

Bystanders' experiences of witnessing workplace bullying incidents in the New Zealand hospitality industry: What factors affect their attitudes and behaviours?

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Abstract

Workplace bullying in the hospitality industry has been called an “elephant in the room” issue. The definition, causes, effects and influential factors on workplace bullying have been investigated by many scholars. However, research objectives until now, have mainly focused on victims and perpetrators, with little attention given to the bystanders, the individuals who witness the bullying. This small-scale qualitative interpretivist study aimed to investigate factors that affect bystanders’ attitudes and behaviours by conducting eight semi-structured interviews to explore the experiences of witnessing workplace bullying incidents in Auckland hospitality organisations in New Zealand. The findings suggest that the bystander effect does occur in the New Zealand hospitality industry; as bystanders, participants’ attitudes and behaviours were affected in a variety of ways: the industry working conditions, their witnessing experiences, their personality and home-country culture, their organisation’s culture, and their managerial position and visa status. The discussions offer valuable insights into workplace bullying in the hospitality industry from a bystander’s perspective. The conclusion provides practical implications for New Zealand hospitality organisations to promote helping interventions to ease workplace bullying tensions and also expands the theoretical frameworks commonly used to discuss workplace bullying.

Key words: workplace bullying, hospitality, bystander effect.

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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 acknowledgements), 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 higher learning.

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Chapter 1: Introduction

The purpose of this study on this important topic is to examine critical factors that moderate bystanders' attitudinal and behavioural choices when they witness workplace bullying in New Zealand's hospitality industry. This chapter essentially provides an introduction, with a view to establishing a background to workplace bullying, as well as addressing the research objectives and questions, and the significance of this research. An overview also is provided of the research methodology, research methods, and data analysis tools employed in this study. At the end of this chapter, the thesis structure is explained.

1.1 Research Background

Workplace bullying in the hospitality industry is recognised as a serious issue that threatens an organisation's development, intensifies employer-employee relationships, and traumatises employees (Garbe, 2019). Forms of bullying can range from psychological to physical violence (Jung & Yoon, 2017). The negative impacts of workplace bullying for both individuals and organisations have been explored by many researchers, and found to include negative emotions, decreased performance and productivity, and high staff turnover in organisations.

The "bystander effect" was described by Latané and Darley (1968) as a social psychology phenomenon, also known as the "Genovese effect", after a young woman named Kitty Genovese who was killed in front of 38 bystanders after the failure of an intervention in New York in 1964. Latané and Darley (1968) concluded that the greater the number of people witnessing harmful incidents, the lower the likelihood there was that an intervention would take place. Two years later, a five-step model and three psychological processes affecting intervention were developed by Latané and Darley (1970). Since then, numerous studies have been undertaken on this topic in the social science field. Researchers have found that various factors influence bystanders' intervention, such as group size, victims' and bystanders' attributes (Latané & Nida, 1981), and the perceived level of emergency (Fischer et al., 2006).

Many researchers have investigated workplace bullying and its prevalence and causes, with research objectives commonly focussing on the interplay between victims (the bullied) and perpetrators (the bully), while research work on bystanders' intervention is still in development (Hellemans et al., 2017).

Moreover, research on bystanders' behaviours is mainly around bullying in schools (Thornberg et al., 2012), and is less common on workplace sexual harassment (Bowes-Sperry & O'Leary-Kelly, 2005); workplace bullying cases are rare (Hellemans et al., 2017; Paull et al., 2012). Lassiter et al. (2018) indicated that private abuse without timely intervention, can evolve into a public drama witnessed by co-workers (i.e. bystanders) who unintentionally see and hear the drama, and are in the best position to intervene.

New Zealand has the second highest incidence of workplace bullying in developed countries, and over 70% of this takes place in a top-down format often seen as a manager's intent to physically or psychologically undermine the employees (Redmond, 2016). In the New Zealand hospitality sector, perceived risk factors associated with workplace bullying are centred on organisational power imbalances; additionally, low levels of reporting and ineffective human resources procedures are also responsible for widespread workplace bullying incidents (Bentley et al., 2009). It is therefore important to pay attention to workplace bullying in the hospitality industry in New Zealand.

This study unfolds a new perspective, of evaluating workplace bullying in the hospitality industry in New Zealand through the lenses of the bystanders, leading to new study directions.

1.2 Research Aim

The aim of this project was to examine bystanders' roles in incidents of workplace bullying in New Zealand's (NZ) hospitality industry, and the factors that encouraged or stopped them from intervening. Bystanders' behaviours and attitudes were analysed using a qualitative interpretivist research approach with data collected in semi-structured interviews with employees from cafés, restaurants, and hotels in Auckland. The research question underpinning this study was:

What factors affect bystanders' attitudes and behaviours when they witness incidents of workplace bullying in New Zealand's hospitality industry?

1.2.1 Significance of the research

The contributions of this study are built on three pillars, with both theoretical and practical applications in the New Zealand hospitality industry context. First, the study expands the existing conceptual framework by investigating bystanders' perspectives of workplace bullying events and incidents using empirical evidence. Second, instead of examining self-reported evidence of bullying, this research provides third-party points of view and valuable insights, by investigating bystanders' experiences of workplace bullying to explore the rationales for bullying, and the sources, types, and consequences of bullying. This research also makes a practical contribution to New Zealand's hospitality sector by suggesting countermeasures that individuals and organisations can adopt to mitigate the risk of workplace bullying with bystanders' involvement.

1.3 Research Methodology and Methods

Qualitative research focuses on gathering non-numeric data for an in-depth understanding of a social phenomenon by studying how social experiences and contextual factors shape the phenomenon (Lincoln, 2005). The research objective of this study was to understand and describe the reasonings behind bystanders' attitudinal and behavioural responses to workplace bullying in New Zealand's hospitality organisations. To meet this objective, the research employed a qualitative interpretivist approach with semi-structured interviews to collect narrative data from eight hospitality employees in Auckland. Thematic analysis was employed to interpret and analyse data, and relevant themes constructed and interpreted to achieve a comprehensive understanding of bystanders' attitudinal and behavioural choices. The findings are discussed and compared with the extant literature to reveal some significant implications.

1.4 Thesis Structure

This thesis is made up five chapters: introduction, literature review, methodology, findings and discussion, and conclusion. The details of each chapter follow.

Chapter 2: Literature Review. This chapter reviews a breadth of literature from a variety of disciplines to ensure a thorough understanding of workplace bullying in terms of definitions, influential factors, and the categories in different fields, including those of the hospitality industry. The review draws on a series of studies based on bystander effect theory as their theoretical framework. Studies of workplace bullying in the hospitality sector generally and in the New Zealand hospitality sector in particular, are also discussed. Finally, the research gap in the literature is identified, and linked to the research objective of this study to ensure a thorough understanding of the research question.

Chapter 3: Methodology. This chapter explains the methodology and methods applied in the study. The interpretivist approach and an explanation of how it works in this study is provided. Detailed descriptions of sampling, data collection, and the thematic data analysis, are also provided in this chapter.

Chapter 4: Findings and discussion. This chapter presents significant findings arising from the data analysis, and along with those findings, a comprehensive discussion of each theme identified in the analysis.

Chapter 5: Conclusion. This chapter revisits the research aim, and summarises the key findings. The chapter then presents the theoretical and practical implications of the research. Finally, the limitations of the study and recommendations for future research are presented.

Chapter 2: Literature review

2.1 Introduction

This chapter presents an overview of workplace bullying and bystander effects by reviewing scholarly studies. Firstly, to provide a general understanding of workplace bullying, academic sources from different disciplines are examined; specifically, definitions, categories, influential factors, and impacts of workplace bullying are discussed. Secondly, the review looks into key theories about bullying before examining the concepts associated with bystander theory. These concepts include bystanders' coping strategies in response to workplace bullying. The chapter closes with a conclusion on the research gaps in current research, and draws a link between these gaps and the research aim and objectives of this study.

2.2 An Overview of Workplace Bullying

2.2.1 Definitions of workplace bullying

Workplace bullying has been examined by many scholars in many different disciplines. In general, it refers to interpersonal conflicts that become aggressive behaviours, such as physical attacks, verbal violence, or social ostracisation (Catanzariti & Egan, 2015). Galanaki and Papalexandris (2013) ascribed workplace bullying to power imbalances between managers and employees, and observed that power imbalances reduce victims' inability to defend themselves. Liu (2014) suggested that there are different definitions of workplace bullying because of the differences in definitional criteria. However, a significant criterion of bullying is persistency, which means that the negative behaviours can continue hurting victims for a long time to become a prolonged trauma (Galanaki & Papalexandris, 2013). According to Einarsen et al. (2008), workplace bullying is a form of interpersonal conflict using aggressive behaviour or ill-treatment that can harm victims' physical or mental health.

A synthesis of definitions of workplace bullying, suggests it is strongly associated with systematic aggressive behaviours (Einarsen et al., 2008), persists over a long period of

time, and generally, targets those who are powerless to defend themselves (Galanaki & Papalexandris, 2013). These characteristics are applied in this study as definitions of bullying behaviour.

2.2.2 Categories of workplace bullying

Bartlett and Bartlett (2011) developed a concise definition of workplace bullying, by categorising bullying behaviours as direct personal, indirect personal, work-load related, and work-process related abuse. Direct personal abuse includes verbal attacks, belittling remarks, yelling, interrupting, persistent criticism, personal jokes, negative eye contact, manipulation, and threats; indirect personal abuse behaviours include isolation, ignoring, not returning communications, gossip, lies, and false accusations; work-load related abuse behaviours include work overload, removal of responsibility, delegation of menial tasks, refusing leave, setting unrealistic goals, and setting up to fail. Work process related abuse includes shifting options, overruling decisions, flaunting status, professional status attacks, controlling resources, and withholding information.

Garbe (2019) categorised workplace bullying into three groups: 1) destruction of professional competence and reputation that harms an individual's professional identity and limits opportunities for career advancement; 2) harassment through work roles and tasks that create purposeful obstacles that hamper productivity and cause monetary sanctions; and 3) personal attacks on colleagues, such as intimidation, humiliation, backstabbing, and isolation.

Garbe (2019) also pointed out that workplace bullying carried out by supervisors and co-workers affects all types of professionals in all kinds of working environments; the goal of workplace bullying is to destroy the victim's confidence and credibility, so the perpetrators can maintain and strengthen their power and control in the organisation.

From the work of both Barlett and Barlett (2011) and Garbe (2019), it is clear that workplace bullying is both physical and psychological in nature, and both lead to personal and professional harm.

2.2.3 Influential factors of workplace bullying

It is important to explore the influential factors of workplace bullying to establish strategic behaviours to cope with this kind of anti-social behaviour for both individuals and organisations. It is also important for bystanders to understand the influential factors of workplace bullying, to encourage strategic interventions.

Organisational factors that facilitate workplace bullying cannot be overlooked. Factors such as organisational justice, organisational structure, and organisational culture, are strongly associated with workplace bullying (Rajalashmi & Naresh, 2018). Appelbaum and Shapiro (2006) claimed that poor working conditions in organisations such as having a toxic organisational culture, may increase the occurrence of bullying behaviours. Roscigno et al. (2009) examined status-based differentials and organisational factors that contribute to workplace bullying by analysing more than 200 academic texts in the United States of America (USA). The authors found that employees from racial minorities and/or low occupational positions with little power and on low pays, were more likely to be bullied in an organisation. In addition, an organisation with poor working conditions, low pays, job insecurity, management failures, and disorganised working contexts, creates positive environments for bullying, particularly supervisory bullying (Roscigno et al., 2009). Another view from Ariza-Montes et al. (2017) indicated that the causes of aggressive behaviours in a company environment are various; strict company rules and organisational hierarchies also create opportunities for workplace bullying.

In addition to the organisational factors discussed, ethnic culture is also a significant factor in bullying. A qualitative cross-cultural study by D'Cruz et al. (2016) examined the socio-demographic details of 114 self-reported workplace bullying targets - 57 Australian, 34 Indian, and 23 Turkish employed business students. The authors found the coping strategies employed by the respondents were affected by their ethnic work-related culture. Specifically, 64% of the Australians, 83% of the Indians, and 68% of the Turkish employees, opted to tolerate bullying (D'Cruz et al., 2016). Furthermore, the researchers found that Indian and Turkish people were less likely to intervene in workplace bullying incidents than were their Australian counterparts, due to their awareness of social

hierarchies. Religious philosophies encourage Indians to follow the principle of "looking at the larger picture," which compels them to endure short-term pain (D'Cruz et al., 2016, p. 810).

Xu et al. (2018) argued that employees are conformers rather than collaborators in high power distance cultures in which people feel power is distributed unequally, such as in India, Malaysia, and Ecuador. Tsuno et al. (2018) proposed a similar argument about a high power distance country. These researchers employed a longitudinal study in Japan, approaching 3142 Japanese employees at three management levels - individual, divisional, and departmental - to investigate how the organisational environment affected workplace bullying. Findings highlighted a vicious cycle, in which, due to the power distance, individual managers suffering from psychological distress at a personal level were likely to bully others in divisions and departments, and the bullied in turn, tended to express their grief on their subordinates (Tsuno et al., 2018). Another comparative study involving 14 countries across six continents, showed that high-performance orientation cultures, for example, as found in Asian countries dominated by Confucianism, are more accepting of workplace bullying than are high future orientation cultures (Power et al., 2013). A plausible explanation for such a discrepancy is ethnic employees' consistent exposure to unfair conditions, along with their self-belief of their inferior social position. Therefore, they are able to withstand more pressure than can the local employees.

Apart from organisational and social factors that contribute to workplace bullying, some studies have argued that victims' internal factors, such as personal traits, contribute to bullying (Mathisen et al., 2008). Buttigieg et al. (2011) also argued that interpersonal differences are significant causes of workplace bullying and discriminatory actions - typically gender, race, and age. In Ireland, Coyne et al. (2000) conducted semi-structured interviews with 120 employees, to determine whether personality could predict peoples' exposure to bullying incidents. The findings showed that employees who had negative affectivity, dependence, introversion, conscientiousness, and instability, were more likely to be bullied at work.

In summary, the literature reveals causes that contribute to workplace bullying from organisational, ethnic culture, and personal traits perspectives. These studies were conducted in different countries in both Eastern and Western contexts (e.g. Japan, Ireland, and the USA), many of the studies relied on self-reported evidence, and the research objectives focused on the victims of bullying incidents. However, this study focuses on how individuals experience workplace bullying from bystanders' perspectives, particularly in a New Zealand context, and explores whether the influential factors are different to the self-reported factors. It also explores the contributing factors to workplace bullying in relation to their effect on bystanders' intervention choices when witnessing workplace bullying.

2.1.4 Effects of workplace bullying

The negative impacts of workplace bullying have been studied at both individual and organisational levels. Ajoudani et al. (2018) argued that workplace bullying is responsible for causing psychological distress to the bullying targets, leading to dysfunctional behavioural choices. Hauge et al. (2010) made a similar claim, when they referred to workplace bullying as the most prominent predictor of workplace distress when compared with other factors. Distress includes notable psychological disorders, such as social withdrawal, concentration difficulties, and emotional numbing (Balducci et al., 2009), as well as weakened self-regulation and self-control, and negatively affects work performance and productivity (Ariza-Montes et al., 2017).

The impact of workplace bullying in an organisation has both tangible and intangible costs. Tangible costs include employee turnover, that in turn, causes financial losses and lowers overall productivity, while intangible costs are mainly concerned with workplace interpersonal tension and negative emotions (Calvin, 2012).

However, the impacts on bystanders, those individuals who could decrease or escalate bullying by speaking up from the targets' or perpetrators' perspectives, are relatively scarce in the literature (Paull et al., 2012). Lutgen-Sandvik (2006) observed that more than 80% of employees reported experiences of witnessing workplace bullying, and

persistent witnessing resulted in stress, depression and the intention to leave (Nielsen & Einarsen, 2013).

This study explores impacts on bystanders indirectly by investigating their witnessing experiences. It may be helpful to reveal bystanders' attitudes toward bullying incidents, as well as their behaviours and influencing factors on these behaviours.

2.3 Bystander Effect in Workplace Bullying

2.3.1 Bystander effect theory and development

The “bystander effect” refers to a social psychology phenomenon in which there is a strong negative relationship between the number of people witnessing malicious incidents, and the number of people likely to help the victims (Latané & Darley, 1968). That is to say, the more people there are witnessing an incident, the less those people will help. Extensive research was undertaken on bystander effect theory in the 1960s and 1970s in the social sciences, to determine which factors affect bystanders' perceptions, behaviours and decisions to seek help, when an emergency occurs (Latané & Nida, 1981). The reason for the effect is that when the group of bystanders is large, the power that bystanders hold may help the emergency or make it worse (Latané & Darley, 1970).

Latané and Darley (1970) therefore posited a five-step model of intervention: first, noticing what is wrong, second, defining the level of emergency, third, deciding the degree of personal responsibility, fourth, determining the specific mode of intervention, and fifth, implementing the intervention. They further suggested that before an intervention, everyone needs to consider these five steps carefully. Bystanders' ability to offer helping behaviours is normally associated with this five-step model (Siegal, 1972).

Within this theoretical framework, Latané and Darley (1970) also defined three social psychology processes which may affect bystanders' intervention. The first process is audience inhibition, which indicates the fear of being judged by others when offering helping behaviours in public. For example, if a bystander overacts during an emergency or non-emergency situation, the risk of embarrassment in front of others increases, which

may interfere with intervention actions in a critical situation. The second process is social influence, which means the situation might be ambiguous, and people tend to rely on others to define the situation, so helping behaviour is inhibited. The third process is the diffusion of responsibility, which refers to the share of responsibility; the more people there are, the less personal responsibility each person feels, which might cause people to wait for others' help instead of initiating a personal, proactive intervention.

After ten years of work on this theory, Latané and Nida (1981) reviewed over 50 bystander effect studies to support an advanced theoretical framework for bystander theory in the USA; this review also classified and compared bystanders who offered to help on their own, with bystanders who offered to help with others in emergencies. Latané and Nida (1981) showed that 75% of people preferred to intervene in the incidents, when they were alone or not seen by others; however, fewer than 53% of them would intervene in others' presence in incidents.

Apart from focusing on the role of group size of bystanders, the review also pointed out the characteristics that affect the choices of bystanders, and they firstly concluded that the nature of incidents may affect helping behaviours. This means if the incidents expose both bystanders and victims to danger, such as a natural disaster or fire, or antisocial acts caused by a perpetrator, bystanders need to evaluate and choose between the rights of perpetrators and the rights of victims. For example, witnessing someone steal a case of wine, or picking up coins or pencils in an elevator when someone has dropped them, or answering a door, or helping with a flat tyre, all produced different effects (Latané & Nida, 1981). Secondly, they found that helping behaviours decreased when the situation was unclear; this is also consistent with the work of Latané and Darley (1970), who found that the bystander effect increased when the situation was ambiguous. Thirdly, Latané and Nida (1981) found that the bystander effect occurs in almost all age groups, and in male and female bystanders and victims. However, their study found that more helping behaviours were provided by friends who were bystanders rather than by strangers. Finally, the study found that the more communication there was among bystanders, the less helping behaviours were offered (Latané & Nida, 1981).

Latané and Nida's (1981) study was conducted 38 years ago, so some of the findings may be out of date, and despite their classification of incidents into dangerous emergencies, antisocial acts, and non-emergencies, they did not test the bystander effect in different levels of emergencies. Therefore, Fischer et al. (2011) conducted a quantitative study to explore whether the bystander effect was reduced in a high-danger emergency situation in Europe, and retested the classic factors considered by Latané and Nida (1981), such as bystanders' and victims' attributes (e.g., sex, age, group size, relations between bystanders, and relations between the bystanders and the victim). Their study found that as the level of danger increased, the occurrence of the bystander effect reduced.

Over almost half a century, the three psychological processes still contribute to and explain the findings of Fischer et al.'s (2011) study. They concluded that in dangerous emergency incidents, the situations were more easily recognised and clear cut, affecting helping behaviour responses; the clarity of the situation and the level of danger decreased the fear of intervention. Moreover, some dangerous emergencies could only be solved with a few bystanders' cooperation, so as the level of danger increased, the bystanders would feel increased responsibility to intervene.

The bystander effect has been identified and investigated, with strong empirical evidence for the effect in a variety of experimental settings. Bystander effect theory has played a significant role in understanding and promoting helping behaviours in a variety of social psychology fields, and even daily life in American and European contexts.

In terms of theory, this study adopts Latané and Darley's (1970) five-step intervention, aligned with the three psychological processes, to explore bystanders' experiences of witnessing workplace bullying and examine the influential factors on their attitudes and behaviours in a New Zealand context. The next section provides a comprehensive review of how the bystanders' effect occurs in workplace bullying.

2.3.2 Bystander research in workplace bullying

For a long time, research on workplace bullying focused on the conflicts between victims and perpetrators (Lutgen-Sandvik, 2006). However, there has been an increasing trend to

study the role of bystanders in a workplace bullying context since the 1990s (Nickerson et al., 2008). The reasons are various, and it has been suggested that bystanders' intervention can be positive or negative for workplace bullying incidents (Coyne et al., 2017). In order to understand what kind of role bystanders play during a workplace bullying incident in Australia, Paull et al. (2012) classified bystanders into constructive or destructive, and active or passive categories. Five constructive and eight destructive bystanders were investigated in their study, which demonstrated that bystanders do not accidentally witness workplace bullying, but contribute to workplace bullying in either a good or a bad way (Paull et al., 2012).

Some studies have shown that bystanders help organisations highlight workplace bullying tension, as bullies do not focus on one victim, but are always searching in the organisation for the next target to bully when there is a "vacancy" (Jennifer et al, 2003). Lutgen-Sandvik (2006) agreed that bullying incidents involve not only victims and perpetrators, but also bystanders, who play significant roles in incidents of workplace bullying to help victims increase their belief that the bullying behaviours will be stopped; moreover, Nielsen and Einarsen (2013) pointed out that the stress and depression that bystanders suffer from witnessing bullying incidents, can be overcome by intervening in an appropriate way.

In contrast, due to bystanders' fears of becoming fellow bullying targets, some studies found that some bystanders chose to take the perpetrator's side and reinforce the incidents (Paull et al., 2012); passive behaviour and non-intervention were more frequent among bystanders in workplace bullying (Desrumaux et al., 2018). Furthermore, Salin (2008) stressed the significance of supportive supervisors and colleagues in alleviating bullying incidents and strain. Bystanders, in this sense, have a role in maintaining workplace harmony.

2.3.3 Influential factors that affect bystanders' intervention

According to the bystander effect, the more bystanders there are to witness an incident, the less likely helping behaviours will appear (Latané & Nida, 1981). Many factors have

been shown to impact on the willingness of bystanders to intervene, such as emergency level (Fischer et al., 2006), group size (Latané & Nida, 1981), and the characteristics of the victim, the bystander, and the nature of situation (Latané & Nida, 1981).

Hellemans et al. (2017) examined the roles of colleagues in terms of helping behaviours in workplace bullying by adopting an online questionnaire survey with 194 employees from the service industry in Belgium. The results showed that low self-efficacy was associated with non-intervention; in other words, respondents who believed they did not have the ability to stop workplace bullying would not intervene; also, the level of perceived severity affected whether intervention behaviours would occur. In other words, the extent of colleagues' perceptions of incident severity played a critical role in their decisions to intervene (Hellemans et al., 2017). This notion is consistent with the work of Fischer et al. (2011), who found that people's willingness to intervene was subject to the level of perceived emergency. Hellemans et al.'s (2017) study also indicated that both internal and external factors contributed to explaining bystanders' emotional support of victims. Three reasons that stopped helping behaviours were identified in the study: fear of intervention, fear of losing the job and the situation getting worse, and inadequate knowledge and experience about what to do (Hellemans et al., 2017). These reasons resonate with Latané and Darley's (1970) three psychological processes. A notable implication distilled from the work of Hellemans et al. (2017) is the significance of educating employees about the severity of bullying, so that early interventions can be applied.

A large-scale quantitative study was conducted in the Irish healthcare field, employing data from 2,929 nurses and midwives to determine which factors affected bystanders' constructive behaviours to stop workplace bullying. This study found that the most common intervention strategy adopted by bystanders was emotional, indirect intervention, such as discussing the incident with colleagues. However, the research also found that the most effective method lay in formal reporting to a senior authority with managerial power to stop the incidents (MacCurtain et al., 2017). The research also found that supervisory and organisational support promoted more positive intervention, so it is important to

support bystanders' power, to increase their willingness to intervene in workplace bullying.

In a longitudinal study in Great Britain of over more than 45 years, with massive empirical evidence from higher education organisations and communities, Rowe (2018) explored bystanders' behaviours through the lens of a conflict management system to seek the factors affecting bystanders' behaviours, aiming to foster helping behaviours in organisations and communities. His research concluded that bystanders who did not take action were affected by multiple causes, in particular, previous painful experiences; Rowe (2018) also found that people who offered helping behaviours gained more managerial support.

Coyne et al. (2017) assessed bystanders' intentions to intervene in workplace bullying in the United Kingdom (UK), based on a sample of 578 international employees. Their results showed that the intention to intervene was moderated by many factors. Closeness/friendship with a victim encouraged a bystander to defend actively, thereby helping with bullying alleviation. However, empirical evidence showed employees had a tendency to reinforce perpetrators in the absence of friendship with victims, due to self-interests, such as fear for their job security.

In summary, the influential factors in the literature are various, and cross different fields, such as nursing, education, and social psychology, and different countries, such as the USA, UK, Belgium, and Australia. Therefore, it is important to determine how the bystanders effect theory applies in a New Zealand hospitality workplace bullying context and how to promote more constructive behaviours to ease workplace bullying tensions.

2.4 Workplace Bullying in the Hospitality Industry

Ram (2018) saw workplace bullying in the hospitality industry as an "elephant in the room" issue. For years, rallying against bullying has increased, but ironically, very few firms exhibit ideal outcomes. Einarsen et al. (2003) pointed out that a consistent 10% - 20% of employees report having experienced bullying, violence, and sexual harassment. The hospitality and tourism industry is particularly alarming in terms of workplace

bullying incidents. After looking into the hospitality industry in Australia, Bohle et al. (2017) attributed workplace bullying to company-wide disorganisation and regulatory failures. After investigating workplace bullying in the USA's foodservice industry, Kitterlin et al. (2016) described foodservice employees as a vulnerable group. Victims endured different forms of abuse, typically verbal attacks, sexual harassment, inappropriate teasing, and deliberate pranks, and workers witnessed exclusion. In the USA, workplace bullying is more frequent in the foodservice sector than it is in non-foodservice industries (Kitterlin et al., 2016). According to the European Working Conditions Survey (Eurofound, 2012), the percentage of employees reported being a victim of workplace bullying in the hospitality and tourism industry was much higher than it was in other industries. Generally, the hospitality and tourism industry ranked second among 11 other industries.

Ram (2018) summarised three reasons for workplace bullying in the hospitality industry: structural causes, managerial causes, and the interesting norms of the hospitality industry. In terms of structural causes, hospitality employees are mostly poorly educated, unorganised, front-line workers, so the imbalances of power easily generate incidents of workplace bullying. Managerial reasons have two different aspects; one point of view was that workplace bullying can become a managerial tool to control employees. Similarly, Power et al. (2013) found a positive relationship between performance management and the acceptance of workplace bullying.

2.5 Workplace Bullying in the Hospitality Industry in New Zealand.

The tourism and hospitality industry makes a significant contribution to the New Zealand economy and labour market. In the last quarter of 2018, the services industry (which includes retail, accommodation, and food and beverage), increased 2.5 percent and was worth NZD 114 million to New Zealand's Gross Domestic Product (GDP) growth (Statistics New Zealand, 2019). However, problems and tensions are consistently associated with the tourism and hospitality industry, such as low skills, low pay, workplace bullying, sexual harassment, staff turnover, and so on (Mooney & Jameson, 2018; O'Driscoll, 2012; Poulston, 2008a, 2008b). As a global anti-social issue in the

workplace, workplace bullying tensions and also faced by the New Zealand hospitality industry. Therefore, hospitality researchers have tried to find coping strategies for workplace bullying.

O'Driscoll (2012) employed a quantitative survey to investigate reported incidents of workplace bullying in the New Zealand hospitality industry. This research found that workplace bullying had a critical correlation with respondents' high-level psychological strain, lower well-being, reduced commitment toward their organisation, and reduced performance and productivity. The outcome of this study also emphasised that organisational efforts were better than personal coping strategies to reduce workplace bullying and minimise its harmful effects (O'Driscoll, 2012). Poulston (2008a) made a similar point, after undertaking a quantitative questionnaire survey of hospitality employees and students in New Zealand. Poulston (2008a) identified a reactive cycle of inadequate training and hospitality problems such as under-staffing, employee theft, constructive dismissals, sexual harassment, and poor food hygiene. Poulston (2008a) suggested that proper training was likely to break the cycle and ease tensions.

Using data from 133 respondents from the hospitality and tourism sector, a New Zealand study found that ethnic minority respondents reported a higher level of bullying than did their New Zealand European counterparts, but interestingly, the former experienced less psychological strain than did the latter (Gardner et al., 2013). Liu (2014) and Gong (2017) also studied workplace bullying from a minority group perspective. Liu (2014) found that both Chinese and non-Chinese migrants reported a high incidence of workplace bullying in their organisations. However, Chinese migrants were more tolerant of bullying due to the language barrier and the need to obtain a work visa or permanent residence visa through their employer (Liu, 2014). Gong (2017) employed a small-scale qualitative study to explore the sources, impacts, and influential factors of workplace bullying, in order to explore individuals' coping strategies as Chinese employees in a New Zealand hospitality industry context.

Workplace bullying is a global problem, and the New Zealand hospitality industry faces the same tensions as those found in other countries. Research on workplace bullying is concentrated on the sources, causes, types, and impacts of workplace bullying in a Western hospitality context generally, as well as in a New Zealand context in particular. However, research objectives have mostly concentrated on victims and perpetrators, so a bystander's perspective on workplace bullying in the New Zealand hospitality industry may contribute to easing the tension.

2.6 Summary

This chapter provided a comprehensive review of definitions, categories, causes, and impacts of workplace bullying. Also, the basics of bystander effect theory and development, and how bystander theory is implicated in workplace bullying across different fields in different countries were presented. Bystanders' intention to intervene is subject to an interplay of various determining factors, including the emergency level, situational ambiguity, bystanders' group size, perceived social responsibility, and so on. This review presented an overall picture of workplace bullying in the hospitality industry within New Zealand and international contexts.

Drawing upon these findings, the research gap can be identified. Firstly, in terms of methodology, the majority of studies leaned toward large-scale quantitative research approaches, while very few adopted a qualitative method. In this regard, this study uses an interpretivist approach in order to collect personal experiences as qualitative data, thereby extending the extant research. Secondly, there are limited studies exploring workplace bullying from a bystander perspective, particularly in the New Zealand hospitality context.

Thus, these research gaps result in the research question: what factors affect bystanders' attitudes and behaviours when they witness incidents of workplace bullying in New Zealand's hospitality industry? The next chapter explains the methodology and method employed in this research.

Chapter 3 Methodology

3.1 Introduction

This chapter firstly reviews the research aims and question. Following that, is an explanation of research philosophies in relation to the qualitative interpretivist research approach. Then, reasons for employing semi-structured interviews for data collection, the snowball method for sampling, and thematic coding methods for data analysis are provided, along with how these approaches lead to valid and reliable data. Finally, the chapter discusses trustworthiness and the ethical considerations associated with this research.

3.2 Research Aims and Questions

As discussed in the literature review, a research gap in studies looking into factors affecting bystanders' behaviours and attitudes in workplace bullying incidents, particularly in New Zealand's hospitality industry, was identified.

To fill this gap, the research question is “what are the factors that affect bystanders' attitudes and behaviours when witnessing incidents workplace bullying in the hospitality industry in New Zealand?”

3.3 Qualitative Research Methodology

“Research methodology” is a broad concept that involves philosophies and the reasons specific research methods and data analysis tools are employed (Nunkoo, 2018). It is the process for understanding how to obtain evidence to prove an argument (Denzin & Lincoln, 2008). It also identifies and justifies the research method to make sure valid and reliable knowledge is gained (Pringle & Booyesen, 2018).

Research is usually conducted according to one of two approaches: a qualitative approach or a quantitative approach (Nunkoo, 2018). Researchers aspire to grow and expand their knowledge and experiences with qualitative research designs in order to better utilise a variety of research paradigms (Denzin & Lincoln, 2008). The word “qualitative” implies

a significance in the qualities of the matter being researched, that cannot be examined or measured by numerical data (Lincoln, 2005).

This study utilises a qualitative methodology because it has the specific aim of examining the impacts of key factors leading to bystanders' actions and attitudes during incidences of workplace bullying, through their personal experiences of workplace bullying as bystanders. The narratives of personal experiences became data from which to draw patterns and theories, which is the typical process of a qualitative methodology.

By comparison, a quantitative methodology is scientific, positivist, and traditional, and therefore seen as more standardised and systematic (Lincoln, 2005; Nunkoo, 2018). A key attribute of quantitative approaches rests upon developing a hypothesis or hypotheses based upon pre-existing theories (Myers, 2013). This format relies on collecting statistical data to measure and determine whether a phenomenon fits a specific theory. The accepted level of probability is a critical metric that reflects the extent to which a research result matches expectations built upon existing theories. However, it is also criticised as uncommunicable, because quantitative data can neither tell an understandable story nor provide rich contextual factors (Rubin & Rubin, 2005). Therefore, a quantitative research approach was inappropriate for this study; statistical data were not collected, and a hypothesis was not provided or tested.

The qualitative approach is a representation of an interpretivist epistemology, as researchers are expected to gain understandings by extracting insightful information from respondents' stories and descriptions (Dhunpath & Samuel, 2009). Thus, an interpretivist epistemology was seen as an appropriate paradigm for this study. How this paradigm was executed is explained in the next section.

3.4 Interpretivist Research Paradigm

Interpretivism is one of the five major paradigms in social science, and an appropriate approach for explaining and understanding human or social behaviour (Baškarada & Koronios, 2018; Denzin & Lincoln, 2008; Lincoln, 2005; Pringle & Booysen, 2018; Willis, 2007). It is one of the epistemological positions held by researchers who seek to

deepen their understandings about social phenomena from their own understandings and interpretations (Pringle & Booyesen, 2018). The interpretivist paradigm is influenced by two major ideas: rationalism and relativism. The definition of rationalism is that it relates to a mental or metaphysical truth rather than the physical reality proposed by empiricists (Baškarada & Koronios, 2018). Interpretivist researchers also believe in the idea of relativism, which is that the reality that people detect is always shaped by their experiences, and therefore, each person constructs his or her own version of reality (Pringle & Booyesen, 2018; Willis, 2007).

With respect to this research, different bystanders were from different walks of life and influenced by different factors, so the interpretivist paradigm was able to deliver different points of view according to participants' subjective interpretations. According to Phillips and Moutinho (2014), subjectivity steers a researcher's interpretation process. The relationship between researchers and participants is reciprocal; the researcher is considered as subjectively involved in the study, and the values of the researcher impact the research (Pringle & Booyesen, 2018). Each researcher might interpret issues differently because (for example) individuals' knowledge about workplace bullying and bystander theory could be different. Besides, the extent to which a researcher's experience influences his or her perception of bystanders' behaviours and attitudes could be different from one to another. Therefore, the interpretivist paradigm met the needs of this research, as well as the view of the researcher's world.

This study used a qualitative interpretivist approach that brought participants' different points of view of witnessing incidents of workplace bullying together with insightful interpretations from the researcher's perspective, to contribute to existing knowledge about workplace bullying in the hospitality industry in New Zealand.

3.5 Research Methods

Research methods are strategies formulated to collect and analyse raw data (Lincoln, 2005). Methods used in this study were aligned with a qualitative methodology and interpretivist paradigm. Face to face, one-on-one semi-structured interviews were

employed to collect narrative data. Snowball sampling methods were applied for recruiting participants. Other methods such as focus group interviews or questionnaires, were not appropriate, due to the poor fit with the research paradigm and the sensitivity of the research subject. Thematic analysis was implemented for data analysis. Data collection and coding methods are explained in the following section.

3.5.1 Data Collection

3.5.1 Semi-structured interviews

With respect to data collection in qualitative interpretivist paradigm research, Rubin and Rubin (2005) suggested that observation, interviews, and focus groups, are common techniques for collecting data for qualitative research in which naturalism and subjectivity are involved. According to Gubrium and Holstein (2001), the underlying goal of interviews is to learn other people's stories. Stories are told through participants' attentive selection of details of their personal experience from a stream of consciousness (Gubrium & Holstein, 2001; Seidman, 2006). In this research, the narrative data were detailed stories from eight participants who were willing to share their experiences. Through interviews, their responses detailed personal experiences of their roles as bystanders to workplace bullying.

Semi-structured interviews are one of the interview approaches used in social scientific studies (Seidman, 2006). Many authors describe semi-structured interviews as informal, conversation-like, and a soft science approach (e.g. Evers & de Boer, 2012; Ritchie et al., 2005; Rubin & Rubin, 2005). Ritchie et al. (2005) suggested that there are different ways to classify different types of interview. Semi-structured interviews are normally associated with phenomenology, or the constructivist or interpretivist paradigms. Lashley et al. (2007) referred to hospitality and tourism as a social lens through which a series of social issues such as discrimination, income inequality, and power distance, can be unveiled. What distinguishes a semi-structured interview from a structured interview lies in its flexibility. Indeed, the relationship between researchers and participants has more reciprocity, and the answers from participants are more open-ended. Harrell and Bradley

(2009) indicated that semi-structured interviews are usually adopted when individuals do not have a second opportunity to interview others. In consideration of the sensitivity of workplace bullying, this study interviewed each participant only once. Hence, semi-structured interviews were employed to gain an understanding of the interviewees' attitudes and values as bystanders.

To reveal the factors affecting bystanders' attitudes and behaviours in workplace bullying in the hospitality industry, and bring new perspectives and knowledge to workplace bullying research, eight participants from different ethnic backgrounds, with different life experiences, and from different walks of life, were invited to share their experiences of witnessing workplace bullying; they were invited to answer specific questions and therefore stimulate further conversation, and additional questions. The narrative data were participants' stories of their perspectives as bystanders, examining the incident, the impacts, the attitudes, and the behavioural choices made during an incident of workplace bullying. The interviews were recorded with a digital recorder for later transcription and interpretation. No notes were taken because of the sensitivity of the topic. It was felt that a conversation-like interview would make participants feel more relaxed and able to concentrate on what they wanted to say. At the end of the interview, participants were offered a biscuit and cup of tea as a thank you gift for attending the interview and sharing their experiences. Any participant who experienced discomfort arising from the interview was offered counselling contact details.

3.5.2 Question design

Creatively designing questions to meet the research aims and objectives, and knowing how to allow respondents to understand and follow the questions, are critical steps before carrying out interviews (Rubin & Rubin, 2005). Aligned with the theoretical concepts of the research question, the interview questions needed to be designed not only to gather critical information from participants, but also to be easily understood and conversational, promoting an equal and open relationship between participants and researcher (see Evers & de Boer, 2012). This helps obtain deep and detailed narrative data from participants to achieve data vividness, nuances, and richness, so research objectivity can be

operationalised through the interview questions (Ritchie et al., 2005; Rubin & Rubin, 2005). Semi-structured interview questions are always combined with the main question, which is the main “scaffolding” of the interview that directly connects with the research question. The follow-up question, with more detail and specific comments to participants’ feedback, and probes, usually provides more clarified explanations of the subject matter, complete an idea, or fill in a missing point (Rubin & Rubin, 2005).

In this study, a set of main, follow-up, and probe questions was formulated in line with respondents’ experiences. The question list attempted firstly to explore each participant’s working experiences in the hospitality industry, to let them describe work in hospitality industry through their own lenses, providing the advantages and disadvantages of working in this industry. Secondly, from participants’ perspectives, the experiences of witnessing workplace bullying incidents were explored in terms of the sources of workplace bullying, types of behaviours, rationales for workplace bullying, and the consequences of the incidents. Moreover, using the story-telling process, it was likely that participants’ attitudes toward workplace bullying might naturally pour out without any direct questions. Finally, the interviews attempted to gather opinions and participants’ attitudes and behaviours toward workplace bullying, and what factors affected them. For example, what were the kinds of action participants took, what encouraged them, and what were the factors that stopped them.

Overall, the questions were designed purposely to begin with introductory questions and then lead to deeper questions to achieve the research aim and objectives. All the questions were previewed by both the researcher’s supervisors, and the Auckland University of Technology Ethics Committee’S (AUTECH) advisor. The wording of some questions was modified to mitigate unfavourable risks (for example, to avoid bringing up a traumatic memory), thereby maintaining healthy interactions with participants. Furthermore, follow-up/probe questions generated during the interviews were closely tied to the theme and fitted the context (See Appendix B.a for the interview questions). The majority of questions were asked in an open-ended format that encouraged participants to present narrative data of their experiences. The importance of using open-ended questions lay in

exploring interviewees' perceptions, attitudes, and behavioural choices about workplace bullying as bystanders.

3.5.3 Sampling

Robinson (2014) suggested an approach for selecting an appropriate sampling method for interview-based qualitative research collecting narrative data, by considering the sample universe (e.g. target population, inclusion, and exclusion.), deciding the sample size, and devising the sample strategy.

In this small-scale study, the sample size was six to ten, the inclusion criteria were hospitality industry employees with experiences of witnessing workplace bullying in their previous or current organisation, and there were no exclusion criteria; snowball sampling was employed as the sample strategy.

Using the snowball sampling method, researchers find informants through the personal contacts of other informants (Rubin & Rubin, 2005). That is to say, after the first participant agrees to an interview, this participant passes the researcher's contact details and information sheet to friends or colleagues so they can be added to the sample. The snowball sampling method has been argued as the most effective way to employ participants from various disciplines across the social sciences (Noy, 2008); it is particularly useful when the target population is unlikely to contact the researcher through advertisements due to the unfavourable nature of the topic (Robinson, 2014).

The subject of this research, workplace bullying, was not a favourable topic, and sensitive information was likely to arise from bystanders' witnessing of workplace bullying. The snowball sampling approach was therefore suitable for this study, allowing the first interviewee to be the initial participant. With this first participant, the research was able to access other participants who had also been bystanders.

The researcher contacted as many hospitality employees in Auckland as possible. She had personal contact with various people who had discussed incidents of witnessing bullying with her or expressed interest in the study, and gave them a participant information sheet

(See Appendix B.b) that provided the purpose of the study with detailed information. This was done through emails, to gain access to the first participant to start the snowball recruitment. Those contacted were able to forward information about the research to their family, friends, and colleagues, and/or become participants. People interested in the study contacted the researcher by email or text. People who did not respond were reminded by email after one week. Over a three-week period of recruitment, eight participants responded that they were interested in the study and would like to contribute. The researcher conducted each interview in a private room at her university. Each participant signed a consent form (See Appendix B.c) before the interview started, to acknowledge that the rights and responsibilities were understood, the approval conditions were met, and that there was trust between the researcher and participant. All interviews were digitally recorded.

As this research endeavoured to cover multiple types of bystanders in the Auckland hospitality industry to increase sample value, eight participants were recruited from various hospitality enterprises in Auckland, including restaurants and international five-star chain hotels.

3.5.4 Participants' professional profiles

This section introduces the professional profiles of the eight participants working in the hospitality industry in Auckland who joined the study. The participant profile describes their nationality, employment, years of working in the New Zealand hospitality industry, and their workplace. As presented in Table 1, participants were from a diverse cross-section of the Auckland hospitality industry; for privacy purposes, participants were allocated pseudonyms.

Daisy worked in an international 5-star hotel in Auckland as a guest service agent for two years. She gained her hospitality degree in Korea and started her career in New Zealand with a working holiday visa.

Suki had more than three years' experience in Auckland cafés and restaurants and was recently employed by an international 5-star hotel as a food and beverage attendant. Ray,

to some extent, was new to the hospitality industry, and was employed by an international 5-star hotel as a receptionist eight months prior to participating in this study, and after finishing his postgraduate study in New Zealand.

Peter had more than 12 years' housekeeping experience in hotels in his home country and started his hotel career in Auckland 11 months before the study, working in an international 5-star hotel as a part-time room attendant. He was undertaking postgraduate studies as an international student at the time of the study.

Lily and Victoria both worked in Auckland restaurants; Lily was a restaurant manager with eight years' experience in the hospitality industry, and Victoria had started her restaurant job two years prior, as a waitress in a Chinese restaurant. She had recently been promoted as a training manager in the same organisation.

Ryan had been a chef for the last 20 years and had moved to the front office department as a porter in an international 5-star hotel.

Sally was also new to the hospitality industry; she started her hotel career one year before the study, as a food and beverage attendant in an international 5-star hotel in Auckland.

Table 1

Participants' Professional Profile

Name	Country of origin	Employment position	Experience in NZ	Workplace type
Daisy	Korea	Guest service agent	2 years	International 5-star hotel
Suki	New Zealand	Food and beverage attendant	More than 3 years	International 5-star hotel
Ray	Pakistan	Receptionist	8 months	International 5-star hotel
Peter	India	Room attendant	11 months	International 5-star hotel
Lily	New Zealand	Restaurant manager	8 years	All day restaurant

Name	Country of origin	Employment position	Experience in NZ	Workplace type
Ryan	New Zealand	Chef/Porter	20 years	International 5-star hotel
Sally	Vietnam	Food and beverage attendant	1 year	International 5-star hotel
Victoria	Mainland China	Restaurant training manager	2 years	Chinese restaurant

3.5.5 Transcriptions

Bailey (2008) stated that the first step in qualitative data analysis is transcribing into written format, all data collected by audio or video recordings of interviews or observations. Transcriptions help the researcher become familiar with narrative data, understand more detail, and link with the coding process in the later stages (Bailey, 2008; Gibbs, 2007). Therefore, to avoid shallow understandings, de-contextualisation, misunderstanding and/or missing parts of conversations, and in consideration of the time frame and budget of the research, as suggested by many scholars, transcription software was considered an appropriate tool (see Gibbs, 2007; Bailey, 2008; Rubin & Rubin, 2005).

Academic transcription software Trint was employed. After the software was downloaded, the recordings were uploaded, and the interviews transcribed. However, the way in which software transcribes audio recordings is aligned with verbatim transcription, so all the verbal tics, pauses, repetitions, dialect words, and errors were left out of the transcription. Verbatim transcription has been argued as important to the reliability and to the validity and trustworthiness of qualitative research (MacLean et al., 2004). In this research, participants came from different countries, and less than half were native speakers of English. Moreover, different participants had different speaking speeds, pronunciations and accents, and as a result, sometimes the software could not recognise words. Therefore, to maintain the accuracy of the verbatim transcriptions, they were reviewed and cleaned up manually to ensure minor problems were identified and adjusted to ensure the

transcriptions were easily understood and could be quoted in the coding stage, without changing the sentences' structure.

3.6 Data Analysis

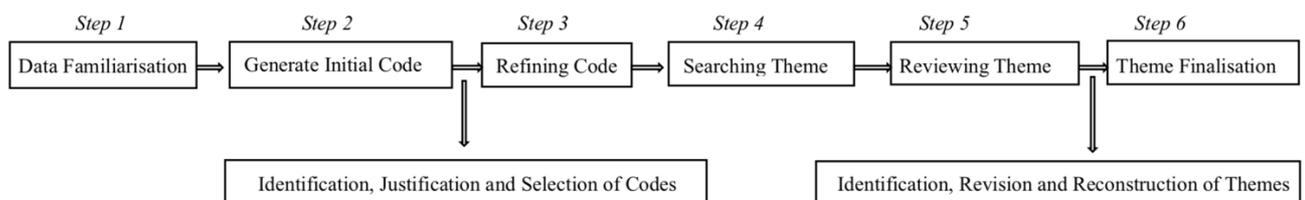
3.6.1 Thematic analysis

Through semi-structured interviews, raw data represented interviewees' experiences as bystanders in situations of workplace bullying. A thematic coding approach was employed. In qualitative research, thematic analysis is a common and foundational method utilised to analyse and interpret narrative data through coding; coding allows researchers to define themes (Guest et al., 2012). The coding process aims to deliver a set of codes, which are essentially subcategories of the themes. A significant advantage of thematic analysis is that it goes beyond allowing researchers to gather and interpret coded data; researchers may also relate the themes to other concepts. Because this study utilised narrative data of participants' experiences of witnessing incidents of workplace bullying as well as their attitudes and behaviours towards the incidents, thematic analysis was a suitable approach to produce reliable and relevant results.

Even though there is no right or wrong way to proceed with thematic analysis (Cassell & Bishop, 2019), Braun and Clarke (2006) provided a six-step thematic data analysis process as a guideline. Figure 1 presents Braun and Clarke's (2006) guideline visually, incorporating information from Saldana (2015).

Figure 1

Illustration of Thematic Analysis Process



(Braun & Clarke, 2006; Saldana, 2015)

Step 1: Data familiarisation

Analysis starts with data familiarisation. In this phase, researchers are expected to read and re-read the narrative data in transcripts to learn about participants' experiences (Braun & Clarke, 2006). In this research, the participants were bystanders to workplace bullying. The goal of this phase is to have an initial understanding of their stories, and to identify notable aspects. Familiarisation with narrative data is crucial before actual coding commences. With respect to this research, eight transcriptions were listened to and reviewed several times to make sure the entire data set was clear and easy to understand. Key points and interesting points that related to the research question were highlighted with notes for later coding processes.

Step 2: Generating initial codes

Initial codes were generated once the researcher was familiar with the data set (see Braun & Clarke, 2006). This was also an initial stage of organising raw data in a meaningful way. An understanding of participants' stories, critical expressions in terms of words, sentences, and paragraphs in the transcript, were highlighted. These expressions were primarily related to participants' experiences, attitudinal and behavioural responses, and coping strategies from witnessing workplace bullying. For example, in this research, when participants described the attitudes and behaviours, frequently cited expressions employed for initial coding included: "I sympathise with the victim; hang out with her after work to relax her; I could not do anything at that stage; nothing I can do."

Step 3: Refining codes

Next, a second cycle of coding from the initial coding stage was needed, as some codes were not relevant to this study, or there was development or reconfiguration of an existing code, or more sentences or clauses that needed to be coded (see Saldana, 2015). This stage was essentially about justifying, identifying and selecting appropriate codes, for both broad the research question, or narrowed down questions. Braun and Clarke (2006) also explained the key points of the coding process; that is, if there is enough time, the more patterns and codes that are found, the more interesting will be the results that may be found later on. They suggested to keep some surrounding data with extracts if relevant, to ensure the data extracts are contextual. In relation to this research and the examples

provided in step 2, the initial code generated from step 1 (for example, “I sympathise with the victim; hang out with her after work to relax her; I could not do anything at that stage; nothing I can do”) was justified and allocated a more descriptive and significant code, in this case, “sympathy, comfort, and avoidance.”

Step 4: Searching for themes

After all the data extracts were labelled and coded, it was time to search for themes. Themes are derived from coding, and reveal more essential relationships between the data set and research question (Braun & Clarke, 2006). This process includes managing different kinds of codes into potential themes in the early stage. Braun and Clarke (2006) suggested using visual representations such as mind maps, tables, or short descriptions to help discover themes. In this study, the refined codes of “sympathy” represented participants’ attitudes, and “comfort, avoidance” represented what participants did while they witnessed incidents. The themes searched for were “participants’ sympathetic attitude,” “participants’ constructive reaction,” and “participants’ destructive reaction.”

Step 5: Reviewing themes

After searching and defining relevant themes in the early stages, it is critical to refine, combine, and even discard themes during the review and revise process (Braun & Clarke, 2006). The purpose of theme reviewing is to make sure the themes are related to the data set, and work with the research question. The review process also helps capture any additional data within themes that were missed in the earlier coding stage (Saldana, 2015). With respect to this study, the initial themes were “participants’ sympathetic attitude,” “participants’ constructive reaction,” and “participants’ destructive reaction.” It was noticed that constructive and destructive reactions were found in participants’ reactions. Therefore, these two themes were revised and combined as a new theme: “participants’ reaction.”

Step 6: Theme finalisation

According to Braun and Clarke (2006), themes are finalised through a process of revision and reconstruction. The contents of finalised themes should be clearly demonstrated in one or two sentences, otherwise, the themes need to be further refined. In addition, the

finalised themes should be closely aligned with the research question. Following this principle, the two revised themes defined in the previous step were attentively examined. These themes needed to be closely related to bystanders' attitudes and behaviours toward workplace bullying. "Participants' attitudes" and "participants' behaviours" were identified as the two final themes in this research.

3.7 Trustworthiness

In an interpretive study such as this, it is critical to test the quality or rigour of the research with respect to the degree of confidence in data, data analysis, data interpretation, and the methods used (see Pringle & Booyesen, 2018). Lincoln and Guba (1985) proposed four criteria to evaluate the quality of research: credibility, dependability, confirmability, and transferability. "Credibility" refers to the confidence in the "truth" of the findings and how the findings have been presented by the researcher (Cope, 2014). A significant method for evaluating credibility is prolonged engagement, wherein the researcher should spend adequate time and involvement in the research field to understand the culture, the people, and the phenomena that engage with the research.

With respect to this study, the researcher had been employed in the hospitality industry for more than five years since 2012, and in widely different positions within the industry, from menial employee to more senior roles. The researcher was thus able to understand the data obtained from hospitality industry employees' working experiences, from various perspectives of the hospitality industry, including the culture and the social settings, and readily became oriented to the situations described, and was able to build trust with the participants.

Confirmability is a measure of the researcher's neutral attitude, and the degree to which findings are consistent and repeatable. This is demonstrated in the researcher's descriptions of how the conclusions and interpretations were established (Cope, 2014; Pringle & Booyesen, 2018). Pringle and Booyesen (2018) suggested that both credibility and confirmability could be achieved by providing rich quotes from participants' interviews. In this study, raw data included all the audio recordings, data transcriptions,

and mind maps of each theme, as well as the findings and conclusions reported with participants' rich quotes, recorded as evidence to demonstrate how participants presented their views, in order to ensure the confirmability of the results.

“Dependability” refers to the consistency of data given similar conditions and contexts (Pringle & Booyesen, 2018). To achieve dependability, external audits can be a useful method wherein a researcher not involved in the research process can examine both the process and the outcomes of the research to verify the accuracy and validity of the study (Lincoln & Guba, 1985). With respect to this study, two supervisors were involved in the audit process, but not the research process, to evaluate the accuracy of the findings and whether the data supported the findings and conclusions of the study.

“Transferability” refers to how the findings might be applied to other related settings or groups of participants (Cope, 2014). A qualitative interpretive study should consider whether the results are meaningful to those not involved in the study, and whether readers would be able to relate the results to their own experiences (Connelly, 2016). Thick description is suggested as a method to enhance transferability; it is describing the event in sufficient detail to evaluate whether the findings could transfer to other times, situations, and people, with stability of the data (Lincoln & Guba, 1985). The transferability and limitations of this study's findings are discussed in the conclusions chapter.

3.8 Ethical considerations

Since the interviews involved human subjects, ethical approval was required as per the university's research guidelines and principles. This entailed consideration of ethical issues in relation to carrying out the research.

Interview questions were designed to collect narrative data based on employees' positions as bystanders in workplace bullying incidents. Some questions could potentially cause participants an emotional response; after all, workplace bullying was unlikely to produce a positive memory. Additionally, participants might be reluctant to deal with some interview questions. Their responses could be influenced by their life experiences and concerns with workplace power distance.

Bearing these concerns in mind, the researcher approached the AUT Ethics Committee for a Participant Information Sheet template, with which potential risks could be reduced. On this sheet, approaches employed to manage the risks were detailed. For example, the researcher was obliged to pause the interview if interviewees were reluctant to continue; in this situation, the participant was eligible to withdraw from the research. If needed, the participants were able to approach AUT's counselling services. Also, interviews were carried out away from interviewees' workplaces at confidential locations. The ethical approval letter is provided in Appendix A.

3.9 Conclusion

This methodology chapter has explained the research methodology, data collection, and data analysis methods used in this project. A qualitative interpretivist approach was employed to generate patterns and theories, based on narrative data. A snowball sampling approach was employed to recruit participants; the first participant served as an intermediary who invited other employees to participate in the project. Eight hospitality workers from Auckland's hospitality businesses took part in the interviews. Their responses provided narrative data that were analysed using thematic coding. Through analysis, factors influencing employees' emotional and behavioural responses to cope with workplace bullying were identified. The significant findings and discussions about these are presented in the next chapter.

Chapter 4 Findings and Discussion

4.1 Introduction

This chapter presents the findings and discussion, including a discussion of extant academic literature in relation to data collected through investigating participants' witnessing experiences, to further explore what factors affect bystanders' attitudes and behaviours during workplace bullying incidents. The first section draws a picture of the New Zealand hospitality industry working environment from participants' perspectives, and the second section provides their accounts of workplace bullying incidents. Finally, the last two sections illustrate bystanders' attitudes and behaviours as they witnessed workplace bullying incidents, and what factors affected their response. In each section, the findings are summarised and discussed.

4.2 Working Conditions in the Auckland Hospitality Industry

The first theme covers participants' perspectives of working conditions in the Auckland hospitality industry. It creates a picture of the hospitality industry from their point of view, to help understand participants' passion for hospitality, and why some were disappointed in their career. Also, as it is possible that the quality of working conditions may affect the incidence of workplace bullying, they are important to this study.

As stated, eight participants were from different roles in different establishments from different sections of hospitality industry. These details are re-stated here, as the information provides a context for the quotes and findings in this section.

Daisy worked in an international 5-star hotel in Auckland as a guest service agent; Suki was employed by an international 5-star hotel as a food and beverage attendant; Ray was employed by an international 5-star hotel as a receptionist; Peter worked in an international 5-star hotel as a part-time room attendant; Lily and Victoria both worked in Auckland restaurants; Lily was a restaurant manager in an Italian infusion restaurant and Victoria worked as a training manager in a Chinese restaurant; Ryan had been a chef for 20 years and had moved to the front office department as a porter in an international 5-

star hotel, and Sally was a food and beverage attendant in an international 5-star hotel in Auckland.

4.2.1 The positive or “bright side” of working in the hospitality industry

One sub-theme that emerged from the interviews, was the positive, or “bright” side of working in the hospitality industry from the participants’ perspectives. All participants pointed out that the most attractive factor of the industry for them, was the rich working content and colourful working life. For example, Daisy, as a guest service agent in hotel, explained that working in the hospitality industry helped her build a social network with new colleagues and customers and share life experiences with them:

I like meeting people and talking with them and share my experiences with other people. I also like to listen to people’s story. That’s why I choose this job. (Daisy, guest service agent in a hotel)

Ryan reported that the richness and changes of work content attracted him:

It is (a) different job every day. (The current porter job) makes different people meet different people in the job. The things I get asked to do change every day. (Ryan, porter)

4.2.2 The negative or “dark side” of working in the hospitality industry

In contrast, another theme of the “dark” (negative) side of working in hospitality emerged through the eight participants’ interviews.

Insecure working hours

The most negative aspect mentioned was the insecure working hours, which potentially led participants to sacrificing their personal life and holidays, and affected their financial status. Two participants reported that even though their company provided rosters to them each week, the management team would still make urgent calls to them for help, or extend their working hours instantly during a shift if they were busy. If they refused, the management team would negotiate with them to decrease their working hours as soon as it was not busy. Sally reported that:

There is a trouble for you when either there is no customer or sometimes too busy, because they (management) keep calling you to help (when busy). Otherwise in a quiet day, they just send you home early, you cannot do anything. (Sally, food and beverage attendant in a hotel)

Suki made a similar comment that the insecure working hours made her reluctant to continue working in the hospitality industry, and she wanted a more predictable job in terms of shifts.

Low skill requirement

Participants consistently identified that they did not like hospitality jobs because of the low skill requirement of their employment, such as skills for cleaning, washing dishes, and other housework-type duties. Two participants particularly explained that the majority of hospitality employment is physical labour, and the low skilled jobs made them feel they were not valued. Suki explained that hospitality work was low skilled for her, and the job required a lot of physical labour, especially compared with the low wages paid; Victoria was working in a Chinese restaurant as a trainee manager and had just completed her master's degree in hospitality management, but her job title and advanced qualification did not match the level of her employment. The following quotes capture her situation.

The job is so boring, even (though) you could talk with different customers, but all the duties are very simple things, like clean tables, and order dishes from kitchen, and I think, compare with a lower position staff, maybe I can manage and handle money, but nothing else, nothing important. (Victoria, training manager in a Chinese restaurant)

Low pay

Indeed, when the participants worked in a context of low skill and insecure hours, the income, to some extent, determined their willingness to work in hospitality. Many participants pointed out that the pay rate was low compared to the content and responsibilities of their jobs. For example, Daisy explained that as a guest service agent in a hotel, the content of her job was onerous and trivial, and she needed to be multi-tasking during her shift, but the pay rate was very low.

People can only see us standing at front desk and chat with customers, check in, and check out. But they did not see us working a lot and very hard in the back of office. There are so many things to do, then while the pay rate is pretty low. (Daisy, guest service agent in a hotel)

When Victoria expressed that she would not keep working in hospitality, the first reason she mentioned was the low pay. She then explained that in terms of a return on the time and money she had spent on her master's degree, "it is a waste of time to do a hospitality job."

Problems with temporary visa status

Problems arising from their visa status were also mentioned by two participants. One participant explained that he felt vulnerable when he applied for a job or during employment, and Peter reported that even though he had had more than ten years' experience in the housekeeping department of a five-star hotel, and had been a director of a housekeeping department in his home country, at the time of the study he was employed as a five-star hotel housekeeping attendant; one of the reasons for this was that he was a student visa holder, which limited his working hours. As he explained:

There will not be a place would like to rely on a student or hire a part-time manager.
(Peter, room attendant)

Four disadvantages of working in the New Zealand hospitality industry were identified by participants; they were: insecure working hours, low skill requirements, low pay, and problems with temporary visa status. That is to say, these four negative aspects of hospitality work were factors in participants' intentions to leave the hospitality industry or not set hospitality industry work as a career goal.

4.2.3 Discussion

The first consideration to emerge in the findings was the New Zealand hospitality industry's status quo. When studying workplace bullying issues, whether for victims, organisations, or bystanders, it is critical to provide a context to understand how environmental elements affect these issues, and how people think about them and cope with them in their employment. Globally, these findings are consistent with those of Ariza-Montes et al. (2017), that employees from the hospitality and tourism sector work in stressful working conditions. For example, working uncertain hours leads to life-work imbalance, excessive workloads and time constraint pressures lead to a high working pace,

and monotonous and repetitive tasks limit an individual's capacity and creativity (Ariza-Montes et al., 2017).

However, temporary visa holders, such as those with student visas and working holiday visas, are vulnerable in New Zealand hospitality's unique context. This research identified that temporary visa holders were more likely to be bullied, positioned lower in the organisation hierarchy, lack organisational support, and work in an illegal environment. It was also noted by Liu (2014), that in order to live and work in New Zealand permanently, temporary visa holders have to rely on their employers or managers for support. Therefore, they are forced to endure greater workplace inequality. This was also observed by Mooney and Jameson (2018), who found that students who study for hospitality qualifications believe that their qualification will help them gain a Permanent Resident (PR) Visa, which allows the holder to live permanently in New Zealand. Therefore, student visas and temporary work visas are more likely to expose workers to a negative working environment.

In summary, relating poor working conditions to the literature, it was found that New Zealand workers were faced with similar tensions to those in other countries with poor working conditions, such as lower incomes, insecure working hours, and low skill requirements (Bohle et al., 2017; Roscigno et al., 2009).

4.3 Participants' Accounts of Workplace Bullying Incidents

The theme of "participants' accounts of workplace bullying incidents" emerged from participants' experiences of witnessing incidents of workplace bullying. The participants' perspectives as bystanders revealed details of the perpetrators, what kind of bullying behaviours the victims suffered, rationales for the workplace bullying incidents, and the consequences of the incidents.

4.3.1 Perpetrators of bullying

This sub-theme reflects the hierarchical relationship among perpetrators, victims, and the participants, during incidences of workplace bullying. All the participants stated that most perpetrators were senior staff in their organisations, such as supervisors, senior sous chefs,

head chefs, or managers; one victim suffered bullying from experienced/senior colleagues. In all eight stories, the victims were from the lowest levels of the work hierarchies. Participants explained that newly hired employees were more likely to be targets of bullying by supervisors. Daisy's quote captures this:

We hired a new staff (member), she was as same position as me, a guest service agent. She was very new to hotel jobs, and that was her first-time deal with the programme.....the supervisor bullied her. (Daisy, guest service agent)

Additionally, one participant indicated that a new supervisor was more likely to have conflict with experienced employees. For example, Suki explained that when a new supervisor came into the team, instead of listening to subordinates and communicating with them, the supervisor preferred to reproach a team member. The following quote illustrates this:

The supervisor who was recently moved to this position, she would tell her employees to do something in a certain way, but the attendant tried to explain a better idea to this new supervisor, then the supervisor was like, "why are you talking back to me? I am the supervisor." (Suki, food and beverage attendant)

Employees who had long tenures and more experience in an organisation were more likely to be perpetrators of bullying. For example, Lily mentioned that:

They (the experienced staff) made a lot of fun of him and teasing him. (Lily, restaurant manager)

4.3.2 Types of bullying behaviours

The participants detailed different types of bullying behaviours that they had witnessed. Four types of behaviours emerged from the data: verbal violence, unfair workload, isolation, and teasing.

Verbal violence

From the interviews, one of the highest incidences of workplace bullying behaviour identified was that of verbal violence, which was evident in almost every participant's interview. Moreover, most of the verbal attack behaviours, which were generally swearing, were from superiors in the organisation, such as supervisors and head chefs. However, the verbal attacks were viewed as direct personal attacks unrelated to work. From Daisy's and Victoria's perspectives, the superiors bullied the victims with verbal violence mainly

to “express negative emotions which is not solve any problem” (Peter, room attendant).

For example, Daisy and Victoria reported:

My supervisor, she expressed her violent language and behaviours to her, yelling at her, there are no harms like physically, but she always expresses her violent language to her. (Daisy, guest service agent)

The head chef think you cannot do this, and normally says some bad words like fucking blah blah to the part-time staff every day. I think he just want to express the bad emotion. (Victoria, training manager)

Unfair workload

Unfair workload that included controlling or withholding resources and setting difficult tasks that the victim could not finish, were other high frequency behaviours identified by participants. Peter and Ray illustrated how this happened:

She became the target of management after (she) made that mistake. They (management) did not do anything physically to her directly, but it was like giving her hard task. (Peter, room attendant)

The supervisor was dealing with her badly - supervisor was giving her the menial task and just to do computer work, but the other things, no. Like she wants to have face to face interaction with guests, (but) the supervisor would not train her. (Ray, receptionist)

Isolation

Two participants pointed out that isolation from superiors was a type of bullying behaviour. Isolation behaviour could be individual to individual, or group to individual. In the same way as an unfair workload, it was seen as a form of punishment to be meted out when employees made mistakes or could not satisfy their superior. In both cases, participants pointed out that the isolation was led by the superior. Ryan explained how his senior sous chef ignored a victim:

The senior sous chef took exception to him, and (would) not talk with him. (Ryan, junior sous chef)

In another incident, the isolation led by the supervisor spread to other employees due to the hierarchical nature of the workplace. The participant pointed out that because the new employee was not able to meet the supervisor’s requirements, the supervisor verbally insulted the new employee by remarking publicly on how slow she was and expressing

her dislike of her to other staff. As a result, no-one could be seen to sympathise with the victim. Daisy explained it this way:

She is the manager, so she led the team to bully that team member. (Daisy, guest service agent)

Teasing

One participant was aware of teasing behaviour between employees that was considered to be a form of bullying behaviour, rather than normal innocuous joking. The participant explained that the teasing crossed the boundary into an area in which the victim would feel psychological upset. Lily captured this as follows:

The incident happened because the waitress wrote a name on the docket and he (the victim) did not know who the person was, so that was the direct cause of the fight. But the underlying reason was that he was a bit autistic (i.e. poor social skills) with the way he interacts with customers and social cues, but the other employees were not understanding of it at all. So, they made fun of him and then he gets annoyed. (Lily, restaurant manager)

4.3.3 Participants' rationalisations of triggers for bullying incidents

This section deals with participants' interpretations of why the incidents happened. From the detailed narrative descriptions of the incidents, five rationales were identified: a lack of work-related experience, victim's personality, victim's age, poor leadership style, and poor human resource management policies and practices.

Victim's lack of work-related experience

In the eight workplace bullying incidents, in the participants' perceptions, five appeared to have been associated with the victims' lack of work-related experience and skills. The victims either made mistakes, were considered slow learners, or were believed to perform below the standard required. Peter explained that after a victim made a "clear visible mistake," "she became the target of management team."

In the same theme, Daisy explained how a supervisor and a victim worked together and why the conflict occurred between them.

There is a lot of time she (the new employee) work with my supervisor, and of course they did not suit each other because the new staff (member) made lots of mistakes and problems. The supervisor (was) trying to train her but it did not work, so she (the supervisor) get annoyed. (Daisy, guest service agent)

In Victoria's witnessing experience, even though she did not think the victim had made any visible mistakes, the head chef thought the victim had not reached his standard, which caused the workplace bullying. Victoria explained that the staff had to move fast when they were walking with a dimsum (Chinese bite-sized food) trolley so that they could sell more food to customers. However, the new employee's actions were too slow:

Her action may not (be) that quick to sell more food, you know, it is not a mistake. But the main chef thought you cannot do this (job). (Victoria, training manager)

Victim's personality

One participant commented that a victim's personality could determine if they would become targets of bullying by their colleagues. From a manager's point of view, Lily mentioned that one victim's personality affected the way he interacted with customers and colleagues, and how his colleagues and customers treated him. As she explained:

He (the waiter) was quite quiet; he would talk very quickly, and he wouldn't really look you in the eye. He wouldn't really interact with you a whole lot and didn't really pick up on social cues that well. (Lily, restaurant manager)

Victim's age

One participant expressed ageist views about older employees, which may have been learned from the ageist views of workmates. This participant believed that older people were less tolerant of workplace bullying. On the contrary, they needed more trust, more respect and more space to adjust to work content. Lily's quote explains this:

He (the victim) does not enjoy having someone watching over him to make sure everything he was doing(was) in a right way. You have to trust that he knows what he was doing. Otherwise he probably feels a little bit patronised, because he is older. (Lily, restaurant manager)

Daisy considered that the wide age gap between a victim and a supervisor was the rationale for one bullying incident. She described a victim who was much older than other team leaders and members. She reported:

We are a very young team; everyone's age was between 21 to 25, even our supervisor and manager. We were very close to each other; it was a really good team. One day, we hired a new staff (member) and she was quite old, but (in the) same position as me as a guest service agent. (Daisy, guest service agent)

Leadership style

Some participants considered that the manager's or supervisor's leadership style was a cause of workplace bullying, and reported that bullying was due to leadership failure. For example, Victoria reported that the head chef positioned himself as "king" in the restaurant and habitually swore to almost all staff every day to express his negative emotions when the staff did not reach his standard. Victoria's quotes explain this:

From (what) I saw, (he thought) "I am the main chef here, so kitchen is my place. If you cannot satisfy me, then it's your mistake." Even though you may think this is not make sense, but this is the way he is. (Victoria, training manager)

One participant thought that the new leader created conflicts within the team because of a lack of management experience in building connections with existing staff and coping with problems. As Sally explained:

The new team leader make us really confuse with the original method we used to follow, but instead of making us adapt to the new way that she wanted us to be, she was trying to manipulate us in the way she like with really aggressive attitude (so) that we cannot handle it. (Sally, food and beverage attendant)

One participant considered that a supervisor's irresponsible leadership and lack of professional experience caused her to be unwilling to be accountable for her actions. Suki explained this as follows:

There was a team leader made a lot of mistakes but when the (more senior) manager came to ask her questions about it, she would not take any responsibility for her actions and would blame on someone else. (Suki, food and beverage attendant)

Heavy-handed management approaches were mentioned by some participants as making the victims suffer from unfair blaming, verbal attacks, and manipulation. The following quotes demonstrate this:

(My supervisor) is an impatient person, she is cranky, and she is very strict. She wants our staff member to pick up job ourselves and try our best first before we ask her...she will be angry and get annoyed if we made mistake. (Daisy, guest service agent)

(The team leader) get mad really easily, and she told the employee off by saying: "can you understand English? You cannot use phone while working." I think this way is really aggressive and rude, she can offer a better communicate way. (Sally, food and beverage attendant)

Poor human resource management policies and practices

Poor human resource policies and practices were identified by some participants as causes of workplace bullying. These were creating negative working atmospheres due to a lack of human resource support and incomplete training procedures. Victoria reported that there was no human resources department in her organisation due to its small size and culture, so the general manager was in charge of daily operations and management, and the only person who could control the incidence of workplace bullying incidents. Victoria explained this as follows:

(The) general manager talked to the head chef and he (head chef) may change (for) one or two weeks. And back to before again... maybe (in a) big company they will have the rules about bullying, but in a small company, I think no. (Victoria, training manager)

Peter and Ray emphasised that in their companies, even though there was a policy about serious bullying, the policy did not work well, and the human resources department dealt with incidents of workplace bullying with indifference. They explained this as follows:

I think those laws (i.e. policies) are limited to (being on) paper only, just a part of standard, because (they are used) only if some employees are resigning or leaving the organisation. Then the human resource department is going to take responsibility to retain the employee to ask what was wrong. Otherwise these things are ignored ...to some extent, it is not only happened in my company, it's everywhere. (Peter, room attendant)

I think it is just a piece of paper for the company to show new employee that we are a very good company and we have a workplace regulation and we respect their diversity. It was mentioned on employee's contract, but you know the things are not implemented properly. (Ray, receptionist)

Missing or incomplete training procedures were also deemed to be causes of workplace bullying. According to participants' narratives, employees who lacked training or were not trained, were more likely to be bullying targets, because they made more mistakes and did not please their superiors. The following quotes explain this:

There is (a training process), but we are very busy, we did not get much time to train her. (Daisy, guest service agent)

There was nothing (training). It was sort of tell you that this is what you have to do, but there was no one teaching you how to do it. Our hotel was actually pre-opened when they hired us, but the day we opened was the first day I learned how to make

coffee. And I was bartender as well. I had no idea about what spirits were or how to make cocktails. (Suki, food and beverage attendant)

I think it's not a good way dealing with the employees without a proper training process at the workplace. Everyone should be given a proper work and there should be a proper framework for the new employees' training. (Ray, receptionist)

4.3.4 Consequences of bullying

When participants described some of the consequences of employees being bullied, most stated that the bullied employee resigned at the end of the incident, because the bullying incidents were not solved, or did not receive intervention. For example:

It took almost one month later on (before) that employee, she resigned. It was very sad. (Peter, room attendant)

One participant mentioned that a perpetrator had left the job because she felt pressure and had difficulty managing and leading team members effectively. As Suki said:

The supervisor planned to quit, and she did, because she found it very difficult as well. (Suki, food and beverage attendant)

Two participants reported that victims were dismissed after reporting bullying to a more senior manager. In Victoria's story, the head chef was considered to hold a more important role in the restaurant, so as the part-time, working holiday visa holder, the victim was sacrificed. In a similar situation to that in Ray's story, the supervisor was protected and supported by a front office manager because she had worked well with the manager for a long time. Compared with a newly hired staff member, the supervisor had better retention value to the organisation. Ray explained this in the following quote:

They (the more senior managers) (were) standing on supervisor's side straight away. They believe the supervisor was right and the new girl was wrong, they did not even give her two weeks' notice to leave the job. (Ray, receptionist)

Lily explained that one victim from a bullying incident was retained because of her intervention. She helped the victim to work in a more relaxed atmosphere to make him feel comfortable, tailored the training schedule for him. and supported him to feel needed and trusted. She explained this as follows:

He seemed to be comfortable talking with me, so I changed his roster around a bit as well, I think it was just to put him in an environment where he is comfortable with...he

enjoys learning about stuff, so you teach him more about wines. So, then he kind of feels like he is valued...he really seems fine now, like interacts more with customers.
(Lily, restaurant manager)

4.3.5 Discussion of participants' accounts of workplace bullying incidents

The participants' explanations and descriptions of their experiences of witnessing workplace bullying showed their fundamental understandings of the incidents of workplace bullying from their own points of view and were helpful for exploring their attitudes and potential effects (i.e. what they might do to cope with the situations, and why they did so) as bystanders.

Perpetrators of bullying

Bullying perpetrators were firstly identified by participants. The major perpetrators were in superior positions in the workplace hierarchy, such as that of a supervisor or team leader. This is consistent with previous observations that due to the high-power distance hierarchical structure in hotels and restaurants, low-status employees are more likely to be the targets of bullying (Ariza-Montes et al., 2017). These may be young and inexperienced employees (Ram, 2018), casual or part-time female employees (Poulston, 2008a, 2008b), or trainee or placement students (Mathisen et al., 2008). This is also consistent with the results of Galanaki and Papalexandris (2013), who wrote that power imbalances between management and employees are the main cause of workplace bullying; a power imbalance compromises the victims' ability to protect themselves.

In terms of perpetrators identified in this research and those in the literature, it was found that this study in the New Zealand hospitality industry replicates findings about bullying by superiors in other countries.

Types of bullying behaviours

The findings of this research build upon the work of Bartlett and Bartlett (2011), who categorised workplace bullying into personal and work-related, direct and indirect, and workload and work-process. Among the findings of this research, the bullying behaviours that the victims suffered were direct personal bullying (verbal violence), indirect personal bullying (isolation and teasing) and work-related unfair workload (setting unrealistic tasks and controlling resources). It is interesting to observe that even after 20 years, the

bullying behaviours that hospitality employees experience are still consistent with Zapf's (1999) five types of workplace bullying behaviours: changing the victim's job in a negative way or setting a difficult goal to attain, social isolation and boycotting by not communicating with them or excluding them from social activities, insulting remarks or personal attacks (also on the victim's personal life), verbal threats in which the victim is humiliated in public, and spreading rumours about the victim.

Bullying behaviours identified in this research, such as verbal violence, isolation, and unfair workload, were employed as management tools to "supervise" or "train" the victims. This finding reinforces the work of Caponecchia and Wyatt (2011), who found that managers with inadequate management skills can undertake repressive measures against subordinates. In this situation, the victim's confidence and credibility become destroyed and the perpetrators maintain and strengthen their power and control in the organisation (Garbe, 2019). Alexander et al. (2012) also argued that workplace bullying can be considered an acceptable managerial practice that facilitates productivity and performance of the team.

The analysis revealed that in Auckland, employees from the hospitality industry encountered similar bullying behaviours (work-related direct personal attacks and work-related indirect personal attacks) to those of hospitality industry employees in other countries.

Participants' rationalisations of triggers for bullying incidents

Lack of work-related experience

A lack of work-related skill was found to be a trigger that contributed to workplace bullying. This finding is consistent with the work of Gong (2017), who found that employees who were not familiar with work content and operational skills, were more likely to be exposed to bullying. It is also consistent with the work of Coyne et al. (2000), who found that the new employees or junior employees with fewer experiences and work-related skills, have lower performance capacity and hence a more passive status, and are more reliant on supervisors or experienced staff; their chances of being bullied are therefore increased. Consequently, the findings of this research and those from the

literature, reveal a positive relationship between the lack of work-related experiences and workplace bullying.

Victim's age

Some studies indicated that younger employees are vulnerable, because they have less experience and are in a lower hierarchical position, so feel less protected (Ariza-Montes et al., 2017). Other studies indicated that older employees are more likely to be bullied. Einarsen and Skogstad (1996) argued that the risk of being a bullying target increases with age. This research found that employees in a minority age group were more likely to be bullied. This is consistent with the findings of López-Cabarcos et al. (2017) and Hoel and Cooper (2000), who stated that due to differences in behaviours, values, and attitudes, people whose personal traits (including age and gender) differ from those of the majority group, are at risk of being bullied. For example, in this research, some victims were considered “too old” to fit into the team. This finding reinforces the work of Mooney (2016), who stated that with changes in societal expectations and industrial context, age norms are changing, especially in the hospitality industry, where the professional life is much shorter than it is in other industries.

This analysis revealed that both in terms of this research and the literature, the differences in a victim's personal traits, in this case, age, are a factor in being bullied.

Leadership style

Findings on leadership style aligned with the work of Francioli et al. (2018), who found that inadequacies in leadership have a positive relationship with workplace bullying. Different types of negative leadership (e.g. autocratic, authoritarian, tyrannical, and laissez-faire leadership styles) facilitate a bullying climate in an organisation and increase the probability of workplace bullying, (Einarsen, et al., 2008; Francioli et al., 2018). However, in workplace bullying incidents in most Western contexts, it has been found that 50% to 75% of self-reported bullying victims reported that the perpetrators were in managerial positions and had inappropriate leadership qualities (Hoel et al., 2010). This is consistent with findings relating to seven of the eight perpetrators discussed in this study, who were managers or supervisors. Subordinates who suffer abusive leadership

report higher levels of stress, depression, and health problems, as well as displaying lower levels of loyalty and commitment toward their organisation (Hoel et al., 2010). In contrast, positive and authentic leaders are found to build trust and care towards subordinates, thereby reducing the probability of negative working relationships (Laschinger & Fida, 2014).

Consequently, the findings of this research and those in the literature, confirm that inappropriate leadership contributes to workplace bullying, while positive leadership helps ease workplace bullying tensions.

Human resources management policies and practices

Inadequate human resource policies and practices, incomplete training processes, and even the absence of a human resources department, have been suggested by participants as causes of escalating workplace bullying. This finding is consistent with the work of Roscigno et al. (2009), who found that human resource professionals neglect human resource rules and policies, impacting behaviours and work-related interpersonal relationships. This finding also agrees with the work of Rajalashmi and Naresh (2018), who found that inappropriate bullying policies and management practices can escalate an incident and that the target of bullying, feeling unsupported by the organisation, resigns.

This finding also supports the work of Mokgolo and Antoni (2019), that solely relying on bullying policy cannot prevent or manage bullying behaviours. It is more effective in organisations where policy supports intervention procedures, training, and supportive systems (Mokgolo & Antoni, 2019).

In summary, inadequate human resource policies and practices have been implicated in the literature as contributors to bullying. This research confirms that this factor also explains New Zealand workplace bullying from a bystander's perspective.

Consequences of bullying

This research found that most bullying incidents led to the victim's intention to leave, and as a result, staff turnover increased. This finding appears to support the work of Calvin (2012), in that the consequences of workplace bullying in an organisation manifest in increased tangible and intangible costs. Tangible costs relate to employee turnover, that

in turn causes financial losses and lower overall productivity, while intangible costs are mainly concerned with workplace interpersonal tensions and negative emotions (Calvin, 2012). As evidenced in this research, workplace bullying creates a negative and risky working environment and a negative organisational climate that may become a vicious cycle. This also supports Bloisi and Hoel's (2008) view that workplace bullying leads to high staff turnover, productivity reduction, poor industrial relations, and increased customer complaints.

The literature review highlighted the positive relationship between workplace bullying and employees' intention to leave, creating many other visible and invisible costs. This link was confirmed in this research.

4.4 Participants' Attitudes and Behaviours toward Workplace Bullying

This section concerns participants' attitudes and behaviours when they witnessed workplace bullying. It also discusses the negative effects on bystanders that emerged, which included fear and sympathy, self-blame and comforting, disapproval and acceptance, feelings of being powerless and pragmatic, fear of retaliation and avoidance, resistance and defence, and feeling responsible and the need to mediate.

4.4.1 Fear and sympathy

Most participants took disapproving attitudes when they recognised an incident of workplace bullying and felt sympathy for the victims. The following quotes from participants showed their fearfulness and sympathetic attitudes.

I knew that is bad thing, and she (the supervisor) does not need to do this to her at work, we need to cooperate, but I could not speak to my supervisor because I am scared actually...I know how she (the victim) feel and how she had hard time there. It is going to be so depressing for her. (Daisy, guest service agent)

I think it is really not good to show disrespect and dislike to an attendant without any reason...I was sympathising with the new attendant. (Suki, food and beverage attendant)

It was very sad, I think (to) target a person for just one mistake is not a justice in my world actually, the mistake also reflecting our training. Rather than bullying this employee or creating bad environment, it is better to do a proper counselling and let employees understand more about their jobs. (Peter, room attendant)

4.4.2 Self-blaming and comforting behaviour

Daisy blamed herself and her colleagues for not doing anything to stop the bullying, and tried to comfort the victim to ease his tension. However, as she mentioned, she was “scared of the supervisor,” and could help the victim relax only after work. She explained more about her attitude and her action:

Actually, every team member, even me and the supervisor, we all involved into the bullying. We ignored the situation. So, we are the same, no one tried to help her...I just tried to hang out with her, but I did not say anything at workplace. (Daisy, guest service agent)

4.4.3 Disapproval and acceptance

Two participants felt disapproval but acceptance attitudes when they witnessed workplace bullying. Peter and Ray reported that accepting bullying behaviour or aggressive attitudes from managers was common in the hospitality industry, as their following quotes explain.

Considering myself as her colleague, it was very sad but behind the curtain, we all know that we cannot do anything. We already accepted this (bullying) as a part of our job. (Peter, room attendant)

This kind of behaviour and rudeness happened in new workplace very easily. I accept that and then I survived, otherwise they (superiors) would do same thing to me, and if I left job, they will not care. (Ray, receptionist)

4.4.4 Feelings of being powerless and pragmatic

One participant felt powerless when witnessing an incident in her workplace. She argued that workplace bullying was a terrible problem and there was little hope for solving this phenomenon. She also pointed out she did not have any power or responsibility to solve the problem, as the following quote explains.

I think no solution for this phenomenon, even though you change the head chef, but the other one will do same thing. This is cannot be solved, and sometimes I do not want to care about these things because this is none of my business. (Victoria, training manager)

4.4.5 Avoidance behaviours

“I could not do anything at this point” was expressed by participants who took disapproving attitudes towards workplace bullying but felt sympathy, acceptance, or a pragmatic attitude towards bullying that they witnessed in their organisations, even

though none of them indicated they avoided the incident. However, the following quotes offer evidence of participants' avoiding behaviours.

I wasn't able to support her. I was worry about my job, because getting a job is not very easy, so maybe thinking in my mind that maybe I will be a next target. (Peter, room attendant)

I could not really take any action because if I did the same thing, the supervisor would tell me to stop talking back to her as well, and I would not (want to) create any problem with the supervisor. That is quite difficult. (Suki, food and beverage attendant)

Oh no, I did not take any action, because they (managers) are not take any actions about it too. So, I just left the matter because I thought that is waste time (to intervene). (Ray, receptionist)

Resistance and defence behaviour

Two participants showed resistance to witnessing bullying behaviour, with explicit supportive attitudes towards the victims. Sally considered that tolerance or acceptance would not change a bullying situation, and explained her opinion as follows:

I do not really scare anyone, and if she (the perpetrator) is wrong then she should know it, if me or my colleagues who have lower position cannot tell her that, then I am going to tell someone who has more power. At least if she changed, it is going to be better for both of us. (Sally, food and beverage attendant)

Ryan also expressed his supportive attitude towards a victim and a resistant attitude towards the incident. He explained:

A lot of people were actually quite scared of him because he would start yelling at you or swearing (when people tried to stop his bullying), but I do not let that sort of stuff bother me. I have the right to go to him (perpetrator) and speak up about it. (Ryan, junior sous chef)

With respect to resistance attitudes, Ryan and Sally preferred to fight back on behalf of the victims; they believed that this was not a “war”, but a way to communicate with more senior management. Both believed the bullying behaviours created “bad environments” in their organisations and they needed to ask someone to stop it. The following quotes show their actions.

I had to speak with him quite a few times, like: “come on, stop picking on him.” He was employed by the executive chef who knew he had an eye issue. “You have no right to pick up on him.” I got to the point where this guy (the perpetrator) would not

listen. So I had to go to the higher level and try to let the head chef watch out for that.
(Ryan, junior sous chef)

I went to my assistant manager and I told him everything. I told him that you should do something in this case because my colleague (has been bullied). At least I am complaining, he (the more senior manager) should know there is a crack in team.
(Sally, food and beverage attendant)

Feeling responsible for and intervening in an incident

As a manager, Lily noticed issues with both parties, so she took a neutral attitude to bullying behaviours among employees from the very start. However, she explained that in her view, there should be a clear boundary between normal interactions among employees, and bullying behaviours. She had a responsibility to stop bullying behaviours among employees.

There is a certain line there when someone starts to feel uncomfortable and it is noticeable. For instance, the person (victim) cannot understand the jokes that other people are saying and being uncomfortable from the jokes. (Lily, restaurant manager)

Lily tried to mediate in the incident; she intervened to stop the perpetrators' teasing behaviours by giving her opinion to the perpetrators straight away:

If he (the victim) does not pick up on jokes, that means he cannot understand it, in fact, the jokes are one sided, it is not professional. Then, no one wants to come into the workplace and feel uncomfortable or feel they are being bullied. So, just stop it before you go any further. (Lily, restaurant manager)

On the other hand, as a manager, Lily changed the victim's roster, so the two parties were not working together. She believed putting both parties into an environment that made everyone feel comfortable was critical to ease the tension of workplace bullying among employees.

4.4.6 Discussion of participants' attitudes and behaviours

Bystanders play a significant role in workplace bullying incidents. Different roles of bystanders include helping victims to retaliate, and stopping or minimising bullying incidents (Coyne et al., 2017; Desrumaux et al., 2018). In this research, all the participants showed disapproving attitudes toward the incidents and different participants behaved differently. Half (four) of the participants preferred to intervene in incidents directly and indirectly, such as with comfort, defence, or by mediating in the incident as a manager.

However, the other half (four) preferred not to take any actions. These outcomes are consistent with the findings of Latané and Nida (1981), that fewer than 53% of bystanders would intervene, no matter who was present in the incidents.

The participants' behaviours in this study also support Paull et al.'s (2012) bystanders' constructive and destructive categories. For example, the participants who felt sympathy, acceptance, or a pragmatic attitude, but did not intervene into the incidents, were "avoiding bystanders," who noticed the workplace incident but avoided taking action; they either avoided conversations in which perpetrators and victims were involved, or absented themselves from situations to avoid escalating conflicts between perpetrator and victim – such behaviours seem to protect bystanders at the expense of the victim (Paull et al., 2012). The participant who showed sympathy and comforted a victim after work became a sympathising bystander, who offered sympathy and practical support to victims to decrease the injury. Through fear of being a victim or becoming involved in the incident, bystanders use comforting behaviours to help overcome their guilt for not intervening (Paull et al., 2012), and participants who defend victims become intervening bystanders who intervene to stop the bullying or prevent further conflicts.

Both the literature and this research reveal that sympathising and intervening bystanders are deemed to be constructive bystanders who may contribute positive outcomes for the victims and help decrease incidents of workplace bullying, while avoiding bystanders are destructive bystanders and will passively affect victims and workplace bullying, resulting in negative outcomes. Also, this research confirms that intervention bystanders with management power, for example, Lily (restaurant manager) and Ryan (junior sous chef), may contribute more to ease workplace bullying tensions. This finding supports the work of Rowe (2018), that managerial power helps promote more helping behaviours in workplace bullying incidents. Moreover, there is a significant finding in this research, in that self-blaming promoted interventions such as comforting behaviours.

4.5 Factors Influencing the Attitudes and Behaviours of Bystanders

This section reveals the factors that participants believed influenced their behavioural choices. Participants provided insights into different factors that affected their attitudes and behaviours when witnessing workplace bullying. These were: home-country culture, personality, organisational culture, hierarchical position, and visa status.

4.5.1 Home-country culture

Some participants pointed out that their home-country culture affected their choice to intervene or not, in an incident of workplace bullying. For example, Sally (from Vietnam) explained that although she was not scared of anyone, and she would have liked to help her colleague, she would not complain on behalf of her colleague because of her cultural norms, as explained in the following quote.

In my country, we never fight like that big. And if the boss (head of department) has no solution for us, so we are just trying to find something easier for us. (Sally, food and beverage attendant)

Also, as Ray stated, the pool of hospitality employees in his home country was not as diverse as that in New Zealand, and he believed that workplace bullying was even worse at home, than it was in New Zealand. In comparison with the situation in his own country, incidents of workplace bullying in his organisation in New Zealand did not bother him.

4.5.2 Personality

Personality was identified as a factor that affected some participants' behaviours. Words or phrases such as "personality", and "I am not that type of person" were evidence of this. For example, Suki reported:

I think it is mostly my personality. I will struggle to intervene even when people are talking in a normal conversation. (Suki, food and beverage attendant)

Daisy also explained that "I don't like to express emotion" and mentioned that for incidents in the future, she would still try to help victims after work instead of facing the incident by speaking up. This quote from Daisy explains this:

It is my personality. I normally do not speak up at work. I will keep opinions in my mind and do not express emotion. (Daisy, guest service agent)

4.5.3 Organisational culture

One participant pointed out that negative organisational culture was a critical influence on the working environment and leadership style. This participant did not intervene in incidents because the supervisor's behaviour was part of the culture in the organisation, so every new employee was bullied in the same way, and no senior manager had tried to solve the problem. As Ray explained:

It doesn't matter you are a supervisor, or you are a general manager or whoever you are. You have to follow the organisational culture. It has to have a good organisation culture. And then when you have power you can help the new employees. Otherwise even though you get promoted, but if the culture is like this, you could not do anything.
(Ray, receptionist)

4.5.4 Managerial position

Both Lily, as a manager, and Ryan, as a junior manager, stood out and intervened in workplace bullying incidents because they were in management positions, and thought they had the rights and responsibilities to stop workplace bullying. The following quotes explain their perspectives.

He was senior, and I was junior at that time, I was second in charge. I think I am within my rights, I have to go and have a talk with that guy (the perpetrator). Oh, this is also my job, So I spoke up about it. (Ryan, junior sous chef)

I am the manager, I had to intervene and shut it down (the bullying). (Lily, restaurant manager)

One participant also emphasised that a lack of power was the key factor that affected her behaviour. Even though she was a training manager, she did not have the power or authority to solve a bullying problem. She explained her reason as follows:

I think my position is the key factor. Assistant (to) my general (manager) is my main task at all the time, and I have no time to manage other staff. I am not an experienced staff (member). So, my word is not important in this restaurant. (Victoria, training manager)

4.5.5 Visa status

As an international student participant, Peter reflected on a practical reason that stopped him intervening: his visa type. He pointed out that with a student visa, it was difficult to

find work, so he cherished his job a lot, and therefore would keep himself away from incidents of workplace bullying. The following quote explains his perspective.

It is not easy to find a job now and especially for people who have student visa, we are migrant labour, so we don't want to involve into that (workplace bullying), it is very complicated. (Peter, room attendant)

4.5.6 Discussion of factors that affect participants' attitudes and behaviours

The findings suggest that participants believed that their home country culture affected their attitudes about whether to intervene. This finding is consistent with that of D'Cruz et al. (2016), who found that ethnic work-related culture plays a significant role in bystanders' coping with workplace bullying in a multi-cultural working environment. It is important to understand how bystanders of different national cultures notice, define, and evaluate incidences of workplace bullying. The bystanders' home country culture will affect their understanding of how workplace bullying affects them in terms of defining the level of emergency, noticing what is wrong, and deciding on the degree of responsibility (Latané & Darley, 1970).

The influence of participants' personality was another finding that affected them as bystanders in making a decision about whether to intervene in an incident. This finding appears to agree with the work of Hellemans et al. (2017), who found that people who have poor self-efficacy are less willing to intervene. One participant believed he/she had little competency to support the victim, resulting in poor self-efficacy in terms of intervening. She would have liked to offer help or support to the victim but only when the victim asked for help, otherwise she would not know what was happening. That is to say, contextual details also affected bystanders' intervention choices. This finding is also aligned with those in previous studies that found that bystanders need to know the clarity or ambiguity of a situation, as well as the level of emergency, so that they would know whether or not to take action (see Fischer et al., 2011; Hellemans et al., 2017). This finding additionally reinforces that of Latané and Darley (1970), who explained three psychological processes, in which bystanders tend to rely on others to define a situation before deciding if a helping intervention could be useful.

It was another finding that a negative organisational culture led bystanders to prefer not to intervene in workplace bullying even though they could. This finding implies that some organisational cultures allow an abusive or inappropriate supervisor to promote a violent climate, therefore promoting workplace bullying. As a result, one individual's behaviour would not change the situation. Findings of this research support the work of Rajalashmi and Naresh (2018), who found that under this kind of organisational culture, when victims and bystanders of bullying feel unsupported by management, staff resign. Employees in a negative organisational culture show more stress and less responsibility while witnessing bullying incidents (Pheko et al., 2017). This finding also supports Latané and Darley's (1970) view that diffusion of responsibility inhibits helping behaviours and increases the bystander effect.

A higher hierarchical position empowers managers or supervisors to feel responsible for workplace bullying. This study found that a manager's power and rights encouraged participants to intervene in a workplace incident. According to the bystander five-step model, the last two steps were to determine a specific mode of intervention and implement it. In this research, management participants were more empowered than those at staff level, to determine modes of intervention, and had more ability to implement actions (see Latané & Darley, 1970). Such actions might be to provide more training, adjust work content, or talk to perpetrators directly. This is consistent with the work of Hellemans et al. (2017), who found that low self-efficacy is associated with non-intervention, and vice versa. In this research, management participants believed they had enough competency to intervene, which meant they had feelings of high self-efficacy, sufficient to intervene in workplace bullying.

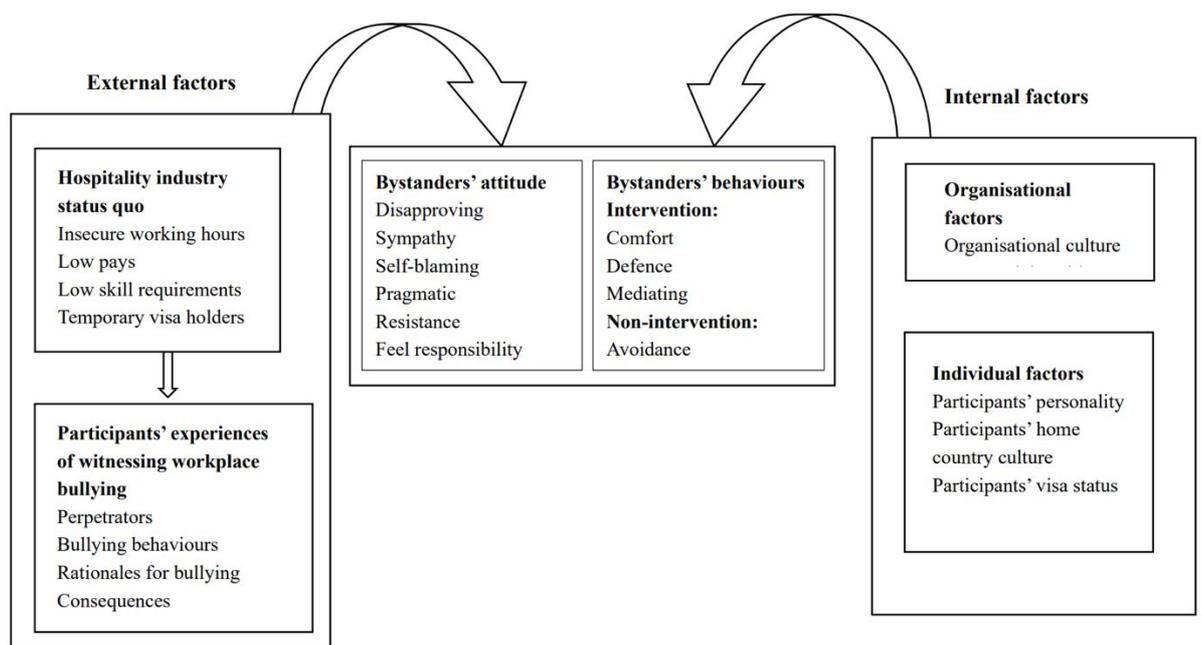
The analysis revealed that the factors affecting participants' non-intervention were from their home-country culture, their personality, and negative organisational culture; these factors further affected how participants defined a situation, clarified the emergency level of incidents, and the responsibility they shouldered. As a result, the bystander effect occurred during their witnessing experiences. Moreover, the findings of this research and

of the literature confirmed that the more managerial power the participants have, the less the bystander effect occurs, and the more helping behaviours are promoted.

Based on the findings of this study, it is evident that bystanders' behaviours and attitudes are affected by both external and internal factors (See Figure 2). The external factors include the hospitality industry status quo and the bystanders' experiences of witnessing workplace bullying, and the internal factors include organisational factors such as organisational culture, and participants' individual factors such as their personality, home country culture, and visa status.

Figure 2

Factors that Affect Bystanders' Attitudes and Behaviours



4.6 Summary

This research aimed to explore the kinds of roles bystanders play when they witness workplace bullying incidents, and the factors affecting their attitudes and behaviours. In line with this research aim, this chapter explored the main findings from the data analysis, from the perspectives of eight participants who worked in the hospitality industry in Auckland.

The findings indicated that even though their coping behaviours varied, participants firmly disagreed with the bullying behaviours and had a strong willingness to reduce the incidence of workplace bullying in their organisations. None of them actively assisted or reinforced any bullying behaviours. However, passive reinforcement (e.g. non-intervention) was evident in the results.

The findings firstly showed a picture of the hospitality industry situation in New Zealand from the participants' lenses, which showed their fundamental values, and visions of the industry. They also implicitly showed the relationship between poor working environment and misbehaviours such as workplace bullying. The findings showed that uncertain working hours, low pay, and low skill, were negative aspects of the hospitality industry, and temporary visa status problems were a unique tension in the New Zealand hospitality industry. Aligned with the bystander effect theory, the poor working conditions in the New Zealand hospitality industry affected hospitality employees' ability to define a bullying situation and emergency level, due to the poor working conditions that have become an industrial phenomenon. As a result, the bystander effect was increased and helping behaviours were inhibited.

The second section offered a detailed description of the sources of workplace bullying. The aim of this section was to give a detailed understanding of their experiences as bystanders. The significant findings in this section were that the sources of workplace bullying were mostly superiors and senior staff in the organisations. The types of bullying behaviours that victims suffered were mainly psychological trauma, such as work-related and personal verbal attacks, unfair workload, isolation, and teasing. The triggers for bullying incidents were a lack of work-related experience, wide age gap, inappropriate leadership style, and poor implementation of a lack of relevant human resources policies and practices. The consequences of the incidents were staff turnover.

In the third section, participants' attitudes and behaviours and the influential factors were explored. This was the core of the research. The findings indicated that some participants preferred to take actions in incidents, and to some extent, were easing the problem. However, some of their attitudes and behaviours, such as acceptance and avoidance, were

passively exacerbating bullying incidents. The findings also indicated that participants' home country culture and personality, hierarchical position, visa status, and organisational culture, were the main factors in discouraging or encouraging participants' attitudes and behaviours. A comparison of the main findings with the extant literature was presented at the end of each section. In addition, a model of how bystanders' attitudes and behaviours were affected by these factors was shown in Figure 2.

Chapter 5 Conclusion

5.1 Introduction

The purpose of this study was to identify the factors affecting bystanders' attitudes and behaviours when they witness workplace bullying, by exploring eight Auckland hospitality industry employees' witnessing experiences. This chapter addresses the findings of this research, provides theoretical and practical implications, the limitations of the research, and recommendations for future study.

5.2 Research Aim and Objectives

The aim of this research was to explore the factors affecting bystanders' attitudinal and behavioural choices, as well as gaining an understanding of workplace bullying in the New Zealand hospitality industry from bystanders' perspectives. Another aim was to determine if it is possible to promote helping behaviours to cope with workplace bullying from bystanders' perspectives in the hospitality industry in New Zealand.

5.3 Summary of the Research Findings

Firstly, the research found that negative working environments such as low pay, low skills, insecure work hours, and problems for temporary visa holders, were found to promote misbehaviours such as workplace bullying in New Zealand hospitality workplaces. Negative working conditions also affected employees' ability to define the nature of workplace bullying incidents, the emergency level of the workplace bullying, and further influence their personal feelings of responsibility; as a result, their helping behaviours were inhibited.

Secondly, the investigation of participants' witnessing of workplace bullying found that the perpetrators were mostly superiors and senior staff; the bullying behaviour types were both work-related and personal, and the majority were psychological traumas such as verbal attacks, unfair workloads, isolation, and teasing. The causes of bullying were the lack of work experience of victims, perpetrators' negative perceptions of the victims' personal traits, and poor implementation or lack of relevant human resource policies and

practices. The consequences of these incidents were found to be increased staff turnover. The bullying perpetrators were in senior positions in their organisations, inflicting non-physical traumas on their victims. The reasons for being bullied were both organisational and individual (for victims and perpetrators), and the results the participants witnessed were victims' intentions to leave their employment. Thus, all these facts were barriers to the abilities of bystanders to define the clarity of bullying incidents, define the emergency level of bullying incidents and further decide their responsibility in the incidents; as a result, helping behaviours were inhibited while the bystander effect occurred in some of the incidents.

Finally, by exploring the attitudinal and behavioural choices that participants made, it was revealed that the factors participants considered influential, were their home-country culture, personality, organisational culture, their hierarchical position, and their visa status; these factors were mentioned as straightforward factors that affected participants' perceptions of incidents. In support of Latané and Darley's (1970) intervention model, the factors that participants also mentioned, were their ability to define the level of emergency, the degree of responsibility they felt, and the need to intervene in an incident.

5.3.1 Theoretical implications

From a theoretical perspective, this study fills gaps in the extant research into workplace bullying in a New Zealand context, by providing empirical evidence of bystanders' experiences of witnessing workplace bullying and seeking to understand the factors that affect bystanders' attitudes and behavioural choices. Secondly, this study confirms that the bystander effect also occurs in the New Zealand hospitality context, and the factors can be explained by Latané and Darley's (1970) five step intervention model and the three psychological processes. This study also fills the gap in research on workplace bullying from bystanders' perspectives, and provides third-party insights into workplace bullying. Finally, the findings of this research have generated a model of bystanders' experiences of workplace bullying in the New Zealand hospitality industry, and how their attitudes and behaviours are affected by different factors during their witnessing (See Figure 2).

5.3.2 Practical implications

The findings of this study have practical implications for hospitality organisations and employees in New Zealand. Both this research and the literature highlighted the importance of organisational efforts to: 1) reduce workplace bullying and stimulate interventions (O'Driscoll, 2012); 2) provide managerial support to foster helping behaviours (Rowe, 2008); 3) support bystander employees in power and therefore increase their competency to intervene (MacCurtain et al., 2017); and 4) educate employees about the severity of bullying to increase their awareness of workplace bullying in its early stages (Hellemans et al., 2017). Thus, it may be helpful for hospitality organisations or bystander employees to address workplace bullying in the following ways. Firstly, build or maintain a better working environment and positive organisational culture to reduce workplace bullying and stimulate more helping behaviours. Secondly, train supervisors and line managers to improve leadership and foster more effective communication within the hierarchy to reduce the risk of bullying incidents, as well as increasing the likelihood of positive interventions. Thirdly, human resources departments should establish more clearly explained and visible anti-bullying policies to demonstrate the nature of bullying and the pathway of the interventions if there are any. Fourthly, it may be helpful for all employees encountering or witnessing workplace bullying to be trained to increase their awareness of the severity of bullying, to help prevent it as well as cope with it when the incident is in its early stages. Finally, empowering bystander employees may help encourage them to intervene. In addition, in the New Zealand context, hospitality organisations and business owners are advised to treat different types of visa holders equally, so employees holding temporary visas feel they have equal rights, responsibilities, and powers to intervene during workplace bullying incidents.

5.3.3 Limitations of the research

These research results may be beneficial to employees from the hospitality industry in New Zealand. However, this study employed a qualitative interpretivist approach by conducting semi-structured interviews to collect participants' experiences as non-numerical data. The time constraints associated with a master's thesis were a primary

limitation in terms of the time available to conduct interviews and transcribe and interpret the rich data. Secondly, this was a small-scale study involving only eight hospitality employees in one city in New Zealand, and the participants were mainly in entry level and management positions. The value and the contribution of the research may have implications for or transfer to other similar hospitality industry organisations, however, they may not necessarily be applicable to those in other industries or in other countries.

5.4 Recommendations for Future Study

Based on the conclusions, implications and limitations of this study, recommendations are provided for future study. Firstly, this study employed qualitative data to explore the factors that affect bystanders' attitudes and behaviours, but in regards to the sensitivity of the research topic, the small number of participants was considered a limitation, and therefore, for future studies, it may useful to increase the number of participants to explore more about bystander employees. Also, it would be valuable to examine the ways a single dimension might affect the bystander effect, for example, and to test how ethnicity and culture affect bystanders' behaviour, or the relationship between supervisors and bystanders. In addition, future studies could take place at higher management levels of hospitality organisations to test if the bystander effect also occurs within top management teams, to improve the representativeness of the sample and results.

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Appendices

Appendix A: Ethics approval

The logo for Auckland University of Technology (AUT) features the letters 'AUT' in a bold, white, sans-serif font on a black rectangular background.

TE WĀNANGA ARONUI
O TĀMAKI MAKĀU RAU

Auckland University of Technology Ethics Committee (AUTECH)

Auckland University of Technology
D-88, Private Bag 92006, Auckland 1142, NZ
T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

14 May 2019

Shelagh Mooney
Faculty of Culture and Society

Dear Shelagh

Re Ethics Application: **19/112 The role of bystanders in incidents of harassment and bullying in hospitality businesses**

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

Your ethics application has been approved for three years until 14 May 2022.

Standard Conditions of Approval

1. A progress report is due annually on the anniversary of the approval date, using form EA2, which is available online through <http://www.aut.ac.nz/research/researchethics>.
2. A final report is due at the expiration of the approval period, or, upon completion of project, using form EA3, which is available online through <http://www.aut.ac.nz/research/researchethics>.
3. Any amendments to the project must be approved by AUTECH prior to being implemented. Amendments can be requested using the EA2 form: <http://www.aut.ac.nz/research/researchethics>.

4. Any serious or unexpected adverse events must be reported to AUTEK Secretariat as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEK Secretariat as a matter of priority.

Please quote the application number and title on all future correspondence related to this project.

AUTEK grants ethical approval only. If you require management approval for access for your research from another institution or organisation, then you are responsible for obtaining it. If the research is undertaken outside New Zealand, you need to meet all locality legal and ethical obligations and requirements. You are reminded that it is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

For any enquiries, please contact ethics@aut.ac.nz

Yours sincerely,



Kate O'Connor
Executive Manager
Auckland University of Technology Ethics Committee

Cc: superlindseywu@gmail.com; Nancy McIntyre

Appendix B: Tools

B.a Interview questions

Demographic questions:

What is your gender?

What is your age?

What is your nationality?

How long have you worked in the hospitality industry?

Position

How long have you been in New Zealand?

Bright and dark side of hospitality - do you have career plan?

What is bullying?

Experiences of witnessing workplace bullying

Please describe an incident of workplace bullying in your workplace. (Please do not mention the names of the people in the incident)

Probes:

When did the incident start and how long did it go on for?

How often does this kind of incident happen?

Who was involved in the incidence?

Did you take any action? What encouraged you? What stopped you?

If yes,

what happened then? What was the outcome? Do you think this could be a coping strategy?

If no, why not?

What response did you have or did they have?

What will you do if this occurs again?

B.b Participant Information Sheet

Date Information Sheet Produced: 10th May 2019

Project Title

The role of bystanders in incidents of harassment and bullying in hospitality businesses

An invitation

Kia Ora

My name is Linxi Wu - I am a postgraduate student completing my master's degree in International Hospitality Management at Auckland University of Technology. I am doing research that aims to add knowledge about coping strategies individuals and policymakers can use to ease the risk of workplace bullying with bystanders' involvement in the hospitality industry in Auckland, New Zealand. I work in the hospitality industry in Auckland and am interested in talking with you about any workplace bullying experiences you may have seen.

What is the purpose of this research?

The purpose of this research is to develop current knowledge by understanding the bystanders' perspectives of workplace bullying incidents. Your participation will help me find out the factors that affect bystanders' attitudes and behavioural choices, which will help my research. Findings may be used in academic publications and/or presentations.

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

You have been invited to participate in this research because you are currently working in the hospitality industry in Auckland. You have been contacted either because I know you, or because someone I know has passed an invitation on to you. You may wish to participate in this study to share your experiences of witnessing incidents of bullying in hospitality workplaces. You may already have expressed interest in this topic and intend to pass this invitation onto other hospitality employees.

How do I agree to participate in this research?

Please email me once you decide to participate in the research. I will ask you to sign a Consent Form before the interview starts. Your participation in this research is voluntary and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw, you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to remain and be used. However, once the data have been analysed, the removal of your data will not be possible.

What will happen in this research?

I will interview you about your experiences as a bystander witnessing workplace bullying in the hospitality industry in Auckland. The interviews will take place at a time that suits both of us and at

a place nominated by you such as a local café. It will take around 30 to 45 minutes of your time. I will make a sound recording of the interview and take notes.

What are the discomforts and risks?

During the interview, your individual experiences of witness workplace bullying may remind you of unhappy experiences, and you may feel some discomfort.

How will these discomforts and risks be alleviated?

I will be sensitive to how you are feeling and will pause or stop the interview if you want. You do not need to answer any questions that make you feel uncomfortable and you can withdraw at any time from the study.

If you wish, you may use the services of AUT Health, Counselling and Wellbeing. AUT Health, Counselling and Wellbeing offer three free sessions of confidential counselling support for adult participants in an AUT research project. These sessions are only available for issues that have arisen directly as a result of participation in the research however, and are not for other general counselling needs. To access these services, drop into an AUT Centre at WB219 or AS104 or phone 921 9992 City Campus or 921 9998 North Shore campus to make an appointment. Appointments for South Campus can be made by calling 921 9992.

More information about AUT counsellors and counselling on <http://www.aut.ac.nz/being-a-student/current-postgraduates/your-health-and-wellbeing/counselling>.

What are the benefits?

This study may help to give more understanding of workplace bullying incidents from bystanders' viewpoints. This research aims to contribute to the New Zealand hospitality industry by explaining what individuals, organisations, and policymaker can do to reduce the risk of workplace bullying with bystanders' involvement. It will also help me complete the research component of my master's degree in International Hospitality Management.

How will my privacy be protected?

All measures will be made to ensure that confidentiality of information is protected. For example, information obtained from an interview with you will only be used for this study. Your name will be withheld in the data analysis and in the published research material, and any information that could identify you or your organisations will be removed. In order to protect your current/previous employing organisation, during the interview, please do not mention the company name or any individual identities where the bullying took place.

What are the costs of participating in this research?

The cost of participating in this research will be the time spent in the interview, as well as any cost of travel. Please feel free to contact me if there is any concern relating to travel, and I will try to work out a suitable solution.

What opportunity do I have to consider this invitation?

You have one week to consider this invitation, by responding to me by email.

Will I receive feedback on the results of this research?

The consent form that will be provided to you lets you request a summary of the findings. If you tick “Yes”, a summary of the findings will be provided to you upon completion of the research.

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 Project Supervisor, *Dr Shelagh Mooney*, shelagh.mooney@aut.ac.nz, 09921999 ext. 5835

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.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Linxi Wu, Email: vxv8834@autuni.ac.nz

Project Supervisor Contact Details:

Shelagh Mooney

Email: shelagh.mooney@aut.ac.nz

Approved by the Auckland University of Technology Ethics Committee on 14 May 2019, AUTEK Reference number *19/112*.

B.c Consent form

Project title: The role of bystanders in incidents of harassment and bullying in hospitality businesses.

Project Supervisor: Dr Shelagh Mooney

Researcher: Linxi Wu

- I have read and understood the information provided about this research project in the Information Sheet dated 2nd July 2019.
- 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 14 May 2019 AUTEK
Reference number 19/112*

Note: The Participant should retain a copy of this form