

Once the Bullied, Now the Bully –

A Research Proposal in Reciprocal, Funneled and Diffused Stress Responses

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Abstract

A bully can destroy a victim's core sense of self, and limit their ability to be productive, (Woodward, 2014). Awareness of incivility in the workplace is on the rise. With a growing focus in globalization and advances in technology, organizations are becoming more engaged in conversations around harassment, diversity and inclusion, change management, group dynamics and social intelligence. As an effect these movements have been empowering individuals once silent to come forward about such things as incivility in the workplace. This honesty has resulted in disheartening data. A 2017 survey by the Workplace Bullying Institute estimated that 61 percent of U.S. employees are aware of abusive conduct in the workplace, 19 percent have experienced it and another 19 percent have witnessed it, (Nagele-Piazza, 2018, March). Countless articles and books have been written about how bullying impacts the victim's job satisfaction, job performance, and organizational citizenship. Topics also include how the behavior impacts a company's bottom line, (Unknown, What is the Actual Cost of Workplace Negativity?, 2016) and how culture is negatively impacted, (Monych, 2018). What we are lacking still is data on how it happens to begin with. This paper reviews what motivates someone to act in a way that she knows will harm another, and recommends research methods for collecting data on the probability of reciprocal versus funneled versus diffusive response behavior demonstrated by the victim after receiving an uncivil behavior from another for the purposes of predicting uncivil behavior, so that interventions can be administered proactively. We want measurable outcomes to illustrate that bully behavior produces bully behavior in the workplace. By understanding the bully's motivators and probabilities of the victim's response style to bullyish behavior, we may be able to lead change effectively.

Keywords: incivility in the workplace, bullying, mindfulness, organizational justice

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Introduction

What motivates a successful employee to behave in such a way that hinders the success and job satisfaction of another? Individual differences guide our motivations and specifically our values. When faced with a choice – almost any choice, we are asking ourselves the following questions in any order:

- How will I be perceived? – Emotional/Social Intelligence (Goleman, 2006)
- What is right? – Mindfulness (Langer, 1989)
- What is best for me? – Positive Intelligence (Chamine, 2012)
- Who do I care about? – Leadership Attributes (Conte & Landy, 2019)
- What is the landscape? – Burnout at Work (Leiter, Bakker, & Maslach, 2014)

Amidst these questions, without conscious intention, involuntary biological responses (neuroscience) and experiential baggage (everything that has ever happened to someone) like to weigh in potentially altering our choice. And, there is this consideration: “Individuals are influenced by social information in the form of attributions involving the intentions of others,” (Conte & Landy, 2019, Pg. 316). There is a lot happening when our A-player employee has chosen to be uncivil to another. In this paper, we will propose methods that analyze individual’s uncivil responses to stressors and how the recipient responds with either reciprocated behavior back to the initiator, or funneled behavior redirected on someone else, or self-applied diffusion of the effects of the stressor. To understand the responses to stress, we need to first understand the

motivation behind a bully's behavior, so let's review what bullying in the workplace looks like today.

Bullyish Behavior – Can you see it?

For purposes of this paper, we will consider bullying and incivility as the same and refer to them interchangeably. Both are considered gateway behavior to more severe issues like harassment or violence and should be taken seriously, (Conte & Landy, 2019, Ch. 10.4). Examples of incivility you may or may not notice include eye rolling, interrupting or talking over someone else, dismissive comments, speaking disrespectfully, and assignment to humiliating tasks, (Conte & Landy, 2019, Pg. 427). But the behavior could be less overt such as social exclusion, taking credit for someone else's work, and the horrifying whisper campaigns, (Grunberg, 2019). When I list these, I get that sickening feeling in my stomach I won't be picked for the red rover team!

The popular definition now states that bullying is repeated for greater than 6 months and generally the individual with more power is the offender, (Conte & Landy, 2019, Pg. 427). If you have never been bullied at work, count yourself lucky. Adult victims of bullying are going through grave changes mentally and physically that affect their jobs. Nielsen and Einarsen conducted a meta-analysis in 2012 and found that exposure to bullying in the workplace was associated with increased mental and physical health problems, increased burnout, increased intentions to leave the organization, reduced job satisfaction and reduced organizational commitment, (Conte & Landy, 2019, Pg. 428). There are researchers doing great work around the theory that bullies were once bullied and learned behavior has created a bully. However, we need to examine what motivates an otherwise nice person to be a bully and how that behaviour is reciprocated, funneled or diffused by the receiver, potentially and probably creating an additional

bully. The theory is that the bully is either funneling or reciprocating behavior being received, creating additional bullies that also funnel and reciprocate the behavior.

Research Assumptions

We will approach our research methods based on assumptions made about the bully and the bullied. Without one you cannot have the other. Each side of this relationship responds to a stimulus by the other and is influenced by outside stimulus at the same time. Both players affect the health of an organization and its people.

Assumption 1) Bullies and the bullied have brains that operate with emotions first and cognitive thinking second.

Assumption 2) Bullies and the bullied carry experiences influencing choices and actions.

Assumption 3) Bullies and the bullied are conscientious, empathetic and care about the organization and its people.

Assumption 4) Bullies and the bullied affect organizational culture through their behavior and actions.

Let's review the bully separately:

Bullies have Brains too – assumption 1

We know that in response to stress, an emotional hijacking can occur, triggering a reaction before the neocortex (the thinking part of our brain) has had a chance to assess the situation. Joseph LeDoux, a neuroscientist at the Center of Neural Science at New York



discover the key role of the amygdala in the emotional brain. (Goleman, 2006, Pg. 15).

Physiological reactions of fight or flight are involuntary, but as clinical psychology research indicates, other reactions to stimulus are learned. We can predict that if there is a fire

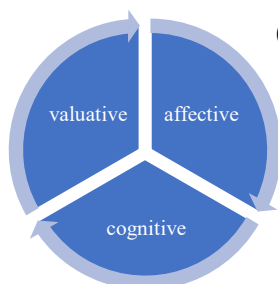
that the normal person will flee the building for safety. However, are we able to predict that a manager will socially exclude a subordinate from a team event? It is possible that even a bully's original intention is to think through something before behaving badly, but some stressor is hijacking that conscientious choice. It could be need based or it could be experiential baggage.

Experiential Baggage of a Bully – assumption 2

As you have successes and failures you draw upon memories of past experiences, you associate one event to another and those outcomes, your personal values and biases are applied, all affecting a range of emotionally intelligent decisions when interacting with others during an activity, (Cattell, 1971), and cited in my Psychology 1501 Think Piece on the GEFT model.

We learn from infancy, maybe even from the womb when we kick mom, how to get attention. We cry as babies for food, diaper changes, love, and burping. We learn as kids to ask mom instead of dad, to hint at birthday presents we want or don't want, to persuade our teachers to give us a better grade, and to convince our best friend to break up with "that" guy or gal. We learn at work to schmooze the executives, to show up to work on time, to take on the extra project, to attend the holiday party, all in an effort to fit in, be affiliated, be liked, to be promoted, to make more money, and of course to leave work with the feeling we did a solid job.

There are 3 interrelated learning processes occurring: affective (emotional), cognitive



(memory and perception), and valuative (motives, priorities), (Demick,

Training, Learning Lecture, 2019). Bullies may be making choices to

behave badly based on learned behavior influenced by memories of

previous situations, perceptions of other's motives, personal motives and

priorities of the day, all laced with emotion. We repeat our behaviors when we have a memory of

receiving what we needed when we tested that behavior, (Demick, Effects of Children and Adult Development and Learning, 2011).

Managers become managers by demonstrating skills in leading people, showing empathy, and exercising mindful qualities. A strong need-based motivator prompting the uncivil behavior would be required. If a mindful manager's needs aren't being met, it is my theory that when we hear from a victim that she is receiving the silent treatment from her manager, we might be witnessing funneled neglect. Or are we witnessing a calculated emotional detachment, (Demick, GEFT, 2014)? In either case, both behaviors indicate a lack of empathetic qualities we need in our staff and managers. Many interventions attempt to train in empathy and compassion.

Bullies are Conscientiousness – assumption 3

Empathy is a difficult trait to be taught and is argued that it cannot, (Demick, Training, Learning Lecture, 2019). At work, we all start from a place of presumed intention and presumed mental fitness – to do a good job, be noticed, be affiliated, be rewarded, and manage challenges successfully. When we hire people, we are striving to hire people that are empathetic. When the bully exerts control or manipulation from an intention to harm, she has turned off conscientiousness and empathy.

Unflappable conscientiousness is fueled by flow, (Csikszentmihalyi, 1990). Flow as defined by Mihaly is a state of pure enjoyment while focused on something we chose and that is challenging, among other characteristics. In a state of flow, one would not be able to exert harmful behaviors. Therefore, my theory is that a stressor is pulling the bully out of flow to such a disagreeable state that the irritation is being funneled upon others. Some of us are more susceptible to experience negative impact from stressors.

Researcher Chamine says that if you're not mentally fit, you'd feel mental stress, such as anxiety, frustration, or unhappiness, as you handle work and relationship challenges. In his Positive Intelligence (PQ) test, 80% of people score below the minimum level of mental fitness required for peak performance and happiness, (Chamine, 2012). It is exceedingly difficult to empathize with others and their needs when we are under stress. Those that lack mental fitness or locus of control – 80%! – negatively impact the organization.

Bullies drive our organization's culture – assumption 4

An individual's view of the extent to which she is being treated fairly will influence that individual's emotional and behavioral reactions to the work environment, (Conte & Landy, 2019, Pg. 433). Researchers Gilliland, Benson and Schepers (1998) state that once someone has demonstrated uncivil behavior, those in receipt, experience feelings of injustice. Once an injustice threshold has been exceeded through repeat offenses, there is no way to counteract the feelings, (Conte & Landy, 2019, Pg. 441). Additional research concluded that even those in proximity, not the direct receivers, experience feelings of injustice and will respond in various ways, (Reich & Hershcovis, 2014). The bystander's need to affect change is heightened by the motivator for competence, (Demick, Motivators Lecture, 2019). The need to be seen as competent could be a contributor to situational stress and we will examine this in this study.

It doesn't take a mountain of articles, books, research and results to all agree that when we witness bullying of any degree, we are left feeling dissatisfied and some of us are motivated by our need of fairness and justice to create a change. Even though the motivation seems honorable, both reciprocal and funneled behavior is risky. Negative attitudes can quickly overturn the positive attitude of an entire team or a company and the environment will become toxic, (Porath & Pearson, 2013, Jan-Feb). The referenced study by Porath and Pearson showed

that 98% of workers have experienced rudeness in the office, 80% have lost time over worry of the incident, 78% feel their commitment decline and 25% have taken frustration out on a customer.

It is this last statistic that drives this proposed research: 25% of those that were bullied admit to bullying a customer! This means 25% of bullying is funneled – passed along to others – others that have no idea what your problem is. What % is reciprocal and diffused? Before diving into research methods to measure this, let's review the victim's response to being bullied.

The Victim's Response

People go to work expecting to be treated with respect. When that norm is violated it is defined as a breach in psychological contract and that responsibility is owned by the supervisor, as an agent of the company, (Lester, Turnley, Bloodgood, & Bolino, 2002). Studies show that an employee who feels disrespected becomes stressed and is more likely to (Monych, 2018):

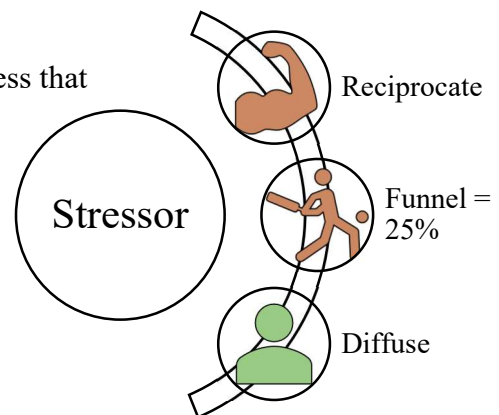
- Avoid offering new ideas and solutions which negatively impacts the organization
- Avoid offering help which negatively impacts the organization
- Take frustrations out on customers which negatively impacts the organization
- Leave the company which negatively impacts the organization
- Create inefficiencies by reducing communication with the bully, which negatively impacts the organization
- Create inefficiencies by spending less time at work which negatively impacts the organization
- Decrease productivity which negatively impacts the organization
- Lower the quality of the work which negatively impacts the organization

Reciprocal vs Funneled Response

Avoidance and taking frustration out on a customer after having been bullied is funneled behavior. Retreating and underperforming can be either reciprocal behavior (i.e. punishment toward the bully) or funneled behavior (punishment toward the company or colleagues). Other types of reciprocated responses could include sabotage or disrespect back toward the bully.

Reciprocated responses are an attempt to reestablish a balance of justice, but the response generates as much negativity as the original stimulus and the risk is an ongoing pattern of mutual disrespect. Funneled responses are even more negative because the response negatively increases the pool of individuals impacted by the original stimulus. It is my theory that the funneled behavior is the more common, and sadly it is the most damaging to the organization. In either style it is evident that self-efficacy has been impacted to a point where intervention is required, (Conte & Landy, 2019, Pg. 332-333).

It is an individual's experiential baggage and mental fitness that guides the level of social-intelligent response to a stressor. With the cited data, we know 25% is funneled and we will need to produce additional research to determine the probability of reciprocated or diffused responses.



Diffused Response

Diffusion, in this context, is not conflict resolution or mediation. That is a whole activity unto itself that seeks to change the effective trajectory of a situation causing stress. Sitting down with the offender (bully) can be terrifying for subordinates and peers alike. In this challenging scenario the issues of managing feedback arises. Entire works of organizational and I/O

psychologists are dedicated to studying feedback techniques and behaviors, (Conte & Landy, 2019, Pg. 225, 330).

In this study, we want to determine the probability of this response style to uncivil behavior using mental fitness/locus of control, stamina under stress, and resilience/hardiness as indicators.

Theoretically, if mental fitness is weak then there would always be reciprocal or funneled behavior and the situation would always require a 3rd party to intervene using mediation techniques. However, for purposes of this study, there are two types of diffused response:

- 1) Self-actualized: The person who has experienced a stressor that could result in bullyish behavior being reciprocated or funneled, decides conscientiously to diffuse or cope with the effects of the stressor, and finds a way to meet one's own needs despite the existence of the stressor, (Demick, Stress Lecture, 2019).
- 2) External intervention: A 3rd party predicts that the stressor is going to cause a need to be unmet and proactively works to diffuse the potential effects of the stressor on the worker. The practices of Work-Life Balance and Right-Person/Right-Role become critical requirements in an organization.

Methods proposed here will simulate the type of stress we feel at work created when variables like urgency, perceived unfairness or injustice, feelings of incompetence, and interruptions to personal flow are introduced.

Methods

Hypotheses

Mental fitness, experiential baggage and our motivation to have our needs met, influence our social intelligence. That social intelligence when conscientiousness is high, deters us from

reciprocating or funneling uncivil behavior. When our mental fitness threshold is surpassed, the effect of the stressor lowers our ability to be mindful, moving our positive intentions away from others and centering them upon our own immediate needs. The otherwise, normal nice person is propelled to perform bullyish behavior based on learned patterns to satisfy the immediate needs. We propose testing four theories in the workplace using volunteer, adult, workforce subjects:

Hypothesis 1) Bullyish behavior is a result of weak mental fitness/locus of control and weak resilience/hardiness and should be examined by a method of inducing various levels and cadences of stress. Where weakness exists bullyish behavior exists, and only reciprocal or funneled responses occur.

Hypothesis 2) Bullyish behavior is a result of learned patterns, motivated by the lack of or interruption of needs being met (fairness/justice, competence, and flow), and can be examined by a method of inducing various types of stress.

Hypothesis 3) Bullyish behavior begins with a stressor and is performed as reciprocated or funneled and can be examined by a method of observation following an induced stressor.

Hypothesis 4) Bullyish behavior is diffused when strong mental fitness/locus of control and resilience/hardiness exists and can be examined through surveys, observation during induced stress from the previous three examinations, and with follow-up observations post examinations.

Subject Demographics, [See Table 1](#)

- U.S based, 2 industries: 50% Healthcare, 50% Software
- 100 pairs of subjects: 100 supervisors and 100 subordinates
- 50/50 gender split
- Income requirements: Supervisor >\$60,000/k year

Assessment Design

1) Questionnaires and Surveys administered prior to any testing or exercises. Send 1 per week for 5 weeks. This will help build further understanding of observed behavior following administration of stressors in the exercises. Administrators will need to assess which motivators and needs are at play as tests and exercises commence. Data collections required:

- The Staff Survey developed at the Center of Organizational Research and Development of Acadia University, (Maslach & Leiter, The Truth About Burnout, 1997, Pg.156) will be collected from all subjects.
- The Motivational Traits Questionnaire (MTQ) will be collected from all subjects, (Conte & Landy, 2019, Pg. 338-339).
- A Motivation to Lead Questionnaire will be collected from supervisors, (Conte & Landy, 2019, Pg. 472)
- Positive Intelligence Test (PQ) will be collected from all subjects, (Chamine, 2012).
- The Maslach Burnout Inventory (MBI) measures experience at work and will be collected from all subjects, (Maslach & Leiter, 1997, Pg. 155).

2) Teamwork Under Stress Pictionary Exercise with 2 teams, supervisor with subordinate versus supervisor with subordinate will play each other. Gender balance is not required. This exercise will create stressors of urgency and competition and will require strong collaboration between a supervisor and subordinate enabling the administrator to observe behaviors in a similar environment as a workday. Data collections required:

- Blood pressure and cortisol levels will be collected from each subject before and after the exercise.

- New surveys will be administered to subjects following the exercise to capture their feelings about the experience and how each of them feels it impacted them self. The survey will also ask questions about their observations of other participants.
- Relevant questionnaires will be administered again to subjects following the exercise to capture any differences that exist from prior to the exercise.
- Administrators will observe and document behavior during the exercise.

3) Simple timed quizzes, time is sequentially compressed over four consecutive quizzes, 20 questions, 30 minutes apart with different questions in each interval of equal and simple complexity. Subjects would take the quizzes individually with at least 10 subjects to a room. At each interval the time would be compressed by 30 seconds, *but only for 50% of the subjects*. See [Table 2](#). This exercise will create stressors of urgency and affect the perception of fairness. Data collections required will be the same as #2, as well as:

- Administrators will conduct a 360 survey and interviews with the teams working with the individual over the next two weeks.

4) Complexity quizzes, where the complexity would be sequentially increased over four consecutive quizzes, 10 questions each quiz, 15 minutes allotted per quiz, 30 minutes apart, with different questions in each interval, but with an increase in complexity. Subjects would take the quizzes individually with at least 10 subjects to a room. At each interval the questions would grow in complexity, *but only for 50% of the subjects*. See [Table 3](#). This exercise will create the stressor of competence and affect the perception of fairness. Data collections required will be the same as #3.

5) Interruption of flow exercise over a 3-hour observed class where subjects are asked to bring their favorite hobby to the class (i.e. painting, Legos, puzzles, video games). During the

activity, administrators/actors will interrupt each of them in growing annoyance, beginning with twice in the first hour, 5 times in the second hour and 10 times in the 3rd hour. During each interruption, the administrator/actor will randomly behave nicely in some interruptions and rudely in other interruptions. This exercise will create the stressor of flow interruption. Data collections required will be the same as #3.

6) Retest to examine if behavior is predictable based on past behavior to the same stressors.

- Group 1, after 6 months of rest, 50% of the subjects
- Group 2, conduct training workshops for 2 months for the other 50% of the subjects to train them on positive intelligence and mindfulness, then retest at the 6th month

Results

All qualitative methods must go through a minimum of five basic steps (Giorgi, 1997) and we will approach quantitative methods using the same process:

- 1) Collection of data
- 2) Reading of the data
- 3) Breaking of the data into parts
- 4) Organization and expression of the data from a disciplinary perspective
- 5) Synthesis or summary of the data

Data Collection

Data collection is listed in the previous section.

Data Review

Questionnaires and Surveys show us the aspects of the environment that are out of sync between the supervisor and subordinate. By administering them following each activity, we are capturing shifts in motivators, changes in perceptions of the environment, and results will reveal stress indicators. We can use this data to help assess whether motivators change after a stressful event. Through observations we gain a lot of information by body language, tone of voice, and eye contact. We can use this data to help assess whether the stressors caused any uncivil behavior or increased existing uncivil behavior.

Blood pressure and cortisol results during application of stressors will provide us individual information that can be leveraged when paired with observations of behavior.

Examine Results of Testing Hypothesis 1: Where mental weakness exists, bullyish behavior exists. Through the exercises and assessments, we will be able to measure if that behavior is funneled or reciprocated and derive percentages from the results.

Examine Results of Testing Hypothesis 2: Bullyish behavior is a result of learned patterns, motivated by the lack of or interruption of needs being met. Through observations following the exercises and assessments, we will be able to measure behavior patterns related to fairness/justice, competence and flow stressors.

Examine Results of Testing Hypothesis 3: Bullyish behavior begins with a stressor. Through observations following the exercises and assessments, we will be able to measure if uncivil behavior emerges and derive percentages from the results.

Examine Results of Testing Hypothesis 4: Bullyish behavior is diffused through self-actualization when mental fitness is high. Through the exercises and assessments, we will be able to measure if that behavior is demonstrated and derive percentages from the results.

Data Parts

Data Parts include the demographics (gender, organizational role, and industry), the violated needs (fairness/justice, competence, and flow), and the behavioral response (diffused, reciprocated, or funneled) segments. The repeat testing on 50% of the subjects who have had various stress management and mindful trainings versus 50% that didn't will yield another part.

Organization and expression of the data

We would review the differences between genders.

GENDER COMPARISON		
Behavior	Men	Women
Diffused	%	%
Reciprocal	%	%
Funneled	%	%

We would review the differences between industries.

INDUSTRY COMPARISON		
Behavior	Healthcare	Software
Diffused	%	%
Reciprocal	%	%
Funneled	%	%

We would review the differences between subordinate versus supervisor.

ROLE COMPARISON		
Behavior	Supervisor	Subordinate
Diffused	%	%
Reciprocal	%	%
Funneled	%	%

We would review the differences between the various needs not met.

NEED NOT MET COMPARISON			
Behavior	Fairness/Justice	Flow	Competence
Diffused	%	%	%
Reciprocal	%	%	%
Funneled	%	%	%

We would review all questions in each questionnaire and compare the changes from each collection interval. Data parts would be expanded to review each of these results with the demographic and the needs segments.

QUESTIONNAIRES AND SURVEYS COMPARISON				
	Initial results	Delta after exercise 1	Delta after exercise 2	Delta after exercise 3
	Gender/Role/Industry/Need	Gender/Role/Industry/Need	Gender/Role/Industry/Need	Gender/Role/Industry/Need
Staff Survey				
MTQ				
MLQ				
MBI				
PQ				

Synthesis of the data

Using factor analysis and a data statistics company like Qualtrics.com, data can be synthesized to show within the demographics where the highest probability for uncivil behavior exists and under which stressors, and for which type of response. The synthesis of the survey data would show us how stressors impact our perceptions from situation to situation. Results from repeat tests with some mindfulness training will provide further insights.

Discussion and Conclusion

Taking time to understand why a conflict is occurring will allow you to collect the right tools to approach it properly, (Mediator Select, 2018). Bullyish behavior begins with a stressor that has impacted the individual's need of fairness/justice, competence and flow. Weak mental fitness and low social intelligence contribute to ineffective communication style delivered by the bully. And weak mental fitness and low social intelligence contribute to ineffective response style to bullyish behavior creating more bullies.

When submitted to a stressor that threatens a need, we have a choice in how to behave. When we exercise positive intelligence (PQ), (Chamine, 2012), we are consciously choosing how to treat others, how we respond to others and how we want to process conflict based on what is best for us personally. How we respond to stressors comes from mental fitness/locus of control and stamina/resilience/hardiness to that stressor.

It is hypothesized here that bullyish behavior is delivered in two ways: reciprocal or funneled. Based on data presented, 25% of those bullied turn around and funnel that uncivil behavior toward someone else, making the victim a bully also. This proposed study would 1) validate that percentage, 2) would reveal what percentage are behaving reciprocally, which would lead to heightened conflict issues in the organization, and 3) would reveal what percentage are diffusing their feelings through self-actualization/self-control, which would be adding to positive organizational culture.

Segmentation was created in this study to provide a wide array of subjects, unbiased to roles, genders, or industries. Exercises and experiments were created to simulate stressful situations in the workplace where fairness/justice, competence and flow are undermined. It is my hypothesis that these needs when violated cause a chain reaction leading a normal person to

behave like a bully and through reciprocal or funneled behavior, she creates a bully out of the victim. This happens because once uncivil behavior is experienced, a funneled or reciprocal reaction occurs with the receiver. If supported by data, we are given new perspective on the risks.

The risk in allowing funneled responses to continue is that there is a massive chain reaction creating additional bullies! Those who are receivers of uncivil behavior and are lacking strong mental fitness and low locus of control will be prone to funneling, (Demick, Stress Lecture, 2019). Bullies creating bullies will destroy your organization. See [Appendix A](#) for a funneled chain reaction in visual format.

The risk in allowing reciprocal responses to continue is that repeated situations can lead to the victimized person feeling a lack of fairness or competence. A reciprocated response only further violates the bully. As discussed, the bystanders will notice the behavior and a cultural negativity will grow with justice at its core. See [Appendix B](#) for a reciprocated chain reaction in visual format.

Those with strong resilience/hardiness, strong mental fitness, high locus of control, high social intelligence, high conscientiousness will mindfully choose self-actualized diffusion. This is the ideal reaction we want from leaders and staff in our organizations. Awareness for bullying is high and people are starting to come forward more often, and organizations are creating policies to help mitigate the behavior. The psychology of a bully is studied widely in children, but we have only begun to crack the surface in the workplace.

Organizational approach is challenging. People tend to think of uncivil events as being caused by individuals rather than by violations of needs being met. It can be difficult to identify the precise target of an organization intervention. This ambiguity makes it hard to implement

changes that will affect an organization's social environment, (Langer, 1989). It is this study's intent to reveal the probability of behavioral responses under stress of specific violations.

Author Note

I revisited Jack Demick's article on child/adult development, (Demick, 2011), because what I am proposing felt familiar as I was developing the proposal. His holistic systems development theory could be reapplied to the growth of a subordinate into a supervisor. The exploration of the motivators that change for both the subordinate becoming a supervisor and the supervisor mentoring the subordinate would be a worthy person-in-environment study.

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[Tables](#)

Table 1

Subject Demographics

Industry	Health					Software			
Level	Supervisor	Supervisor	Subordinate	Subordinate		Supervisor	Supervisor	Subordinate	Subordinate
Gender	M	W	M	W		M	W	M	W
Qty	25	25	25	25		25	25	25	25

Note: This table simply displays visually the demographic segments of the voluntary test subjects. Supervisors will be required to have income greater than \$60k/year.

Tables

Table 2

Assessment: Simple timed quizzes

Interval	Quiz 1	Quiz 2	Quiz 3	Quiz 4
Time Allotted	5 min	4.5 min	4 min	3.5 min
# of Questions	20 qty	20 qty	20 qty	20 qty
Complexity	Simple	Simple	Simple	Simple
Rest Period	30 min	30 min	30 min	30 min

50% of subjects would experience time compression at 4 intervals while the other 50% do not experience time compression during the 4 intervals. The subjects would be seated so that the subjects without compression are visible to the subjects with compression. The objective is to establish unfairness as a stressor in addition to the urgency of the time compression.

Tables

Table 3

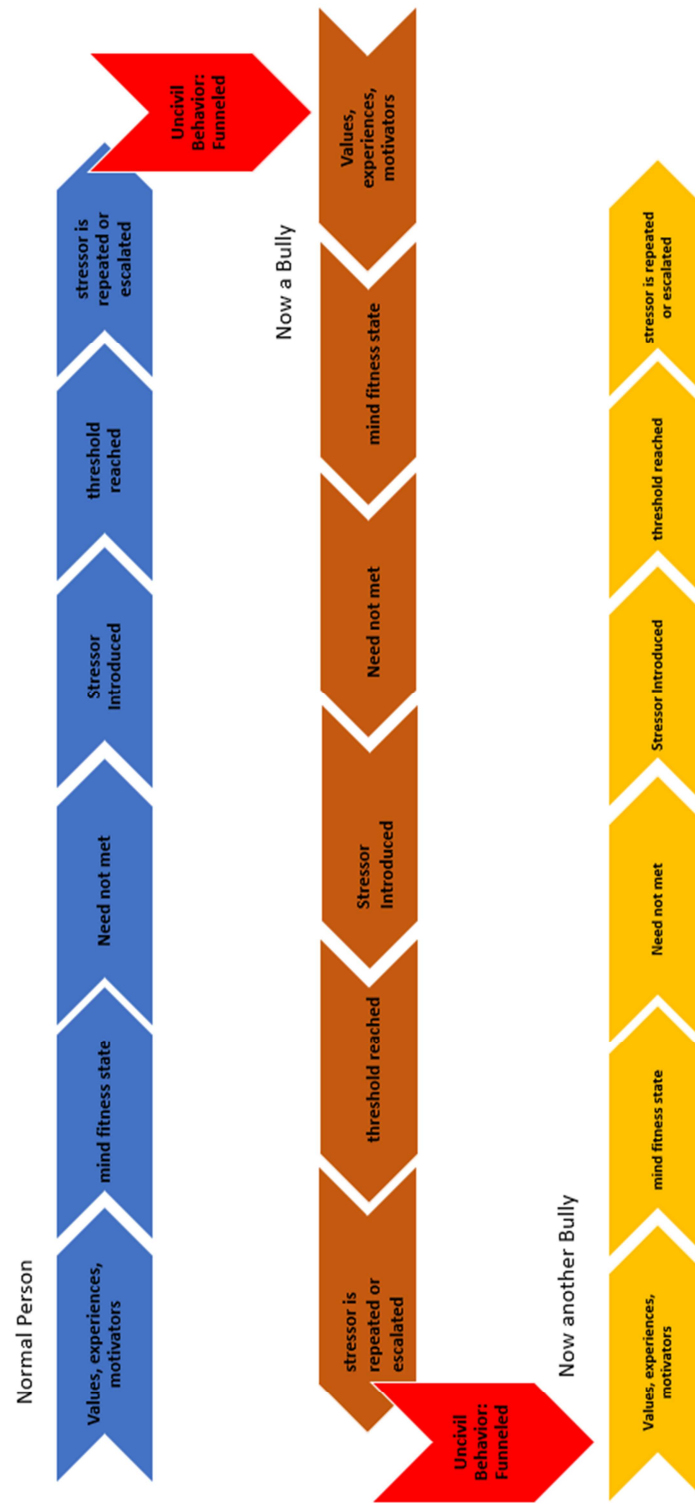
Assessment: Complexity quizzes

Interval	Quiz 1	Quiz 2	Quiz 3	Quiz 4
Time Allotted	15 min	15 min	15 min	15 min
# of Questions	10 qty	10 qty	10 qty	10 qty
Complexity	Simple	Medium	Complex	Extra Complex
Rest Period	30 min	30 min	30 min	30 min

50% of subjects would experience an increase in complexity at 4 intervals while the other 50% do not experience a change in complexity during the 4 intervals. The subjects would be seated so that the subjects without the change are visible to the subjects with the change. The objective is to establish unfairness as a stressor in addition to the concern of competence.

Appendix A

Read Page in Landscape



Appendix B

Read Page in Landscape

