

MANAGING INSTRUMENTAL COMMUNICATION IN THE CONTEXT OF THE PERCEPTION OF BULLYING AMONG NEW EMPLOYEES

Tomasz SZYMAŃSKI

Human Resource Management, Kozmiński University, Poland; 1171-sd@kozminski.edu.pl,
ORCID: 0000-0002-2616-9897

Introduction/background: Researchers have indicated that organizational change may indirectly affect workplace bullying. In the case of employees undergoing organizational change, the same stressors might be experienced only by new employees.

Aim of the paper: The aim of the article is to identify whether work experience in the organization intensifies subjective perception of bullying in the process of instrumental communication and receiving negative feedback.

Materials and methods: Relational and phenomenological methods were applied. Multi-phase mixed methods research included; shadowing, participant observation, discourse analysis, semi structured interviews, oral history interviews. Qualitative data (n = 67) gathered in the first stage in longitudinal studies was transformed into a questionnaire used in quantitative research (n = 267) in the second research stage.

Results and conclusions: The findings indicate that improper conditions for decision realization, inadequate individualization of instructions and poor feedback intensify the subjective experience of bullying. Perceived bullying in the process of instrumental communication decreases with longer work experience within the given organization and not with overall work experience.

Keywords: Bullying, mobbing, organizational change, organizational learning, employee socialization.

Introduction

Companies need to plan and implement organizational change to remain more competitive or to simply survive in the marketplace. The process of planned change is in fact “managed learning” (Schein, 1999). Due to the complexity and volatility of the economic environment, the attainment of long-run equilibrium remains highly unlikely (Simon, 1959, p. 263). Organizations are oriented towards achieving targets (Levitt & March, 1988, p. 320). “Their behavior depends on the relation between the outcomes they observe and the aspirations they have for those outcomes” (Levitt & March, 1988, p. 320). People are faced with similar

choices when they wish to improve their career prospects and decide to change their place of employment. Employees are willing to take action when they expect it will lead to desirable outcomes (Vroom, 1964). Although, job description and employment contract outline the expectations of both the employer and the new employee, it is impossible to predict all the possible outcomes of the decision due to both the inability to imagine all of them, as well as limited information (Simon, 1957). Thus, the new place of employment is a change in professional life that might result both in positive and negative outcomes. However, the process of experiencing negative aspects of change is significantly stronger than in case of positive (Kahneman & Tversky, 2013). Researchers have indicated that organizational change increases the risk of the occurrence of workplace bullying (McCarthy, 1996; McCarthy, 2001; Hutchinson et al., 2005; Skogstad et al., 2007; Baillien & De Witte, 2009; D’Cruz et al., 2014). Newly employed staff might experience similar negative outcomes as that of employees working in companies going through organizational change because they both undergo a process of change in their professional careers.

Workplace bullying is “the systemic persecution of a colleague, a subordinate or a superior which, if continued, can cause severe social, psychological and psychosomatic problems for the victim” (Einarsen, 1999, p. 17). Over the past few years, the word “bullying”, along with other related concepts, have started to appear in the public sphere more frequently. The terms: “harassment” (Brodsky, 1976), “mobbing” (Leymann, 1990), “bullying” (Adams & Bray, 1992), “victimization” (Olweus, 1994), “emotional abuse” (Keashly & Harvey, 2005), and “workplace aggression” (Baron & Neuman, 1996) are no longer solely reserved for scientists. Extensive research has raised public awareness of the phenomenon of workplace bullying (Vartia & Leka, 2011; Hanley & O’Rourke, 2016). Due to its negative connotation, ‘bullying at work’ has become a signifier that gives expression to a variety of anxieties, fears and resentment (McCarthy, 2002). Researchers have, however, identified discrepancies in subjective perception of bullying (Veenstra et al., 2007; Tolsma et al., 2013; Tatum & Grund, 2020). Indeed, the term devised to protect bullying victims can become a tool to bully others. The fact that an employee declares having subjectively experienced bullying does not mean that objectively any bullying has actually occurred (Einarsen, 1999). However, it is the subjective perception that has constituted bullying as an objective phenomenon, as it lies at the core of its definition (Brodsky, 1976; Niedl, 1996). In either case, bullying victims reported subjective perception of lowered work productivity and decreased creativity (Bassman, 1992; Einarsen, Hoel, & Cooper, 2003; Mete & Sökmen, 2016). Moreover, organizations reported financial losses, especially due to absenteeism and prolonged sick leaves of both victims and witnesses of workplace bullying (Hoel, Einarsen, et al., 2002; Pranjić et al., 2006; Beardwell & Claydon, 2010; Hoel et al., 2020).

Research aims

The purpose of the research is to verify whether work experience within a specific organization influences the subjective perception of respondents in order to identify which functions of communication process that might be associated with bullying by staff with less than 1 year work experience in the organization. Workplace bullying refers to systematic negative acts with intent to harm, that occur over a period of at least six months (Einarsen, 2000). Victims are forced into inferior positions and are unable to defend themselves (Leymann, 1996). However, the 'intent to harm' due to its ambiguity is difficult to prove, and it is frequently not included in definitions (Hoel et al., 1999; Zapf & Einarsen, 2005; Nielsen et al., 2016; Escartin et al., 2017; Rai & Agarwal, 2018; Nielsen & Einarsen, 2018).

C. Brodsky stressed that bullying is a systemic phenomenon that can only exist within a culture wherein it is permitted (Brodsky, 1976). Several authors point out that there might be structural and systemic aspects to certain behaviors and Employees who bully might simply conform to norms without intending to harm anyone (Bassman, 1992; Keashly, 2001; Keashly & Jagatic, 2002).

Organizations learn through the experience of individuals, however, organizational learning is not simply the sum of each member's learning (Mitroff & Kilmann, 1976; Hedberg, 1981). Organizations develop learning systems that not only influence their immediate members, but are also transmitted to new members by way of organization histories, norms, ideologies and routines (Fiol & Lyles, 1985).

Routines are independent of individual employees who execute them and are able to survive considerable turnover in these employees (Levitt & March, 1988). The sense of stability and strong emotional identification with norms and values translates into employee loyalty with the company (Van Maanen & Kunda, 1989). However, certain authors have pointed out that loyalty and sense of stability make organizational change much more difficult, as it intensifies the feeling of uncertainty which was previously decreased by the sense of stability (Jaques, 1957; Stacey, 1995; Huy, 1999, p. 337). Furthermore, rapid technological changes force top, middle and operational managers to redefine their roles, which no longer provides predictability in relational exchanges (Friedman & Podolny, 1992; Huff et al., 1992).

Contested belief structures and tensions associated with the difference in norms and priorities as to which role to enact might result in strategic role conflict (Walsh & Fahey, 1986; Floyd & Lane, 2000). Most common reasons for resistance to change are, among others, negative rumor – mongering, fear of the unknown, disorientation, pace of change, lack of communication, loss of autonomy, threats to power or influence, habits, unpredictability, knowledge and skill obsolescence, selective perception, economic implications (Coch & French Jr, 1948; Lawrence, 1968; Powell & Posner, 1978; Kotter & Schlesinger, 1979; Mullins, 2007; Robbins & Judge, 2009; Yilmaz & Kiliçoğlu, 2013; Lewin, 2016; Krügel & Traub, 2018).

Numerous authors indicate that organizational change may indirectly affect workplace bullying through stressors such as increased job insecurity, workload, role conflict, role ambiguity, autocratic leadership style, personal conflict, deterioration of bonds between coworkers, reduction of leader credibility, anticipation of job loss (McCarthy, Sheehan, & Kearns, 1995; McCarthy, 1996; Greenglass & Burke, 2001; Hoel, Cooper, et al., 2002; Hoel & Salin, 2002; Skogstad et al., 2007; Baillien & De Witte, 2009).

Just as in the case of employees undergoing organizational change, the same resistance to change mechanisms and stressors might be experienced by newly employed staff. For instance, the trial period is associated with decreased job security, especially due to the short notice period (Hora et al., 2016). Initial experience of new employees is imperative in adjusting to the new environment (Fogarty, 1992; Saks & Ashforth, 1997; Robinson & O'Leary-Kelly, 1998). However, new employees, either consciously or unconsciously, will inevitably experience either positive or negative conflict (Jehn, 1997). If new employees' roles are not defined in a comprehensible way, newly employed staff might experience role ambiguity and role conflict (Judeh, 2011). As a consequence, employees might not understand why their work is corrected and whether their work will be acceptable to their superior (Rizzo, House, & Lirtzman, 1970, p. 156). In addition, new employees in the process of socialization might experience role conflict and role ambiguity due to change of behavior as a function of the new situation. They might feel they have to perform duties in a different way that they should be performed (Rizzo, House, & Lirtzman, 1970, p. 156). Several authors stress that role ambiguity leads to tensions, feeling of helplessness, cognitive distortions among new employees due to insufficient information necessary to perform tasks (Hamilton, 2003; Onyemah, 2008; Judeh, 2011).

According to some researchers, role conflict, role ambiguity and stress are inevitable in the process of socialization and organizational change (Harvey & Evans, 1994; Jehn, 1995; Jahanzeb, 2010; Singh & Mishra, 2012; Karunanithi & Ponnampalam, 2013; Zhang & Huo, 2015). Others argue that harmful stress, conflicts and bullying are the result of inadequate work organization (Karasek & Theorell, 1990; Gilbreath, 2004, p. 97; Zapf, 1999; Cox & Rial-González, 2002; Leka et al., 2003; Redfern et al., 2008).

Researching workplace bullying gives rise to two propositions:

H1: Inadequate individualization of instruction in the process of instrumental communication will be positively correlated with perceived bullying.

H2: Creating improper conditions for effective decision realization in the process of instrumental communication will be positively correlated with perceived bullying.

E. Schein puts forward that “all forms of learning and change start with some form of dissatisfaction or frustration generated by data that disconfirm our expectations and hopes” (Schein, 1999, p. 60). The less competent people are, the more they tend to overestimate their performance (Darwin, 1871; Kruger & Dunning, 1999). Moreover, incompetent people suffer a dual burden: “not only do they reach erroneous conclusions and make unfortunate choices, but their incompetence robs them of the ability to realize it” (Kruger & Dunning, 1999).

J. Kruger and D. Dunning found that incompetent people are also unable to recognize competence in others (Kruger & Dunning, 1999). Thus, employees might question their immediate superiors and senior colleagues credibility (Kieżun & Kwiatkowski, 1975; Szymański, 2018).

In order to avoid unnecessary conflict, superiors might implement structural empowerment which provides employees with autonomy and control over their work (Seibert et al., 2011; Ayala Calvo & Garcia, 2018; Amor et al., 2020). Structural empowerment has been positioned as a necessary, but not sufficient, antecedent of psychological empowerment (Mathieu & Taylor, 2006). Several authors stress that empowerment needs to be adjusted not only to employees expectations, but also to the level of their competence, otherwise they will become dissatisfied and overburdened with their work (Nowakowski & Szmidt, 1984; Maynard et al., 2012; Cheong et al., 2016; Lee et al., 2018; Cheong et al., 2019). Even more qualified and experienced staff felt that empowering leaders lacked interest in their work and perceived their leadership style as *laissez faire* (Wong & Giessner, 2018, p. 777). Employees with more autonomy are forced to process additional information, as they are responsible not only for realizing tasks, but also for deciding on the manner and time of their implementation (Rubinstein et al., 2001). They require proportionally more time to complete tasks than do employees who simply follow their supervisor's guidelines (Rubinstein et al., 2001). Consequently, employees who make complex decisions and take responsibility for the obtained results might perceive autonomy as an undesirable factor and associate it only with additional duties (Spector et al., 1988; Langfred & Moye, 2004, p. 936).

Perceived high workload had direct negative relationship with new employees' job satisfaction (Russ-Eft, 2001). Additionally, research indicates increased levels of stress and insecurity in employees who perform tasks independently (Langfred & Moye, 2004). Thus, empowering leadership does not always provide better results than does a more directive style of leadership (Staw & Epstein, 2000). Moreover, bullies can use pseudo transformational and pseudo democratic leadership styles, as they are usually perceived positively by their coworkers as they provide them with the illusions of inspiration and participation in the decision process (Barling et al., 2008, pp. 852-853; Auvinen et al., 2013, p. 25; Niesche & Thomson, 2017, p. 194). Therefore, particular authors indicate that superiors should apply autocratic or paternalistic leadership style when employees are either unfamiliar or lack know-how about their jobs (Wong & Page, 2003; Iqbal et al., 2015). However, while autocratic leadership style can boost productivity, it decreases satisfaction (Lewin et al., 1939; Foels et al., 2000; Appelbaum et al., 2004; Al-Ababneh, 2013).

A further two propositions then arise:

H3: Inadequate individualization of feedback in the process of instrumental communication will be positively correlated with perceived bullying.

H4: Perceived bullying in the process of instrumental communication will be negatively correlated with longer work experience in the organization.

According to H. Simon, people who have accepted employment in a company and the authority relationship with the employer which the employment contract entails, willingly permitted their behavior to be determined to some extent by their employer (Simon, 1979, p. 502). Additionally, holding an employment contract reduces uncertainty and allows employees to predict how their work will look like – which in turn might reduce their intention to look for other employment alternatives (Simon, 1951; March et al., 1964, pp. 155-172).

Research has indicated that time spent in a particular department or function develops a viewpoint that is consistent with the activities and goals of that department or particular function (Dearborn & Simon, 1958; Walsh, 1988, p. 875). Regular exposure to the same microcosm might foster a readiness in individuals to view their broader organizational worlds in a special light ((Dearborn & Simon, 1958; Walsh, 1988, p. 875). For example, nurses through the linked process of splitting, projection and introjection, lend their individual and collective authority to ritual, which in turn authorizes them to behave in a depersonalized way towards their patients (Hirschhorn, 1988, p. 3). Splitting is a cognitive mechanism based on dichotomous black and white judgments, with inability to see both sides simultaneously (Freud, 1941; Myers & Zeigler-Hill, 2008). According to S. Freud, splitting helps to reduce anxieties associated with ambivalence of more complex and integrated evaluations (Freud, 1941; Myers & Zeigler-Hill, 2008). Nurses, therefore, often allow the practice they had once created to dominate them and followed orders regardless of patients' needs (Hirschhorn, 1988, p. 3).

Behavior in an organization is primarily based on routines, which in turn are based on interpretations of the past more than anticipations of the future (Lindblom, 1959, p. 79; Cyert & March, 1963; Nelson & Winter, 1982). Organizational action is history-dependent, it stems from a logic of appropriateness or legitimacy more than consequentiality or intention (Steinbruner, 1974; Levitt & March, 1988, p. 320). It involves matching procedures to situations more than it does calculating choices (Steinbruner, 1974; Levitt & March, 1988, p. 320). As a result, it might lead to problems of perceptual screens, personal bias, collective blindness, tunnel vision and functional fixedness (Cyert & March, 1963; Stagner, 1969; Turner, 1976; Mason & Mitroff, 1981; Katz, 1982).

Suboptimal information processing among employees might lead to heuristic and cognitive biases such as associative principles, retainment principle, focus principle, attentional bias, attentional tunneling, overconfidence, optimism bias and confirmation bias (Wason, 1968; DeJoy, 1989; Thomson, 2000; Wickens & Alexander, 2009; Dunning & Story, 1991; Furnham & Boo, 2011; Korteling et al., 2018). Moreover, people frequently do not expect regression in many contexts where it is bound to occur (Tversky & Kahneman, 1974).

D. Kahneman and A. Tversky point out that failure to recognize regression can have pernicious consequences (Tversky & Kahneman, 1974). If experienced supervisors notice that praise for good performance is typically followed by poor performance the next day, while punishment after bad performance is typically followed by good performance, they might conclude that praise is detrimental to good performance, while punishment is beneficial to good

performance (Kahneman & Tversky, 1973, pp. 250-251). Consequently, superiors will be rewarded for punishing someone, and punished for rewarding someone (Kahneman & Tversky, 1973, pp. 250-251). Still, a bully or a hypersensitive managers might have gone unnoticed 10 years ago in organizations, nowadays through open criticism and repeated punishments, he/she would easily attract attention (Cameron & Green, 2019, p. 166). Bullies, consequently, are forced to use more sophisticated methods such as knowledge sabotage which involves hiding information needed to perform a task or intentionally misinforming colleagues in order to discredit them and/or prevent them from performing their tasks efficiently (Serenko, 2020, pp. 740-741).

Manipulating information enables workplace bullies not only to harm both colleagues and employers, but also increases the likelihood of avoiding consequences and retaliation (Serenko, 2019, pp. 1270). 'Knowledge hiding' is an intentional action of not disclosing information which can be destructive to the individual trying to obtain it (Connelly et al., 2012, p. 65). 'Knowledge withholding' is an action of not disclosing information which can be destructive to individuals and/or the organization (Lin & Huang, 2010). Researchers emphasize that this does not have to be intentional, because the employee may not be aware of the fact that withholding certain pieces of information may be destructive to individuals and/or the organization (Pan et al., 2018).

Incompetence or the intention to harm may be equally destructive to the individual and the organization within the context of perception of workplace bullying. 'Knowledge hoarding' is a strategic, intentional, destructive action of not disclosing information to colleagues trying to obtain it (Evans et al., 2015). Additionally, the phenomenon of 'knowledge hoarding' involves deliberate hiding of information. This can be destructive to the organization. However, the existence and importance of the expert knowledge is not known to anyone except the person concealing it (Evans et al., 2015). Expert knowledge can be a source of power because it can reduce organizational uncertainty (Crozier et al., 1982, p. 83-85). Additionally, in the absence of support from colleagues and/or superiors, 'knowledge hoarding' seems to be the only way of defense for bullying victims (Serenko, 2019, p. 1270-1271).

Until the organization either begins to incur financial losses or qualified employees decide to resign, the employer might, either knowingly or unknowingly, tolerate bullying acts of tyrannical and disloyal managers (Kelloway et al., 2010, p. 20). Researchers stress that regular possibility of direct contact between managers responsible for making strategic decisions and their employees could partly prevent knowledge hoarding and hiding (Butt, 2020). In the era of new technologies, skillful building of trust becomes of paramount importance, it allows the company not only to develop, but also control incompetent and dishonest employees to prevent 'knowledge spillover' (Klincewicz, 2012, p. 190; Arain et al., 2019, p. 26; Latusek-Jurczak, 2020).

Methods

Data was gathered in the course of 3 stage multiphase mixed method research sessions (Creswell & Creswell, 2017). During semi-structured interviews, respondents provided their lived experience in the form of idiosyncratic accounts of behaviors and factors that cause discomfort in their workplace (Husserl, 1970; Janowitz, 1972; Sanders, 1982; Van Manen, 2016; Crowther et al., 2017). In addition, they revealed their personal strategies for realizing their professional goals within their organizations (Bourdieu, 2013; Mohr, 2013). The phenomenological approach enabled to obtain a list of behaviors which were qualified as bullying having conducted a literature review of self-report inventories and bullying typologies (Groenewald, 2004; Aspers, 2009; Nielsen, Notelaers, & Einarsen, 2011; Escartin et al., 2019). Bullying measuring scales in the literature review included: The Work Harassment Scale WHS, Leymann Inventory of Psychological Terror LIPT/LIPT II, Negative Acts Questionnaire-Revised NAQ-R, Taxonomy of Workplace Bullying TWB (Björkqvist et al., 1994; Leymann, 1997; Cowie et al., 2002; Salin, 2003; Einarsen, Hoel, & Notelaers, 2009; Escartin et al., 2009). Having analyzed the data, a qualitative questionnaire was compiled (Figure 1).

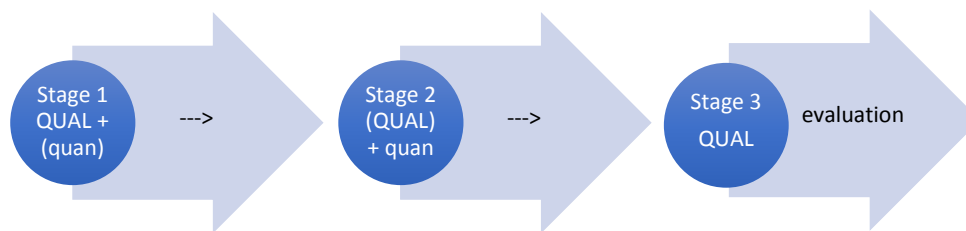


Figure 1. Research Model. Source: Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications. Creswell, J. W., & Creswell, J. D. (2017).

Findings and discussion

There is a statistical significance between bullying and incomprehensible instructions regarding the manner and time of completing tasks (H1). Newly employed staff complained about being either given unreasonable deadlines or that instructions are misunderstandable (Table 1). During the interviews, the respondents frequently accused their superiors of being incompetent as they used words and phrases they considered unprofessional. The unfamiliar professional jargon created an obstacle that might have impeded cognition. As a consequence of inadequate instructions, respondents felt criticized during the realization of their tasks (H2). Frequently, new employees were convinced that their mistakes were the fault of their superiors failing to provide them with proper instructions. The unawareness of the standardization of process and results frequently intensified subjective perception of being bullied through

constant criticism of their work (H3). Negative feedback after having received inadequate instructions and being constantly micro-managed in the process of decision realization intensified their discomfort and further developed into subjective experience of bullying by less experienced staff. Perceived bullying in the process of instrumental communication correlated negatively with longer work experience in the organization (H4). Time spent in the organization enabled to either learn or improve the required skills for more effective completion of tasks and the manner of their realization. Thus, the initial few months might intensify new employees' negativity towards their superiors and result in subjective experience of bullying.

Table 1.
Findings

Parameter	WE < 1	IC1		WE < 2	IC1	
(H1) Makes allusions, without expressing explicitly when dealing with other employees	Y	0,57***	(n = 37)	Y	0,29**	(n = 74)
	N	0,02	(n = 230)	N	0,03	(n = 193)
		IC2			IC2	
(H2) Criticizes the work of other employees	Y	0,45**	(n = 37)	Y	0,05	(n = 74)
	N	0,07	(n = 230)	N	0,05	(n = 193)
		IC3			IC3	
(H3) Criticizes the work of other employees	Y	0,71***	(n = 37)	Y	0,55***	(n = 74)
	N	0,36***	(n = 230)	N	0,36***	(n = 193)
	*p < 0,05	** p < 0,01	***p < 0,001			

Parameter – instrumental communication	Label
(H1) When I receive a task, my superior only provides me with the date of its completion, whereas the manner of its implementation is completely up to me	IC1
(H2) When I realize my tasks, my superior checks the manner of their implementation and/or suggests possible corrections	IC2
(H3) After completing the task, the superior expresses dissatisfaction if the outcome is inconsistent with their expectations and guidelines	IC3
Work experience shorter than 1 year	WE < 1
Work experience shorter than 2 years	WE < 2

Conclusion

The first year of employment is of paramount importance in the process of confidence building, as well as job performance (McKenna et al., 2003; Laschinger, 2012; Missen et al., 2014). Lack of proper mentoring and training in the process of instrumental communication between superiors and subordinates might result in subjective experience of bullying. Bullying victims may envisage similar symptoms to post-traumatic stress disorder and even react physically in specific circumstances (Björkqvist et al., 1994). Suppressed anger might be vented

online and create a negative company image of the organization (Slonje & Smith, 2008; Bartlett & Bartlett, 2011; Szmidt, 2012; Muhonen et al., 2017; Forssell, 2019). Experts in this field stress that lack of physical contact dehumanizes the victim through online disinhibition effects (Suler, 2004; Dooley et al., 2009; Kowalski et al., 2012). Perceived bullying might also incur financial losses due to legal disputes (Baruch, 2005; Orozco, 2016; Milosevic, 2016; Hoel et al., 2020). Failure to either acknowledge that phenomenon of bullying might be subjectively experienced by employees or simply being unaware of the possibility, does not relieve organizations from potential negative consequences related to its occurrence. Moreover, new employees' initial experience could provide employers with invaluable information about the workplace and prevent potentially harmful consequences to organizations, superiors and subordinates.

References

1. Adams, A., & Bray, F. (1992). Holding out against workplace harassment and bullying. *Personnel Management*, 24(10), 48-52.
2. Al-Ababneh, M. (2013). Leadership style of managers in five-star hotels and its relationship with employees job satisfaction. *International Journal of Management & Business Studies*, 3(2), 93-98.
3. Amor, A.M., Vázquez, J.P.A., & Faiña, J.A. (2020). Transformational leadership and work engagement: Exploring the mediating role of structural empowerment. *European Management Journal*, 38(1), 169-178.
4. Appelbaum, S., Bartolomucci, N., Beaumier, E., Boulanger, J., Corrigan, R., Dore, I., Girard, C., & Serroni, C. (2004). Organizational citizenship behavior: a case study of culture, leadership and trust. *Management Decision*.
5. Arain, G.A., Bhatti, Z.A., Hameed, I., & Fang, Y.-H. (2019). Top-down knowledge hiding and innovative work behavior (IWB): a three-way moderated-mediation analysis of self-efficacy and local/foreign status. *Journal of Knowledge Management*.
6. Aspers, P. (2009). Empirical phenomenology: A qualitative research approach (The Cologne Seminars). *Indo-Pacific Journal of Phenomenology*, 9(2), 1-12.
7. Auvinen, T.P., Lämsä, A.-M., Sintonen, T., & Takala, T. (2013). Leadership manipulation and ethics in storytelling. *Journal of Business Ethics*, 116(2), 415-431.
8. Ayala Calvo, J.-C., & Garcia, G.M. (2018). Hardiness as moderator of the relationship between structural and psychological empowerment on burnout in middle managers. *Journal of Occupational and Organizational Psychology*, 91(2), 362-384.
9. Baillien, E., & De Witte, H. (2009). Why is organizational change related to workplace bullying? Role conflict and job insecurity as mediators. *Economic and Industrial*

- Democracy*, 30(3), 348-371.
10. Barling, J., Christie, A., & Turner, N. (2008). Pseudo-transformational leadership: Towards the development and test of a model. *Journal of Business Ethics*, 81(4), 851-861.
 11. Baron, R.A., & Neuman, J.H. (1996). Workplace violence and workplace aggression: Evidence on their relative frequency and potential causes. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 22(3), 161-173.
 12. Bartlett, J.E., & Bartlett, M.E. (2011). Workplace bullying: An integrative literature review. *Advances in Developing Human Resources*, 13(1), 69-84.
 13. Baruch, Y. (2005). Bullying on the net: Adverse behavior on e-mail and its impact. *Information & Management*, 42(2), 361-371.
 14. Bassman, E.S. (1992). *Abuse in the workplace: Management remedies and bottom line impact*. Quorum Books Westport, CT.
 15. Beardwell, J., & Claydon, T. (2010). *Human resource management: A contemporary approach*.
 16. Björkqvist, K., Österman, K., & Hjelt-Bäck, M. (1994). Aggression among university employees. *Aggressive Behavior*, 20(3), 173-184.
 17. Bourdieu, P. (2013). *Distinction: A social critique of the judgement of taste*. Routledge.
 18. Brodsky, C.M. (1976). *The harassed worker*. DC Heath & Co.
 19. Butt, A.S. (2020). Mitigating knowledge hiding in firms: an exploratory study. *Baltic Journal of Management*.
 20. Cameron, E., & Green, M. (2019). *Making sense of change management: A complete guide to the models, tools and techniques of organizational change*. Kogan Page Publishers.
 21. Cheong, M., Spain, S.M., Yammarino, F.J., & Yun, S. (2016). Two faces of empowering leadership: Enabling and burdening. *The Leadership Quarterly*, 27(4), 602-616.
 22. Cheong, M., Yammarino, F.J., Dionne, S.D., Spain, S.M., & Tsai, C.-Y. (2019). A review of the effectiveness of empowering leadership. *The Leadership Quarterly*, 30(1), 34-58.
 23. Coch, L., & French Jr, J.R.P. (1948). Overcoming resistance to change. *Human Relations*, 1(4), 512-532.
 24. Connelly, C.E., Zweig, D., Webster, J., & Trougakos, J.P. (2012). Knowledge hiding in organizations. *Journal of Organizational Behavior*, 33(1), 64-88.
 25. Cowen Forssell, R. (2019). Cyberbullying in a boundary blurred working life: Distortion of the private and professional face on social media. *Qualitative Research in Organizations and Management*;
 26. Cowie, H., Naylor, P., Rivers, I., Smith, P.K., & Pereira, B. (2002). Measuring workplace bullying. *Aggression and Violent Behavior*, 7(1), 33-51.
 27. Cox, T., & Rial-González, E. (2002). Work-related stress: the European picture. *Working on Stress. Magazine of the European Agency for Safety and Health at Work*, 5, 4-6.
 28. Creswell, J.W., & Creswell, J.D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

29. Crowther, S., Ironside, P., Spence, D., & Smythe, L. (2017). Crafting stories in hermeneutic phenomenology research: A methodological device. *Qualitative Health Research*, 27(6), 826-835.
30. Crozier, M., Friedberg, E., & Bolesta-Kukułka, K. (1982). *Człowiek i system: ograniczenia działania zespołowego*. PWN.
31. Cyert, R.M., & March, J.G. (1963). *A behavioral theory of the firm*. Englewood Cliffs, NJ, 2.
32. D'Cruz, P., Noronha, E., & Beale, D. (2014). The workplace bullying-organizational change interface: Emerging challenges for human resource management. *The International Journal of Human Resource Management*, 25(10), 1434-1459.
33. Darwin, C. (1871). *The descent of man, and selection in relation to sex*. London, England. UK: John Murray, 1, 423.
34. Dearborn, D.C., & Simon, H.A. (1958). Selective perception: A note on the departmental identifications of executives. *Sociometry*, 21(2), 140-144.
35. DeJoy, D. M. (1989). The optimism bias and traffic accident risk perception. *Accident Analysis & Prevention*, 21(4), 333-340.
36. Dooley, J.J., Pyżalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Zeitschrift Für Psychologie/Journal of Psychology*, 217(4), 182-188.
37. Dunning, D., & Story, A.L. (1991). Depression, realism, and the overconfidence effect: Are the sadder wiser when predicting future actions and events? *Journal of Personality and Social Psychology*, 61(4), 521.
38. Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the Negative Acts Questionnaire-Revised. *Work & Stress*, 23(1), 24-44.
39. Einarsen, S. (1999). The nature and causes of bullying at work. *International Journal of Manpower*, 20(1/2), 16-27.
40. Einarsen, S. (2000). Harassment and bullying at work: A review of the Scandinavian approach. *Aggression and Violent Behavior*, 5(4), 379-401.
41. Einarsen, S., Hoel, H., & Cooper, C. (2003). *Bullying and emotional abuse in the workplace: International perspectives in research and practice*. CRC Press.
42. Escartin, J., Monzani, L., Leong, F., & Rodriguez-Carballeira, Á. (2017). A reduced form of the Workplace Bullying Scale--the EAPA-TR: A useful instrument for daily diary and experience sampling studies. *Work & Stress*, 31(1), 42-62.
43. Escartin, J., Rodriguez-Carballeira, A., Zapf, D., Porrúa, C., & Martin-Peña, J. (2009). Perceived severity of various bullying behaviours at work and the relevance of exposure to bullying. *Work & Stress*, 23(3), 191-205.
44. Escartin, J., Vranjes, I., Baillien, E., & Notelaers, G. (2019). Workplace bullying and cyberbullying scales: An overview. *Workplace Bullying. Concepts, Approaches and*

Methods. Singapore: Springer.

45. Evans, J.M., Hendron, M.G., & Oldroyd, J.B. (2015). Withholding the ace: the individual- and unit-level performance effects of self-reported and perceived knowledge hoarding. *Organization Science*, 26(2), 494-510.
46. Fiol, C.M., & Lyles, M.A. (1985). Organizational learning. *Academy of Management Review*, 10(4), 803-813.
47. Floyd, S.W., & Lane, P.J. (2000). Strategizing throughout the organization: Managing role conflict in strategic renewal. *Academy of Management Review*, 25(1), 154-177.
48. Foels, R., Driskell, J.E., Mullen, B., & Salas, E. (2000). The effects of democratic leadership on group member satisfaction: An integration. *Small Group Research*, 31(6), 676-701.
49. Fogarty, T.J. (1992). Organizational socialization in accounting firms: A theoretical framework and agenda for future research. *Accounting, Organizations and Society*, 17(2), 129-149.
50. Freud, S. (1941). Splitting of the ego in the defensive process (1938). *The International Journal of Psychoanalysis*.
51. Friedman, R.A., & Podolny, J. (1992). Differentiation of boundary spanning roles: Labor negotiations and implications for role conflict. *Administrative Science Quarterly*, 28-47.
52. Furnham, A., & Boo, H.C. (2011). A literature review of the anchoring effect. *The Journal of Socio-Economics*, 40(1), 35-42.
53. Gilbreath, B. (2004). Creating healthy workplaces: The supervisor's role. *International Review of Industrial and Organizational Psychology*, 19, 93-118.
54. Greenglass, E.R., & Burke, R.J. (2001). *Editorial introduction downsizing and restructuring: Implications for stress and anxiety*. Taylor & Francis.
55. Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(1), 42-55.
56. Hamilton, P.J.C. (2003). *A comparison of faculty role ambiguity and role conflict at freestanding and component community and technical colleges in West Virginia*.
57. Hanley, G.M., & O'Rourke, A. (2016). The race without a finishing line: legislative means for confronting bullying in the Australian workplace. *Asia Pacific Journal of Human Resources*, 54(3), 352-368.
58. Harvey, M., & Evans, R.E. (1994). Family business and multiple levels of conflict. *Family Business Review*, 7(4), 331-348.
59. Hedberg, B. (1981). How organizations learn and unlearn. *Handbook of Organizational Design (1)*, 3-27.
60. Hirschhorn, L. (1988). *The workplace within: Psychodynamics of organizational life*, Vol. 8. MIT Press.
61. Hoel, H., Cooper, C.L., & Einarsen, S.V. (2020). Organisational effects of workplace bullying. *Bullying and Harassment in the Workplace: Theory, Research and Practice*, 209.

62. Hoel, H., Cooper, C.L., & Zapf, D. (2002). *Workplace bullying and stress*.
63. Hoel, H., Einarsen, S., & Cooper, C.L. (2002). Organisational effects of bullying. In: *Bullying and Emotional Abuse in the Workplace* (pp. 163-180). CRC Press.
64. Hoel, H., Rayner, C., & Cooper, C.L. (1999). *Workplace bullying*. John Wiley & Sons Ltd.
65. Hoel, H., & Salin, D. (2002). Organisational antecedents of workplace bullying. In: *Bullying and emotional abuse in the workplace* (pp. 221-236). CRC Press.
66. Hora, O., Horáková, M., & Sirovátka, T. (2016). *Institutional determinants of early job insecurity in nine European countries*.
67. Huff, J.O., Huff, A. S., & Thomas, H. (1992). Strategic renewal and the interaction of cumulative stress and inertia. *Strategic Management Journal*, 13(S1), 55-75.
68. Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. Northwestern University Press.
69. Hutchinson, M., Vickers, M.H., Jackson, D., & Wilkes, L. (2005). "I'm gonna do what i wanna do". Organizational change as a legitimized vehicle for bullies. *Health Care Management Review*, 30(4), 331-336.
70. Huy, Q.N. (1999). Emotional capability, emotional intelligence, and radical change. *Academy of Management Review*, 24(2), 325-345.
71. Iqbal, N., Anwar, S., Haider, N., & others (2015). Effect of leadership style on employee performance. *Arabian Journal of Business and Management Review*, 5(5), 1-6.
72. Jahanzeb, H. (2010). The impact of job stress on job satisfaction among academic faculty of a mega distance learning institution in Pakistan. A case study of Allama Iqbal Open University. *Mustang Journal of Business and Ethics*, 1, 31.
73. Janowitz, M. (1972). Alfred Schutz on Phenomenology and Social Relations. In: *Sociology*, vol. 6. University of Chicago Press. <https://doi.org/10.1177/003803857200600241>
74. Jaques, E. (1957). Social systems as a defence against persecutory and depressive anxiety. In: *New directions in psychoanalysis: The significance of infant conflict in the pattern of adult behaviour* (pp. 478-498).
75. Jehn, K.A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly*, 256-282.
76. Jehn, K.A. (1997). A qualitative analysis of conflict types and dimensions in organizational groups. *Administrative Science Quarterly*, 530-557.
77. Judeh, M. (2011). Role ambiguity and role conflict as mediators of the relationship between socialization and organizational commitment. *International Business Research*, 4(3), 171-181.
78. Kahneman, D., & Tversky, A. (1973). On the psychology of prediction. *Psychological Review*, 80(4), 237.
79. Kahneman, D., & Tversky, A. (2013). Prospect theory: An analysis of decision under risk. In *Handbook of the fundamentals of financial decision making: Part I* (pp. 99-127). World

Scientific.

80. Karasek, R.A., & Theorell, T. (1990). *Healthy work Basic Books*. New York, 54.
81. Karunanithi, K., & Ponnampalam, A. (2013). A study of the effect of stress on performance of employees in commercial bank of Ceylon in the Eastern Province. *European Journal of Business and Management*, 5(27), 87-95.
82. Katz, R. (1982). *Career issues in human resource management*. Prentice Hall.
83. Keashly, L. (2001). Interpersonal and systemic aspects of emotional abuse at work: The target's perspective. *Violence and Victims*, 16(3), 233-268.
84. Keashly, L., & Harvey, S. (2005). *Emotional Abuse in the Workplace*.
85. Keashly, L., & Jagatic, K. (2002). By any other name: American perspectives on workplace bullying. In: *Bullying and emotional abuse in the workplace* (pp. 49-79). CRC Press.
86. Kelloway, E.K., Francis, L., Prosser, M., & Cameron, J.E. (2010). Counterproductive work behavior as protest. *Human Resource Management Review*, 20(1), 18-25.
87. Kieżun, W., & Kwiatkowski, S. (1975). *Style kierowania. Teoria i Praktyka*. Warszawa: KiW, 193.
88. Klineciewicz, K. (2012). Systemy i struktury gromadzenia i rozpowszechniania wiedzy. In: D. Jemielnik (ed.), *Zarządzanie Wiedzą*. Warszawa, 176-219.
89. Korteling, J.E., Brouwer, A.-M., & Toet, A. (2018). A neural network framework for cognitive bias. *Frontiers in Psychology*, 9, 1561.
90. Kotter, J.P., & Schlesinger, L.A. (1979). *Choosing strategies for change*. Harvard Business Review.
91. Kowalski, R.M., Limber, S.P., & Agatston, P.W. (2012). *Cyberbullying: Bullying in the digital age*. John Wiley & Sons.
92. Krügel, J.P., & Traub, S. (2018). Reciprocity and resistance to change: An experimental study. *Journal of Economic Behavior & Organization*, 147, 95-114.
93. Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, 77(6), 1121.
94. Langfred, C.W., & Moye, N.A. (2004). Effects of task autonomy on performance: an extended model considering motivational, informational, and structural mechanisms. *Journal of Applied Psychology*, 89(6), 934.
95. Laschinger, H.K.S. (2012). Job and career satisfaction and turnover intentions of newly graduated nurses. *Journal of Nursing Management*, 20(4), 472-484.
96. Latusek-Jurczak, D. (2020). Zaufanie niezbyt warte zaufania: dlaczego relacje w biznesie warto traktować z większą dozą ostrożności? *Personel i Zarządzanie*, 1, 62-65.
97. Lawrence, P.R. (1968). *How to deal with resistance to change*. Harvard Business Review Case Services.
98. Lee, A., Willis, S., & Tian, A.W. (2018). Empowering leadership: A meta-analytic examination of incremental contribution, mediation, and moderation. *Journal of*

- Organizational Behavior*, 39(3), 306-325.
99. Leka, S., Griffiths, A., Cox, T., Organization, W.H., & others (2003). *Work organisation and stress: systematic problem approaches for employers, managers and trade union representatives*. World Health Organization.
100. Levitt, B., & March, J.G. (1988). Organizational learning. *Annual Review of Sociology*, 14(1), 319-338.
101. Lewin, K. (2016). Frontiers in group dynamics: Concept, method and reality in social science; social equilibria and social change. *Human Relations*.
102. Lewin, K., Lippitt, R., & White, R.K. (1939). Patterns of aggressive behavior in experimentally created "social climates". *The Journal of Social Psychology*, 10(2), 269-299.
103. Leymann, H. (1990). Mobbing and psychological terror at workplaces. *Violence and Victims*, 5(2), 119-126.
104. Leymann, H. (1996). The content and development of mobbing at work. *European Journal of Work and Organizational Psychology*, 5(2), 165-184.
105. Leymann, H. (1997). The definition of mobbing at workplaces. *The Mobbing Encyclopaedia*.
106. Lin, T.-C., & Huang, C.-C. (2010). Withholding effort in knowledge contribution: The role of social exchange and social cognitive on project teams. *Information & Management*, 47(3), 188-196.
107. Lindblom, C.E. (1959). The science of "muddling through". *Public Administration Review*, 79-88.
108. March, J.G., Guetzkow, H., Simon, H.A., Łypacewicz, S., & Lipiński, E. (1964). *Teoria organizacji*. PWN.
109. Mason, R.O., & Mitroff, I.I. (1981). *Challenging strategic planning assumptions: Theory, cases, and techniques*. John Wiley & Sons Inc.
110. Mathieu, J.E., & Taylor, S.R. (2006). Clarifying conditions and decision points for mediational type inferences in organizational behavior. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 27(8), 1031-1056.
111. Maynard, M.T., Gilson, L.L., & Mathieu, J.E. (2012). Empowerment—fad or fab? A multilevel review of the past two decades of research. *Journal of Management*, 38(4), 1231-1281.
112. McCarthy, P. (1996). When the mask slips: Inappropriate coercion in organisations undergoing restructuring. *Bullying: From Backyard to Boardroom*, 47, 65.
113. McCarthy, P. (2001). *Bullying: From backyard to boardroom*. Federation Press.
114. McCarthy, P. (2002). Bullying at work: A postmodern experience. In: *Bullying and emotional abuse in the workplace* (pp. 249-262). CRC Press.
115. McCarthy, P., Sheehan, M., & Kearns, D. (1995). *Managerial Styles and Their Effects on*

- Employees Health and Well-Being a Organisations Undergoing Restructuring*. Faculty of Commerce and Administration.
116. McKenna, B.G., Smith, N.A., Poole, S.J., & Coverdale, J.H. (2003). Horizontal violence: Experiences of registered nurses in their first year of practice. *Journal of Advanced Nursing*, 42(1), 90-96.
117. Mete, E.S., & Sökmen, A. (2016). The influence of workplace bullying on employee's job performance, job satisfaction and turnover intention in a newly established private hospital. *International Review of Management and Business Research*, 5(1), 65.
118. Milosevic, T. (2016). Social media companies' cyberbullying policies. *International Journal of Communication*, 10, 22.
119. Missen, K., McKenna, L., & Beauchamp, A. (2014). Satisfaction of newly graduated nurses enrolled in transition-to-practice programmes in their first year of employment: a systematic review. *Journal of Advanced Nursing*, 70(11), 2419-2433.
120. Mitroff, I.I., & Kilmann, R.H. (1976). On organization stories: An approach to the design and analysis of organizations through myths and stories. *The Management of Organization Design*, 1, 189-207.
121. Mohr, J.W. (2013). Bourdieu's relational method in theory and in practice: From fields and capitals to networks and institutions (and back again). In: *Applying relational sociology* (pp. 101-135). Springer.
122. Muhonen, T., Jönsson, S., & Bäckström, M. (2017). Consequences of cyberbullying behaviour in working life. *International Journal of Workplace Health Management*.
123. Mullins, L J. (2007). *Management and organisational behaviour*. Pearson education.
124. Myers, E.M., & Zeigler-Hill, V. (2008). No shades of gray: Splitting and self-esteem instability. *Personality and Individual Differences*, 45(2), 139-145.
125. Nelson, R.R., & Winter, S.G. (1982). *An evolutionnary theory of economic change*. Cambridge, Mass. and London, Belknap Harvard.
126. Niedl, K. (1996). Mobbing and well-being: Economic and personnel development implications. *European Journal of Work and Organizational Psychology*, 5(2), 239-249.
127. Nielsen, M.B., Notelaers, G., & Einarsen, S. (2011). Measuring exposure to workplace bullying. *Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice*, 2, 149-174.
128. Nielsen, M.B., & Einarsen, S.V. (2018). What we know, what we do not know, and what we should and could have known about workplace bullying: an overview of the literature and agenda for future research. *Aggression and Violent Behavior*, 42, 71-83.
129. Nielsen, M.B., Hoel, H., Zapf, D., & Einarsen, S. (2016). *Exposure to aggression in the workplace*.
130. Niesche, R., & Thomson, P. (2017). Freedom to what ends?—School autonomy in neoliberal times. *The Wiley International Handbook of Educational Leadership*, 193-206.
131. Nowakowski, J., & Szmidt, C. (1984). Wydajność pracy a jej treść. *Zeszyty Naukowe*.

- Organizacja i Zarządzanie, Politechnika Łódzka, 16, 449, 93-103.*
132. Olweus, D. (1994). Bullying at school. In: *Aggressive behavior* (pp. 97-130). Springer.
133. Onyemah, V. (2008). Role Ambiguity, Role Conflict, and Performance: Empirical Evidence of an Inverted-U Relationship. *Journal of Personal Selling & Sales Management, 28*(3), 299-313.
134. Orozco, D. (2016). Strategic legal bullying. *NYUJL & Bus., 13, 137.*
135. Pan, W., Zhang, Q., Teo, T.S.H., & Lim, V.K.G. (2018). The dark triad and knowledge hiding. *International Journal of Information Management, 42, 36-48.*
136. Powell, G., & Posner, B.Z. (1978). Resistance to change reconsidered: Implications for managers. *Human Resource Management (Pre-1986), 17*(1), 29.
137. Pranjić, N., Maleš-Bilić, L., Beganlić, A., & Mustajbegović, J. (2006). Mobbing, stress, and work ability index among physicians in Bosnia and Herzegovina: survey study. *Croatian Medical Journal, 47*(5), 750-758.
138. Rai, A., & Agarwal, U.A. (2018). A review of literature on mediators and moderators of workplace bullying. *Management Research Review.*
139. Redfern, D.C., Rees, C.J., & Rowlands, K.E. (2008). Occupational stress: consensus or divergence? A challenge for training and development specialists. *Industrial and Commercial Training.*
140. Rizzo, J.R., House, R.J., & Lirtzman, S.I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly, 150-163.*
141. Robbins, S.P., & Judge, T. (2009). *Organizational Behavior, Chapter 8.* Pearson/Prentice Hall.
142. Robinson, S.L., & O'Leary-Kelly, A.M. (1998). Monkey see, monkey do: The influence of work groups on the antisocial behavior of employees. *Academy of Management Journal, 41*(6), 658-672.
143. Rubinstein, J.S., Meyer, D.E., & Evans, J.E. (2001). Executive control of cognitive processes in task switching. *Journal of Experimental Psychology: Human Perception and Performance, 27*(4), 763.
144. Russ-Eft, D. (2001). Workload, stress, and human resource development. *Human Resource Development Quarterly, 12*(1), 1.
145. Saks, A.M., & Ashforth, B.E. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior, 51*(2), 234-279.
146. Salin, D. (2003). Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment. *Human Relations, 56*(10), 1213-1232.
147. Sanders, P. (1982). Phenomenology: A new way of viewing organizational research. *Academy of Management Review, 7*(3), 353-360.
148. Schein, E.H. (1999). Kurt Lewin's change theory in the field and in the classroom: Notes

- toward a model of managed learning. *Reflections: The SoL Journal*, 1(1), 59-74.
149. Seibert, S.E., Wang, G., & Courtright, S.H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied Psychology*, 96(5), 981.
150. Serenko, A. (2019). Knowledge sabotage as an extreme form of counterproductive knowledge behavior: conceptualization, typology, and empirical demonstration. *Journal of Knowledge Management*.
151. Serenko, A. (2020). Knowledge sabotage as an extreme form of counterproductive knowledge behavior: the perspective of the target. *Journal of Knowledge Management*.
152. Simon, H. (1957). A behavioral model of rational choice. *Models of Man, Social and Rational: Mathematical Essays on Rational Human Behavior in a Social Setting*, 241-260.
153. Simon, H.A. (1951). A formal theory of the employment relationship. *Econometrica: Journal of the Econometric Society*, 293-305.
154. Simon, H.A. (1959). Theories of decision-making in economics and behavioral science. *The American Economic Review*, 49(3), 253-283.
155. Simon, H.A. (1979). Rational decision making in business organizations. *The American Economic Review*, 69(4), 493-513.
156. Singh, A., & Mishra, A.K. (2012). Impact of organizational climate in experiencing occupational stress among executives of Indian information technology organisations. *Management Convergence*, 2(2), 31-40.
157. Skogstad, A., Matthiesen, S.B., & Einarsen, S. (2007). Organizational changes: a precursor of bullying at work? *International Journal of Organization Theory and Behavior*, 10(1), 58.
158. Slonje, R., & Smith, P.K. (2008). Cyberbullying: Another main type of bullying? *Scandinavian Journal of Psychology*, 49(2), 147-154.
159. Spector, P.E., Dwyer, D.J., & Jex, S.M. (1988). Relation of job stressors to affective, health, and performance outcomes: a comparison of multiple data sources. *Journal of Applied Psychology*, 73(1), 11.
160. Stacey, R.D. (1995). The science of complexity: An alternative perspective for strategic change processes. *Strategic Management Journal*, 16(6), 477-495.
161. Stagner, R. (1969). Corporate decision making: An empirical study. *Journal of Applied Psychology*, 53(1p1), 1.
162. Staw, B.M., & Epstein, L.D. (2000). What bandwagons bring: Effects of popular management techniques on corporate performance, reputation, and CEO pay. *Administrative Science Quarterly*, 45(3), 523-556.
163. Steinbruner, J.D. (1974). The cybernetic theory of decision. *Princeton, NJ: Princeton*.
164. Suler, J. (2004). The online disinhibition effect. *Cyberpsychology & Behavior*, 7(3), 321-326.

165. Szmidt, C. (2012). Mobbing - istota, przyczyny i skutki. In: T. Wyka, C. Szmidt (eds.), *Wieloaspektowość mobbingu w stosunkach pracy* (pp. 15-30). Warszawa: POLTEXT.
166. Szymański, T. (2018). Similarities of Leadership and Mobbing Behaviors and Their Non-Legal Consequences for Employers. *Acta Universitatis Nicolai Copernici. Zarządzanie*, 45(1), 151-160.
167. Tatum, T.G., & Grund, T.U. (2020). Accusation and confession discrepancies in bullying: Dual-perspective networks and individual-level attributes. *Social Networks*, 60, 61-70.
168. Thomson, A.M. (2000). Facilitation, augmentation and potentiation at central synapses. *Trends in Neurosciences*, 23(7), 305-312.
169. Tolsma, J., van Deurzen, I., Stark, T.H., & Veenstra, R. (2013). Who is bullying whom in ethnically diverse primary schools? Exploring links between bullying, ethnicity, and ethnic diversity in Dutch primary schools. *Social Networks*, 35(1), 51-61.
170. Turner, B.A. (1976). The organizational and interorganizational development of disasters. *Administrative Science Quarterly*, 378-397.
171. Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), 1124-1131.
172. Van Maanen, J., & Kunda, G. (1989). Real feelings. Emotional expression and organizational culture. In: L.L. Cummings, B.M. Staw (eds.), *Research in organizational behaviour*, vol. 11. Greenwich: JAI Press.
173. Van Manen, M. (2016). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Routledge.
174. Vartia, M., & Leka, S. (2011). Interventions for the prevention and management of bullying at work. *Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice*, 2, 359-379.
175. Veenstra, R., Lindenberg, S., Zijlstra, B.J.H., De Winter, A.F., Verhulst, F.C., & Ormel, J. (2007). The dyadic nature of bullying and victimization: Testing a dual-perspective theory. *Child Development*, 78(6), 1843-1854.
176. Vroom, V.H. (1964). *Work and motivation*. New York: John Wiley & Sons, Inc., VroomWork and Motivation.
177. Walsh, J.P. (1988). Selectivity and selective perception: An investigation of managers' belief structures and information processing. *Academy of Management Journal*, 31(4), 873-896.
178. Walsh, J.P., & Fahey, L. (1986). The role of negotiated belief structures in strategy making. *Journal of Management*, 12(3), 325-338.
179. Wason, P.C. (1968). Reasoning about a rule. *Quarterly Journal of Experimental Psychology*, 20(3), 273-281.
180. Wickens, C.D., & Alexander, A.L. (2009). Attentional tunneling and task management in synthetic vision displays. *The International Journal of Aviation Psychology*, 19(2), 182-199.

181. Wong, P.T.P., & Page, D. (2003). *An opponent-process model of servant leadership and a typology of leadership styles*. Servant Leadership Roundtable at Regent University, Virginia Beach, VA.
182. Wong, S.I., & Giessner, S.R. (2018). The thin line between empowering and laissez-faire leadership: An expectancy-match perspective. *Journal of Management*, 44(2), 757-783.
183. Yilmaz, D., & Kiliçouglu, G. (2013). Resistance to change and ways of reducing resistance in educational organizations. *European Journal of Research on Education*, 1(1), 14-21.
184. Zapf, D. (1999). Organisational, work group related and personal causes of mobbing/bullying at work. *International Journal of Manpower*, 20(1/2), 70-85.
185. Zapf, D., & Einarsen, S. (2005). *Mobbing at Work: Escalated Conflicts in Organizations*.
186. Zhang, L., & Huo, X. (2015). The impact of interpersonal conflict on construction project performance. *International Journal of Conflict Management*.