

Employees' experience of workplace bullying: A study of Chinese workers in the New Zealand hospitality industry

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Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledges), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of high learning.

PingGong

Signed by Ping Gong

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Abstract

The issue of workplace bullying has been studied in different countries and industries; however, researches into workplace bullying in the New Zealand hospitality industry are limited. This small exploratory study identified sources, impacts, and influential factors of workplace bullying, and the coping strategies of those subjected to workplace bullying, particularly focusing on Chinese workers in the New Zealand hospitality industry. The research was conducted using a qualitative approach. Eight Chinese workers from New Zealand hospitality businesses completed semi-structured interviews, and data were analysed using thematic coding.

The research findings show three major sources of workplace bullying in New Zealand hospitality workplaces: superiors, senior colleagues and guests. Perpetrators' bullying behaviours were verbal abuse, ostracising behaviour, sexual harassment, unfair workload and false accusations/blame, and such bullying contributes to Chinese workers' negative emotions and work performance. The five influential factors including weak organisational support, English language difficulties, introverted and timid personalities, lack of work-related experience and skills, and Chinese cultural behaviours were identified as contributing to the bullying of Chinese workers in New Zealand hospitality workplaces. Chinese workers in this study coped with bullying using avoidance and rejection, talking to peers and seeking help from organisations. Additionally, Chinese cultural values were found to contribute to workers' timid personalities, further orienting their avoidance and tolerance behaviour towards workplace bullying, and traditional high-power distance in Chinese workplaces also led to bullying.

The findings of this study contribute to research into workplace bullying in New Zealand by allocating a particular focus on Chinese workers in the New Zealand hospitality industry. The research results offer valuable insights into understanding Chinese workers' experiences of workplace bullying in New Zealand hospitality workplaces, and the discussion provides practical information to New Zealand hospitality organisations to help them develop anti-bullying policy and strategies.

CHAPTER 1 INTRODUCTION

This research aims to explore sources, impacts and influential factors of workplace bullying, and the coping strategies of individuals subjected to workplace bullying, by investigating Chinese workers' experiences of workplace bullying in the New Zealand hospitality industry. This chapter firstly provides context information regarding the topic of workplace bullying, and then identifies the research aims and questions. It further outlines the significance and contribution of this research. A synthesis of research methodology and methods used is described and the content structure is also outlined to present an overview of the research.

1.1 Research background

A major problem facing some organisations is the occurrence of workplace bullying. This issue is becoming prevalent in many countries and industries. For example, Van Heugten (2013) found that about 10% to 20% of employees in Europe, the United States (US), Australia and New Zealand experience bullying annually. As an anti-social behaviour, workplace bullying has adverse impacts on employees (Bentley *et al.*, 2012; Ram, 2015). As argued by Bulutlar and Öz (2009), targets of bullying report more negative emotions, such as depression, anxiety and stress than those who have not been bullied at work. Not surprisingly, employees' negative emotions have adverse consequences on their work positivity and performance (Giorgi, Leon-perez & Arenas, 2015; Van Schalkwyk & Els, 2011). Therefore, it is important for employees to understand the nature of workplace bullying and find effective approaches to cope with bullying. Also, for providing documented support to employees, researchers need to pay attention to the issue of workplace bullying.

Mathisen, Einarsen and Mykletun (2008) suggested that hospitality workers suffer more workplace bullying than workers in other sectors, and Liu (2014) pointed out that migrants often become targets of bullying in the hospitality industry. Thus, it is worthwhile to study the issue of workplace bullying focusing on migrant workers in the hospitality industry. As an immigrant-friendly country, New Zealand attracts a high number of migrant workers (Ward & Masgoret, 2008) and, in recent years, with the marked growth in numbers of residents born overseas, workplace bullying in New Zealand appears to be increasing (Bentley *et al.*, 2012). As one of the largest migrant groups in New Zealand, it is possible that Chinese workers in New Zealand workplaces

suffer more bullying than New Zealand Europeans or other workers, and many will be found working in hospitality sectors (Liu, 2014). It is therefore important to study the bullying of Chinese nationals in New Zealand to try to understand the sources of their bullying experience, the influences of workplace bullying on them, the extent and causes of any bullying affecting them, and the coping strategies they adopt when bullied at work.

1.2 Research aims and questions

The purposes of this research were to explore sources, impacts and influential factors of workplace bullying, and coping strategies of individuals subjected to workplace bullying by investigating Chinese hospitality workers' experiences of bullying in New Zealand workplaces. The research involved two groups of Chinese workers: those who worked for Chinese employers and those who worked for other employers. To achieve the research aims, two research questions were addressed:

Q1: What experiences of bullying do Chinese workers have in New Zealand hospitality workplaces where the employers are Chinese?

Q2: What experiences of bullying do Chinese workers have in New Zealand hospitality workplaces where the employers are not Chinese?

1.3 Significance of the research

This research makes both theoretical contributions to the extant research into workplace bullying and practical contributions to New Zealand hospitality workers and organisations. Firstly, the study enriches research into workplace bullying in New Zealand by allocating a particular focus on Chinese workers in New Zealand hospitality workplaces. Secondly, by investigating Chinese workers' experiences of bullying in New Zealand hospitality workplaces, this research reveals a model which provides valuable insights into such experiences. Thirdly, the research results provide documented information for both employees and employers about the nature of workplace bullying in the New Zealand hospitality industry. Also, the research results reveal the sources, impacts and influential factors of workplace bullying, which provide practical direction to employees regarding their coping strategies towards workplace bullying; and the results also provide practical information to hospitality organisations to help them develop policy and strategies in preventing and solving workplace bullying.

1.4 Research methodology and methods

This research was conducted using the qualitative-inductive approach. The primary purpose of this research was to understand the phenomenon of Chinese workers being bullied in New Zealand hospitality workplaces. Semi-structured interviews and thematic coding methods were used to complete the data collection and analysis. By adopting the snowball sampling approach, eight Chinese workers from New Zealand hospitality sectors were invited. Among the eight Chinese workers, four of them were from Chinese employers' businesses and the other four were from other employers' businesses. Findings were identified by interpreting the major themes emerging from the thematic analysis. The findings were also discussed and compared to the extant literature to reveal significant findings and implications.

1.5 Dissertation structure

The dissertation consists of six chapters: introduction, literature review, methodology, findings, discussion and conclusion. The main contents of the chapters are as follows:

Chapter 2: Literature review. This chapter reviews previous research that examined workplace bullying and provides a background to the study and a rationale for the research aims. The chapter focuses on definitions of workplace bullying, types of workplace bullying behaviours, influential factors of workplace bullying, impacts of workplace bullying and coping strategies of individuals subjected to workplace bullying. Also, research into workplace bullying in the specific context of the hospitality industry and an ethnic minority were reviewed. The chapter concludes by summarising the gaps in the extant research, and linking these to the aims of the study.

Chapter 3: Methodology. This chapter explains the research methodology and methods applied in this study. A qualitative-inductive approach is introduced and explanations provided about how it is applied. The semi-structured interviews and thematic analysis methods used to complete data collection and analysis are described in full.

Chapter 4: Findings. Chapter four presents the findings of this research. Four major categories were revealed: perpetrators of bullying, bullying behaviours, emotional and behavioural effects on victims and contributory factors to workplace bullying. Several themes such as superiors, verbal abuse and negative emotions were divided into four

major categories according to their relevance to the categories. The major findings were revealed by interpreting the identified categories and themes.

Chapter 5: Discussion. The discussion chapter analyses the major findings regarding sources, impacts and influential factors of workplace bullying, and coping strategies of Chinese workers subjected to workplace bullying. The major findings and analysis results are also compared to previous research to identify consistency or the distinction between results of previous research and the findings of this study. The inconsistencies between the major findings and extant research are discussed to reveal further nuances of the findings of this research. The summary is outlined at the end of the chapter to identify significant findings regarding the relationship between workplace bullying and Chinese culturally oriented behaviours.

Chapter 6: Conclusion. This chapter presents the theoretical and practical implications of the research, including enriching research into workplace bullying in the New Zealand hospitality industry and provides practical information to New Zealand hospitality workers and organisations. The limitations of samples and methods of the research and recommendations for future research are then discussed.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the issue of workplace bullying by reviewing relevant research. Firstly, for the purpose of providing a working definition of workplace bullying for this research, extant definitional criteria of workplace bullying are integrated and discussed. Then, the chapter reviews classifications of workplace bullying behaviours revealed by extant research followed by a review of previous research aimed at identifying influential factors and impacts of workplace bullying. Further research into coping strategies that individuals subjected to workplace bullying have used is discussed. Also, literature relating to workplace bullying in the specific context of the hospitality industry and an ethnic minority is reviewed. The chapter concludes by summarising gaps in the extant research, and linking these to the aims of this study.

2.2 Definitions of workplace bullying

Workplace bullying is extended from the term of school bullying. Generally, it is a form of interpersonal conflicts and refers to aggressive behaviours in the workplace that could bring negative impacts to victims (Bentley *et al.*, 2012). The extant definitions of workplace bullying varied due to different definitional criteria (Liu, 2014). According to Salin (2008) and Hauge, Skogstad and Einarsen (2009), when defining workplace bullying, one significant criterion was the property of persistent negative behaviours. This criterion emphasised that workplace bullying did not occur occasionally but was prolonged over a period of time. Liefogh and Mac Davey (2001) and Salin (2008) argued that workplace bullying does not only refer to superiors' negative or harmful acts to their subordinates, but also all employees in the workplace may be at any time a bully or a victim. This statement indicated that workplace bullying is not restricted to leadership behaviours but can occur at the same hierarchical level and even upwards. Also, as suggested by Zapf and Gross (2001) and Salin (2003b), the occurrence of workplace bullying is associated with an imbalance of power. That means, the occurrence of bullying behaviours between two groups or individuals should present an unbalanced relationship. This criterion indicated targets' inability to defend or cope with workplace bullying. As argued by Saunders, Huynh and Goodman-Delahunty (2007), when employees are feeling unable to defend themselves from negative acts from others in the workplace, it could be seen that they are bullied. They further argued that superiors have more formal or official power compared to subordinates, in which the official authority from superiors

is likely to lead to subordinates' tolerance of superiors' negative behaviours. From this perspective, bullying is likely to occur from superiors to subordinates. This view is consistent with that of Rayner and Keashly (2005). However, Saunders, Huynh and Goodman-Delahunty's view of unbalanced power only involved formal or official power. If only this formal or official power is taken into consideration, workplace bullying could be restricted to a leadership behaviour. Yet bullying also occurs from person to person at the same hierarchical level or even upwards (Salin, 2008). Differences in experience, skills and even tenure could also contribute to informal power among employees and further lead to bullying (Saunders, Huynh & Goodman-Delahunty, 2007). Thus, both formal and informal power should be taken into account. Additionally, Djurkovic, McCormack and Casimir (2004) suggested that workplace bullying should not be restricted to physical acts. It was proposed to take both physical and psychological negative acts into consideration when identifying workplace bullying behaviours although physical negative acts were not occurring frequently. This view is consistent with that of Salin (2003).

Combining the reviewed definitional criteria, it is suggested that workplace bullying can be conceptualised as negative or aggressive physical or psychologically damaging acts that occur repeatedly, and those damaging acts can occur between two parties of unbalanced power, who may or may not be at the same hierarchical level (De Cuyper, Baillien & De Witte, 2009; Einarsen, 2000; Salin, 2008). This concept of workplace bullying is applied as a working definition in the dissertation.

2.3 Categories of bullying behaviours in the workplace

Workplace bullying behaviours present in different forms such as verbal abuse, socially isolating someone, gossiping and even physical violence (Einarsen, Hoel & Notelaers, 2009; Sheehan, Barker & Rayner, 1999). Rayner and Hoel (1997) categorised workplace bullying behaviours into five groups: threat to professional status, threat to personal standing, isolation, overwork and destabilisation. These are shown in Table 1.

Table 1 Types of workplace bullying behaviours

Types	Examples
Threat to professional status	Belittling opinions, public professional humiliation, and accusations regarding lack of effort
Threat to personal standing	Name-calling, insults, intimidation and devaluing with reference to age
Isolation	Preventing access to opportunities, social isolation and withholding of information
Overwork	Undue pressure, impossible deadlines and unnecessary disruptions
Destabilisation	Failure to give credit when due, meaningless tasks, removal of responsibility, repeated reminders of blunders and setting up to fail

Source: Rayner & Hoel (1997, p. 183)

Rayner and Hoel's (1997) integration towards workplace bullying behaviours presented both direct (eg: insults) and indirect (eg: withholding of information) forms of bullying. The groups they identified also showed that workplace bullying behaviours include both physical (eg: overwork) and psychological (eg: isolation) forms. De Cuyper, Baillien and De Witte (2009) identified that workplace bullying behaviours could also be classified into personal or work-related bullying. For example, verbal abuse, and gossiping were typical forms of personal bullying and allocation of unachievable work tasks and unrealistic deadlines were work-related bullying.

2.4 Influential factors of workplace bullying

Exploring causes of workplace bullying is of great importance as the establishment of anti-bullying strategies could be guided by understanding different contributory factors of bullying. In 1996, Leymann argued that in the right workplace circumstance, anyone could be a bullying target or victim. Thus, he suggested taking organisational factors into consideration when exploring causes of workplace bullying. Einarsen (1999) pointed out that the organisational environment is one of the significant concerns associating with the occurrence of bullying. Specifically, a poor psychological work environment could lead to the high incidence of workplace bullying. A poor psychological work environment has potential to damage interpersonal relationships. For example, poor communication in the workplace could lead interpersonal conflicts such as misunderstandings which, if they cannot be resolved, might be lead to bullying (Agervold & Mikkelsen, 2004). Another

view from McCoy and Evans (2005) indicated that working conditions with noise and high or low temperature were connected to the increase of employees' negative feelings and hostile attitudes, which were further associated with their negative behaviours. For example, bullying others. This perspective indicated that a poor physical working environment could indirectly contribute to the occurrence of bullying by its impacts of bringing negative emotions to employees. Employees' external behaviours are to some extent oriented by their internal emotions. When working in an environment with noise and high or low temperature, employees' discomfort could lead to high levels of stress and emotional instability. Thus, in order to release themselves, it is likely that those who have poor emotional management skills could transfer their stress to others and bullying could be one of the ways (Zapf, 1999).

In relation to other studies, research into causes of workplace bullying in a Finland workplace was conducted by Vartia (1996). The questionnaire resulting showed that as many as the 10% victims of the 900 participants surveyed viewed that they worked in an organisational climate with poor communication and interpersonal relationships. Vartia's research revealed that a poor work environment increases the risk of bullying occurrence. However, the research only confirmed the positive relationship between poor work environment and the incidence of workplace bullying. The evidence of how bullying occurs in such a poor work environment was not provided. Similar research was conducted in Belgium by Baillien and De Witte (2009). About 1000 participants from ten organisations engaged in the questionnaire survey. This research found that organisational changes directly led to bullying. The result, however, should be critiqued regarding whether the organisational change could always lead to bullying. As shown by Salin and Hoel (2011), organisational changes such as reconstruction could lead to employees' heavy and complex workloads, and a high level of work and role conflicts. Thus, weak organisational management could contribute to a poor work environment and negative behaviours such as bullying might occur. From this perspective, it seems that if the process of organisational change can improve management so as to enhance the efficiency of organisational policies enforcement and appropriately adjust work allocation the incidence of workplace bullying might decrease. The other finding in Baillien and De Witte's research concerning the organisational culture of bullying, indicated that bullying could occur when employees were aware that bullying was common in their workplace, and there was no obvious prevention or perhaps it was even being supported. Based on this finding, it may be predicted that such a "bullying norm"

could influence new employees greatly as the process of new employees' familiarising to the organisation impacts on their understanding towards organisational culture. If bullying is common it may become a part of the culture in a workplace, new employees may adopt the destructive and common "bullying norm" when they access the new workplace. Salin and Hoel (2011) argued that the organisational bullying norm or culture is attributed to weak organisational management; for example, lacking an anti-bullying policy. A case study in Ireland hospitality organisations by McMahon (2000) indicated that lack of bullying-related policies contributed to the persistence of workplace bullying. This result revealed the importance of establishing organisational policies. However, bullying could not be decreased only by establishing an anti-bullying policy; as if policy enforcement is ineffective, the policy would not be effective in reducing the incidence of bullying. Thus, organisational policy enforcement should also be a concern after the organisational policy is established.

In addition to the external factors that have been described, Yap, *et al.* (2014) argued that personal attributes and factors should also be concerns. For example, one individual factor of personality could contribute to employees' role regarding bullying victims and perpetrators. Coyne, Seigne and Randall's (2000) study in Irish workplaces aimed to identify bullying targets' personality profiles. Using the tool of ICES (independence, conscientious, extroversion, stability) Personality Inventory, 120 employees engaged in the test. The research found that bullying victims are more emotionally unstable or greatly dependent compared to non-victims. Thus, they suggested predicting bullying targets by identifying these typical personalities. This statement, however, should be critiqued as in their research, the personality profile was revealed only by comparing victims and non-victims' personalities. The differences between bullying victims and perpetrators' personalities remained unknown, and it is likely that bullying perpetrators also retain these personalities. Therefore, it is inaccurate to predict bullying victims by identifying these personalities. Additionally, as pointed out by Burgess and Connell (2009), individual social skills such as communication and conflict management skills also impact on the incidence of workplace bullying. Poor individual social competencies have the potential to contribute to poor conflict-coping strategies, which could lead to the escalation of interpersonal conflicts such as bullying (Matthiesen & Einarsen, 2007).

As a phenomenon with high social contact, workplace bullying arises from different causes. The literature revealed both organisational and individual factors that could,

directly and indirectly contribute to workplace bullying. To obtain a clearer understanding of causes of this anti-social behaviour, further research is needed. Also, it is noted that studies into causes of workplace bullying have been conducted in different countries (eg: Finland and Belgium) but other than New Zealand. Whether those factors are also tenable to explain the occurrence of workplace bullying in New Zealand remain unknown. Therefore, further research is required to explore causes bullying in New Zealand workplaces.

2.5 Impacts of workplace bullying

One concern towards workplace bullying can be its negative impacts. For employees, when suffering bullying such as abuse from perpetrators, their emotional and behavioural reactions tend to be negative. For example, they could present negative emotions such as depression, anxiety and low positivity with poor work performance (Salin & Hoel, 2011). Many researchers have revealed the significant connection between workplace bullying and individual psychological and physical health (Kivimäki, *et al.*, 2013; Vartia, 2001). Hansen *et al.*'s (2006) questionnaire survey of health and education sectors in Sweden examined about 400 bullied employees' emotions. The results revealed bullied employees' emotional suffering, high levels of stress, aggression and low job satisfaction. These negative emotions were also presented by the bullied employees from education, health, travel and hospitality industries in New Zealand (O'Driscoll *et al.*, 2011). Vartia (2001) suggested that workplace bullying should not be regarded as an issue of victims. It should be noted that it was an issue for the whole work unit. Thus, his study aimed to explore the impacts of workplace bullying on both victims and observers. By investigating about one thousand workers from municipal sectors in Denmark, the results indicated that 40% of bullying targets and 25% of bullying observers suffered mental stress; and targets also reported low self-confidence and sleep problems. Vartia's research, however, ignored impacts of workplace bullying towards the organisation itself. As the primary productivity of organisations, bullied employees' and observers' mental stress and low-self-confidence could be directly associated with their work performance and further connected to the benefit of organisations. As argued by Sheehan, Barker and Rayner (1999), due to low satisfaction and work positivity, bullying victims could report poor performance, which had a negative impact on organisational development. Another organisational concern of the increase of labour turnover arising from workplace bullying was stated by Djurkovic, McCormack and Casimir (2004). In their study, about 150

employees in Australia were involved in the questionnaire survey. The research results showed that workplace bullying led to employees' bad psychological health and further contributed to their intention to leave. Therefore, by identifying the positive relationship between physical and mental consequences of workplace bullying and employees' intention to leave, they stated that there was the positive relationship between workplace bullying and the organisational labour turnover rate. In a similar study conducted by Simons (2008), questionnaires were distributed to hospital workers in the United States (US). The results showed that over 30% of the bullied workers were likely to leave their jobs due to low positivity and satisfaction in their work. This result was also confirmed by bullied employees from the New Zealand travel industry (Bentley *et al.*, 2012). Similar to Djurkovic, McCormack and Casimir's statement, Simons (2008) argued that the higher the occurrence of workplace bullying, the higher employee turnover rate.

As an anti-social behaviour, it is not surprising that workplace bullying has harmful impacts, and previous studies have already confirmed negative consequences of workplace bullying such as victims' poor psychological health and poor work performance. Reviewed studies, showed that there is a lack of adequate research into impacts of workplace bullying in the New Zealand hospitality industry. How workplace bullying impacts on New Zealand hospitality employees remains little known. Thus, further research into impacts of workplace bullying is needed specifically regarding New Zealand hospitality workers.

2.6 Coping strategies of individuals subjected to workplace bullying

As a form of interpersonal conflict, coping with workplace bullying is associated with individual conflict management approaches. Zapf and Gross (2001) interviewed 20 employees in German workplaces to identify their strategies toward interpersonal conflicts. The results revealed those employees' conflict avoidance strategy by identifying their behaviour of leaving the job when suffering bullying in the workplace. This result is not surprising as workplace bullying occurs from more a powerful person to a less powerful person, which indicated that there is an imbalance of power existing between the two parties, and the unbalanced power also revealed the difficulty or inability for victims to cope with bullying through active ways (Salin, 2003a). Thus, it is likely that conflict avoidance becomes the preferred strategy for those targets coping with bullying. A similar study in Reykjavik workplaces was conducted by Jóhannsdóttir and

Ólafsson (2004), the result indicating that employees' avoiding behaviour contributed to their persistent suffering of bullying. As stated earlier, to some extent unbalanced power between bullying victims and perpetrators contributes to victims' inability to defend. Thus, their coping strategy is conservative; for example, avoidance. However, this behaviour might express victims' tolerance or even acceptance of perpetrators. In this circumstance, perpetrators become rampant. Jóhannsdóttir and Ólafsson's research also found that bullied employees coped with bullying by ways of assertive responses and external help-seeking. However, the efficiency of these individual coping strategies was not confirmed in their study.

Djurkovic, McCormack and Casimir (2008) and D'Cruz and Noronha (2010) suggested that, in addition to individual approaches of coping with workplace bullying, organisations retain a significant role in preventing the occurrence of workplace bullying and an organisation could be the moderator to maintain its labour turnover rate by improving bullied employees' satisfaction and commitment (Rasool *et al.*, 2013). Workplace bullying is one of the negative encounters of employees in their work and when facing such encounters, employees could re-evaluate their organisation by identifying how they are treated or what support they can obtain from the organisation. Thus, if bullied employees cannot obtain effective organisational support, they could have a negative evaluation, and low satisfaction or commitment to their engaged organisations, which could further lead to their intention to leave the job. From this perspective, it is noted that organisational support to bullied employees is helpful to retain labour turnover rate. Gardner and Johnson (2001) suggested that organisational support to bullied employees was based on comprehensive bullying-related policies. A questionnaire survey in the New Zealand travel industry that aimed at examining the organisational support of preventing workplace bullying indicated that most of the bullied employees reported ineffective support from organisations. The study showed that there was a lack of policy relating to workplace bullying (Bentley *et al.*, 2012). Also, Woodrow and Guest's (2014) questionnaire survey in London examining the practice of policy in relation to workplace bullying in hospital workplaces indicated that, although the policy was established, weak policy enforcement also led to the persistence of workplace bullying. Thus, they suggested that reducing bullying occurrence could be helped by establishing policy, but improving the efficiency of policy enforcement was of great importance.

Previous research in many countries and industries has revealed bullying victims' coping strategies toward workplace bullying and organisational support to bullied employees. The results indicated the uselessness of individual avoidance strategies and ineffective organisational support. However, referring to the New Zealand hospitality industry, whether bullied employees in this context have other coping strategies remains unknown. Therefore, this gap presented a recommendation to study how bullied workers cope with bullying in the New Zealand hospitality industry.

2.7 Workplace bullying in the hospitality industry

Einarsen (2000) argued that workplace bullying is one of the major problems facing many industries. Their research identified the average incidence of workplace bullying by summarising previous research in different industries. The results showed that about 20% of workers suffered bullying in their workplaces. In their research, a significant finding was tourism and hospitality industries had become one of the leading sectors with the high incidence of workplace bullying. About 12% of hospitality and tourism workers have experienced bullying in their workplaces. This result presents an alarm that bullying is a severe issue in the tourism and hospitality industry. Thus, it is important for further research into workplace bullying to pay attention to these industries.

Hospitality works are associated with cleaning, cooking work, and hospitality workers are regarded have low education levels and skills. To some extent, these stereotypes lead to hospitality workers having low status (Kusluvan, 2003). It is also considered that hospitality workers are likely to be bullying targets and their suffering of bullying or mistreatment even becomes an inevitable part of their job (Boddy, 2011). For hospitality workers, their main suffering of bullying is from guests (Boddy, 2011). Ram (2015) pointed out that hospitality businesses depend on customer satisfaction and unbalanced power between guests and workers contributes to the low status of workers. Thus, it is likely that hospitality workers are bullied by guests and they are required to bear bullying to maintain or satisfy guests, which leads to a high acceptance of bullying in hospitality workplaces (Mathisen, Einarsen & Mykletun, 2008). Traditional hospitality service retains convictions such as “the customer has number one priority” and “customers are always right”. Within these convictions, hospitality workers attain an obedient status and they may be required to be tolerant to guests' rude behaviours such as bullying. For hospitality customers, some of them likely believe that they can bully such obedient

people with impunity (Guerrier & Adib, 2000). Thus, the tolerance from hospitality workers and belief of impunity by customers contributes to unbalanced power, which could lead to the occurrence of bullying.

According to Boddy (2011), in hospitality businesses, for example, restaurants or commercial kitchens, bullying commonly occurs from head chefs to junior chefs or kitchen hands. Influential factors of head chefs' abusive practices were explored by researchers. As shown by Bloisi and Hoel (2008), hot working conditions, long work hours, heavy workloads and high standards in hospitality kitchens lead to a high level of stress for head chefs. Thus, their abusive practices might be ways for them release stress. Johns and Menzel (1999) argued that head chefs' temperaments and lack of management skills contribute to their abusive practices. Due to their personalities, head chefs could lack skills of emotional control and their inadequate management skills contribute to their abusive practices at work (Peterson *et al.*, 2003). For this view, a critique is the ignorance of internal contributory factors of weak organisations to head chefs' abusive practices. To some extent, deficient management might be responsible for head chefs' abusive practices. As shown by Rowley and Purcell (2001), most hospitality organisations tend to minimise labour costs but at the same time maintain the service level. Thus, it is likely that head chefs undertake long work hours and overwork due to labour shortages, which lead to their high levels of work pressure and further could contribute to their abusive practices at peak times. Also, for the purpose of cost minimisation, it is likely that there lacks training for head chefs in hospitality organisations. Consequently, it is difficult for head chefs obtain adequate management skills. Ram (2015) further argued that abusive practices can become a part of chefs' work culture. However, regardless of whether bullying is accepted by hospitality workers or is part of hospitality organisational culture, it is an anti-social behaviour. An organisation should still be concerned what factors impact the incidence of bullying, and how bullying impacts hospitality workers. It is also worthwhile to explore hospitality workers' and organisations' strategies of coping with workplace bullying.

2.8 Ethnic minorities and workplace bullying

Ethnic minorities suffer disadvantaged social status compared to the dominant ethnicity (Heath & Cheung, 2007). Fieldhouse (1999) pointed out that ethnic minorities endure unstable employment or high unemployment probability due to issues such as language

and visas. Some of them are part-time workers with low incomes and high levels of life stress. They also have less social support from organisations or local government compared to natives (Alegría *et al.*, 2008). These disadvantages indicate the vulnerability and low status of ethnic minorities and therefore, they are more likely to be bullying targets compared to relatively advantaged and powerful natives.

Previous research has paid attention to examining whether ethnic minorities indeed suffer more bullying in the workplace compared to the dominant ethnicity. A survey in American workplaces by Fox and Stallworth (2005) explored the difference in the incidence of workplace bullying between different ethnic groups. Four ethnic groups of Asians, Latinos, black Americans and white Americans were involved in the research. The results showed that Asians suffered higher levels of bullying compared to Latinos and White Americans. Similarly, Gardner *et al.* (2013) compared the incidence of workplace bullying in three ethnic groups of European-New Zealander, Asian and Pacific people in New Zealand. The results also indicated that Asian groups suffer a higher level of workplace bullying compared to the other two ethnic groups in New Zealand. These studies reconfirmed the vulnerable status of ethnic minority workers.

A further study by Liu (2014) examined the consequences of workplace bullying by comparing two groups of migrant Chinese workers and other workers in New Zealand hospitality workplaces. When this research examined the relationship between intention to leave and workplace bullying, the result indicated that Chinese workers were more likely to leave their jobs when suffering bullying in New Zealand hospitality workplaces compared to other workers. Liu's research, however, did not provide reasons for Chinese workers' suffering of bullying. Also, this research did not indicate sources of workplace bullying against Chinese workers, and coping strategies of Chinese workers subjected to workplace bullying in New Zealand hospitality workplaces. Additionally, according to the research of Liu (2014), when applying for jobs in New Zealand hospitality workplaces, Chinese migrant workers tended to search for jobs in Chinese-employer businesses rather than businesses with other employers. However, the reason for this was not implicated in this research. Whether Chinese workers' preference for an employers' ethnicity is related to their negative encounters of bullying in New Zealand hospitality workplaces remains unknown. Consequently, to explore these unknowns, it is worthwhile to pay further attention to this particular ethnic minority in New Zealand.

2.9 Chapter summary

The issue of workplace bullying has obtained wide consideration, and a number of studies have been conducted in different countries and industries. However, from the reviewed research, a gap identified was research into workplace bullying in the New Zealand hospitality industry. Also, research indicated that ethnic minorities were likely to be bullying targets. As an ethnic minority in New Zealand, it is predicted that Chinese workers in New Zealand suffer more bullying compared to others. Consequently, this research tends to bridge the gap by investigating Chinese workers' experience of workplace bullying in the New Zealand hospitality industry. Additionally, Liu's (2014) research indicated that Chinese workers preferred to work for Chinese employers in New Zealand hospitality sectors; it is predicted that their preference for employers' ethnicity is related to their negative encounters, and it is possible that Chinese hospitality workers' experience of workplace bullying is associated with employers' ethnicity. Thus, it is decided to involve two groups of Chinese hospitality workers in New Zealand: those who work for Chinese employers and those who work for other employers. The next chapter explains the methodology and method used in this research.

CHAPTER 3 METHODOLOGY

3.1 Introduction

This chapter explains the philosophical foundation and particular methods adopted for this research. The chapter first reviews the research aims and questions followed by an introduction and explanation to the qualitative-inductive approach. Further explanation of the interpretivist epistemology is presented. To achieve the research aims, the semi-structured interview method and thematic coding approach are introduced and applied to complete the data collection and analysis. The chapter also outlines the ethical considerations to this research. This is followed by a summary regarding the application of the research methodology and methods in this research.

3.2 Research objectives and questions

The objectives of this research were to explore sources, impacts and influential factors of workplace bullying, and the coping strategies of individuals subjected to workplace bullying; by investigating Chinese workers' experiences of workplace bullying in New Zealand hospitality workplaces. To achieve the research aims, two research questions were addressed:

Q1: What experiences of bullying do Chinese workers have in New Zealand hospitality workplaces where the employers are Chinese?

Q2: What experiences of bullying do Chinese workers have in New Zealand hospitality workplaces where the employers are not Chinese?

3.3 Qualitative research methodology

Research methodology refers to the philosophical standpoints underpinning the selection of particular methods which provide a guide to how the study is conducted (Scotland, 2012; Wahyuni, 2012). Paleček and Risjord (2013) stated that social research is conducted in two common ways: by the qualitative approach or the quantitative approach. The qualitative approach tends to be inductive, and is primarily concerned with the analysis of narrative data (Denzin & Lincoln, 2008; Jackson, Drummond & Camara, 2007). Using an inductive approach, the research was conducted based on the logic of

'bottom up'. The stages of qualitative-inductive research are from the research question to data collection and analysis, then revealing underlying patterns or theories (Myers, 2013). This research was conducted using this qualitative-inductive methodology. In the process of this exploratory study, firstly, the research aims to explore sources, impacts and influential factors of workplace bullying, and the coping strategies of individuals subjected to workplace bullying; and the research question regarding what experiences of bullying that Chinese workers have, were addressed. Narratives about individual experiences of workplace bullying were collected. Next, narrative data were analysed and finally the research results were revealed. The process of this research followed the logic of qualitative-inductive strategy.

The quantitative approach was considered inappropriate to this research as it tends to be deductive, and mainly relies on primarily statistical data (Fossey *et al.*, 2002; Myers, 2009). Quantitative-deductive research is conducted from 'top down'. That means, based on the extant theory, the researcher firstly provides hypotheses and their study process is to test the reasonability of these hypotheses (Myers, 2013). However, in this research, statistical data were not collected and predictions and hypotheses were not provided before collecting and analysing the data. Thus, the research used an inductive and qualitative approach rather than a deductive and quantitative one.

Using a qualitative approach in this research has several advantages. First, the qualitative researcher has flexible ways to collect information that they require and they can determine how to interpret the data and what data is useful to the research. In this research, when interpreting the narrative data, individual subjectivity orients the way to explain or construct the understanding of participants' experience of workplace bullying. Then, qualitative research allows the researcher to connect particular issues expressed by participants to participants' individual contexts and backgrounds (Matveev, 2002). In this way, the issue of workplace bullying was analysed in a social context. As participants have different contexts and backgrounds, their experiences were different. Therefore, it is helpful to explore issues such as what influential factors and coping strategies of workplace bullying may arise from participants' particular backgrounds and contexts.

Additionally, Johnson and Onwuegbuzie (2004) argued that the interpretivist epistemology is consistent with the qualitative approach as interpretivists tend to obtain individual understandings of things by analysing and interpreting narratives, which can

be achieved using the qualitative approach. Therefore, an interpretivist epistemology was identified to be an appropriate paradigm for this qualitative research. The application of the interpretivist paradigm is outlined in the next part.

3.4 Interpretivist research paradigm

Philosophical ideas regarding social research are described in different terms. For example, epistemology. Researchers' epistemological positions reflect their views about how knowledge can be obtained from the external world (Wahyuni, 2012). Interpretivism is an epistemological position and interpretivist researchers tend to understand varied and complex social phenomena based their own interpretations and perspectives (Scotland, 2012). The aims of this research were to explore sources, impacts and influential factors of workplace bullying, and the coping strategies of individuals subjected to workplace bullying by identifying Chinese workers' experience of bullying in New Zealand hospitality workplaces. Workplace bullying is a complex issue retaining high social contact, and individuals' experiences of workplace bullying vary from person to person. Thus, based on interpretivist epistemology, the primary purpose of this qualitative research was to understand the phenomenon of Chinese workers who are bullied in New Zealand hospitality workplaces. Interpretivists allow the identified individual experiences of workplace bullying to be interpreted using a particular perspective to reveal individual understanding or knowledge (Paleček & Risjord, 2013); and using the qualitative-inductive approach, narrative data were needed. Thus, to achieve the objectives of this research, narrative data about individuals' experiences of workplace bullying were firstly collected and data analysis was completed based on individual interpretation and perspective. Intersubjectivity becomes the basis which orients individual interpretations (Johnson & Onwuegbuzie, 2004). Also, the way to present research results is based on an individual understanding of workplace bullying. Other paradigms, for example positivism, were considered inappropriate to this research. The positivist researcher tends to use the quantitative-deductive approach to test hypotheses by statistical inquiry, and positivism is objective (Saunders *et al.*, 2012); however, in this research, statistical data were not collected and when analysing data, individual subjectivity orients data interpretation. Also, the purpose of the research was not to test hypotheses but to interpret narrative data to reveal the individual understanding of workplace bullying.

3.5 Research methods

Research methods refer to particular stages and specific approaches employed for data collection and analysis (Wahyuni, 2012). To complete the data collection and analysis, this qualitative research adopted semi-structured interviews and thematic coding methods. The application of the selected methods and detailed data collection and analysis processes are discussed next.

3.5.1 Data collection

3.5.1.1 Data collection methods – semi-structured interview

Patton (2002) suggested that for the qualitative interpretivist researcher, findings could be obtained by investigation; for example, interviews and observation. The interview method provides an appropriate access for qualitative interpretivist researchers to collect narrative data by interacting with the researched. As the initial purpose of this research was to generate narratives about individual experiences of workplace bullying, and then give those narratives individual interpretations and understanding; the interview method was considered an appropriate approach to collect the narrative research data. According to Turner (2010), a semi-structured interview refers to an interview approach where topics and questions are specified in advance; but the interviewer has the flexibility to decide on the sequence and wording of those questions in the actual interview process. A semi-structured interview is suited for exploring people's experiences, attitudes, values and beliefs. Thus, to explore participants' experiences of workplace bullying, this semi-structured interview method was applied to the research to complete the data collection. In this research, an interview question list relating to workplace bullying and the research questions was prepared in advance, to be a guide for the interview. The participants had different contexts and backgrounds, their experiences and perceptions of workplace bullying were related based on their particular logic. Thus, based on the semi-structured interview method, the sequence and the wording of the interview questions were flexible and able to be changed in the actual interview to maintain the association of participants' answers to the research questions. Using the semi-structured interview method, the communication between the interviewer and the interviewee can be more purposeful as it is oriented by a question list, around the research topic or question so accurate information is collected (Harrell & Bradley, 2009; Opdenakker, 2006). Also, by changing the words or sequence of the interview questions, accurate and in-depth understanding of the participants' statements of workplace bullying were able to be obtained (Opdenakker, 2006).

In addition, Patton (2002) further suggested that semi-structured interviews should use open-ended questions so that interviewees can present their attitudes and perceptions. Thus, there were two types of questions in the interview: closed questions and open questions. The closed questions were used to collect participants' demographic information (i.e. gender, age, tenure). The open questions aimed to explore participants' experiences, feelings and perceptions towards workplace bullying, which were designed based on research questions and the relevant literature. The interview question list can be seen in Appendices D and E.

3.5.1.2 Sampling and data collection process

This study used semi-structured interviews to explore the core experiences of workplace bullying of Chinese workers engaged in different levels of hospitality jobs in Auckland and the surrounding districts. The research used a snowball sampling approach to invite participants. Using the snowball approach, the first participant was invited through personal phone call contact; and then the initial participant invited others to engage in the research. The snowball sampling is an effective way for researchers to shorten the time and save cost, and it is also helpful to identify potential participants where particular eligibility is needed. For example, if the research requires participants who have very private experience, it is difficult to access to those potential people. However, if one participant is identified, it is effective to invite others (Sadler *et al.*, 2010). As the initial purpose of this research was to explore individual negative experiences of workplace bullying, using a snowball sampling approach was considered convenient and effective to search out the certain people who had such experiences. Eight Chinese workers from the New Zealand hospitality sector engaged in the interview. Among the eight workers, four worked for Chinese employers and four worked for other employers. As the research was to explore Chinese hospitality workers' experiences of workplace bullying in New Zealand, the selected sample met the following criteria: the participants were all Chinese hospitality workers in New Zealand hospitality businesses, such as restaurants, hotels and cafés and the participants had experienced bullying in their hospitality workplaces in New Zealand.

The data collection process consisted of two major stages: the pilot interview and the actual interview. As the research participants were Chinese and the interviewer (researcher) was also Chinese, the interviews were conducted using the Chinese language to gain accurate understandings of participants' statements toward workplace bullying.

After the interview questions were designed, a back-translation method was used to translate interview questions from English to Chinese. To refine the interview questions, and evaluate the accuracy of the researcher's translations, a pilot interview was conducted using the Chinese language. The results showed accurate translations and logical interview questions. The data obtained from the pilot interview were not included in the research. Also, before the interview started, participants obtained adequate understanding about this research through a participant information sheet and they were also asked to complete a consent form. The back-translation method was also used to translate the participant information sheet and consent form from English to Chinese. Both Chinese and English versions of the participant information sheet and consent form can be seen in the Appendices B and C and Appendices F and G, respectively.

3.5.2 Data analysis

3.5.2.1 Data analysis method – thematic analysis approach

The process of qualitative data analysis includes reviewing, synthesising and interpreting (Golafshani, 2003). Using semi-structured interviews, textual data about individuals' experiences of workplace bullying were collected first, and then, importantly, the textual data needed to be analysed and interpreted by interpretive researchers to obtain new understanding. To complete the data analysis, this research used thematic coding method. Thematic analysis is a method of analysing narrative data by coding and defining themes or categories. Coding is an effective way to analyse qualitative data, and codes are subsets of themes. Also, themes can be divided into different categories (Liamputtong, 2009). As this research adopted the qualitative approach and narrative data were collected, it was feasible to use a thematic method to complete the data analysis. The thematic analysis method has several advantages. For example, it enables researchers to bring together similarly labelled data, and also has the benefit of retrieving data related to more than one theme and further discover a connected pattern or connection between those data (Golafshani, 2003). It is a systematic approach to integrating textual data into groups and categories, and then explaining one issue or phenomenon (Braun & Clarke, 2006). Using a thematic coding method, the detailed data analysis process is outlined in the following part.

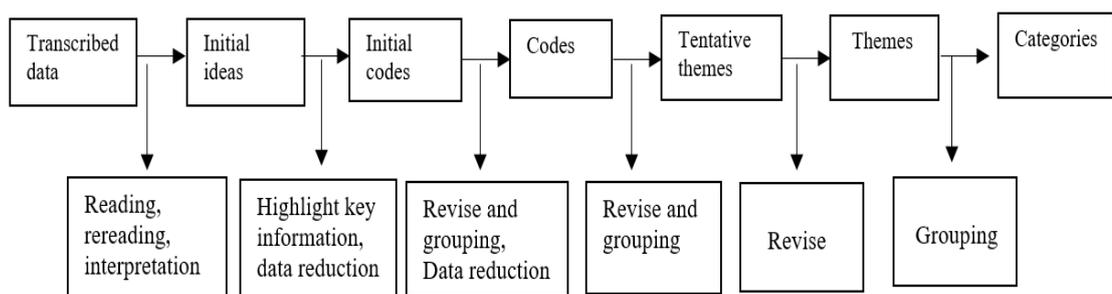
3.5.2.2 Data analysis process

In this research, narrative data about participants' experience of workplace bullying were collected using semi-structured interviews in the Chinese language. After completing

each interview, the narrative data were firstly transcribed by the researcher using the Chinese language. After that, using a back-translation method, the transcribed data were translated by the researcher from Chinese to English, and then the translated text was returned to each participant to check its accuracy regarding the meanings of the translated words. The next stage was thematic coding. The detailed thematic coding process is presented as follows.

In this research, there are three major steps of thematic data analysis: sorting textual data into codes, and sorting codes into themes, and then dividing themes into different categories. The whole thematic coding and analysis were conducted following several stages, which were guided by Braun and Clarke (2006) and Liamputtong (2009). A step-by-step process of thematic analysis is presented in Figure 1.

Figure 1 Coding process of thematic analysis



Sources: Adapted from Braun and Clarke (2006); Liamputtong (2009).

Step 1: Data Familiarisation

The coding process started with reading and rereading the textual data, which was the transcripts from the interviews about participants' experiences of workplace bullying. The purpose was to obtain initial ideas about what the data was about and identify anything important or interesting. As the study results were oriented to the data and the researcher's interpretation, it was important to be familiar with the data before the actual coding.

Step 2: Outline initial codes

Based on initial ideas obtained from careful reading and rereading, frequent and important words, and sentences and sections in the transcript text were highlighted, which were related to specific experiences of workplace bullying, such as participants' feelings and

coping strategies toward their bullying experiences. Then, initial codes emerged by defining characteristics and content of this highlighted key information (Liamputtong, 2009). In this research, several initial codes including important and frequent words or sentences were identified, for example, *stressful; depressive; I tried to seek help; just avoidance*.

Step 3: Identify codes

The initial codes defined from the data are not all useful for the research, so most initial codes can be dropped later when confirming major codes (Braun & Clarke, 2006). Therefore, in this process, based on the research questions and objectives, useful and major initial codes relating to workplace bullying (eg: feeling of being bullied, actions when being bullied) were identified and retained. Then, by integrating those major initial codes, major codes were generated. For example, major codes identified in this research were *stress; depression; help-seeking; avoidance*.

Step 4: Define tentative themes

In this step, the major codes were grouped together and given names based on the meanings and characteristics of those codes. Then, tentative themes were defined (Braun & Clarke, 2006). For example, in this research, the identified major codes of *stress* and *depression* presented participants' emotions; and *help-seeking* and *avoidance* represented how participants reacted to their bullying experiences. Therefore, the identified tentative themes were *negative emotions* and *victims' reactions*.

Step 5: Finalise themes

As the whole thematic coding process was developed to answer the research question, the themes should be revised and repeatedly reconstructed to finalise the themes and responses to the research questions (Attride-Stirling, 2001). Thus, the emerged tentative themes were revised carefully, based on an examination of the association between these themes and workplace bullying. Then, final themes which related to participants' experiences of workplace bullying (e.g. who bullying them, how they were bullied, what feelings they had, what coping strategies they had) were identified. For example, the tentative themes *negative emotions* and *victims' reactions* were identified as two of the themes in this research.

Step 6: Identify categories

The last step was dividing the themes into different categories by identifying connections between the themes ((Braun & Clarke, 2006). For example, the identified themes *negative emotions* and *victims' reactions* were divided into the category of *emotional and behavioural effects on victims*.

3.6 Ethical considerations

As this research study involved human participants; and research on human subjects always requires ethics approval at AUT. Therefore, it was necessary to consider ethical risks in the process of participants' recruitment and data collection.

The interview questions were designed to explore participants' individual bullying experiences. Those questions had potential to cause discomfort for some participants as workplace bullying is not a positive experience. Also, participants may have had a concern about their employment, as they could have had pressure from their employer or the person who was bullying them.

To avoid those risks and eliminate participants' concerns, the researcher applied for ethical approval from the AUT Ethics Committee. Approaches for coping with those risks were outlined in the ethics form. For example, if discomfort is caused, the interviewer will stop talking and give break time to the participant. The participants have the right to drop out from the interview, and if required, an AUT counselling service could be arranged for the participant. To ensure the interviews were away from the participants' employer or bully, the interview took place in a public area away from the participants' workplace, and all the participants and interview places were kept confidential. In addition, a participant information sheet which included both English and Chinese versions were presented to participants before the actual interview started. A detailed explanation about this research can be found in Appendices B and C. The ethics approval letter is attached in Appendix A.

3.7 Chapter summary

This chapter explained the methodology and methods used for this research. The aims of this small exploratory study were to explore sources, impacts and influential factors of workplace bullying, and the coping strategies of individuals subjected to workplace

bullying. The research used a qualitative approach with an inductive reasoning. The research stages were from research questions to narrative data collection and then to data analysis revealing underlying patterns or theories. To complete the research, participants were recruited using the snowball sampling method, in which the first participant was invited through personal phone call contact, and then the initial participant invited others to engage in the research. Eight Chinese workers engaged in different levels of hospitality jobs in Auckland and the surrounding district were invited, and they completed semi-structured interviews. The narrative data were analysed using the thematic coding method. The next chapter presents the results of the data analysis.

CHAPTER 4 FINDINGS

4.1 Introduction

This chapter presents the findings of the research. The first part of the chapter outlines the demographic details of the participants, then an overview of major categories and themes emerging from the thematic data analysis is presented. Next, the major categories and themes are analysed and interpreted in full; and relevant quotes from interviews are provided in italics to support the findings. The major findings are also outlined in the summary section.

4.2 Participants' demographic profile

In this research, eight participants from New Zealand hospitality sectors were invited. Four of them were from Chinese employers' businesses, and the other four were from businesses where employers were others. The collected participants' demographic information includes 1) hospitality businesses that they worked in, 2) employment status, 3) tenure and 4) positions, as presented in Table 1. Pseudonyms have been used to protect participants' privacy.

Table 2 Participants' demographic profiles

Name	Employers' ethnicity	Gender	Age	Hospitality businesses	Employment status	Tenure (years)	Position
Wei	Chinese	Female	26	Restaurant	Full-time	2	Waitress
Cui	Chinese	Female	26	Restaurant	Full-time	2	Waitress
Han	Chinese	Male	28	Motel	Full-time	2	Room attendant
Ming	Chinese	Female	23	Café	Part-time	1	Kitchen hand
Yun	Other	Female	40	Café	Part-time	2	Kitchen hand
Miao	Other	Female	26	Restaurant	Part-time	2	Waitress
Yan	Other	Male	32	Restaurant	Full-time	3	Kitchen hand
Fen	Other	Female	26	Five-star hotel	Full-time	6	Manager (Food & Beverage)

As presented in Table 2, participants were from a variety of hospitality sectors in New Zealand, which provided a good cross section of industry types. Most of the participants were female and the age of the participants ranged from 20 to 40 years. Also, the profile shows that the tenure of the participants ranged from one to five years and most of the

participants were from entry level positions such as waitress and kitchen hand, only one participant being a food and beverage manager.

4.3 Overview of the major categories and themes

In this research, four categories including 1) perpetrators of bullying, 2) bullying behaviours, 3) emotional and behavioural effects on victims, and 4) contributory factors to workplace bullying are identified through the thematic coding method. The themes and how they relate to the categories are presented in Table 3. These categories and themes are analysed and discussed in turn.

Table 3 Categories and themes

Categories	Themes
Perpetrators of bullying	Bullying by a superior in the organisational hierarchy Bullying by a senior colleague Bullying by guests
Bullying behaviours	Verbal abuse Ostracising behaviour Sexual harassment Unfair workload False accusations / blame
Emotional and behavioural effects on victims	Negative emotions Negative work performance Victim reactions
Contributory factors to workplace bullying	Ineffective organisational support Language difficulties Participants' views about personality Work-related experience and skills Culturally affected consciousness or behaviours

4.4 Perpetrators of bullying

The category *perpetrators of bullying* was identified from the interview discussion point of who the bully was. The participants reported different types of bullies, such as guests and head chefs. Three themes emerged according to the perpetrators' relationship with the victims: 1) bullying by a superior in the organisational hierarchy, 2) bullying by a senior colleague and 3) bullying by guests. Table 4 shows participant-reported perpetrators of bullying.

Table 4 Perpetrators of bullying

Participant	Employers' ethnicity	Perpetrators' relationship with victims(participants)	Perpetrators' ethnicity
Wei	Chinese	Guests	Chinese
Cui	Chinese	Colleague	Chinese
Han	Chinese	Duty manager	Chinese
Ming	Chinese	Colleague and head chef	Chinese
Yun	Other	Colleague and head chef	Others
Miao	Other	Colleague and direct manager	Chinese
Yan	Other	Colleague and head chef	Others
Fen	Other	Guests and direct manager	Others

According to Table 4, participants reported different perpetrators such as guests, colleagues, and head chefs. It was noted that most of the perpetrators that the participants identified were Chinese.

4.4.1 Bullying by a superior in the organisational hierarchy

Superior refers here to direct manager, head chef or duty manager. This group was one of the major perpetrators of workplace bullying identified from the interviews. For example, Miao reporting her experience of bullying from her direct manager. She said that:

She is my supervisor (direct manager), every day we work together...but she is always abusing me, it feels like that is her job.

Also, Yan reporting that he suffered severe and persistent verbal abuse from the head chef in his work. He stated that:

My head chef... He abuses me every day...it feels like he would die if he stops abusing me.

4.4.2 Bullying by a senior colleague

Colleagues were the other important concern when participants were talking about the person who was bullying them. Participants from both groups stated that they suffered bullying from a colleague. Most participants reported that the colleague who was bullying

them had long tenure and adequate work-related experience or skills in their current workplace. As noted by Miao:

I am new here, but she has worked here for over five years.

Similarly, Yun also mentioned that:

He is more skilful than me, he is the staff with five years' work experience in our restaurant.

Therefore, the results showed that a colleague, especially a senior colleague was one of the types of perpetrators taking bullying behaviour to the participants.

4.4.3 Bullying by guests

Some of the participants reported that they were bullied by guests in their workplace and several negative behaviours from guests were also mentioned. For example, Wei stated that she was always bullied by guests. As she stated:

All of my experience of bullying was associated with guests and they abused me... purposely made difficulties for me....

4.5 Bullying behaviours

The category *bullying behaviours* which emerged from the interview discussions of how the perpetrators were bullying the participants, was divided into five themes: 1) verbal abuse, 2) ostracising behaviour, 3) sexual harassment, 4) unfair workload and 5) false accusations/blame. These themes, however, emerged from different participant groups. Ostracising behaviour and sexual harassment emerged from the participants worked under other employers' businesses, and unfair workload and false accusations/blame were identified from the participants worked under Chinese employers' businesses. Only verbal abuse emerged from both participant groups.

4.5.1 Verbal abuse

One of the bullying behaviours identified concerned verbal abuse. This bullying behaviour was clearly identified by both participant groups. Most of the participants reported that they suffered severe abuse from their head chef, direct manager or even a

guest, and they viewed that the abuse they suffered was personal. For example, Fen who experienced severe oral abuse from a guest reported that:

.....he (the guest) said: "fuck you...you really (are) a bitch"... he abused me for up to ten minutes and all the guests looked at me, I was so embarrassed at that time...But that was not my fault, he just abused me without reason.

Also, Yan stated that he suffered persistent verbal abuse from his head chef:

...he abused me any time without needing a reason. He deliberately does that...maybe that is just because he hates me...

4.5.2 Ostracising behaviour

From the interviews, the participants from other employers' businesses reported that they felt *being isolated and excluded from the team*. They stated that it was difficult for them to engage in team talking and making friends with team members and they felt they were isolated. As stated by Yan:

They (peers) did not want to talk to me. Sometimes when I was close to them and tried to engage in their talking, they stopped talking immediately...for example, in the break time, when he (peer) asked everyone "do you want something to drink?" they did not ask me. They tried to isolate me....

4.5.3 Sexual harassment

One of the negative behaviours associated with bullying was sexual harassment, which was only mentioned by participants working for other employers. For example, Yun reported that she suffered sexual harassment from a senior colleague in her workplace. She stated that the harasser was always talking about "sexual things" with her, and even sometimes the harasser "*kept very close*" and "*touched*". As she described:

He always asked me: do you have a special service for me? He always talked about sexual things to me, which really embarrassed me...when I was working, he always stood very close to me...and sometimes he even touched me....

4.5.4 Unfair workload

Participants working for Chinese employers reported that they experienced extra workloads and work times in the workplace. Some participants identified their suffering of the *heavier workload* in the workplace. Although they acknowledged that *it is inevitable to undertake extra workload in the hospitality workplace*, most reported that they had a *more extra workload* compared to other staff. For example, Han reported that he was always asked to complete more work, which sometimes was twice as heavy as the workload that was allocated to other staff. He stated that:

Not only for me, but it is also common for everyone do extra work...But gradually, I aware that I was always given more heavy physical work tasks like carrying tableware and doing the dishes... but others never did that work... I was always undertaking more workload compared to others....

Also, Ming talked about her work time in the workplace. She stated that she was always required to work in the busy time (from 11 am to 2 pm). Although she asked to change her work time, the results never changed. She described that:

...She never changes my worktime when arranging shifts, I was always working in the busy time, from 11 am to 2 pm...but I am the only one to have no right to ask to change my worktime...I know she was deliberately doing that....

4.5.5 False accusations / blame

False accusations or blame in the interviews referred to bullies moving their work faults to the victims. In the interviews, the suffering of *undertaking unfair responsibility* was mentioned by some participants who worked for Chinese employers. They stated that bullies moved their own responsibility on to them. For example, Cui stated that she was forced to take the blame for her colleague. She described an example:

I remember one day ...She took a wrong order...the guest complained to our manager... to avoid being blamed, she told the manager I took that order and that it was my fault... she tried to move her fault to me.

4.6 Emotional and behavioural effects on victims

The category *emotional and behavioural effects on victims* emerged from the interview discussion of how the participants felt about their bullying experience and what actions they took when suffering bullying. Three themes include negative emotions, negative work performance and victim reactions emerged. Table 5 summarises participants' reported emotions, work performance and reactions when suffering bullying in their workplaces:

Table 5 Participants' emotions, work performance and reactions to bullying

Participants from Chinese employers' businesses	Participants from other employers' businesses
High stress and anxiety Depression and anger	High stress and anxiety Depression and anger Low satisfaction Fearful
Reduced service quality	Reduced service quality Intention to leave the workplace
Avoidance Rejection Talking to peers Help-seeking	Avoidance Rejection Talking to peers Help-seeking

As shown in Table 5, all the participants reported their emotional suffering of high stress, anxiety, depression, anger and low satisfaction. The emotion of fear was only reported by participants working for other employers. Also, regarding work performance, participants from both groups reported their reduced service quality as a result of bullying. However, only participants from other employers' businesses reported their intention to leave the job. It is also noted that there was no difference between two groups regarding their reactions to bullying.

4.6.1 Negative emotions

When talking about feelings towards workplace bullying, participants expressed their emotional suffering such as *stress and anxiety, depression and anger, and fear* (as shown in Table 5). As stated by Miao:

Work is stressful, but her abuse makes me more anxious and I was so angry... Also (I) felt depressed.

The feeling of fear of revenge was expressed by Yun. She argued that:

I dare not defend him....I (was) really afraid that he (would) do something if I complained to the manager... sometimes, after work when I'm back home, on the street, I wonder (if) maybe he (will) appear and harass me....

4.6.2 Negative work performance

Participants' internal changes of emotions revealed several negative respects. It was further identified that participants' external behaviours were closely associated with their emotions arising from their experiences of workplace bullying. The first one is emotionally affected work performance, as argued by Cui:

Workplace bullying is a negative encounter, and there is no doubt such experience brings us negative emotions and further negatively affect our work.

Hospitality attaches great importance to service quality and employees are a major part of providing guests' demanded service quality. However, when having negative encounters, for example, workplace bullying, employees service quality may be impacted by their negative emotions such as depression and anger. For example, Miao stated that:

I am not happy, I hate my job... when I service guests, I have no passion for smiling... I have no reason to keep smile.

The further performance arising from workplace bullying was participants' behaviour of escaping the job or workplace to keep away from bullying perpetrators. For example, the behaviour of escaping work was mentioned by Wei. She stated that workplace bullying experience brought her negativity due to reduced interest and satisfaction. As a result, she tended to escape or leave the workplace. As she viewed it:

I have low interest to my job now...After that, if I have to work with that person, I asked for leave....

Also, Miao viewed her way of release when suffering bullying in the workplace:

I do not want my job impacting on my life, I am unhappy with the job. So my way was to try to ask the manager to change a department, I want to keep away from her, I want a happy work and I need release.

4.6.3 Victim reactions

When suffering bullying in the workplace, participants attempted to keep themselves away from the bully and bullying behaviours by several approaches. What was reported by the participants was their reactions of *avoidance, rejection, talking to peers* and *help-seeking*.

4.6.3.1 Avoidance

“*I try to avoid or ignore it*” was answered by some of the participants when asked what they did when they were bullied. They expressed their intention to *keep away from the bully* to avoid conflict. Other participants stated “*I do not want to be impacted by him, I just do myself*”. The words ‘*keep away*’, ‘*escaping*’, and ‘*avoiding and ignoring*’ were identified from the participants’ comments. For example, Yun reported her intention to escape and ignore the bully to keep away from danger. She stated that:

I know he harasses me, but I just tolerate it and keep away from him...he is a dangerous person for me

Also, Miao stated that:

I have no idea about how to deal with her bullying. I just keep away if I want to make myself comfortable... when I hear her abuse, I tell myself that's not for me.

In addition to the purposes of avoiding the occurrence of further conflicts and for relief, some of the participants reported that avoidance and ignorance were not effective ways to solve bullying. They stated that they experienced more bullying when they ignored perpetrators. As further stated by Miao:

Yes, I do that, just ignore and avoid talking with her... but that does not make sense, she never stopped....

4.6.3.2 Rejection

Some of the participants stated that when suffering negative behaviours from bullies, they attempt to reject by verbal angry words. For example, “*Please stop it, otherwise I will tell the manager*”. It was noted that most participants gave priority to protecting themselves by verbal rejection when suffering bullying. For example, as stated by Yun:

I try to ignore or escape him as much as possible, but that does not mean I tolerate all his abuse or harassment. Sometimes, when his words are really terrible and I cannot bear it or even sometimes he keeps close to me or touches me, I warn him and say go away, otherwise I tell the manager....

The efficiency of this action was also evaluated by participants. What was reported by most of the participants was their view of temporary effects. As further reported by Yun:

It was useful at that moment, but after three or four days, he continued to do that.

4.6.3.3 Talking to peers

Some of the participants viewed that talking to friends or family members was a way to release their negative emotions such as stress, anger and depression; and they wanted to obtain relief or suggestions from people they trusted. Some of them viewed that “*it is a good way to remove negative emotion*”. As stated by Yun:

I also talk to my friend who is a lawyer and also a good listener... I feel better after I talked to her.

4.6.3.4 Help-seeking

The other action of asking for HR or manager to cope with the problem of bullying was also mentioned by some participants. They reported that sometimes when suffering severe bullying, they tried to “*complain to the HR or manager*” for coping with bullying. As stated by Fen:

Yes, sometimes I told the HR manager, but it is not so frequent for me do that. I do not want to make trouble....

4.7 Contributory factors to workplace bullying

Contributory factors to workplace bullying is an important category which emerged from the interview discussion of why participants were bullied. Themes including ineffective organisational support, language difficulties, participants’ views about personality, work-related experience and skills, and culturally affected consciousness or behaviours were

defined by interpreting participants' discussion on the reasons for their experiences of bullying.

4.7.1 Ineffective organisational support

Perceived organisational policies relating to prevention of workplace bullying played a significant role in reducing bullying occurrence in the workplace. However, what was commonly expressed by most participants was their *disappointment* and *distrust* towards organisations. They viewed that organisations played an *unserviceable role* in their coping process towards workplace bullying and the *organisational negativity* even led to increased persistence of bullying. Two aspects of lack of organisational policies and lack of response to complaints were identified from the interviews.

The anti-bullying actions mostly rely on the establishment of relevant policies or regulations. However, most of the participants reported that *there is no formal or adequate preventing policies regarding the issue of workplace bullying* when asked what policies or regulations their workplaces had about prevention or coping with issues of bullying. As stated by Yan: *"I just work in a café, it is not a big company. We do not have any anti-bullying policies"*. However, the result of lack of formal policies makes perpetrators more rampant. As Yun stated:

But actually, we do not have formal policies to address issue of workplace bullying...so, he never stops bullying because he know he will not get punishment.

Although some participants reported the existence of policies or regulations regarding bullying in their workplaces, they argued that the actual implementation of the policies was ineffective due to *a long coping process* and thus, bullying could not be solved. For example, Fen described her experiences of coping with bullying. She viewed that:

I waited for a century to get the response and the commitments from HR department were perfunctory". Almost all the time, HR just gave us a commitment. But they never do something useful and effective. Sometimes HR just said: yes, we already started to investigate, we will give you results within two weeks. But the reality is that they never take any action...no one punishes them [the bullying perpetrators].

4.7.2 Language difficulties

Working in another country presents various challenges such as the use of a second language. From the interview discussion on the relationship of the language barrier and the occurrence of workplace bullying, it was identified by some participants that poor English skills directly led to bullying in their work. The issues that arose from poor English capacity were stated by some participants, such as poor understanding and expression skills. As Yan argued:

Sometimes the perpetrators believe that we cannot understand what they said, even they abuse us...they were bullying us only because they want to see our funny face....

However, other participants held an opposite opinion. They viewed that although poor English disadvantaged them, there was no obvious relationship between their experience of workplace bullying and language barriers. They mentioned body language such as smiling as an alternative way to express themselves both to colleagues and guests. As commented by Miao:

Yes, as a Chinese, I do have some communication difficulties due to inadequate English capacity. But I do not think I can link this to my experience of bullying...Chinese view that attitude and smile are the important way to deal with others...I try to use body language and keep a friendly smile to my colleague and guest. However, that does not mean if I have good English I can keep away from bullying.

4.7.3 Participants' views about personality

Personality was revealed as a pertinent aspect relating to the occurrence of workplace bullying. All the participants considered that their personalities were related to the incidence of bullying in their workplaces. The participants' descriptions of their personalities revealed common personalities of bullying victims. For example, all the participants stated their personality was *tolerant*, *introverted* or *timid*. Also, someone mentioned they were timid to defend, and it seems that they acknowledged that to some extent they were responsible for workplace bullying. As argued by Yun:

I am an introverted girl, and I am not good at talking...when suffering abuse, I was timid to

defend...I think that was the reason for his persistent bullying.

4.7.4 Work-related experience and skills

Work-related experience and skills in relation to the participants' experience of workplace bullying were discussed in the interviews. Some of the participants reported less or even no work-related experience before starting the current job. The result of lack of work-related experience contributed to their weak operational skills and lack of confidence in the workplace due to unfamiliarity with the work content. Thus, a passive status of weak operational skills and lack of confidence led to some of them becoming bullying targets. As stated by Yan:

I never work before I got this job, when I was a new staff there, I did not know how to make coffee. So, everything is new for me, I am in a passive status and I had to learn a new skill... I cannot do things like making coffee as fast as other senior staff... So, she always purposely making difficulties to me even though she knows I did not know how to do that.

Also, most of the participants mentioned that experience and skills were important for them when they were engaging in new a workplace as they viewed that they suffered more bullying when they were new, without any experience or work-related skills in their workplace. As stated by Miao:

When I was new here, I was totally a new access without any hospitality work experience and skills.... she was always abusing me, as I was always doing wrong things, that made trouble for her...So, it maybe I could not bear her abuse if I successfully completed work tasks...Work-related experience and skills are helpful to improve our task performance when we are accessing to new workplaces.

4.7.5 Culturally affected consciousness or behaviours

Different cultural background impacts individual diversity on the aspect of value or consciousness. The participants identified both themselves and the bullying perpetrators as culturally affected people. Thus, their consciousness and behaviours were to some degree determined by personal culture background. The issue of workplace bullying is also associated with culture. As commented by Yun:

We are the human beings living in a different culture; it is inevitable that our consciousness and even behaviours are influenced by our culture. The occurrence of workplace bullying is potentially connected to both victims and perpetrators' culture.

4.7.5.1 Conflict avoidance

Traditional Chinese consciousness impacts participants both in ideological and behavioural aspects. One typical consciousness in Chinese ethnicity identified from the interviews was *moderation*. It orients the way Chinese deal with negative aspects of their lives, such as bullying or conflicts using the avoidance way. Some participants identified themselves as a 'typical Chinese', and thus their coping approaches to workplace bullying were impacted by their typical Chinese consciousness. But they also stated that the consciousness-affected avoidance approach to some degree contributed to their experiences of workplace bullying. As Yun argued that:

For myself, in our culture, we do not want conflicts with others. We try to protect ourselves by conservative and evasive approaches... that's Chinese moderation culture...as a Chinese in a foreign country, I do not have any relatives, and few friends, I have to learn to protect myself...so that's why I chose to tolerate his bullying...but, tolerance is useless and I think even sometimes worsened my condition.

4.7.5.2 Cultural norm of bullying

Participants working for Chinese employers reported that they were bullied by a senior colleague, head chef or duty manager. Notably, all of those perpetrators were Chinese (see Table 4); and most of the participants from Chinese employers' hospitality businesses pointed out the *universality* of bullying in their workplaces. They argued that it is *common* or even *inevitable* for Chinese subordinates or new employees being bullied by Chinese superiors or senior employees in *traditional Chinese workplaces*. Some participants identified their bullying experience as a *potential norm* when engaging in Chinese workplaces. As stated by Miao:

It is common for us to experience bullying, because we work in Chinese workplaces...that is the potential norm.

4.8 Chapter summary

This research aimed to explore sources, impacts and influential factors of workplace bullying, and coping strategies of individuals subjected to workplace bullying. By analysing and interpreting major themes, significant findings were revealed.

The findings showed that Chinese workers in this study were bullied by three major perpetrators: superiors, senior colleagues and guests. They experienced different bullying forms in terms of the ethnicities of business owners that they worked for. Only those who worked for *Chinese employers* experienced bullying of undertaking unfair workload and blame, and those who worked for *other employers* suffered ostracising behaviours and sexual harassment from perpetrators. It was found that Chinese workers reported negative emotions and work performance when suffering workplace bullying, and those who worked for *other employers* were likely to leave their job. Also, Chinese workers in this research coped with workplace bullying by approaches of avoidance, verbal rejection, talking to peers and seeking help from organisations. Those approaches were identified as mostly ineffective. The research identified ineffective organisational support, English difficulties, views of timid or tolerant personalities, and lack of work-related experience skills and Chinese cultural consciousness to be factors resulting in bullying of Chinese workers in New Zealand hospitality workplaces. Additionally, it was also found some Chinese workers in this research accept the responsibility for their bullying experience in terms of the influence of their personality; and in Chinese employers' hospitality businesses, bullying is likely to occur from superiors to subordinates, or from senior employees to junior employees. The next chapter will discuss the major findings.

CHAPTER 5 DISCUSSION

5.1 Introduction

This research aimed to explore sources, impacts and influential factors of workplace bullying, and coping strategies of individuals subjected to workplace bullying, by investigating Chinese workers' experiences of bullying in New Zealand hospitality workplaces. Based on the research findings presented in Chapter four, this chapter provides further interpretation and discussion to the major findings in relation to the research aims and the extant academic literature.

In line with the research aims, the chapter first examines bullies that were found from the research in relation to the literature. Next, the identified bullying behaviours are analysed, and the differences in bullying types that Chinese workers experienced based on the ethnicities of business ownership/management that they worked under are revealed. Then, a discussion of how workplace bullying leads to Chinese workers' intention to leave or stay in the workplace is provided. Next, contributory factors to workplace bullying that were identified in Chapter four are discussed and compared to literature to reveal significant findings. To respond to the research aims and questions, the chapter closes with a summary of significant findings and a model of Chinese workers' experience of bullying in New Zealand hospitality workplaces.

5.2 Profile of bullies in New Zealand hospitality workplaces

The first aim of this research was to identify sources of workplace bullying by exploring Chinese hospitality workers' experiences of workplace bullying in New Zealand. When studying the issue of workplace bullying, one concern should be bullying perpetrators. It is considered helpful to explore different causes of bullying by identifying different bullies. A bully's profile also impacts on the formation and implementation of strategies in coping with workplace bullying (Agervold & Mikkelsen, 2004). This research identified three major bullying perpetrators in New Zealand hospitality workplaces: 1) superiors, 2) senior colleagues, and 3) guests.

As presented in Chapter four, Section 4.4.1, among the superiors in the hospitality organisational hierarchy, head chefs were one of the perpetrators of bullying identified in this study. Johns and Menzel (1999) suggested that bullying was prevalent in the hospitality commercial kitchen sector, and head chefs were the major perpetrators. The

research finding appears to support this view. A further explanation from Bloisi and Hoel (2008) indicated that in commercial kitchens, head chefs operate under a high level of stress due to heavy workloads and long working hours. Thus, it is likely that their bullying practices become one of their ways to release stress. Similarly, Young and Corsun (2010) stated that head chefs' high work-related stress, for example, their responsibility to ensure high food quality, contributed to a high-pressure work environment, which potentially increased the incidence of workplace bullying. The other bullying perpetrators identified in this research were guests. This result supports the view of Guerrier and Adib (2000) that the hospitality workplace is complex and a wide range of customer types and origins to some degree increases the incidence of bullying. Thus, guests could be the important contributors of bullying in hospitality workplaces. Consequently, relating identified bullies in this research to the literature, it was found that New Zealand hospitality businesses appear to replicate the findings about bullying by chefs and guests in other countries.

5.3 Business ethnicity-based differences in bullying behaviours

The other sources of bullying were associated with different bullying behaviours. As presented in Chapter four, Section 4.5, the research found five bullying behaviours that Chinese workers experienced when working in New Zealand hospitality workplaces: 1) verbal abuse, 2) sexual harassment, 3) ostracising behaviour, 4) unfair workload and 5) false accusations/blame. However, the significant finding identified in this research was the Chinese workers experienced different bullying behaviours in terms of the ethnicities of business owners/managers that they worked under. For example, only those who worked for Chinese employers experienced bullying related to unfair workload and false accusations/blame; and only those who worked for other employers reported suffering sexual harassment and ostracising behaviour.

The literature reveals there are different types of workplace bullying behaviours, which can be classified in two ways. One approach is to sort workplace bullying behaviours into physical and psychological sets (method one). Physical bullying refers to aggressive acts that could hurt someone's body or physical health, such as work overload and verbal abuse. Psychological bullying is a bullying form that could affect victims emotionally. Such as verbal abuse and social isolation (De Cuyper, Baillien & De Witte, 2009). The other is to divide bullying behaviours into work-related and personal types (method two).

Work-related bullying is a bullying form relating to workloads, work processes, and evaluation and advancement. Such as unfair or over workload and withholding information. Behaviours such as gossip, isolation are personal bullying forms (Bartlett & Bartlett, 2011, p.72). When the findings of this study were analysed according to those two classifications, the identified bullying behaviours fell into two types. Firstly, method one identifies that participants from both groups experienced psychological bullying; however, only those who worked for Chinese employers suffered physical bullying. Secondly, using method two, personal bullying was experienced by participants from both groups; however, only those who worked for Chinese employers reported suffering work-related bullying in their workplaces. To some extent, these findings support the view of Sheehan, Barker and Rayner (1999) that psychological bullying is a more common bullying form in workplaces than physical bullying. According to Alegría *et al.* (2008), as an ethnic minority in New Zealand hospitality workplaces, Chinese workers remain diverse in aspects of language, thinking patterns, communication styles and even cultural values compared to locals, which potentially contributes to their difficulties engaging in local groups. Thus, it is likely that they suffer psychological and personal bullying. For example, being socially isolated. Also, the possible reason for Chinese workers' suffering of physical and work-related bullying is likely to due to Chinese owners' high-power distance, and high levels of tolerance of Chinese workers. These will be discussed in Sections 5.5.5 and 5.5.6.

The analysis reveals that in New Zealand hospitality workplaces Chinese workers experienced different types of bullying in terms of the ethnicities of owners/managers they worked under. The significant finding reveals that Chinese workers suffered more types of bullying when working in New Zealand hospitality businesses where employers are Chinese (psychological and physical; personal and work-related) compared to those who were working for other employers (psychological and personal).

5.4 How bullying leads to Chinese workers' intention to leave or stay the workplace

The second aim of this research was to explore impacts of workplace bullying. By investigating Chinese workers' experience of workplace bullying, the research found that Chinese workers who were bullied reported negative emotions such as anxiety and depression as presented in Chapter four, Section 4.6. This finding is in line with Colligan and Higgins's (2006) research that showed that the obvious emotional reaction of bullied

employees was to feel anxious and depressive. The research also found that negative emotions arising from bullying further led to Chinese workers' negative work performance and intention to leave. This finding is consistent with most previous research into individual impacts of workplace bullying. For example, Cowie, *et al.* (2002) and Hansen *et al.*'s (2006) research indicated that workers' negative emotions directly led to fatigue and boredom and further contributed to their poor performance and intention to leave. Obviously, both the literature and the research findings confirmed the negative effects of workplace bullying on employees' emotions and work performance.

However, regardless of bullying victims' negative emotions, poor work performance and intention to leave stated in both the literature and this research, a significant finding in this exploratory study was only Chinese workers working for other employers reported their intention to leave the workplace when suffering bullying whereas those who were working for Chinese employers reported less intention to leave the job although the findings showed that they suffered more bullying. To explain this result, two potential reasons could be offered. Firstly, Chinese workers have a high level of adaptability to businesses where employers are Chinese. The reason concerned Chinese' familiar parameters such as work environment, management style and even colleagues; and compared to familiar bullying from people they understood, their fear of the unknown was greater. Thus, although suffering bullying in their workplace, they preferred to stay in familiar Chinese workplaces. This view was also approved by Baillien and De Witte (2009), who argued that people prefer to stay in a familiar environment due to high adaptation and predictability. The other potential reason concerned Chinese workers' vulnerable status as a minority group in New Zealand. According to Alegría *et al.* (2008), ethnic minority remains a vulnerable status with higher work and life stress, less social support compared to locals. Smith (1985), and Julia and John (2009) stated that compared to locals, ethnic minority workers have lower incomes and unstable employment status due to issues such as visa and language. From these perspectives, as an ethnic minority in New Zealand, Chinese workers may pay great attention to maintaining the stability of their employment and economy. Thus, although experiencing bullying in their workplace, they prefer to stay rather than leave the workplace due to their uncertainty about the future.

Although both the literature and this research confirmed bullied employees' intention to leave the job, in the research context of Chinese workers in New Zealand hospitality

sectors, a significant finding was that whether Chinese workers tend to leave their job depends on the ethnicity of owners/managers of the businesses that they worked in. Most of them still preferred to stay in a Chinese employers' workplace due to the purpose of pursuing stability. These aspects of the Chinese consciousness will be explored in Section 5.5.5.

5.5 Contributory factors to workplace bullying

The third aim of the research was to explore influential factors of workplace bullying. This research found five factors directly or indirectly connected to Chinese workers' experiences of bullying in New Zealand hospitality workplaces: 1) ineffective organisational support, 2) language difficulties, 3) views of personality, 4) lack of work-related experience and skills, and 5) culturally affected consciousness and behaviours (see Section 4.7). These will now be discussed in turn.

5.5.1 Ineffective organisational support escalates bullying

This research found that most of the hospitality businesses that Chinese workers worked at lacked formal policies or had weak organisational policy enforcement, which was identified to be an important organisational factor contributing to workplace bullying (see Section 4.7.1). The finding was consistent with the view of Leymann (1996) and Liefoghe and Mac Davey (2001). Both agreed that workplace bullying arises from the lack of relevant policies and poor organisational enforcement of policies. Leymann (1996) explained that the role of organisations is a moderator in preventing workplace bullying and formal policy relating to bullying is the basis and direction for organisations dealing with such problems. Lack of policies and weak policy enforcement could lead to the persistence of bullying. O'Driscoll *et al.* (2011) and Bentley *et al.* (2012) stated that lack of formal policies led to the escalation of bullying in New Zealand workplaces.

Additionally, based on the context of this research, one potential reason was suggested to explain why there is a lack anti-bullying policies and effective organisational policy enforcement towards established anti-bullying policies: most of the participants in this research were from small-scale hospitality businesses such as cafés and restaurants (see Section 4.2, Table 2). Those small-scale hospitality businesses may lack comprehensive management systems and formal policies. According to Getz and Carlsen (2000), small-scale hospitality businesses are more profit-oriented compared to larger businesses, and

the owners of those small-scale businesses mostly lack a business background and knowledge. Thus, it is likely that there is a lack of adequate management systems through cost-saving and owners' ignorance. Also, Baillien, Neyens and De Witte (2011) argued that, small-scale hospitality businesses characteristically lack resources and adequate management systems. Consequently, it is considered that the occurrence of workplace bullying in small hospitality businesses is associated with the shortcoming of lack of formal policies relating to bullying stemming from inadequate management systems.

The factor of ineffective organisational support has been implicated by the literature to be a cause of bullying. This research confirmed that the factor also explained workplace bullying in New Zealand hospitality workplaces. The importance of establishing an anti-bullying policy and improving policy enforcement is implied to New Zealand hospitality businesses to prevent bullying.

5.5.2 Language facility as a cause of bullying

The research finding indicated language difficulties to be a factor impacting some of the Chinese workers' experiences of bullying in New Zealand hospitality workplaces (see Section 4.7.2). The importance of language skills was also implicated by the literature. Zapf and Einarsen (2011) argued that individual social competency is important for employees dealing with interpersonal relationships in their workplaces and language and communication skills are important bases of workers' social competency. However, weak communication or language skills could disadvantage workers in their process of socialisation (Tange & Luring, 2009). Also, poor language skills contribute to the poor capacity of understanding and expression, which have negative impacts on employees' task performance and further increase the risk that they are bullied by language ridicule (Tange & Luring, 2009). McIntyre (2014) suggested that an important challenge for Chinese migrants' acculturation process in New Zealand is English language proficiency. Poor English skills prevent them acculturating to the dominant culture due to limited communication, which contributes to their passive status. Liu (2014) pointed out that Chinese workers' passive status arising from language barriers could also lead to them to become bullying targets. The research findings in this study appear to support this statement. However, it was noted that in this research, not all Chinese workers acknowledged that their bullying experiences were associated with their weak English skills. Some Chinese workers in this study did not believe the language barrier was a cause of their bullying experiences. There may be two reasons for their belief. Firstly,

those who felt that workplace bullying was not linked with bullying had excellent English skills. Thus, they had no concern about language problems and interpersonal communication. The other reason is that some Chinese workers worked in a Chinese workplace, where most of the employees and guests are Chinese. Therefore, their major communication language was Chinese, and English was rarely used. In this circumstance, there seems little possibility the Chinese workers were bullied due to a language barrier. According to Liu (2014), as an immigration-friendly country, New Zealand attracts a large number of immigrants, and Chinese are a major immigrant population in New Zealand. Most Chinese migrant workers are engaged in the hospitality industry. Thus, a large number of Chinese workers and customers to some extent provide a pure Chinese environment, where the effects of not speaking good English is minimised.

The contributory factor of language barriers is not a new finding. The literature has already implicated this factor as one of the causes of workplace bullying for migrant workers. However, in New Zealand hospitality workplaces, the condition of a pure Chinese language work environment to some extent could minimise the risk that Chinese workers were bullied by language ridicule.

5.5.3 Participants' views of personality as a cause of bullying

Individual personalities are one influential factor of workplace bullying identified in this research. Specifically, the Chinese workers in this research viewed that their introverted, tolerant or timid personalities sometimes led to them became bullying targets (see Section 4.7.3). As argued by Parkins, Fishbein and Ritchey (2006), different personalities to some extent determine whether people would become bullying perpetrators or victims. Coyne *et al.* (2003) argued that bullying victims were characteristically emotionally unstable and introverted. In other research, Seigne *et al.* (2007) and Glasø *et al.* (2007) also identified that introverted people are likely to be targets of bullying. They argued that compared to extroverted people, an introverted person is timid or shy and more tolerant. These traits lead to their passive status in workplaces and conservative behaviour when coping with interpersonal conflicts. For example, when experiencing bullying in the workplace, it is likely that they are tolerant of perpetrators due to their timidity and lack of confidence or courage to defend. However, their tolerance could allow perpetrators' persistent bullying (Glasø *et al.*, 2007).

Introverted, timid and tolerant personalities have been implicated by literature to be one potential cause of employees' experience of being bullied. The positive relationship between these personalities and workplace bullying, notably, are also mentioned by bullied Chinese workers' in New Zealand hospitality workplaces. Additionally, the research further found that some Chinese workers seemed to accept responsibility for their bullying experience in terms of the influence of their timid and tolerant personality. It is also suggested that these Chinese personalities and consciousness were affected by their traditional cultural values. This traditional Chinese value will be discussed in Section 5.5.5.

5.5.4 Lack of work-related experience and skills as a cause of bullying

This exploratory study found the lack of work-related experience or skills to be a cause contributing to some Chinese workers becoming bullying targets in New Zealand hospitality workplaces (see Section 4.7.4). Chinese workers who lack work-related experience or skills remain unfamiliar with work content and have weak operational skills, which leads to their passive status and potentially increases the risk of being bullied by those more experienced and skillful.

The literature also emphasises the influence of employees' lack of work-related experience or skills on their experience of bullying. Arthur (2012) stated that employees who lack work-related experience and skills remain disadvantaged compared to those who are experienced and skillful, when they engage in a new workplace. As argued by Coyne, Seigne and Randall (2000), compared to experienced or senior staff, junior or new employees who lack work-related experience and skills remain disadvantaged by a weaker capacity in task performance, which leads to their passivity at work. With a passive status, it is likely that new employees become tolerant and obedient to obtain help from senior staff who are more experienced and skillful (Coyne, Seigne & Randall, 2000). However, as stated before, employees' tolerant traits increase the possibility of their becoming bullying targets. Also, it is suggested that new or junior employees are likely to be bullied by senior staff who have long tenure or skillful operational capacity in the workplace. According to Arthur (2012), senior employees' bullying behaviour toward junior or new employees is a way to show themselves and claim their senior status and obtain respect. Additionally, as argued by Mooney, Harris and Ryan (2016), new employees' experiencing bullying is also considered to be a potential occupational initiation in their hospitality workplaces.

As a result, the literature has highlighted the positive relationship between lack of work-related experience and skills and the risk of employees being bullied. This positive relationship was also confirmed in the context of this research.

5.5.5 The effects of cultural values on coping strategies to workplace bullying

The last aim of this research was to explore coping strategies of individuals subjected to workplace bullying. This research found three strategies that Chinese workers adopted when suffering bullying in their workplaces: avoidance and rejection, talking to peers and seeking help from organisations (see Section 4.6.3). These approaches were also implicated by Jóhannsdóttir and Ólafsson's (2004) research results.

In the social context, individuals' behaviours are to some extent oriented by their traditional cultural values or consciousness (Schwartz, 2013). Accordingly, coping strategies of victims subjected to workplace bullying are also affected by their cultural values or consciousness (Kernan, *et al.*, 2011; Power *et al.*, 2013). In this research, participants mentioned a Chinese moderation consciousness (see Section 4.7.5), which is considered to be a cultural factor orienting their behaviours when coping with workplace bullying. The traditional Chinese moderation consciousness was also mentioned in the literature. Kirkbride, Tang and Westwood (1991) stated that Chinese moderation consciousness advocates people dealing with negative things such as conflict and bullying in conservative ways, for example, avoidance or ignorance. Liu (2014) mentioned a Chinese Confucianism culture, which advocates people create an ordered and conflict-free society by handling problems in soft ways. This culture is similar to Chinese moderation culture and, to some degree, moderation culture is a part of Confucianism. McIntyre (2008) stated that, when coping with interpersonal conflicts in the workplace, Chinese hold a traditional conviction that confrontations could impair their interpersonal relationships. Thus, they tend to avoid conflicts with co-workers to maintain good workplace relationships. The research finding appears to confirm this statement by identifying Chinese workers' avoidance behaviours when experiencing bullying in their workplace. These Chinese workers' behaviours reflect Chinese moderation or Confucianist cultural consciousness (Power, *et al.*, 2013). Also, it is suggested that Confucianism or moderation consciousness orients Chinese' intentions to pursue stability (Kirkbride, Tang & Westwood, 1991). This intention to pursue stability was also reflected by some bullied Chinese workers' intention to stay in their workplace. Additionally,

Power, *et al.* (2013) argued that, within Confucianism or moderation consciousness, Chinese workers are timid and tolerant and they have high acceptability to workplace bullying. The timid and tolerant traits orient their negotiating or avoiding behaviours towards bullying. Therefore, from this perspective, it is further noted that the coping strategies of Chinese workers subjected to workplace bullying were oriented by their Confucianism or moderation consciousness affected timid and tolerant personalities.

Additionally, as argued by McIntyre (2014), when coping with interpersonal conflicts like workplace bullying, although Chinese migrants tend to follow the active ways of locals, most of them still tend to be tolerant. This also indicated that Chinese cultural roots have strong impacts on their interpersonal conflict coping strategies in New Zealand. McIntyre (2014) also pointed out that learning to speak up becomes an important part of the Chinese acculturation process in New Zealand. However, it appears difficult when Chinese migrant workers experience negative encounters in New Zealand workplaces. From this perspective, it seems that, although the Chinese traditional consciousness of Confucianism or moderation orients their behaviour of avoidance or tolerance when experiencing bullying, their experiences of workplace bullying in turn lead to their difficulty overcoming this culturally affected behaviour.

For Chinese workers, traditional cultural values have the potential influence on their personality and behaviours even though they are engaged in another country. In the context of New Zealand hospitality workplaces, moderation or Confucianist consciousness was identified to some extent contributing to Chinese workers' timid or tolerant personalities, which further orients their avoidance behaviour towards encountering bullying.

5.5.6 High power distance oriented bullying in Chinese workplaces

This research found that there was a norm of bullying occurrence in Chinese workplaces (Section 4.7.5). That is, bullying occurs from superiors to subordinates, or from senior staff to junior employees. Based on this finding, the high-power distance was identified to be a factor orienting such bullying in Chinese workplaces (Wang *et al.*, 2012).

Hofstede and Bond (1984) defined that, power distance is a cultural dimension of society. It presents the acceptable extent of inequality existing between two persons in society. Power distance relating to the workplace, refers to superior-subordinate relationships,

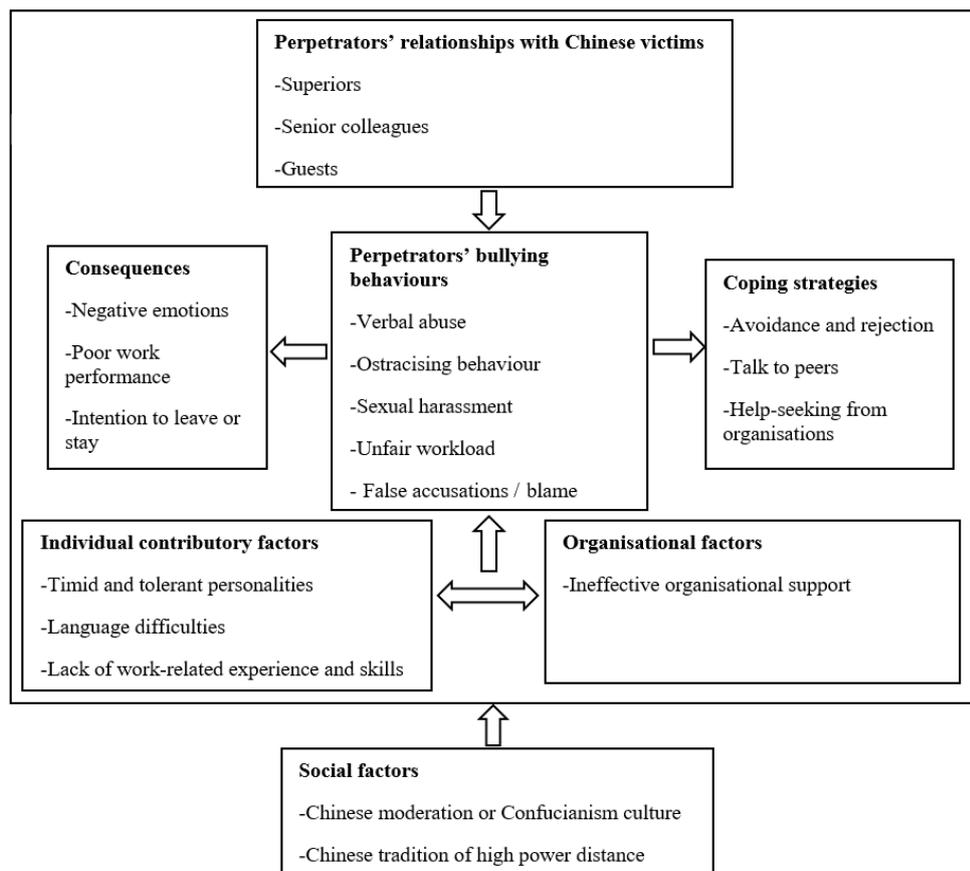
representing the acceptable extent of inequality in an organisational hierarchy (Bochner & Hesketh, 1994). Khatri (2009) outlined characteristics of high power distance workplaces or organisations, where superiors have absolute power to control subordinates, and senior employees obtain absolute respect from new or junior employees. As a typical country with high power distance, Chinese workplaces also retain the above characteristics of high power distance workplaces (Wang *et al.*, 2012). Specifically, in Chinese workplaces, superiors are autocratic and they have the absolute official power to control their subordinates. It is suggested that superiors with absolute power are likely using abusive supervision to maintain their authoritative status (Farh, Hackett & Liang, 2007), which directly leads to workplace bullying (Hoel *et al.*, 2010). In the same way, senior employees in Chinese workplaces also have the authority to control junior or new employees. Their authority comes from their advantages of long tenure, adequate experience or skills and familiarity with the workplace. However, as stated before, some senior Chinese employees are likely bullying new employees to show their senior status and obtain respect (Arthur, 2012). Based on the above discussion, it is identified that traditional high-power distance in Chinese workplaces contributes to bullying and bullying occurs from superiors to subordinates, and from senior employees to junior or new employees.

5.6 Chapter summary

The aims of this research were to identify sources, impacts and influential factors of workplace bullying, and coping strategies of individuals subjected to workplace bullying, particularly focusing on Chinese workers' experience of bullying in New Zealand hospitality workplaces. In line with the research aims, the findings indicated that in the New Zealand hospitality industry, Chinese workers in this research experienced bullying from superiors, senior colleagues and guests. Comparing those who worked for other employers (suffered psychological and personal bullying), Chinese workers suffered more types of bullying when they worked for Chinese employers (physical and work-related, psychological and personal). When suffering bullying, Chinese workers reported negative emotions and poor work performance. However, whether they tend to leave the job depends on the ethnicity of owners/managers of the businesses that they worked for. A vulnerable status leads to their uncertainty about the future and a moderation or Confucianism cultural consciousness contributes to their intention to pursue stability, which further orients their intention to stay in Chinese employers' businesses. The causes for Chinese workers' encounters of bullying include organisational factors of ineffective

support, individual factors of English language difficulties, views of timid and tolerant personalities and lack of work-related experience and skills, and, importantly, social factors of Chinese moderation or Confucianism cultural consciousness and high-power distance. The coping strategies of Chinese workers in this research subjected to workplace bullying include avoidance and verbal rejection, talking to peers or help-seeking from organisations. It was also found that the moderation or Confucianism cultural consciousness to some extent contributes to Chinese workers' timid and tolerant personalities, and further orients their conservative strategies when dealing with bullying, for example, avoidance, which contributes to the persistence of bullying. Additionally, traditional high-power distance in Chinese workplaces orients the occurrence of bullying and bullying is likely to occur from superiors to subordinates, and from senior staff to junior employee. Consequently, based on these findings, the overall Chinese workers' experience of bullying in New Zealand hospitality workplaces could be reflected by a model as shown in Figure 2.

Figure 2 Chinese hospitality workers' experiences of workplace bullying



CHAPTER 6 CONCLUSION

This research was conducted to explore sources, impacts and influential factors of workplace bullying, and coping strategies of individuals subjected to workplace bullying, by investigating Chinese workers' experiences of bullying in New Zealand hospitality workplaces. The research was conducted by adopting the qualitative approach. To achieve the research objectives, eight Chinese workers from New Zealand hospitality businesses engaged the semi-structured interviews. The data were analysed using a thematic coding method. Four major categories (perpetrators of bullying, bullying behaviours, emotional and behavioural effects on victims, and contributory factors to workplace bullying) emerged.

By investigating Chinese workers' experience of workplace bullying in the New Zealand hospitality industry, it was found that Chinese workers in this study were bullied by different perpetrators and behaviours. Perpetrators' bullying behaviours have negative impacts on Chinese victims such as the increase of negative emotions and poor work performance. In this research, bullying of Chinese workers results from different causes and both individuals and organisations, and even cultural consciousness, could be contributory factors, which indicate the complexity of bullying issue. Also, by identifying coping strategies of Chinese workers subjected to workplace bullying, it was found that their conservative strategies such as avoidance are considered ineffective and could lead to the persistence of bullying. The study also revealed that ineffective organisational support was one of the important factors contributing to Chinese workers' experience of bullying in New Zealand hospitality workplaces. The results of this study provide evidence and support to both theoretical and practical fields.

6.1 Theoretical implications

From a theoretical perspective, this exploratory study fills gaps in the extant research into workplace bullying. Firstly, the research fills the research gap of workplace bullying by allocating its focus to the New Zealand hospitality industry, and the research results provide empirical evidence to future research into workplace bullying in the New Zealand hospitality industry. Secondly, the research fills the gap of workplace bullying of a particular ethnicity in New Zealand by allocating its focus to New Zealand Chinese workers. Additionally, this research reveals a model of Chinese workers' experience of

workplace bullying in New Zealand hospitality workplaces (see Figure 2), which provides valuable insights into understanding such experiences.

6.2 Practical implications

The findings of this study also provide practical information for hospitality organisations and employees in New Zealand. Firstly, it identified the specific impacts of workplace bullying on victims. For example, bullying can increase employees' negative emotions and lead to negative work performance and intention to leave. As a primary concern of organisations, employees' negative emotions and poor performance can negatively affect organisational development. Thus, it is suggested that organisations may find it helpful to pay positive attention to coping with the issue of workplace bullying to maintain happy workplaces and meet their responsibilities as good employers. Secondly, the research found that ineffective policies escalate the incidence of workplace bullying and the two aspects of organisations lacking formal anti-bullying policies and providing weak policy enforcement were discussed. Therefore, it is suggested that organisations establish formal policies and improve their policy enforcement to prevent or deal with problems of workplace bullying. Thirdly, the research results provide practical direction to hospitality employees regarding their coping strategies towards workplace bullying. Additionally, this study also indicated that the language barrier is a factor contributing some Chinese workers' bullying experiences. As a result, it is important for Chinese workers who work in New Zealand hospitality workplaces to improve their language skills, benefitting their work and lives in New Zealand.

6.3 Limitations of the research

6.3.1 Limitations for selected research methods

The qualitative method was considered suitable for this research; however, the method brought some limitations. Firstly, it takes more time for data collection compared to the quantitative research method. Although qualitative research aims to study a small sample, it still takes more time to collect adequate and in-depth information from participants (Cho & Trent, 2006). Secondly, this research used semi-structured interviews to gather data. These were time-consuming when it came to transcribing and interpreting data (Fossey, *et al.*, 2002). As qualitative thematic data analysis is based on the researcher's particular perspectives, the results may be influenced by the researcher's personal preference. It is also difficult to present and evaluate the differences in the quality and

quantity of the information obtained from the respondents (Fossey, *et al.*, 2002; Braun, 2006).

6.3.2 Sample limitations

As this was a small exploratory study, only eight Chinese hospitality workers were interviewed, most were from Auckland and all the participants worked in New Zealand small hospitality businesses. Thus, the research results could only reflect workplace bullying in New Zealand small hospitality businesses. Also, those Chinese workers were mainly from entry-level positions in their hospitality workplaces, such as waiters and room attendant, therefore, the research results are not representative of all hospitality positions.

6.4 Recommendations for future research

Based on the research results and limitations, recommendations are provided to orient future research. Firstly, the research revealed that Chinese workers who worked for Chinese employers suffered more types of bullying (psychological and physical, personal and work-related bullying) compared to those who worked for other employers (psychological and personal bullying). However, the actual reasons are not implicated in this research. Thus, further studies are needed to explore reasons for this distinction. Secondly, it is recommended that a future study could enlarge the research sample by increasing the number of workers and extend the source of workers in terms of their regions and hospitality positions to improve the representativeness of the sample and the research results.

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Appendices

Appendix a Ethics Approval Letter

AUTEC Secretariat

Auckland University of Technology
D-88, WU406 Level 4 WU Building City Campus
T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

13 December 2016

Jill Poulston

Faculty of Culture and Society

Dear Jill

Re Ethics Application: **16/432 Employees' experience of workplace bullying: A study of Chinese workers in the New Zealand hospitality industry.**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 12 December 2019.

As part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through <http://www.aut.ac.nz/researchethics>. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 12 December 2019;
- A brief report on the status of the project using form EA3, which is available online through <http://www.aut.ac.nz/researchethics>. This report is to be submitted either when the approval expires on 12 December 2019 or on completion of the project.

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to obtain this.

To enable us to provide you with efficient service, please use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

All the very best with your research,

A handwritten signature in black ink, appearing to read 'K O'Connor', written in a cursive style.

Kate O'Connor

Executive Secretary

Auckland University of Technology Ethics Committee

Cc: 18396534680@163.com; shelagh.mooney@xtra.co.nz

Appendix b Participant Information Sheet

Date Information Sheet Produced: 15/11/2016

Project Title

Employees' experience of workplace bullying: A study of Chinese workers in the New Zealand hospitality industry.

Ethics approval letter:

Ethics Application: **16/432 Employees' experience of workplace bullying: A study of Chinese workers in the New Zealand hospitality industry.**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEK).

Your ethics application has been approved for three years until 12 December 2019.

An Invitation

Hello, my name is Ping Gong. I am a master's student in the School of Hospitality and Tourism at AUT University. I am undertaking a research project for a dissertation which is a part of my qualification of Master of International Hospitality Management. My research aims to explore sources, impacts and influential factors of workplace bullying and coping strategies to workplace bullying in the New Zealand hospitality industry and I would like to invite you to participate in my research. Your participation is voluntary, and during the interview, you can withdraw at any time without any negative consequences. To participate in the study, you will need to be a Chinese hospitality employee in New Zealand and you must be 20 years old or over.

What is the purpose of this research?

The purpose of this research is to explore sources and coping strategies of workplace bullying as previously in the New Zealand hospitality industry. The study is also a part of the student researcher's qualification for the Master of International Hospitality Management. The research will focus on two groups of Chinese hospitality practitioners; those employed by Chinese employers and those employed by non-Chinese employers. Exploring sources and coping strategies of workplace bullying can protect hospitality employees' rights and can also help hospitality employers retain talents.

How was I identified and why am I being invited to participate in this research?

You have been invited to participate in this study because you are Chinese hospitality practitioner in New Zealand. One of my friends has invited you to take part in this study and you have expressed interest. Your participation is voluntary, and you can withdraw from the study at any stage without any disadvantages.

What will happen in this research?

You will be asked to complete an interview, which will take about 30-60 minutes. The interview will focus on your experiences of workplace bullying.

What are the discomforts and risks?

During the interview, your individual experiences of workplace bullying might remind you of unhappy experiences and you may feel some discomfort as a consequence.

How will these discomforts and risks be alleviated?

During the interview, I will be sensitive to how you are feeling and will stop the interview if it is necessary. You can withdraw at any time from the study. Should you require assistance, confidential counseling can be arranged through the Health and Counselling service in AUT.

What are the benefits?

The study is a part of student researcher's qualification (Master of International Hospitality Management). The study will help to give more understanding of workplace bullying in the New Zealand hospitality industry. Also, there may be the considerable benefit to Chinese hospitality workers in New Zealand. For example, protection rights of Chinese employees', and understanding sources and coping strategies can benefit hospitality organisational development in New Zealand.

How will my privacy be protected?

No one will know your participation except the researcher and the supervisors and all your information and data will be put on a thumb drive and stored in the WH research store at AUT University.

What are the costs of participating in this research?

The only cost is your time as the interview may take between half an hour or one hour.

What opportunity do I have to consider this invitation?

You have two weeks to consider if you would like to participate in the interviews.

Will I receive feedback on the results of this research?

The link to a summary of research findings will be sent to your email address when the research is finished.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the researcher Ping Gong. Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEK, Kate O'Connor, ethics@aut.ac.nz , 921 9999 ext 6038.

Researcher Contact Details:

Ping Gong, email address: 18396534680@163.com

Project Supervisor Contact Details:

Assoc. Prof Jill Poulston

School of Hospitality and Tourism

Auckland University of Technology

Private Bag 92006, Auckland 1142, New Zealand

Email: jill.poulston@aut.ac.nz

Tel: +64 9 921 9999 ext. 8488

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Dr. Shelagh Mooney

School of Hospitality and Tourism

Auckland University of Technology

Private Bag 92006, Auckland 1142,

New Zealand

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Approved by the Auckland University of Technology Ethics Committee on *type the date final ethics approval was granted*, AUTEK Reference number *type the reference number*.

Appendix c Participant Information Sheet—Chinese Version

参与者须知 Participant Information Sheet—Chinese Version

日期：2016年11月15日

项目标题：新西兰酒店行业华人从业者职场欺凌经历探究：关于华人雇佣者与非华人雇佣者的对比分析

邀请函

您好，我是龚萍，奥克兰理工大学国际酒店管理硕士。基于学位需要，目前我正在进行一项关于新西兰酒店行业从业者职场欺凌经历的调查。本次问卷是调查对象是20岁及20岁以上的新西兰酒店行业华人从业者。我很荣幸能邀请您参加这项调研，您的参与对我来说非常重要。这项调查是基于自愿条件下进行的，您有权利拒绝参加此项调研。

我为什么要做此项研究？

此项研究的目的是：以新西兰华人酒店从业者为目标群体。对比华人雇佣者和非华人雇佣者关于职场欺凌的经历，并进一步研究新西兰酒店行业职场欺凌的原因和解决方案。研究结果有助于提高新西兰华人酒店行业从业者在工作中的自我保护意识并提出帮助他们解决职场欺凌的有效方案。

为什么您会被选为项目调查对象？

此项目调查的对象必须是新西兰酒店行业华人从业者。如果您愿意邀请您的符合要求的同事或者朋友参与这项调查，我们就将不胜感激。

调查方式与内容

此项调查采用面对面采访的方式。主要内容包括您关于新西兰酒店行业职场欺凌的实际经历和您对新西兰酒店行业职场欺凌原因的看法和意见。采访时间大约半小时至一小时。

作答的风险

我们希望通过采访了解您在新西兰酒店行业职场中遇到的欺凌现象。如果这些回忆会给您带来不好的心情，我们深表歉意。同时，奥克兰理工大学心理咨询室可以为您提供免费的咨询以保证您愉快的心情。

问卷会涉及到您的隐私吗？

为了保护您的隐私，你的个人信息将会被机密保存。

怎样得到调研结果？

如果您对我们的调研结果感兴趣，我们将会在整个调研结束后将结果发到您的个人邮箱。

如果您想进一步的了解此项调研，欢迎与我取得联系。

项目调研人：

龚萍

电子邮箱：18396534680@163.com

项目领导人：

Jill Poulston 副教授 奥克兰理工大学酒店旅游管理学院

Shelagh Mooney 博士 奥克兰理工大学酒店旅游管理学院

奥克兰理工大学道德委员会

Kate O'Connor

奥克兰理工大学道德委员会行政秘书

电话：+649219999 转 6038

电子邮箱：ethics@aut.ac.nz

Appendix d Interview Question List

Part 1 Demographic information

Name

Sex

Age

Nationality

How long have you been in New Zealand?

What kind of hospitality organisation do you work for?

Are you a part-time or full-time hospitality worker?

How long have you worked in the New Zealand hospitality industry?

What is your current position in your hospitality workplace?

Part 2 Experience of workplace bullying

What you think workplace bullying is?

Have you had any experience of bullying behaviour in the workplace?

If the answer is yes:

How often are you bullied?

Who is bullying you?

How are you bullied?

How do you feel when you are bullied?

What kind of factors in your opinion might contribute to workplace bullying?

What do you feel is the relationship between a language barrier and workplace bullying?

What same as previous is the relationship between work environment and workplace bullying?

What type of personality might be more subject to workplace bullying?

How do you cope with workplace bullying?

What perceived support or coping strategies are used in your workplace to reduce bullying?

What are your suggestions to reduce workplace bullying?

Appendix e Interview Question List—Chinese Version

第一部分 人口统计信息

姓名

性别

年龄

国籍

您来新西兰多久了？

您在新西兰酒店行业工作多久了？

您目前在什么地方工作？

您是在做兼职还是全职？

您目前的职位是什么？

第二部分：关于职场欺凌的经历

您觉得什么是职场欺凌？

您在新西兰酒店行业职场中有被欺凌的经历吗？

您被欺凌的频率有多高？

您经常被谁欺凌？

您能描述一下您是怎样被欺凌的吗？

当被欺凌时您是什么感觉？

您觉得哪些因素会导致欺凌？

您觉得语言障碍和欺凌是什么关系？

您觉得工作环境和欺凌是什么关系？

您觉得性格和欺凌是什么关系？

当被欺凌时您是怎样解决的？

您所在的公司都有哪些应对欺凌的措施？

对于解决职场欺凌，您有什么意见与建议？

Appendix f Consent Form

Project title: Employees’ experience of workplace bullying: A study of Chinese workers in the New Zealand hospitality industry.

Project Supervisor: Assoc. Prof Jill Poulston; Dr. Shelagh Mooney
Researcher: Ping Gong, email address: 18396534680@163.com

- I have read and understood the information provided about this research project in the Information Sheet dated February 2017.
- I have had an opportunity to ask questions and to have them answered.
- I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.
- I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- I agree to take part in this research.
- I wish to receive a summary of the research findings (please tick one): Yes No

Participant’s signature :

.....

Participant’s name :

.....

Participant’s Contact Details (if appropriate) :

.....

Date :

Approved by the Auckland University of Technology Ethics Committee on type the date on which the final approval was granted AUTEK Reference number type the AUTEK reference number

Note: The Participant should retain a copy of this form.

Appendix g Consent Form—Chinese Version

项目标题：新西兰酒店行业华人从业者职场欺凌经历探究：关于华人雇佣者与非华人雇佣者的对比分析

项目领导人：副教授 Jill Poulston; 博士 Shelagh Mooney

项目研究人：龚萍

- 我已在 2017 年 2 月阅读并了解了此调研项目的有关信息。
- 我有权利和机会询问调研人员有关问题。
- 我已了解采访的内容会被记录和转述。
- 我已了解这是一项自愿参与的项目，我将有权随时退出项目调研。
- 我已了解如果我退出，我有权利要求调研组删除所有关于我的私人信息。
- 我同意参与此项调研。
- 我希望收到调研结果：是 否

参与者签字：

参与者联系方式：

日期：
