious or unconscious upsetting of the bullied by bullies (cf. par 4.3.1.5). The bullied can be upset physically, morally, spiritually, and psychologically. Participants further elucidate by saying the fact that workplace bullying is characterized by the suppression of their wills by bullies negatively affects their bodies and minds. Participants also add that the harming effects of

workplace bullying can be professional, in which non-conducive working conditions prevent them from maximizing their potentials, output, and zeal.

From the preceding five sub-themes related to the definition of workplace bullying by the participants, the researcher thinks there is a concurrence of the characteristics ascribed to workplace bullying by both researchers (Notelaers, Einarsen, De Witte & Vermunt, 2006: 291; Salin, 2008: 225; Einarsen et al., 2003: 10) and participants. In response to the first research question which was ‘What is workplace bullying?’, the researcher is of the opinion that he can define the concept of workplace bullying from the findings and context of this study as follows: ‘workplace bullying is the frequent, premeditated intention of management, colleagues, and students, within the context of university restructuring, to impose their will and suppress that of others, through covert and, or overt negative behaviors, under cover of impunity, for the devaluing of victims and the generation of a generally toxic workplace atmosphere.’

7.2.2 What are the sources of workplace bullying in institutions of higher learning?

There are multiple sources of workplace bullying which can be situational, organizational, individual and socio-economic (Chappell & Di Martino, 2000: 15; Leather et al, 1999: 25). Six sub-themes emerged in relation to the sources of workplace bullying experienced by respondents of this study. These sources are in order of importance: university restructuring, management, colleagues, students, faculty and academic hierarchy, faculty administrative hierarchy (cf. table 4.7).

Restructuring

All twenty participants of this study say that university restructuring is the source of the workplace bullying they experience.

Management

Fifteen participants of the study affirm that management is the source of workplace bullying they experience.

Colleagues

Five interviewees say that colleagues are the source of their workplace bullying experiences.

Students

Five participants are of the opinion that students are the source of workplace bullying they experience in the National University of Lesotho.

Faculty academic hierarchy

Three participants of this study state faculty academic hierarchy as source of workplace bullying for interviewees of this study.

Faculty administrative hierarchy

Two respondents declare that faculty administrative hierarchy is the source of workplace bullying they experience.

A major finding of this study is the fact that university restructuring is the most important source of workplace bullying among the respondents of this study. This is important for the researcher because this finding calls the attention of stakeholders of higher education, and especially decision makers to become aware of the links of university reforms with workplace bullying as psychological violence (Bansel & Davies, 2010: 136).

7.2.3 What are the prevalent forms of workplace bullying in the National University of Lesotho?

The forms of workplace bullying as psychological violence can take a plethora of forms. These can be: physical, person-related, and work related (Einarsen & Hoel, 2001: 16); intrapersonal, interpersonal, intra-group (Baillien et al., 2009: 10); job demands and job resources related (Bakker & Demerouti, 2007: 315; Bakker, Demerouti, De Boer & Schaufeli, 2003a: 344). Workplace bullying can also take the forms of conflict bullying, predatory bullying, scapegoat

bullying, sexual harassment, humor-oriented bullying, work related stalking, extreme media exposure bullying, corporate and institutional bullying (Matthiesen, 2006: 65; Einarsen, 1999: 23; Thylefors, 1987: 20; Einarsen, Raknes & Matthiesen, 1993: 393; Matthiesen & Einarsen, 2002: 53; Purcell, Pathe & Mullen, 2004: 162; UK National Workplace Bullying Advice Line, 1996).

The following six sub-themes were generated from the participants' experiences of forms of workplace bullying: devaluing; expatriate syndrome; authoritarian management and usurpation of power; communication bullying; unknown, politicized agenda; economic/financial bullying.

Devaluing

Participants give clear indications of the devaluing they have experienced as a form of workplace bullying (cf. par 4.3.3.1). They state that devaluing means reducing them to nothing, making them feel and look inferior, and unimportant in the running of the affairs of the institution. Devaluing is being reminded by hierarchy of inadequacies concerning teaching, academic knowledge, dissemination of knowledge, conducting research, publishing conference papers and even presenting conference papers. For participants, devaluing is also the fact that management under looks staff sacrifice, thereby making staff feel unappreciated and unrecognized. Furthermore, staff feel devalued because all senior members of staff are marginalized in decision making, while the opinions of academic staff in general is ignored, turned down, and not considered by hierarchy. Participants subsequently feel humiliated, belittled, ridiculed, ignored, since they are usually uniformed of developments.

Expatriate syndrome

Participants who are expatriates give indications of elements of workplace bullying they experience as a result of their nationalities which the researcher terms 'expatriate syndrome' (cf. 4.3.3.2). For instance participants are being intimidated by students that they deserve higher marks than obtained in tests or exams, and being told that they are too hard as supervisors. Some expatriate participants are called to order by students who inform them that their colleagues who are locals find the quality of their assessments of students questionable and unfair. Other expatriate participants are at times asked favors which violate professional ethics and administrative deontology, thereby raising conflicts of obligation. Some expatriate participants

say they are bullied into submission by locals who abuse their status. Most expatriate participants are overtly reminded of their status, told to toe the line, are called derogatory names, gossiped about, discriminated upon by hierarchy in relation contract renewals, funding for publications, study leave, and traveling.

Authoritarian management and usurpation of power

Participants state that authoritarian management and usurpation of power is a glaring form of workplace bullying which they experience. Participants categorically say that management is illegally acting on behalf of Council and Senate which have been relegated to the background in decision making (cf. 4.3.3.3). An example is that management illegally closed the National University of Lesotho between October and December of 2011 without consulting Council. There is authoritarian management according to participants when management seeks to destroy academic staff union (LUTARU), cuts down costs no matter the consequences to staff. Participants say there is authoritarian management in carrying out university reforms, which for them entails the violation of human rights, violation of terms of staff contracts, non-renewal of contracts, non-replacement of retired, dead, or dismissed staff members. As a result participants say workload has drastically increased, whereas staff are bullied to meet tight stressful deadlines. In a nutshell, participants say management has become hardened and insensitive to the plight of staff, making the latter feel management is out on a punitive mission of bullying staff into submission at all levels. Furthermore, participants say management is authoritarian and bullying since it pilots the ‘university ship’ alone, ignoring the opinions of staff, implementing drastic measures arbitrarily, thereby poisoning the workplace atmosphere, while remaining insensitive to staff frustration and marginalization. Participants say management is authoritarian because it has flattened staff status, thereby treating lecturers, senior lecturers, associate professors, and professors like equals. Management rejects dialogue, alienates staff, makes no room for consultative talks, and deals instead directly with government (cf. par 4.3.3.3).

Communication bullying

Participants say ‘communication bullying’ is one of the forms of workplace bullying which they experience. According to the participants, communication bullying is intimately tied to the quality of communication that characterizes university reforms in their institution (cf. 4.3.3.4).

Participants say core information of the change process is withheld from them, they do not have a clear idea of what the future holds, where they will be in the short, mid, and long terms. Participants say they are in the dark about the whole agenda of restructuring because they are uninformed and master nothing about it. Participants say they are in a state of paralyzing uncertainty due to information blackout and communication breakdown, and even where there is interaction, they say dialogue is rejected, consultations are shallow and participants call them ‘monologues.’

Unknown politicized agenda

The participants consider as a form of workplace bullying the notion they have of an unknown politicized agenda that to them is at the background of the bullying experiences they are undergoing through higher education reforms (cf. par 4.3.3.5). Participants say there should be a deliberate, hidden, and manipulative agenda sponsored most likely by government. The participants say that restructuring is dictated by someone, somewhere, and that the opinions of staff are ignored in the process. The marginalization of staff is explained by participants to be because management wants to please someone or people in town at the expense of staff. In other words, participants think and strongly feel that management is being manipulated by government, and that management in turn is bullying staff in order to implement its politicized agenda. Participants feel bullied because they are victims of the bringing of political influence into the university, where political games are being played in the field of academics by unknown powerbrokers.

Economic/financial bullying

Economic/financial bullying is a severe form of workplace bullying for participants. Participants consider as economic and financial bullying management’s withholding of staff union member’s salaries for three months in 2011, under the pretext of ‘no work, no pay’ (cf. par 4.3.3.6). Participants think the goal of economic and financial bullying is management’s ploy to coerce staff to submit to its unilateral directives, by using the leverage it has as controller of financial resources. In addition, participants mention as economic/financial bullying, management’s salary changes in violation of staff contracts. Participants also highlight the fact that economic/financial bullying is linked to other forms of bullying. Some participants say that ‘cutting down costs at all

costs' leads to the marginalization of other equally pertinent issues in management's agenda, thereby exacerbating workplace bullying. For example, participants say some members of staff have retired without being replaced, some contracts are not renewed, and the persons have not been replaced, some staff have passed away without being replaced, and some departments are being run on half or less than the initial normal staff strength. The consequences on workload, stress levels, quality of teaching and evaluation can only be guessed.

From the preceding presentation of forms of workplace bullying among participants of this study, the researcher is of the opinion that there is concurrence of findings with existing literature, with the main finding being that there are multiple forms of workplace bullying which all have negative consequences on the bullied (Folger & Cropanzano, 2001: 30; Kiewitz et al., 2009: 815; Spector, 1997: 10; Crase, 1980: 119; Bansel & Davies, 2010:).

7.2.4 How does workplace bullying influence the psychological wellness of staff?

Existing literature clearly highlights the fact that workplace has diverse and generally negative consequences on the psychological wellness of employees in general and academic staff of higher education institutions in particular (Yildirim & Yildirim, 2007: 1448; Vaillancourt, Hymel & McDougall, 2003: 162; Tehrani, 2004: 359). The forms of these effects of workplace bullying on employees as found in existing literature tie with those generated from the experiences of the interviewees of this study. The negative symptoms of workplace bullying on employee psychological wellness as seen in literature include negative self concept, anxiety, burnout, anger, tiredness, which tie perfectly with those generated from this study, i.e. negative self image, negative emotions, low energy level, and minimal self motivation (Einarsen & Mikkelsen, 2003: 135; Vartia, 2003: 65; Keashly & Neuman, 2010: 57).

The following five sub-themes were generated from the interpretation of participants' accounts pertaining to the influence of workplace bullying on staff psychological wellness: negative self image, negative emotions, low energy level, and minimal self motivation.

Negative self image

Participants say through workplace bullying, their self image is at the lowest possible ebb (cf. par 4.3.4.1). Participants say they are less creative and are losing confidence in themselves. Participants think and feel they are not really valued, and some feel no one really cares whether they leave or remain in the university. This to some participants represents how much they do not feel indispensable. Participants therefore feel worthless and unappreciated.

Negative emotions

The researcher noticed negative emotions to be the most prominent impact of workplace bullying on the psychological wellness of participants. Participants state that by constantly thinking about interpersonal issues and the tense atmosphere among colleagues arising from workplace bullying, their stress levels increase, leading to sustainable anxiety (cf. par 4.3.4.2). Participants experience instability, emotional and mental anxiety, while negative emotions lead to physiological complications like headaches, stomach problems, pains and insomnia, among others. Workplace bullying has made some participants to develop a latent, negative, and paranoid mood. Furthermore, communication breakdown has made some participants to become uncertain about their future, to lose hope, to be afraid and anxious, and to have low morale, which make them frustrated, unhappy, and helpless, through nagging insecurity. Furthermore, since some participants are obsessed by the thought or ceaseless rumors that they will be retrenched, they are plagued with permanent fear, anxiety, and despair. As a result participants have become impatient and nervous with students, children, and spouses. Despite the ceaseless anxiety, heavy workload and tight deadlines increase both stress levels and anxiety in a crippling vicious circle. To worsen matters, participants feel alienated from the authoritarian management, which heightens stress, anxiety, frustration, and depression.

Low energy level

Following negative self-image and negative emotions as effects of workplace bullying on participants, the latter also experience low energy levels. Participants experience low energy when they state that as a result of workplace bullying they experience little enthusiasm and motivation (cf. par 4.3.4.3). They say they are de-motivated when it comes to concentrating in order to carry out their professional duties, the reason being that they are drained of mental, emotional, and

physical energies, leaving them de-vitalized. Participants complain of always being tired and psychologically drained, feeling dry and stuck, with little or no energy to lecture, assess students, and plan for their future, thanks to constant fatigue and deflation.

Minimal self motivation

From the experiences of participants, the researcher thinks that minimal self motivation is the second most important effect of workplace bullying on the psychological wellness of participants. Participants begin by saying that due to workplace bullying they are very demotivated, they have given up, and they lack enthusiasm to carry out their duties (cf. par 4.3.4.4). According to participants, this state of affairs is caused by economic/financial bullying and the moral and psychological torture arising from the plaguing uncertainty about their personal future and that of their families. The latter has direct and negative impacts on their academic performance and commitment, since their intellectual stimulation has plummeted. Participants are no longer motivated to read, teach, carry out research, publish, or even seek promotion, since their zeal is dampened, morale is low, sense of direction is lost, and there is a feeling of being stifled and from total self expression. The situation is worsened for expatriate participants who think workplace bullying is discriminatorily motivated by their nationality. For the researcher, minimal self motivation can be attributed to a combination of negative self image, negative emotions, and low energy level. In other words, it is the opinion of the researcher that minimal self motivation is the result of the first three effects of workplace bullying on the psychological wellness of participants.

From the preceding four sub-themes related to the negative consequences of workplace bullying on staff psychological wellness, the researcher is of the opinion that workplace bullying is ‘anti-positive psychology’. The preceding statement can be justified by the fact that if the prescriptions of positive psychology emphasize the control of negative emotions through an increase of positive feelings (Fredrickson & Losada, 2005: 680), workplace bullying in this study instead exacerbates negative emotions, negative self image, low energy levels, and minimal self-motivation. For the researcher, minimal self motivation is both the accumulated effect of authoritarian management, negative self-image, negative emotions, low energy level, and at the same time minimal self motivation reinforces and sustains the four preceding variables in a self-perpetuating vicious circle (cf. par 6.5.2).

7.2.5 How do members of staff cope with workplace bullying?

From literature, there is a multiplicity of effective and ineffective coping strategies generated by victims of workplace bullying. These coping mechanisms can be primitive, passive, unconscious, positive, active, interpersonal, intrapersonal, psychological, or physical (Blackman, 2004: 104; Pamela Lutgen-Sandvik, 2006: ; Demrouti et al., 2001: 501; Snyder & Lopez, 2007: 38; Zapf & Gross 2001: 500; Stoyva & Carlson, 1993: 60).

Four sub-themes were generated from the interpretation of participants' accounts relating to the coping strategies they use to manage the impacts of workplace bullying. These included: denying-withdrawing-helplessness; group support systems; self valorization; physical exercises.

Denying-withdrawing-helplessness

Participants use denying-withdrawing-helplessness as a way of coping with workplace bullying (cf. par 4.3.5.1). Participants say the aforementioned coping mechanism entails withdrawing and keeping to oneself and ruminating, thinking about workplace bullying. Some participants pretend that nothing is happening and adopt an attitude of living only for the moment, since he future will take care of itself. Other participants become workaholics, burying themselves in work, compromising quality of teaching and assessment by using multiple choice questions due to large classes. Furthermore, some participants interestingly avoid recurrence of workplace bullying by turning their attention to themselves and their own interests. There are participants who cope with workplace bullying by remaining silent, passive, lethargic, through adopting a spectator's 'wait and see' attitude, which they justify by saying a lot is out of their control, and so they prefer to just drift along. For the researcher and based on literature, denying-withdrawal-helplessness is an intrapersonal, passive, defensive, and at times unconscious coping mechanism which can prevent or initiate creative and conscious appraisal and re-appraisal of the dynamics of workplace bullying, depending on the degree of 'fixation' on and personalization of workplace bullying issues.

Group support systems

Group support systems constitute a significant way of coping with workplace bullying by participants. The latter use social activities of group support systems to discuss issues of workplace bullying with others, and to also focus on other issues (cf. par 4.3.5.2). Going to church and

occasionally travelling back home to Leribe or Zimbabwe is therapeutic because it releases negative emotions, makes participants focused and stable. Participants say it is refreshing to be a member of the academic staff union (LUTARU) which gives them a sense of belonging to a group, reduces feelings of isolation and vulnerability, since there is frank engagement in discussions with colleagues. Participants say these group discussions constitute a way of sharing issues and reducing pressures. Some participants engage in prayers and the reading of metaphysical material, including the bible. For the researcher, group support systems favor the diffusion of workplace bullying pressures through interpersonal 'sharing and unwinding' of stress generated by workplace bullying. The researcher is also of the opinion that group support systems if carried to an extreme can also favor dependency, psychological immaturity, and low resilience in relation to workplace bullying.

Self valorization

Some participants use self valorization as a coping mechanism to manage the effects of workplace bullying (cf. par 4.3.5.3). Participants who cope with workplace bullying through self valorization say the latter makes them to develop the following proactive virtues: use workplace bullying challenges as stimuli to excel and become better professionally; read more, work harder, open up, become a better listener. For this researcher, the aforementioned attitudes lead to positive self esteem, intrinsic motivation, resilience and creative action, thereby making self valorization a proactive workplace bullying transforming principle, which goes beyond just coping to a reorientation of the apparently negative momentum of workplace bullying into a positive force for self amelioration and excellence.

Other participants who cope with workplace bullying by using self valorization say they have developed love and passion for their jobs, while using their local and, or international teaching experience to reinforce intrinsic motivation and resilience. Such participants say they know their worth, will not be tortured by workplace bullying, and if the worst comes they can leave the institute at any time. For the researcher, the just mentioned participants show a positive element of non-desperation through an intrinsic awareness of self value which neutralizes impotent reactivity, impulsiveness, and despair which otherwise characterizes coping by other participants.

Proactive participants concentrate more on research and teaching, instilling in students the ideals of excellence by becoming role models to the latter, of resilience beyond prevailing negativity. The success of these participants is a function of self reminder that failure is not an option, working on collected data to generate research articles. Thus, instead of adopting a 'wait and see' attitude with an undertone of impotent anxiety, some participants engage in constructive activities in the midst of workplace bullying as a way coping with the latter.

Physical exercises

Some participants 'let off steam and strain' of workplace bullying through physical exercises. Participants say they do some exercises even if inconsistently, take long walks, do workouts, work in the garden as getting a semblance of physical and psychological balance (cf. par 4.3.5.4). For the researcher, physical exercises can be as efficient as the participants engage in them methodically and consistently, without doing them out of impulse and haphazardly.

Two respondents of this study displayed a high degree of psychological wellness which includes the following attributes: insights into one's motivations, strengths and weaknesses, avoiding self-destructive activities, remaining self motivated to learn and grow, high tolerance for ambiguous situations, emotionally responsive, and having a flexible behavioral repertoire (Kets de Vries, (2001: 66). They equally demonstrated a high level of self actualization (Weick & Putman, 2006: 279), a sense of coherence and resourcefulness (Antonovsky, 1987: 15), and an internal locus of control (Berg, Hem, Lau, Håseth & Ekeberg, 2005: 113; Daniels, Beesley, Cheyne & Wimalasiri, 2008: 49). These self valorizing attributes definitely enhanced their positive coping with workplace bullying.

From the preceding four sub-themes related to coping with workplace bullying, including the two respondents who demonstrated intrinsic motivation, self actualization, and an internal locus of control, the researcher thinks this study confirms the fact that there is a multiplicity of effective and ineffective coping strategies generated by victims of workplace bullying (Blackman, 2004: 104; Pamela Lutgen-Sandvik, 2006: 415; Snyder & Lopez, 2007: 38; Zapf & Gross 2001: 500; Stoyva & Carlson, 1993: 60; Klein, 2004: 298).

7.2.6 How can workplace bullying be effectively managed in institutions of higher learning?

The issue of the effective management of workplace bullying within the context of the National University of Lesotho is deemed laudable, but without an appropriate legal framework and appropriate national workplace bullying policies, the ideal will be unrealizable (Yamada, 2007: 20). The researcher is of the opinion that decision makers have to conceive and implement anti-bullying policies which will have as prerogatives the prevention and control of workplace bullying, the protection of victims, and the prosecution of recurrent workplace bullying behaviors.

The following five sub-themes were generated from the interpretation of participants' experiences related to ideas for managing workplace bullying: inclusive staff valorization, open communication, professional humane change, continuity, and professional services.

Inclusive staff valorization

Inclusive staff valorization as a means of effectively managing workplace bullying within the context of the National University of Lesotho (NUL) entails certain attitudes on the part of NUL management towards academic staff members in particular. Participants are of the opinion that inclusive staff valorization means that staff should understand and consciously and voluntarily participate in university reforms (cf. par 4.3.6.1). Participants also think management should create a conducive workplace environment that will make staff feel wanted, part of a caring, nurturing, and empowering organization. Some participants insist on the respecting of the dignity of colleagues, the application of the concept of justice in change and action, by giving staff an equitable distribution of roles and expectations, which will increase the sense of fairness and justice. Participants think trust and faith will reign if management engages staff on equal footing, in a spirit of genuineness and transparency. It is the opinion of the researcher that inclusive staff valorization will be the beginning of the process of neutralizing the negative forms and deleterious impacts of workplace bullying on staff psychological wellness.

Open communication

Participants are of the opinion that open communication can be among the mechanism effectively and efficiently managing workplace bullying in the context of this study (cf. par 4.3.6.2).

According to participants, open communication should take the forms of more planning, more consultation, more dialogue, a genuine and unambiguous communication policy which precludes withholding of information. In other words, participants say management should and give staff the chance to debate and genuinely discuss issues concerning them, in a spirit of transparency, sincerity, and genuineness. Participants also insist on the necessity for creating a conducive working and communication atmosphere, in which management will address staff like human beings, consult with all stakeholders, and foster the potentials in all staff members. The researcher agrees that open communication is a logical follow-up from inclusive staff valorization in the process of minimizing the negative effects of workplace bullying on staff wellness. Open communication for the researcher restores intrapersonal, interpersonal, and organizational equilibrium.

Professional and humane change

According to participants, effective management of workplace bullying entails professional and humane institutional change. Participants suggest a gradual change over time, beginning with basic structures, thereby enabling staff to understand, adapt, and have a sense of ownership of the change process (cf. par 4.3.6.3). Participants think for change to be humane it must respect the dignity of staff, by revealing a clear roadmap of the process, and thus making staff aware of what to expect, when, how, why, in order to adapt to change in a proactive manner. Secondly, participants suggest professional change mechanisms through employment of experts to work on conception, implementation, execution, monitoring, and evaluation of reforms. Parallel to the preceding, participants say there should be improvement of working conditions by raising fallen academic and ethical standards. This will mean among others normalizing teaching load and reintroduction of external examiners. For the researcher, professional and humane change creates a balance between technocratic efficiency and personnel centered management. In other words, the researcher is of the opinion that professionalism without a humane quality will exacerbate workplace bullying, whilst humane quality without professionalism will lead to inefficiency and mediocrity. Thus for the researcher, professional and humane change is the perfect balance for high organizational efficiency and minimal workplace bullying.

Continuity

Participants consider continuity as a way of managing workplace bullying. To the participants, continuity implies respecting the fact that the institution in which this study is taking place is made up of human beings, not machines, in which case change cannot happen by the touch of some button which instantaneously deletes the past (cf. par 4.3.6.4). Participants therefore suggest gradual change, improvement upon past structures, allowing all stakeholders to adjust and do forward planning. The past for participants should inform the present, and the present should inform the future in a spirit of continuity with respect of history. For the researcher, since the main source of workplace bullying is university restructuring, he is of the opinion that the neoliberalist ideology that accompanies it will emphasize on sweeping reforms that will literally revolutionize the structures and vision of the past. This brutal break from the past causes 'ontological insecurity' in staff (Turner, 1991:67), who have been used to certain routines. It is therefore not strange according to this researcher for the participants to prefer a progressive approach to change which will not rock the 'comfort zone.'

Professional services

Participants of this study say one of the ways of effectively managing workplace bullying in institutions of higher learning is by making allocations for professional services. For participants, professional services will reduce the rationale for workplace bullying by enabling staff to adequately perform their tasks and duties with less stress (cf. par 4.3.6.5). Participants state that the elements of professional services will include the review of recruitment policies with the introduction of serious staff interviews; regular peer review assessment; review of promotion policies; review of appointments to positions of responsibility in academia and administration to filter out potential bullies who would demoralize staff. Participants also insisted on the urgent need for staff counseling services at individual and group levels, the re-implement of student evaluation of staff to identify staff to be phased out. For the researcher, professional services have a twin agenda which if effectively fulfilled will minimize workplace bullying. Their primary role will be preventive through professional recruitment services which will be able to filter out potential bullies. Secondly, through staff professional guidance and counseling services the researcher thinks there will be awareness raising, prevention, and counseling of potential victims and victims of workplace bullying.

7.3 Trustworthiness of the study

The criteria used as a yardstick of quality in this study include credibility, transferability, and dependability which are outlined below.

7.3.1 Credibility

In this study emphasis was placed upon the internal validity of the semi-structured interview and the triangulation of perspectives it offered, which led to the regularity and consistency of patterns arising among the experiences of the twenty participants. Internal validity depended upon a presupposition of realism, that is, it was presupposed that given the right conditions of trust, openness, and truth telling which characterized the conduct of the interviews, a representation of the authentic, the actual state of affairs concerning workplace bullying as psychological violence. Internal validity, as considered for this study, referred to the process of examining interview transcripts for regular patterns that constructed participants' perspectives that were considered to authentically express an enduring view of their experiences of workplace bullying as psychological violence. Thus a representation of the views of participants in this study has been constructed and can be said to be 'valid' for the interviewees of this study and within the context of the National University of Lesotho (Lincoln & Guba, 2000:64). Secondly there was participant verification through follow-up interviews in order to determine if the findings satisfactorily represented the experiences of interviewees, and what they had said during interview sessions.

7.3.2 Transferability

Although the findings of this study cannot be generalized due to the small sample, the researcher believes that the findings are all the same transferable to other contexts because they can resonate elsewhere. The inference is that given the rich and detailed descriptions of the experiences of academic staff members in terms of workplace bullying as psychological violence, a comparable study may provide a sense of similarity in a different institution, with the same contextual, situational, and organizational factors.

7.3.3 Dependability

The dependability of the study lies in the corroborativeness of the source of evidence employed. The themes and sub-themes identified were based on multiple occurrences within the study's data sources. Furthermore, where necessary, exceptions were highlighted by including them in the discussions. Contributing to dependability is the fact that participants reported their actual experiences, as shown in the quotations from the interview sessions.

7.4 Recommendations

7.4.1 Recommendations for managing workplace bullying

The findings of the present study which have highlighted the prevalence and negative influence of workplace bullying on university staff psychological wellness, are the basis of an exhortation of the Lesotho government to conceive and implement anti-bullying policies in the tertiary sector in general, and in NUL in particular. The recommendations for anti-bullying policies will be based on the findings of this study and will cover areas of policy generation and management of the negative consequences of workplace bullying on staff wellness. It is also important, based on the findings of this study that particular attention be given by the Lesotho government in rethinking the restructuring programme of NUL because findings of this research indicate restructuring as the primary source of workplace bullying experienced by interviewees of this study.

7.4.1.1 Recommendations for government anti-bullying policies

The government of Lesotho should conceive a restructuring process for NUL which takes into cognizance the status of the said university. It is important to note that NUL is the only state university in Lesotho. On that basis, the researcher suggests anti-bullying policies that will include the following elements as suggested by interviewed staff members: inclusive staff valorization; open communication; professional and humane change.

Restructuring of NUL should take into account the unique status of the institution in order to minimize workplace bullying. There should be implementation of a moderate restructuring programme unlike the radical form interviewees say was implemented which accounted for the prevalence of workplace bullying they experienced. Government has to take into consideration

NUL as having a history which interviewees say cannot be ignored or unconsidered in university reforms. In other words, there should be a sense of continuity, an integration of the past and present realities of NUL, in order to conceive and implement realistic changes for the future. Flexibility, moderation, and a process of university reforms which is progressive and systematic will go a long way towards minimizing workplace bullying. Gradual and progressive institutional change will also allow staff of NUL to adjust both psychologically and professionally to the process, thereby reducing the prevalence and negative effects of workplace bullying.

Continuity in university reforms also implies open communication, that is, involvement and consultation of all NUL stakeholders in the restructuring process. Open communication implies a genuine and unambiguous communication policy, total debates on university reforms, in a spirit of transparency and sincerity. The philosophical basis of continuity, moderation, and open communication is government's will to carry out professional change with a 'humane face'. The humane face of university reforms will reduce workplace bullying because staff will be treated with dignity and respect, and have a sense of ownership of the change process. Treating staff with dignity also implies acknowledgement of their rights and duties fostered through a caring, nurturing, and empowering organization. Finally, treating staff with dignity will minimize workplace bullying if government envisages an anti-discrimination clause in its anti-bullying policies, which will entail equality of all staff members no matter their ethnic, racial, and cultural origins, and denominational preferences. Anti-bullying policies based on staff dignity and anti-discrimination will foster an atmosphere of fairness and justice which will not be conducive to workplace bullying.

7.4.1.2. Recommendation for managing the consequences of workplace bullying

The researcher suggests that positive psychology coaching should be introduced for enhancing staff psychological wellness in general and in NUL in particular. The researcher's choice of positive psychology for the enhancement of staff psychological wellness is based on his realization that the consequences of workplace bullying are in total contradistinction to the proposed elements, precepts, principles, and values of positive psychology. This led the researcher to say that workplace bullying can be categorized as 'anti-positive psychology' (cf.

table 5.4 and 5.5). Positive psychology will enhance staff psychological through three domains, i.e. development of signature strengths, values in action, and ‘flow state’.

For the researcher, an institution like NUL can enhance staff psychological wellness by acting as a facilitator in the discovery, development, and valorization of staff signature strengths as follows (Seligman, 2002:8):

1. Fostering the discovery, development, and valorization of the unique combination of ‘intelligences’ of each member of staff, through an efficient staff development program.
2. Proactively creating a sense of difference in uniqueness and uniqueness in difference among staff members.
3. Developing the sense of recognized staff uniqueness or individuation which will maximize self-worth, value, and reinforce intrinsic motivation and sense of meaningfulness.
4. Nurturing individuation for the development and reinforcement of ‘reconnection power’ to ‘self’ and ‘others.’

Secondly, positive psychology will enhance staff psychological wellness and minimize the negative effects of workplace bullying by developing values in action, i.e. temperance, love, wisdom, courage, transcendence, and justice (Seligman, 2002: 35). Thirdly, the combination of developed staff signature strengths and values in action will lead to ‘flow state’ among staff members of NUL. Flow state is characterized by concentration, effortlessness, self control, selflessness, mastery, optimal experience, positive psychological capital, and sense of meaning (Csikszentmihalyi, 2002: 23). The researcher suggests that positive psychology coaching for staff of the National University of Lesotho will effectively and efficiently maximize staff psychological wellness, resilience and creativity, in the face of workplace bullying (cf. par 6.6).

7.4.2 Suggestions for further studies

Future research in the area of workplace bullying as psychological violence could be undertaken in the following suggested domains:

Considering that non-academic staff and students also form part of NUL population, it will be interesting to extend the present study to find out the prevalence and psychological consequences of workplace bullying among these two mentioned categories of NUL population, which did not form part of the sample of this study.

Since the phenomenon of bullying in general and workplace bullying in particular is still at a pioneer stage in Lesotho, thereby implying research and literature gaps, it will be enriching to carry out background studies concerning the prevalence and forms of bullying occurring throughout different age groups in the said country.

Based on the observation that most research on bullying has been done in western societies, it will be a significant contribution to comparative studies in bullying if the research can be carried out to highlight the role of cultural elements in African traditions which favor the occurrence of bullying in general and workplace bullying in particular.

In line with the preceding idea, it will also be worthwhile researching into the possible forms of covert or overt bullying that are peculiar to African family dynamics, especially given that African families can be either matriarchal or patriarchal in orientation.

It will be interesting to carry out research which will aim at integrating both individual and situational risk factors in understanding the development and maintenance of workplace bullying, given that most research tends to focus on one of these aforementioned variables. In other words, research can be carried out to assess to what extent the explanation of workplace bullying is linked to personality, social interactions, and the environment of individuals.

Since higher education is increasingly coming under the spotlight of workplace bullying research, it will be a significant contribution to literature if research is done to assess to what extent the notion of the 'bullying organization' is intrinsic and inherent in the structures of institutions of higher learning especially within the context of African tertiary institutions. One specific area of emphasis of this concern can be research to evaluate the relationship between bullying and human resource management in institutions of higher learning.

The scope of the present study displays limitations given the underrepresentation of female lecturers in the sample. It will be more enriching to carry out studies that will assess the significance of gender in analyses of bullying in the context of higher education institutions. Furthermore, studies can be carried out to evaluate gender role in perception and management of workplace bullying in tertiary institutions.

Since tertiary institutions comprise staff of different academic hierarchical levels, it will be quite interesting to find the role which rank in academia plays in the perception of workplace bullying.

Workplace bullying research will be incomplete without empirical studies for evaluating the relative effectiveness of management strategies aimed at managing the phenomenon. On this basis it can be significant to carry out research into the relative effectiveness of contingency and multilevel interventions as workplace bullying management strategies in institutions of higher education. Specifically, it can be enriching to carry out research that will bridge the gap in the literature relating to which established interventions, models, and best practices provide relief to targets of workplace bullying.

7.4.3 Limitations of the study

Every study has its own set of limitations. This research work is no exception, in that it recorded the following limitations:

- **Gender distribution in the sample**

The researcher acknowledges that there are limitations inherent to the study's scope, in the sense that the sample is nearly all male, i.e. 18 out of the 20 respondents. This implies that conclusions covering both genders cannot be drawn from this study, especially with the underrepresentation of female educators. Thus it is not possible to validly compare gender group difference across the experiences of the respondents of this study.

- **Selected sample**

The target population of this study was limited to academic staff of NUL. In other words, the experiences of non-academic staff, students, and management of the same institution were not

considered in the findings of this research. The aforementioned constitute an intrinsic part of the ‘voices’ and ‘meaning making’ partners of the workplace bullying phenomenon in NUL, and they would have further enriched the study if included. In relation to this limitation, the researcher had initially made clear his intention to work only with academic staff of NUL.

- **Possible source of bias**

An area of possible limitation of the study includes the ‘insider’ status of the researcher which might have placed restrictions on the openness of some participants in giving accurate answers to interview questions.

- **Reduction of bias**

To reduce the bias due to ‘insider’ status of the researcher, the latter established a high level of rapport with all who participated in the study. Furthermore, the interview sessions were all held behind closed doors in a quiet atmosphere, which instilled confidence of having anonymity in participants.

7.4.4 Strengths of the study

The strengths of this study were derived from the following sources:

- **Pioneer research**

This study is pioneer research in workplace bullying as psychological violence within the context of NUL, and among its academic staff members. Research in a context that has never experienced studies in a particular area, presupposes the possibility of discovering unique findings of situations not yet covered by extant research, theories and models, and also highlighting convergences and divergences with current trends in that specific area of study.

- **The use of Interpretative Phenomenological Analysis**

The use of the Interpretative Phenomenological Analytical approach based on data collected is also considered a strong point of this research, because it enabled the researcher to obtain rich descriptions and in-depth information concerning workplace bullying from the twenty participants of the study. The researcher also used the double hermeneutic approach to make

meaning out of the meaning of the interviewees in relation to their experiences of workplace bullying. In short the use of IPA is a strength of this study because it covers the whole gamut of qualitative interpretation of individuals' experiences by being simultaneously phenomenological (detailed examination of the personal lived experience of people, Eatough & Smith, 2008:54), interpretative (recognizing the role of the researcher in meaning making, Smith, 2004), and idiographic (focusing on detailed examination of particular cases, Shaw, 2001:50).

- **Sample size**

The sample size of twenty participants for this study compensates for the fact that this was a 'once-off' investigation in the 'heat' of restructuring generated workplace bullying within the context of NUL. The researcher believes the number of participants will add to the possibility of 'tentative generalizations' of the findings of this study to contexts which share the same characteristics as NUL. Furthermore, the fact that the respondents of this study included both expatriates and permanent citizens gives a balanced perspective which reinforces the regularities and consistencies realized in the responses of the interviewees.

- **Researcher's professional background**

The facts that the researcher had had personal experience of the issue under consideration, i.e. workplace bullying, and that he is by training a psychologist and counselor are considered strengths of this study. This implies that the researcher was able to empathically identify with and understand the experiences, expressions and mindset of the interviewees, whilst avoiding the trap of projection of his own ideas onto the reports of the respondents through rigorous and professional reflexivity.

7.4.5 Contributions of the study

Despite the limitations of the study, it also has notable contributions:

- This study has being a thorough investigation into the workplace bullying experiences of twenty members of the academic staff of NUL. This research has therefore effectively filled the higher education context research gap on workplace bullying research in Lesotho, which existed as one of the main motivators and rationale for carrying out this study. It has fulfilled the

preoccupation of Keashly and Neuman (2010:49), who bemoaned the lack of research relating to workplace bullying in the higher education sector.

- This research work on workplace bullying as psychological violence of academic staff of NUL has made history as the first such study in the aforementioned context. This study has therefore contributed to literature on workplace bullying as psychological violence as it pertains to the academic staff of NUL.
- This study has revealed the relevance of models, theories, studies, results and conclusions relating to workplace bullying research generated, conducted and arrived at in Western societies, within the non-Western context of NUL.
- This study has also generated theoretical models for describing, explaining, integrating, predicting, controlling and eventually changing the negative aspects of workplace bullying and its influence on the psychological wellness of NUL academic staff in particular, and personnel sharing the same contextual factors in general. In this light the following models were developed by the researcher: Integral Model of Workplace Bullying, Integral Model of Psychological Non-Wellness, Integral Model of workplace bullying and psychological non-wellness among NUL academic staff, Interactions of the variables of the Integral Model of Workplace Bullying – Case of NUL, Interactions of the variables of the Integral Model of Psychological Non-Wellness, Integral Anti-bullying and Psychological Wellness Enhancement Model.
- This research work has highlighted university restructuring as the main source of workplace bullying experienced among the participants of this study within the context of NUL. This major finding has set university restructuring in the limelight of causal factors of workplace bullying within the context of NUL.
- The scope of this study gives a holistic account of the general spectrum of workplace bullying, ranging from its definition, sources, forms, effects on

psychological wellness, coping mechanisms, and management of the phenomenon within the context of NUL, and from the experiences of twenty members of NUL academic staff.

- This study has also contributed in raising awareness of all education stakeholders of NUL, namely academic, non-academic staff, students, management, Ministry of Education and Training (MOET), the Lesotho government, and the public in general to the sources, forms, positive and negative impacts of workplace bullying on staff psychological wellness, coping methods and even ways of not only managing workplace bullying but also enhancing personnel psychological wellness. This study is a potential technical and methodological basis for future training programmes on awareness raising and management of workplace bullying issues of all education stakeholders of NUL, and even in contexts which could share similar characteristics like the latter.
- This study also provides material for the conceptualization of modules for the efficient understanding, prevention, and management of workplace bullying as psychological violence, and also the implementation of proactive and effective personnel psychological wellness enhancement programmes in NUL and beyond. Such training programmes would aim at providing NUL stakeholders with critical content and practicum opportunities, for regular information exchange on workplace bullying and psychological wellness issues, and other correlated variables as the case may be. The intention of such workplace bullying programmes and forums will be to maintain stakeholder awareness at a level of constant vigilance, technical and psychological empowerment, in order to facilitate the development of pre-emptive action and the implementation of efficient mechanisms for the efficient management of the negative consequences of workplace bullying on staff psychological wellness.

7.4.6 Closing reflections

The present study sought to find out the definition, sources, forms, effects, coping strategies, and management of workplace bullying as psychological violence in institutions of higher learning in general, and in NUL in particular. Interviewees defined workplace bullying as including the following elements: abuse of status; covert and or overt negative behaviors; premeditated intention to impose one's will and suppress that of others; devaluing others; causing harm to the victims of bullying. From the sources of workplace bullying in the present study, it emerged that university restructuring of the National University of Lesotho is the most important source of workplace bullying, preceding management, colleagues, students, faculty academic hierarchy, and faculty administrative hierarchy in that order.

Staff devaluing, expatriate syndrome, authoritarian management and usurpation of power, communication bullying, unknown politicized agenda, and economic/financial bullying were the main forms of workplace bullying experienced by the interviewees of the present study. In other words, the forms of workplace bullying experienced by interviewees were person-related, management-style related, interpersonal, and job resources related. For the researcher, workplace bullying forms experienced by the interviewees can be ascribed to the ongoing Neoliberalist university restructuring programme during the study. Radical Neoliberalist university reforms like the one which was ongoing at the National University of Lesotho during the present study are known for stifling open communication (Davies & Bansel, 2005:10) & Davies and Bansel, 2010:1), fostering authoritarian management (Bansel & Davies, 2010: 136), having political agendas tying reforms to funding (Bansel & Davies, 2010: 136).

Interviewees of the present study said they experienced negative self image, negative emotions, low energy level, and minimal self motivation as consequences of workplace bullying on their psychological wellness. Interviewees coped with workplace bullying through denying-withdrawing-helplessness; group support systems; self valorization; physical exercises; displacement. Two special cases were highlighted by this study in relation to the mechanism they used to cope with workplace bullying. Through self valorizing attributes of self actualization (Weick & Putman, 2006: 279), a sense of coherence and resourcefulness (Antonovsky, 1987: 15), and an internal locus of control (Berg, Hem, Lau, Håseth & Ekeberg, 2005: 113; Daniels,

Beesley, Cheyne & Wimalasiri, 2008: 49), Albert and Francis were able to cope positively with workplace bullying, and even use the latter to enhance their performance and competence levels. In order to effectively manage workplace bullying, interviewees suggested the following strategies: inclusive staff valorization, open communication, professional humane change, continuity, and the provision of professional services.

The researcher proposed some models as his modest contribution for the better understanding and management of the complex phenomenon of workplace bullying. These models include two generated from literature, and four others which are applications of the latter to research findings of this study. The models are respectively, the Integral Model of Workplace Bullying (IMWPB), the Integral Model of Psychological Non-Wellness (IMPNW), workplace bullying in the National University of Lesotho (NUL) in the light of the Integral Model of Workplace Bullying (IMWB), The Integral Model of Workplace Bullying and psychological non-wellness among interviewed NUL staff, Psychological Non-Wellness in NUL in the light of the Integral Model of Psychological Non-Wellness, and the Integral Anti-bullying and Psychological Wellness Enhancement Model (IAPWEM).

Recommendations were made by the researcher for the development by the Lesotho government of anti-bullying policies which will lay emphasis on the treatment of staff with dignity, respect, fairness, and justice. In addition, the researcher proposed positive psychology coaching of members of staff of the National University of Lesotho through the development and valorization of staff members' signature strengths, Values in Action, in order for these staff members to attain the 'flow state' of optimal performance, competence, resilience for creative management of workplace bullying.

Lastly, I will definitely state again that this research has made significant contribution to the area of workplace bullying as psychological violence in institutions of higher learning, as pioneer research on bullying in NUL, and especially with the development of models on workplace bullying by the researcher. Workplace bullying as experienced by NUL academic staff can be circumscribed as the epitome of 'man's inhumanity to man'. It exhibits the traits of 'violation of human rights', and acts as a veritable scourge on the psychological wellness of staff. As in other contexts, workplace bullying in NUL has lived up to its sombre reputation as a 'destroyer' of

psychological wellness and as one of the greatest ‘scourges of the twenty first century,’ and can even be termed ‘workplace insanity’. The characteristics of workplace bullying as experienced by the participants of this study, make the researcher to describe the former as ‘negative psychology’ or in others words ‘anti-positive psychology’. The researcher has the following parting words for bullies:

I would rather be a little nobody, than to be an evil somebody. — **Abraham Lincoln**

He also has the following excerpts for the bullied:

One’s dignity may be assaulted, vandalized and cruelly mocked, but it can never be taken away unless it is surrendered. — **Michael J. Fox**

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ANNEXURES

ANNEXURE A

LETTER OF INTRODUCTION TO NUL RESPONDENTS



Letter to respondents

Dear Prof/Dr/Mr/Mrs/Ms

Ilongo Fritz Ngale is a PhD student in the University of the Free State, Republic of South Africa, researching on the influence of workplace bullying on the psychological wellness of higher education academic staff in the National University of Lesotho.

The nature of his research warrants him to collect data using a questionnaire. We are therefore craving your indulgence to respond to the following questions in order to enable him carry out his research

All information will be treated with the utmost confidentiality and at no time will any educators' name be used in the analysis of this work.

Thanks for your cooperation.

Yours sincerely

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ANNEXURE B

MAIN ORIENTATIONS OF THE SEMI-STRUCTURED INTERVIEW TO NUL ACADEMIC STAFF

1. What is workplace bullying?
2. What are the sources of workplace bullying in institutions of higher learning?
3. What are the prevalent forms of workplace bullying in the National University of Lesotho?
4. How does workplace bullying influence the psychological wellness of staff?
5. How do members of staff cope with workplace bullying?
6. How can workplace bullying and staff psychological wellness be effectively managed in institutions of higher learning?

ANNEXURE C

CONSENT FORM FOR SEMI-STRUCTURED INTERVIEW TO NUL ACADEMIC STAFF

Project Title: The influence of workplace bullying on the psychological wellness of academic staff of the National University of Lesotho

Project Context: This project is undertaken in the context of a terminal degree in Psychology of Education in the University of the Free State, Republic of South Africa.

I agree to participate in this project, whose conditions are as follows:

- The project is aimed at determining the influence of workplace bullying on the psychological wellness of academic staff.
- Interviews will last for about forty five minutes.
- The interview I give and the information it contains will be used solely for the purposes defined by the project
- At any time, I can refuse to answer certain questions, discuss certain topics or even put an end to the interview without prejudice to myself
- To facilitate the interviewer's job, the interview will be recorded and notes taken. However, the recording will be destroyed as soon as it has been transcribed
- All interview data will be handled so as to protect their confidentiality. Therefore, no names will be mentioned and the information will be coded.
- All data will be destroyed at the end of the project.
- For any information about the project, I can contact Dr Zendré Swanepoel, Department of Psychology of Education, University of the Free State, South Africa; email: swanez@ufs.ac.za

Respondent's signature: _____

Date: _____

Interviewer's signature: _____

Date: _____

ANNEXURE D

ORIGINAL TRANSCRIPT

1 ALBERT

- 1.1 How would you define workplace bullying? An employee is constantly harassed against his/her free will within the work environment.
- 1.2 What are the sources and forms of workplace bullying you have experienced? For me it's *academic hierarchy*. It implies reducing me to nothing. Making me feel and look inferior. Reminding me of my teaching inadequacy, inadequate academic knowledge, inability to disseminate knowledge, conduct research. Accusing me of not having sufficient publications and presentations of conference papers. Constantly reminding that I do not have experience and that I do not know what I am doing, and cannot meet up with expectations of hierarchy.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? The proposed changes seem noble, some are probably inevitable, but the approaches taken are problematic; every change is generally difficult to adapt to, all the more reason why the restructuring process should be gradual, respectful of staff; at the moment staff feel unimportant in the running of the affairs of the institution; the present restructuring process makes me feel belittled.
- 1.4 How does workplace bullying influence your psychological wellness? I experience very high stress levels. I am less creative and I am losing confidence in myself. I am generally de-motivated.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I have seen colleagues whom I would term as having weak personalities cope with workplace bullying through excessive consumption of different kinds of drugs, withdrawing from colleagues, becoming abusive to management and colleagues. I personally use workplace bullying challenges as stimuli to permit me excel and forge ahead in my professional activities, and become even better. I thus take workplace bullying as a eustress, or positively motivation factor, which makes me to reading more, work harder, open up and become a better listener.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Improved workplace conditions and environment will reduce the rationale for workplace bullying, by enabling staff to adequately perform their tasks and duties with less stress. Recruitment policies should be reviewed with introduction of serious interviews. Need for regular peer review assessment. Promotion policies should be reviewed. Appointments to positions of responsibility in academia and administration should filter out potential bullies who would demoralize staff. If students are treated with respect they will reciprocate. Educators should be competent to be respected by students. Educators should be firm and avoid permissiveness. With management staff should be firm, do their work, be principled, be strong, and competent. I think workplace bullying from management targets weak personalities.

2 BILL

- 1.1 How would you define workplace bullying? People you work with exert excessive pressure or force on you, to get their points and their opinions through, at times beyond and above what is logically supposed to obtain.
- 1.2 What are the sources and forms of workplace bullying you have experienced?*Students:* some students fail tests and or exams and come to intimidate me that they deserve more than what they received as marks. Others complain that I am too hard as a project supervisor. *Management and colleagues:* I am sometimes asked favors which conflict with professional ethics and administrative deontology, thereby raising conflicts of obligation; in discussions, and meetings, people use their positions, academic or administrative to hush me down, and bully me into submission.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Core information concerning the restructuring process is withheld from academic staff. This for me constitutes workplace bullying of all those who are to be affected by the restructuring programme.
- 1.4 How does workplace bullying influence your psychological wellness? Working relations have gone sour. At times colleagues don't greet one another. Some who have clashed through workplace bullying experiences bear grudges, thereby poisoning the work environment. Academics do not thrive in such environments. The subsequent tense atmosphere increases stress levels and generates a vicious circle. Imagine thinking of meeting the same antagonistic faces each day! Meeting them or avoiding them increases stress levels and compromises academic output. In other words constant thinking about interpersonal issues leads to sustainable anxiety.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I withdraw and keep to myself. I try to internalize, cogitate and ruminate on the prevailing issues. I discuss issues with others. I try not to get affected.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Take cognizance of different intellectual capacities, skills, opinions, ideas, philosophies, reasoning abilities among staff. Restructuring should have a clear-cut road map and global vision, with justification of phases, processes and goals, to which staff should voluntarily adhere because of a mutually respecting integrating philosophy. There is need for more planning, more consultation, more dialogue, a clear cut vision, and less erratic actions, because the change of a 60 years old institution cannot take place suddenly, spontaneously and brutally. NUL is an institution made of human beings and therefore it is not a machine that can be changed with the touch of a button instantaneously, wiping off the past and introducing sweeping changes. I suggest a gradual process of change over time, e.g. a two, five, ten year development plan, which starts with basic structures and functions, so that people can understand, adapt to, understand, and have a sense of ownership of the process of change.

3 CAMARA

- 1.1 How would you define workplace bullying? Taking advantage of others in a disadvantaged situation and position, because one is in a senior-influential position with access to power, which is not conducive to a proper working environment. It may be physical or not, and the bully knows he/she would get away with such negative attitudes, actions, and behaviors.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Management*: being given a short anxiety raising 2 year contract. Every other year I am uncertain of my future. *Academic hierarchy*: being reminded that you are an expatriate worker and should do things in a certain way. *Colleagues*: being called names; being spoken to behind your back, since you do not master the local language.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Workplace bullying can be said to have been prevalent in the National University of Lesotho for the past 16 months, but it has escalated to astronomical proportions during the past 6 months. Following the October 2011 LUTARU (Lesotho University Teachers and Researchers Union) strike action for salary improvement, management withheld union members' salaries under the guise of "no work, no pay", for practically three months. The latter was a form of economic bullying with severe financial, emotional and psychological effects.
- 1.4 The goal of salary deprivation was to coerce academic staff of NUL to submit to the restructuring agenda. In other words management used as leverage the advantage it has as controller of wages to bully academic staff.
- 1.5 The authentic employer of NUL academic staff is Council, but management during the ongoing restructuring process is illegally acting on behalf of Council.
- 1.6 There is an ongoing paradox and power usurpation in that, while there is a recovery programme to catch up on classes that did not take place during the two and a half months when the university was illegally closed by management, between October and December 2011 without consulting Council, there is no intention to pay salaries of LUTARU members suspended during the said period.
- 1.7 In December 2011, NULIS (National University of Lesotho International School) fees, a school where most educators of NUL's academic staff's children attend primary and secondary school, were astronomically raised and skyrocketed by some 300 %, with parents having to pay the fee hike on 5th of January 2012. It should be remembered that most academic staff members went without salaries for three months. I call this economic and psychological workplace bullying, because there was neither any consultations with parents prior to the fee raise, and it was sadistic to expect parents without salaries to unfailingly pay kids' fees that had been raised by 300%.
- 1.8 The economic and psychological bullying of restructuring has a direct impact on my psychological wellness, that of my family that depends on me, and other academic staff members, who though having their full salaries had indirectly experienced LUTARU members being emotionally bullied
- 1.9 How does workplace bullying influence your psychological wellness? Workplace bullying in NUL impacts directly on my family life. No one is stable, there is emotional suffering, mental anxiety, with direct impacts on my academic performance and commitment. Through the economic bullying accompanying restructuring (withheld salaries), my intellectual stimulation and commitment plummeted. My productivity in teaching, research, and community outreach suffered.
- 1.10 I am permanently stressed up with accompanying headaches, stomach problems, inexplicable pains and insomnia. Speaking of others I know of some who have lost their lives due to stress, some who are and were hit by stroke, due to the exponential outburst of workplace bullying in NUL.

- 1.11 Economic bullying in NULIS has kept my kids out of class because I can't afford the exorbitant fees. Paradoxically, I am obliged to teach other peoples' kids. So, in what state of mind would you expect me to be when I am discharging my professional duties knowing full well that I cannot provide for my family?
- 1.12 Through moral and psychological torture my intellectual stimulation is long dead. I have no more motivation to research, publish and even seek promotion because the current workplace is toxic, poisoned thanks to bullying.
- 1.13 How do you cope with the impact of workplace bullying on your psychological wellness? I pretend that nothing is happening. I tell myself "live for the moment; tomorrow will take care of itself." I do some exercises. I take long walks while chatting with friends. I have group prayers every Friday with other affected colleagues.
- 1.14 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Staff needs transparency from management in relation to its restructuring agenda. There is need for a genuine and unambiguous communication policy. Members of staff need to have a sense of ownership of the restructuring process.
- 1.15 Academic staff should understand and participate consciously and voluntarily in the process. There is urgent need for staff counseling services.

4 DAVID

- 1.1 How would you define workplace bullying? Being asked, forced, coerced to do something that is not part of one's job description, and which does not tie in with one's profession expertise. Being called names in the case of expatriate workers.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Management:* destruction of LUTARU, academic staff union, in order to make staff vulnerable, and facilitate singling out of "isolated victims" for "torture." Illegal salary restructuring contrary to terms of staff contracts. Non recognition of my worth and contribution to the evolution of NUL. It's as if all that I have contributed is taken for granted and not even appreciated. It's like saying "it's your duty to do this or that." In other words sacrifices are under looked.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? The notion of restructuring introduced some 11 months aims at "cutting costs" no matter the consequences to staff. The need to retrench, dismiss, downsize etc explains the "war path" bullying tactics employed by management. Restructuring is something to expect, but its proportion in NUL has gone out of scale. It seems in this particular context to be the fruit of a deliberate, hidden, disruptive, and manipulative agenda. It may even be sponsored by government.
- 1.4 How does workplace bullying influence your psychological wellness? As an expatriate it is easy for me to interpret workplace bullying as being discriminatory and motivated by my origin. This creates in me a latent, negative paranoid mood, which negatively affects my work output, by lowering motivation based on the bullying interaction with others.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I engage in social activities with a group of friends to focus on other issues. Going to church is for me is therapeutic, since it constitutes a medium for release of negative emotions. I do some workouts from time to time. Going back home to Zimbabwe also refreshes me. These trips make me more focused and stable.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Restructuring may be inevitable, but management should have put in place some kind of mechanism to manage the negative effects of the former. Carry out change with respect of staff. There should have been a clear road map of the process, so that staff could be aware of what to expect, when, how and why, and then adapt to the latter and plan in a proactive manner.

5 EPANTY

- 1.1 How would you define workplace bullying? Deliberate, premeditated, overt actions meant to achieve known or hidden agendas, while in the meantime inadvertently and or advertently causing psychological, moral, physical and spiritual upsets in employees.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Colleagues:* as an expatriate these are some comments from colleagues directly addressed to me; “You guys are all over.” “You are going for this conference, that conference.” “You seem to be forgetting why you are here.” At the level of teaching, supervision and research “The way you graded that student was not fair.” “That student deserved a better mark.”
- 1.3 *Students:* I supervised a student who was so bad he could not just make it. The student then comes to me later and says “Ntate (Sir), I think you are very unfair with me.” “Ntate, so and so told me that my project should have passed.”
- 1.4 *Management:* I was investigated like a criminal for a paper I included for promotion to senior lecturer, which I had indicated was awaiting publication. I was later promoted but after being investigated behind my back as to the veracity of my credentials like a criminal. Some time back I applied to go on study leave, in line with the prescription that as an expatriate you can go on study leave after a stint of 4 years at NUL. I applied for funding worth 10000 Rand to do research, but was told by the then VC in writing that I did not qualify as a foreigner.
- 1.5 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Through the process of restructuring in NUL, workplace bullying has gone beyond its traditional boundaries. Restructuring is now a sadistic attempt at destroying the institution and its academic staff under the guise of transformation. Restructuring can even be qualified as “violation of human rights.”
- 1.6 How does workplace bullying influence your psychological wellness? The love and passion I have for my job minimizes the impact of workplace bullying on my psychological wellness. My international experience increases my intrinsic motivation and resilience.
- 1.7 How do you cope with the impact of workplace bullying on your psychological wellness? I bury myself in work.
- 1.8 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Create a conducive working environment, by making staff feel wanted, and part of a caring, nurturing and empowering environment.

6 FRANCIS

- 1.1 How would you define workplace bullying? Shouting on staff and colleagues.
- 1.2 What are the sources and forms of workplace bullying you have experienced?*Management:* my contribution is unappreciated and I don't feel valued and recognized. The recent sweeping comments by management over the media stating that all NUL staff are womanizers and drunkards made me feel highly and wrongly bullied. Those were wrong allegations. There is destruction of staff union and violation of terms of contract. *Colleagues:* negative comments about my being a foreigner. I am even given names.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Restructuring seems like a process through which management wants to suffer and punish people for what no one knows, wanting people to submit and surrender to the dictates of the mentioned process.
- 1.4 How does workplace bullying influence your psychological wellness? My zeal to be productive is dampened. Sorry to say this but I have deliberately blocked a huge grant from coming into the institution due to the feeling of ingratitude from management. I am emotionally and intellectually demotivated.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I have withdrawn from Senate in order not to participate in forums for discussion of issues pertaining to restructuring. I don't want to be tortured mentally. I know my worth and will not allow myself to be tortured. If I am not appreciated here, I can walk out of the situation any time.
- 1.6 I concentrate on research and teaching of students. I have pulled into my shell and avoid those in authority. I try to instill into self and students the ideal of excellence by acting as a role model to the latter. My international background and profile gives me the intrinsic motivation to excel in my tasks despite the negative working environment. I tell myself "You cannot fail."
- 1.7 I have huge data set which constitutes a permanent source of research articles. Research always boosts my energy and motivation.
- 1.8 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Improve upon what has been there before, and not make as if the past is valueless. Management should gradually rebuild on past structures. Avoid unrealistic agendas. Employ experts to work on the conception, implementation, execution, monitoring and evaluation of the restructuring process.

7 GEORGE

- 1.1 How would you define workplace bullying? Any action undertaken that violates another person's human rights. Forcing another person to do something against his/her will, thereby affecting his/her mind and or body.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Management:* the VC and PVC are academics but they are implementing restructuring with no sensitivity to the plight of their colleagues. They have like switched off their academic profile to become "hardened, insensitive administrators."
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Restructuring in NUL is workplace bullying because it is too radical, i.e. intending to affect a lot of things and persons at the same time and quickly. Management is using its position of authority in unacceptable manners, believing it has to force decisions on staff and bully them into submission. Regulations are being changed. For example, management wants more power to be able to force its "cut down costs" agenda on staff.
- 1.4 Staff number has drastically dropped through non-renewal of contracts, non-replacement of retired, dead and dismissed staff. Conversely workload has gone up drastically and staff are bullied into meeting with tight deadlines despite heavy workload.
- 1.5 How does workplace bullying affect your psychological wellness? Frankly I have previously not experienced workplace bullying pressures from any quarters until the advent of restructuring. Due to drastic staff reduction, my workload pressure has quadrupled with negative impacts on my stress levels and physical resilience.
- 1.6 How do you cope with the impact of workplace bullying on your psychological wellness? I might resign from the university. I compromise quality by using multiple choice questions which might not really test students. But what do you do when you have hectic academic timetables, heavy workload and classes that into hundreds of students? I am just trying to finish my workload!
- 1.7 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Respect the dignity of colleagues especially within the context of change and restructuring. Apply the concept of justice in change and action, by giving to people an equitable distribution of roles and expectations. The processes to be followed in restructuring should involve people in issues that affect them, in order to increase the sense of fairness and justice. Talk to people like human beings, not like to animals. Create conducive working and communication environment to foster the potentials in each and all staff members. "Do unto others what you want them to do onto you"

8 HANS

- 1.1 How would you define workplace bullying? Pressures that are brought to bear upon individuals by their superiors.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Management:* authoritarian approach from management in imposition of decisions, and staff reduction with its associated increased workload and stressing deadlines.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Restructuring is a process in and through which vital information concerning staff future and destiny is unrevealed. So far no one has a clear idea of what the future holds. No one knows where they will be in the short, mid and long terms. Staff have just been told that there is going to be retrenchment based restructuring, with insinuations that the latter might be avoided if other things are done, but what things these other options are, no one knows. An apt analogy of the current restructuring exercise would be like that of having a man point a gun at you and ordering you to do this or that without you daring to find out what this or that is, or what your orders are going to lead you to. The feeling I have is of a man who could be digging his own grave.
- 1.4 How does workplace bullying influence your psychological wellness? I am de-motivated through an uncertain personal and family future. My research productivity has dropped drastically because of no funds for conferences and research. I have little enthusiasm, motivation, energy, or even interest in teaching students.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I usually deny the facts of workplace bullying through restructuring, but anxiety always returns full force. 2012 is labeled “20 self”, so I try to think of myself, my own interests. I concentrate on other sources of income. This will definitely affect my commitment levels to teaching, research and community outreach. I sometimes discuss the prevailing situation with others.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Restructuring should have a clear agenda. No withholding of, or ambiguous information. Retrenchment should be a last option, not the first as it now seems. Give people a chance to debate and genuinely discuss issues concerning them.

9IVO

- 1.1 How would you define workplace bullying? Belittling one in the presence of others; undermining you in whatever you do; trivializing both the person and his/her work, as if both are useless, and of no value; refusing to renew a contract or confirm those on probation.
- 1.2 What are the sources and forms of workplace bullying you have experienced?*Students:* rowdiness and disruption when students get into class when I am already lecturing (class of about 300). This creates lots of commotion. When I walk out in protest, they petition me that I am insulting, uncooperative and abusive.
- 1.3 *Management:* I am always under pressure as concerns class sizes (300 or more), issues of class management, not enough physical and psychological space in class, difficulty of setting and marking tests and exams. The workload is killing.
- 1.4 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? The focus of restructuring seems to have shifted to cutting expenditure at the expense of every other consideration. Other equally pertinent issues are not being considered. For example some members of staff have retired without being replaced; some contracts are not renewed, and the persons have not been replaced; some staff have passed away without being replaced. Some departments are being run on half or less than the initial normal staff strength. One can only imagine with trepidation what is going to happen to courses in such departments.
- 1.5 No one can really put a finger on what is really going on. It seems restructuring is being dictated by someone, somewhere, and more tragic, those implementing the hidden agenda are not taking anyone's opinions into consideration. The views of members of staff are ignored, whereas what matters is "what is said in town", i.e. government. It seems that management wants someone, or "people in town" to be happy at the expense of all NUL staff.
- 1.6 Furthermore, the VC has surrounded herself with lots of young, very young and inexperienced persons with no pedigree in academic achievement. All professors and senior members of staff without exception are marginalized. The VC is the only "pilot" of the "university ship", all others are spectators "passively watching" her drive the ship to any port, through any route of her choice, without the voice of the passengers aboard the vessel being heard.
- 1.7 How does workplace bullying influence your psychological wellness? I am uncertain about my future. I am even scared. I am unhappy, frustrated and "helpless." Since things are not done transparently and my opinion doesn't count, I have lost hope, I am afraid, anxious, and my morale is low. My workload is "crazy" and I might be experiencing burnout.
- 1.8 How do you cope with the impact of workplace bullying on your psychological wellness? I am scared so I do not want to express my opinions on the bullying restructuring process. I prefer to remain silent, lethargic, passive and adopt the "let's wait and see how things turn out." I prefer remaining a spectator. I am revising earlier publications in order to write books or republish articles.
- 1.9 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Successful restructuring should be a "top to down" process, which integrates in its inner circles experienced persons, while learning from the experiences of those who have benefitted positively from a similar process. I think for example of the Namibian Restructuring Model. Hire experts from other universities where restructuring has successfully taken place. Clearly spell out what kind of university you want NUL to be, because without that blueprint erratic cutting of costs will lead to an unknown, and most likely inefficient and dysfunctional structure. Find out the personnel needed by the country, which will determine kinds of programmes,

needed departments, faculties, schools and so on. Improve working conditions to raise drastically fallen academic and ethical standards. For example normalize teaching loads, reintroduce external examiners, and avoid making students victims of the system.

10 JACQUELINE

- 1.1 How would you define workplace bullying? Verbal and non-verbal harassment of an individual with negative psycho-physical consequences on the latter.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Management:* I am in the dark about the restructuring process. I am not informed about anything and I do not master what it's all about. But then it's still stressing me up seriously.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Restructuring is taking place in an atmosphere of non-transparency and poor communication of its agenda. People are in the dark about the whole process. Many things, steps, measures were and are being taken in diverse domains, but the issue remains to know whether they are being done following labor code, the law, or are just being arbitrarily carried out. Some measures are so drastic that working relations are soured and the atmosphere is literally poisoned and rendered palpably negative.
- 1.4 How does workplace bullying influence your psychological wellness? I experience negative interactions with colleagues. My stress levels are high. My family harmony is affected. I have a heightened sense of insecurity and uncertainty. I perceive an atmosphere of tension and permanent undercurrents of animosity. I am always very cautious in relation to what I say and do, not knowing what outcomes could derive from these, not sure of what to do, what not to do, what to say, what not to say.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I try to do my duty to the best of my ability. I try not to victimize and antagonize students. I avoid tasks which deviate markedly from my prescribed duties.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? The restructuring process could have been given more time, say a two year, five plan of gradual implementation of changes. Staff should be aware of the road map, be consulted and their ideas should be genuinely considered. The gradual approach means all stakeholders will have time to adapt, adjust, and plan especially for those who will be phasing out over time. Time is important because programmes to be phased out will have taken into account the clearing off of cohorts that have been taken in. There is above all the need for transparency, sincerity, and genuineness.

11 KATE

- 1.1 How would you define workplace bullying? Harassing relationships between bosses and their subordinates.
- 1.2 What are the sources and forms of workplace bullying you have experienced?*Management:* I am in a state of paralyzing uncertainty as to the nature of the restructuring process. I can't plan since I am ignorant as to what to expect and when, not to talk of why. *Colleagues and students:* gossiping about me, hitches in communication, language and understanding because I am an expatriate. At times in class I have to dictate notes slowly, very slowly.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? In the restructuring process, management does not seem to conform to certain strategic operations that are regulated by the statutes of the university, prescribing roles and procedures for doing things. It rather attempts to implement certain objectives outside of statutory norms, in a non-consultative way, to the extent that certain office bearers are forced by virtue of subordination to take part or participate in certain operations. This to me can be interpreted as bullying them into doing things. I have the impression that management is groping in the dark. I think the current restructuring entails workplace bullying because it is non-consultative, the academic staff community has no sense of direction as to the ultimate goals of the process, and consultations are reduced to unilateral "dishing out" of directives with neither comments nor questions admitted from staff.
- 1.4 How does workplace bullying affect you as an academic and as an individual at the levels of stress, intellectual stimulation, emotional balance, motivation and physical resilience? My morale is very low. I have a sense of losing direction. I have a feeling of uncertainty and no zeal to carry out duties.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? Being a member of LUTARU gives me a sense of belonging to a group. Collegial support from the union doesn't make me feel isolated, and my sense of vulnerability is much reduced. I engage in discussions with colleagues, as a way of sharing issues and pressures. We project ourselves into the process through challenging and counter-challenging the ongoing restructuring process.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Management should be totally transparent concerning the whole restructuring process. Restructuring should be a consultative process integrating all stakeholders, and giving them a clear, honest, genuine sense of direction as to the ultimate goals of the process, in a participative manner. Consultation of all stakeholders will generate trust and faith in the process. Set clear premises, goals, direction, and consultation limits (so much will be done through consultation, but so much will also be decided upon by management's executive and managerial discretionary powers).

12 LUTHER

- 1.1 How would you define workplace bullying? Attempting to assert one's position and status in the workplace, thereby creating non-conducive working conditions which hinder and prevent others from maximizing their output, potential and zeal; a form of workplace bullying is heavy workload pressure which could reduce quality of work.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Faculty hierarchy:* At faculty level, the Senior Assistant Registrar who should oversee administrative duties bullies me to take minutes when it is her statutory duty to do so.
- 1.3 Do you consider the ongoing restructuring process in the National University of Lesotho to have elements of workplace bullying? Restructuring is management's solo agenda since employees are not genuinely and transparently consulted on a broad basis. Staff are not informed and prepared psychologically and logistically so as to adapt and plan relative to the apparently inevitable restructuring process.
- 1.4 How does workplace bullying influence your psychological wellness? I am de-motivated as concerns harnessing the necessary and normal time, energy, concentration and commitment to carry out my duties. I am literally obsessed by the fact that I could be among those to be retrenched. This fixation drains off my mental, emotional and physical energies, and I am left devitalized. I have the sense of being "stifled and restrained from total positive self expression", which further lowers my morale.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I avoid personalizing the issues. I pray every time I feel de-motivated, saying and thinking that whatever will happen is beyond my powers and will. I can't do a thing so I will wait and see. I try to remain professional despite all. I discuss the restructuring process with friends both within and without NUL, only to realize that they are usually even more de-motivated than myself. I will not resign. I am waiting for famous retrenchment list, while trying to carry out my duties to the best of my ability.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Restructuring should be objective and transparent from the beginning, and put across through unambiguous communication. People should have been notified about procedures and criteria for different actions. This would have prepared people for the objective outcomes of the process, by knowing beforehand their degree of relevancy to the envisaged structure. Such informed and conscious persons would have had a proactive attitude towards the restructuring programme.

13 MANI

- 1.1 How would you define workplace bullying? Non-harmonious relations between immediate and, or distant supervisors; the absence of two way communication between employee and supervisor(s).
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Students:* issues over pronunciation of words when I am lecturing. This can be embracing and humiliating.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Work conditions have deteriorated drastically and staff are belittled and frustrated. Just imagine that to photocopy documents, one has to go for stamping and approval, without any communicative measures to explain and justify this harassing new turn of events. The contributions of academic staff towards the restructuring process are ignored and their support is turned down.
- 1.4 How does workplace bullying influence your psychological wellness? My motivation is hard hit because there is apparently no sense of direction in the current restructuring process. My heavy workload has stressing me up. I am feeling “out of sorts” because poor communication creates imbalance between job description, staff situation, and overall expectations.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I am just watching to see how things unfold. A lot is beyond my control. I try to remain professional and carry on academic work as usual. I always go back home to Leribe over the weekends to meet with my family and have discussions on other issues than NUL restructuring.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Put in place change management strategies. By initially concentrating on, and revamping the academic aspect of NUL would have given management the support of the latter staff, and then it would have become more technical and mechanical to deal with the non-academic staff. Quality increase and sustainability is a condition sine qua non for success in higher learning, where one cannot reduce quality and hope to be in high demand by the public.

14 NERO

- 1.1 How would you define workplace bullying? Some kind of direct or indirect harassment which demeans reduces someone in the eyes of others and self.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Management:* for asking payment of my dues I was suspended from 2006 to 2008, after being forcibly removed from office by security guards. Terms like “boss” and “sabotage” which have been introduced in administrative parlance are more reminiscent of military authoritarian leadership. I am told “you did not attend that meeting because you want to “sabotage” “your “boss.” From a “boss” mentality, hierarchy easily goes on to superimpose instructions on staff. “You have to jump when you are told to.” In my opinion, management is being used as instruments of oppression to forcibly implement the restructuring agenda. The “pecking order” has led to lecturers also using their positions to ask for sexual favors from students in exchange for marks. Someone was found guilty and had to resign from the university.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Employees are not clear about what is going to happen to them or to the institution. There is information blackout, which makes it difficult for staff to make informed decisions about the process and how they fit into it. Staff who are in fact stakeholders of restructuring are treated as victims of the process.
- 1.4 During the process of restructuring, information has no boundaries, i.e. issues which are directed for academic staff consumption are now “open secrets” for the perusal of students, non-academic staff and even members of the public. Academic staff have no privacy. The restructuring process is determined by the interests of a few persons.
- 1.5 How does workplace bullying influence your psychological wellness? I am filled with permanent anxiety, fear, and despair by the rumors that flood the campus on a daily basis. I get the feeling that I am not really valued. I know I could even leave NUL without anyone being bothered by the fact. That is how much I feel dispensable.
- 1.6 My self confidence is at an all time low when information concerning academic staff is read by everyone in the country. I feel uneasy and anxious because I easily become a laughingstock when everyone knows about my situation. Some say “oh, you didn’t get paid?” “Is NUL about to be closed?” “So they want to fire you?” My family is stressed and this in turn stresses me.
- 1.7 How do you cope with the impact of workplace bullying on your psychological wellness? I was initially worried but realized no one cares, I now suffer in silence. I focus on research and publications. I will wait and see what happens but in the meantime I try to do something constructive.
- 1.8 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? There should be a clear restructuring plan. Restructuring should consider the interests of all. There is need for mechanisms to manage diversity in NUL. Shrinking is not going to help. The process should be based on an indisputable rationale and not on political whims and caprices.

15 OPONDI

- 1.1 How would you define workplace bullying? Exploitation of others by a person in a super ordinate position, or in control of power or authority, in relation to subordinates; workplace bullying is not necessarily physical; certain things are forced and superimposed on the subordinates, even when the latter have different points of view or do not share the positions of hierarchy.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Management:* There is information blackout concerning restructuring. None is consulted, staff are called to congregation to simply listen passively without being allowed to ask questions or make comments. The Registrar says: “we thank the VC for talking to us about the process of transformation, but no questions will be entertained. It was just for your information.” “the meeting is over.” Insensitivity to the feelings and opinions of staff.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? The restructuring process adopts a top to bottom authoritarian and bullying approach. There are no proper consultations between management and academic staff. There is too much emphasis on transformation of structures and nothing on “transformation of minds and mentalities.” There is no disclosure of any formal restructuring plan. Since nothing is written and revealed, there is “free-floating anxiety” among staff. Restructuring is only verbally communicated, “we are going to do so and so” without actual consultation with academic staff. This approach makes the latter to appear as “victims-targets” of the process and not partners.
- 1.4 Leadership style is totally authoritarian. Academic staff have taken out of the loop of decision making, thereby making them standoffs. Staff, management and students are polarized at their separating and conflicting perspectives. An authoritarian approach on the part of management means that academic staff are not permitted to support, understand and accept their expected and incumbent sacrifices for long term transformation of NUL, in order for the institution to be competitive. No SWOT analysis has been conducted with all stakeholders, but the process is being rushed. The rushing agenda gives the impression that there is something management and MOET are trying to hide. NUL is the sole national university with a national responsibility, but management is acting as if it is the only stakeholder, ignoring the fact that the university is not an island, but is a heterogeneous complex. There is a bullying flattening of staff status as if lecturers, senior lecturers, associate professors and professors are equals.
- 1.5 How does workplace bullying influence your psychological wellness? I have recently become impatient and nervous with students when they make normal mistakes. I even bark at them. I also get impatient with my daughter and wife at home. When I am watching TV and my daughter wants to come and play with me, I give her that look which says “don’t you dare!” If my wife is trying to remonstrate with the child in a correct way, I will give her that look that says “you are not supposed to say that to my child”. I am always tired, but this cannot be attributed to physical fatigue. I am psychologically drained. The whole situation is taking an emotional toll on the family, especially on me.
- 1.6 My PhD work is suffering from this situation. I have no stamina to read and concentrate. I am no longer able to meet with deadlines as I used to in my honors and masters levels. I am constantly ruminating about the future of my family: “Am I going to be amongst those who will be retrenched?” “What will be the future of my family, particularly my daughter?” “If I get retrenched now, how will I raise this child, especially to provide for her education?” The anxiety is killing me. From time to time I beat my daughter and then I say to myself “she is only a child.” In the past I would only say “Don’t do that” because things were normal. The bullying abnormalities of restructuring process have

invaded my mind and are impacting on my behavior. I even threaten to raise a hand to my wife. These are not normal behaviors.

- 1.7 How do you cope with the impact of workplace bullying on your psychological wellness? I read for long periods. I work from 8am to 5pm if I have no classes. On Saturdays and Sundays (these days I don't go to church), I work in my garden because I have sacked my gardener. The reason being that "I don't know whether I would be able to pay him since I might soon be retrenched." I also do some running.
- 1.8 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Restructuring should first imply transforming mentalities and minds before transforming structures. The reverse de-forms structures, marginalizes, minimizes, belittles, and demeans persons. Benefit from the examples of universities that have successfully undergone transformation and are reaping its benefits. Carry out SWOT analysis, engage staff on equal footing, in a spirit of genuineness, trust, and good faith. Engage all stakeholders for a cross-correlation of ideas since university is a heterogeneous milieu. Students are central and core business in NUL, and they should be given their due respect, even prior to management. We need staff counseling services at all levels in the university, at individual and group levels. Consider the milestones in the evolution of NUL, in a spirit of continuity. Use the past to inform the present and the present will inform the future. There is a chain, so if the chain is cut, the question will be "are we the missing link or the necessary link." Give departments and faculties time to conceive how they think they could be transformed instead of saying "whether you like it or not you have to transform." Do things in good faith so as to avoid witch-hunting in the future "no it was not management, it was council; no not council but the ministry of education; no not the ministry, it is part of government decision."
- 1.9 Why not ask the opinions of students, even those who are still to come to NUL: "why do you prefer going to South Africa for university education, when you have a national university in your country? Question parents "why do you prefer paying exorbitant tuition fees for your children in South African universities, when you have a cheaper and an only university in your country? For lecturers "why do you do this and not that?" "why is there brain drain? Once a mosoto is doing PhD in South Africa or elsewhere, he/she never comes back. Find out reasons for those countries being more attractive. Re-positivise the image of the university. Avoid incessant and costly court cases and using of force to implement decisions. I was forcibly removed from my office and the premises of NUL by security guards. University staff should be solution providers, so that others learn from them and not vice versa. Restructuring is supposed to have long term benefits, not short term survival agendas expressed as "we were able to remove so and so by retrenchment; so and so resigned; we were able to summarily dismiss so and so and exert authority." The philosophy of restructuring should not be based on short term actions for monetary gains, but should go back to national vision, university mission and vision, which will determine the way forward. Let's move from "what kind of university do we have to what kind of university do we want?" let's also ask "what kind of workers do we want and not what kind of staff do we have?"

16 PAUL

- 1.1 How would you define workplace bullying? Being bossy on others; pushing subordinates around without any consultation and with no idea of the rationale for such behavior.
- 1.2 What are the sources and forms of workplace bullying you have experienced?*Management:* My opinions are ignored by management. I am made to feel worthless since my programme might be phased out.
- 1.3 Do you consider the ongoing restructuring process in the National University of Lesotho to have elements of workplace bullying? Until now there is no written document concerning restructuring of NUL, to indicate where we are, where we are going and how we are going. Everything is in the VC's head. No information is disclosed. We are always in the dark. No one knows what is expected from them or what to expect from management. For example in meetings, she just informs staff what to do and what she wants to do. Suggestions to make changes in the restructuring programme are ignored. She just listens but does not incorporate any external input into her agenda. That for me is bullying. Impromptu departmental and faculty meetings are always called up. The presiding Deans and Heads of Departments keep saying to staff, "We are just telling you what we have been told to tell you. We know nothing further than that." Staff leave these "information sessions" frustrated and later discharge their "repressed anger" on students.
- 1.4 The term consultation as used under restructuring is a bullying misnomer. Staff are called for consultations in tight venues which cannot contain all staff, they are summarily informed of developments, but their opinions are unconsidered.
- 1.5 How does workplace bullying influence your psychological wellness? I am de-motivated in the carrying out of my normal teaching and marking of students' tests and examinations. I lack energy to perform well in class. I mark one script for a very long time. I just feel dry. I have no stamina to plan for the future. I just feel stuck. Low energy levels make me uncertain as to whether to search for opportunities out of campus. The heavy workload also prevents and limits the time I have for effective job hunting. I am frustrated but remain tied down by heavy workload and pressurizing deadlines, thereby increasing my stress levels.
- 1.6 How do you cope with the impact of workplace bullying on your psychological wellness? I keep searching for other jobs. I feel threatened and like hypnotized by the situation. My energy level is low so that my quest to leave is halfhearted and full of procrastination. I really don't know how I make it from day to day. I feel I just "drift along." I just try to make ends meet and going through the normal routine. At times I unfortunately take out my frustration on students.
- 1.7 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Transformation which took place in 2005 was consultative (many meetings, and workshops). Restructuring should have the same spirit.

17 QUARANT

- 1.1 How would you define workplace bullying? Pushing people around; poor work relations stemming especially from management.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Management:* the restructuring process is authoritarian. I feel alienated by management because of the non-transparency surrounding the restructuring process.
- 1.3 Do you consider the ongoing restructuring process in the National University of Lesotho to have elements of workplace bullying? Restructuring is a severely bullying process. I am member of council, and we instructed management not to make any decisions without consultations with us. Management has violated this injunction with impunity. Management rejects dialogue, makes no room for consultative talks. How can you have consultations (instructions sessions in reality) without dialogue? Management has ready made decisions, but does window dressing to appear as if it carrying consultations with staff.
- 1.4 How does workplace bullying influence your psychological wellness? I feel like I have been alienated from management. I no longer have any confidence in management. I am permanently stressed due to uncertainty that overshadows the restructuring process. I am very de-motivated.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I wanted to resign but because the Bishop refused so I am still hanging on even though the situation is really alarming.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Government opinion should not be paramount in determining the vision of restructuring. Senate and Council should have the last say on issues of academic restructuring. Respect established statutes of the university. Restructuring should go beyond a scientist agenda. With the agenda of restructuring as now adopted, I once told someone this university will end up being a school of science. Some people have the belief that science is the only domain that counts. People can't all be scientists. Government personalities are not all scientists, they are mostly non-scientists. Paradoxically, the intake into science faculty of NUL is so high, but at the end of the day, many students are redeployed to the other departments and faculties, because they were initially poorly oriented. Management and government should master on the ground realities.

18RAUL

- 1.1 How would you define workplace bullying? Inappropriate, intimidating, and unprofessional demeaning of subordinate staff and colleagues, usually not based on facts, but on presumption and prejudice, in order to belittle, frustrate, and hurt psychologically and even professionally.
- 1.2 What are the sources and forms of workplace bullying you have experienced? *Academic hierarchy*: I have been shouted at by my head of department in the presence of the dean and secretary just to be humiliated and belittled. The same superior makes wrong allegations about me.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Restructuring is directly targeting our unappreciated programme (theology, counseling and religion), which is unjustifiably deemed unmarketable. The VC is not asking questions about our department's relevance. She will a priori like to see our programme phased out, but strangely we have all the reasons to see our programme continue. Lots of students are registered in it and our programme brings in a lot of money through registered students. Well then why does she have to phase out our programme? Simple bias. A few people are taking over the work of the Senate. Nothing is said or known about programmes to be phased out or brought in. "Who will teach these new programs?" The VC is just carrying out the plans of her "cronies" who do not favor our department. They do not want any dialogue with us. They prefer a wave of the hand dismissal of our department. In this sense, the restructuring is really an aimless de-structuring exercise in the name of saving money. Nonetheless, there is no proof that the process will bring money in, or conserve the little that is there at the moment. Under restructuring there is the dominant cliché that only marketable programmes will be maintained. Says who that x, y, z programmes are marketable ones? No one understands what is meant by marketability, and if the concept is not defined, then it is somebody's "wish", which is to be imposed on others.
- 1.4 The restructuring process is aimed at reducing the university to a college. The present programmes were approved by Senate which is made up of experts in the area of academics, and its members should be contacted and informed of the non-marketability of certain programmes (money being one of the reasons) they someday approved. Instead of the latter approach, management is "sneaking" behind Senate and trying to destroy what the latter has built over decades. There is no respect of due process in the current bullying restructuring process, which counts instead on intimidation thereby forcing academic staff to leave. There is another cliché under restructuring that "there is no money". You don't just go to people and declare that there is no money. You have got to prove beyond any shadow of doubt that there is no money. In other words if you have an idea that is threatening and do not back it up with facts, it raises anxiety levels, especially where sweeping statements are made without valid explanations and substantiating facts. The ambiguous state of restructuring makes it appear intimidating, bullying and stressful, in the absence of logical clarification of the process. The intention might not be to scare people out of NUL, but the outcome is the same. Students are also being intimidated by the idea of "marketable programmes". They keep asking "shall our programme be there next year?" Even those in "marketable" programmes are doubtful of their future and are as much in suspense and anxiety as those who are rumored to be registered in "unmarketable programmes". The restructuring process is rushed, unexplained, people are scared, anxious and frustrated. Making drastic, very drastic changes too soon after resumption of office, especially for an institution that has been there for decades, is abnormal and suspect, as if there is another agenda. Attempting to change decades old statutes and laws of the university in less than a year, in fact less than 3 months. "You are not serious!" The entry door is closed but the exit door is wide open. Is that how you want to restructure? That approach is nonsensical. Things are carelessly done, with a free

exit for the good and the bad staff. There are no criteria for retention. No one is being considered for rehiring except for the very exceptional cases.

- 1.5 Work conditions are depreciating despite promises to the contrary by management. The university lacks paper, ink, computers, and electricity in the classrooms for teaching, research, and community outreach. “What then are your priorities?” Our children come first. The way I see it, restructuring is using a bullying top to bottom approach, but frankly, right now we are groping in the dark, because all stakeholders are not genuinely consulted. I can’t a priori determine the intention of management, but from the overt behavior, I can deduce that the intention is not right or founded on good faith. Why is this person leading NUL towards its demise if the intentions are good? Restructuring does not directly address what has been identified as problematic, our financial management, but disturbs and disrupts teaching which is core business of NUL. There are unproved claims that restructuring is managing funds. How are you going to manage funds by kicking out university professors? Is it by cheapening our educational system that there will be a greater demand for it? Preposterous! I would say there is a high degree of poverty in management, in order to please a politician or politicians who back the process. People then do bullying and stupid things to please their political base. “They can’t even use their brains right!” Bringing the political influence into the university is where “I believe the bullying pressure is coming from.” Political games are now being played in the field of academics. The students are innocent but are now mixed up in political agendas. “That’s criminal.” As a university we are as guilty as the government because the latter is the sole funder of NUL, thereby trapping us in its ideological squabbles. A fact of utmost interest which justifies the VC’s bullying leadership during the restructuring process is her secret bid for self empowerment through a parliamentary bill, in order to fire, hire, and handle staff at her guise and her whims. Not even the Council was aware of this power bid, through which management is planning to usurp the powers of Council and Senate. These two bodies have been relegated to the periphery of decision, while management is dealing directly with the government. How can you run the university from over there? How are you going to run the country if you micromanage institutions of learning? “This is absolutely ridiculous!” We don’t see the end, we don’t see the way. The way looks like it’s going east, but the end result is said to be in the west. Even that end result we don’t even know how it looks like. We are confused because we are led by a confused management. The blind are leading the blind.
- 1.6 How does workplace bullying influence your psychological wellness? When I am constantly reminded that my programme is not marketable, I tend to lose confidence in myself, and to feel worthless and unappreciated. I point out the structural and functional weakness of management to students. My teaching is affected negatively because of present logistic limitations. I use my laptop to teach; I cannot print; without electricity in the class sockets, my computer dies out on me; I have complained for months to CSU (computer service unit) until I have given up. I am just totally frustrated. I am constantly worried about the fate of our only national university, whether I am there tomorrow or not; I am like dying inside, seeing our national university reduced to rubble.
- 1.7 How do you cope with the impact of workplace bullying on your psychological wellness? Previously I used to just teach the course, but recently I have noticed a difference in approach. Now I make comments, illustrate, using examples that are pointing at the negative aspects of the restructuring process. I somehow vent out my emotional stress on students in a controlled and educative manner. I am venting out my emotional stress on the students through forms of “logical highlighting of limitations of bullying restructuring”. I sacrifice my meager resources to perform my professional duties. I sacrifice my personal funds to print and multiply tests and exams. I cannot claim these funds but I remain passionate in the discharge of my duties. Maybe my programme will be phased out and I wouldn’t be teaching again, so I could look for another job. I remain professional under the worst of

circumstances. Once in a while, when I feel drained and don't have a class, and not for reasons of physical fitness, I jog round the stadium to recharge myself. At times when I feel tired, I ask myself "how about a drink?" I tell myself "just a can of beer" because I know my limits. I do this just to relax, because I am not a social drinker. I then ask myself "are you drinking because you are stressed? May be." I listen to music when I am not busy because it distracts me.

1.8 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? Restructuring should be a slow and careful process in partnership with all stakeholders. The whole structure cannot be transformed at the same time. Things are done by sector. Don't rush blindly. Go progressively with a sense of history. Preserve what needs to be preserved. Restructuring should take a long time, now it seems management wants to accomplish it in 9 months. Management should consider the enormity of restructuring task, make government realize the same then target what has to be remedied---staff, programmes, departments, faculties, teaching, research, community outreach. Re-implement student evaluation of staff, to identify staff to be phased out. Look for strategies to retain needed staff. Take a year or two before starting implementation of process. Use traditional structures to facilitate process, i.e. Senate and Council. Sidelining the latter means one is presumptuous.

1.9 Involve researchers, have a questionnaire to find out needs (needs assessment) from students, staff, civil society, parents, consultants, etc. Use a bottom up approach. Open hiring and rehiring windows. Have a process sketch for explaining your vision of restructuring. Prove that what you are going to do is going to save money at the end of the day, to satisfy even skeptics. Prove that pumping money for the education of the youths is not a valid effort or policy. If there is no money to educate youths, "what do you have money for?" Prove that you will get teachers for the new programmes. If there is a problem of financial management in NUL, handle that issue as it is. NUL needs financial autonomy. "Because we don't have bread doesn't mean we have to sell our rights like Esau to Jacob." "It's like we are selling our autonomy to the government in return for funding." Management should not be manipulated by the government in power. Every government has a duty to educate its youth, regardless of what kind of government it is. Education should be top priority. If there are political feuds and fights let them be done elsewhere not in front of the kids.

19 SAMUEL

- 1.1 How would you define workplace bullying? Deliberate, conscious intention to ridicule, belittle, devalue a person over time, from a position of authority, control, power and superiority in organizational hierarchy; it is consciously or unconsciously intended to cause a lowering of self esteem and a negativisation of self image; it also has undertones of jealousy, spite, hatred, a lingering superiority or inferiority complex from the bully and passive-reactivity or self assertion in the case of the intended victims.
- 1.2 What are the sources and forms of workplace bullying you have experienced?*Administrative hierarchy:* I was on several occasions humiliated and ridiculed in connection with my work. I wouldn't be surprised that lots of non-complementing rumors, statements were said behind my back or even to my face since I am a foreigner and do not speak the local dialect. Many times I was ignored and uninformed about meetings. I have been shouted at, and repeatedly reminded of my shortcomings. My views and opinions were usually disparaged, in sarcastic manner. I have had serious allegations made wrongly against me.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? Restructuring is a brutally superimposed top-to-bottom agenda. Dialogue is rejected, consultations are shallow and constitute unintegrated "monologues". Restructuring in NUL implies fragmented communication with darkening circles of mutual suspicion. Educators in NUL are held on a "leash" by emotional, mental, financial, and professional manipulation, all intended to create, sustain, and valorize fear, anxiety, impotent anger, resignation, and disempowerment. Persons at the highest level of intellectual acumen are rendered vulnerable by a non-transparent restructuring agenda manipulated by unknown power brokers.
- 1.4 How does workplace bullying influence your psychological wellness? My stress level went up and I am now suffering from high blood pressure. My intellectual stimulation is sustained because I am carrying out a terminal degree, but in other areas I feel de-motivated. I am highly motivated to leave this environment. I have a sense of constant fatigue, de-vitalization, and deflation.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I do keep fit exercises very inconstantly. I engage in prayers, and read metaphysical material. I study the Bible. I keep applying for jobs elsewhere.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff? At the political level, review definition of education, so as to reconsider the concept in the light of what it de-ontologically stands for. Simultaneously contextualize and globalize the concept of education. Coordinate research to carry out needs assessments of education stakeholders. Only then carry out restructuring based on the emerging new, realistic, idealistic and creative vision and mission. The university is the basis for the implementation and evaluation of a new vision of education.

20 THOMAS

- 1.1 How would you define workplace bullying? Workplace bullying is an employee's feeling of psychological and even physical maltreatment by his/her employer.
- 1.2 What are the sources and forms of workplace bullying you have experienced?*Management:* I am frustrated by information blackout and communication breakdown between management and myself.
- 1.3 Do you consider the ongoing restructuring process in the national University of Lesotho to have elements of workplace bullying? The current NUL restructuring which is characterized by communication breakdown and information blackout definitely harbors some elements of bullying.
- 1.4 How does workplace bullying influence your psychological wellness? I lack of motivation. I am usually depressed. I have no enthusiasm in carrying out my duties.
- 1.5 How do you cope with the impact of workplace bullying on your psychological wellness? I trust that God will take me out of here sooner than later. I keep myself busy at home by watching my favorite TV series. I remaining close to God through bible sharing with my family and friends.
- 1.6 What can be done to manage workplace bullying in NUL, in order to reduce its negative impact on the psychological wellness of academic staff?Provide total, unambiguous information to all employees concerning the restructuring process. There is need for total and complete transparency. There should be a mid and long development plan for restructuring, so that there is enough time to study the issues at stake and come up with a lasting solution.