

**CAPITAL UNIVERSITY OF SCIENCE AND  
TECHNOLOGY, ISLAMABAD**



**Effects of Workplace Bullying and Relationship Conflict  
on Project Team Performance: A study of Information  
Technology sector of Pakistan**

by

**Hira Javid**

A thesis submitted in partial fulfillment for the  
degree of Master of Science

in the

**Faculty of Management & Social Sciences  
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*I would like to Dedicate this work to my parents and siblings for their support  
and motivation.*



CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY  
ISLAMABAD

**CERTIFICATE OF APPROVAL**

**Effects of Workplace Bullying and Relationship Conflict on Project  
Team Performance: A study of Information Technology sector of  
Pakistan**

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## *Abstract*

The workplace bullying is significant problem around the world. This thesis explores relationship between workplace bullying and project team performance with mediating role of relationship conflict and moderating role of project team performance. Quantitative techniques were used for data analysis. Results of study indicates that there is negative relationship between workplace bullying and project team performance, in the context of software organizations of Pakistan. Power imbalance tested as moderator which also shows significant results. Results suggested that there is a need for organizations to protect employees who are facing bullying issues and bring some effective interventions to stop workplace bullying.

**Key words: Workplace Bullying, Project Team Performance, Relationship Conflict and Power Imbalance.**



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# Abbreviations

<b>WB</b>	Workplace Bullying
<b>RC</b>	Relationship Conflict
<b>PTP</b>	Project Team Performance
<b>PI</b>	Power Imbalance

# Chapter 1

## Introduction

### 1.1 Background of the Study

The issue of workplace bullying is getting close review of researchers from past few years to understand the concept in more detail (Jennifer et al., 2003). Bullying become a serious problem in working environment. Organizations are well aware of different behaviors like work pressure, disgrace name calling and undesirable physical contact (Cowie et al., 2000). From past few decades, research has been done on explaining, defining and measuring the behavior of workplace bullying (Liegooghe & Davey, 2010). Bullying can include mistreatment by supervisor that can influence the employees trust on organization (Hodson et al., 2006). Workplace bullying is a pressure to newly graduated students which force them to leave a job or it reduce their job satisfaction (Laschinger et al., 2012).

Different elements of bullying like social conflict, loneliness and absence of social support can affect the health of employees (Kivimaki et al., 2000). Bullying is major source of damage to physical and mental health of employees (Lewis & Oxford, 2005). There are many theories in social sciences that describe the perspective of workplace bullying e.g. Social learning theory explained that personal and environmental factors help people to learn bully. The routine activity theory suggested that people who are involved in criminal activities have more contact with bullies as part of daily routine (Brotheridge, 2013).

Kaeshly and Jagatic (2003) suggested that bullying is proactive or reactive aggression. Simons and Peterson (2000) explains that employees are receiving criticism on work and unnecessary monitoring of work is a hint to quit a job. It can also happen between employees at the same level of hierarchy or from downward to upwards, i.e. subordinate can also bully his/her manager (Salin, 2008). People those who faced bullying feel more stressed and they need counselling or treatment (Cowie et al., 2000). Workplace discrimination have main influence on workplace bullying (Hutchinson & Eveline, 2010).

According to Einarsen et al. (2003) bullying affects employees psychologically, behaviorally and physically and there are different characteristics of bullying e.g. frequency, duration and power balance. Workplace Bullying involve two things i.e. actor and perceptible target, actor is a bully and perceptible target is a victim (Kaeshly & Jagatic, 2003). There are different strategies to avoid or prevent bullying and sometime it depends on working environment created by supervisors (Laschinger et al., 2012). Crown (2011) explained that organizations have different policies about workplace bulling, if employees are facing bullying, they can complaint to HR professionals (Hodson et al., 2006).

Team members have to achieve goal, must have knowledge of tasks and have to accomplish their task within specific time. Project team also passes through different phases of a project (Shao et al., 2016). Project team performance is evaluated by three criteria i.e. cost performance, technical performance and schedule performance (Keller, 2006). Project team performance is evaluated by achievement of predefined goals efficiently and effectively, goal accomplishment by team is highlighted in past project management research (Lai et al., 2017).

Relationship conflict refers to disagreements, annoyance, tensions and personal mismatch over different matters e.g. personalities, habits value and beliefs (De Dreu, 2008). Relationship conflict refers to interpersonal incompatibility and the view of personal dislikes incompatibility and it is somehow shadow of task conflict (Simons & Peterson, 2000). Relational conflicts are unavoidable in team that can distract or contribute to team performance (Mathieu et al., 2000).



Power imbalance confinement is the inequality in the power of supervisor and subordinate, power is distributed unequally in organizations (Casciaro & Piskorski, 2005). Past research has found that people working in power inequality culture always avoid to share their opinions, they only accept decisions of experts (Huang et al., 2005). Employee with low power must have high psychological energy to face challenging behavior in a workgroup setting (Hisung & Tsai, 2017). Power imbalance appears to be operated same in both individualistic and collectivistic cultures (Buist et al., 2017).

Workplace bullying have negative impact on project team's working and other outcomes of projects (Creasy & Cranes, 2017). Team performance, budget and project performance is negatively affect by bullying therefore, project managers and organizations have to face many challenges because it is difficult to identify workplace bullies in a project (Pelletier, 2015). The result of intensified conflicts may be leads to bullying and bullying may be also consequence of frustration (Baillien et al., 2008). Workplace bullying is a phenomenon that means performing negative actions, can be personal or work-related and this happens because of power imbalance between two employees or group of employees (Hoel & Einarsen, 2015).

## 1.2 Gap Analysis

The researchers and practitioners have contributed a lot to highlight the consequences of workplace bullying but according to my little knowledge limited studies had conducted to see these consequences on project team performance in projects. After reviewing wide body of literature it is found that there is not any single study where the association of workplace bullying and project team performance is tested with mediating role of relationship conflict considering the context of IT sector of Pakistan. Crown (2011) suggested that future research should be conducted to understand the issue of bullying in organizations and how organizations have policies to address workplace bullying. Newman et al. (2017) highlighted to

explore more on bullying in organizations which may help to identify incidence based bullying.

A recent study suggests that further research should be conducted on the relationship between workplace bullying and team performance using different variables. [Creasy and Cranes \(2017\)](#) suggested that future research should address issues such as power imbalance, usage of power by source, role conflict, job insecurity and shared leadership as possible predictors of bullying in projects. [Lai et al. \(2017\)](#) explained that project team performance must be explored in context of subordinate relationship with supervisor that how this relation effect team performance.

[Buist et al. \(2017\)](#) suggested that further studies on existing knowledge of power imbalance should be contributed to different cultures of countries. [Thiel et al. \(2018\)](#) explained that more studies on relationship conflict should be conducted to bridge the gap. After reading literature it is assumed that no research has been done on relationship conflict and power imbalance in project management, this study is trying to fill this gap.

### 1.3 Problem Statement

Bullying is worldwide phenomenon and it also has been increasing in Pakistan. Bullying is growing fast with several different ways of bullying therefore it has been raised as one of the main problems for many organizations. In 2015 “No Bullying in Pakistan” article discuss about different kind of bullying in Pakistan, including workplace bullying, cyber bullying and school bullying. According to [Pakistani business review \(2011\)](#), bullying in an organization can increase demotivation and also become a reason of turnover and absences among employees, which will result in negative performance therefore, current study focuses on workplace bullying especially in Pakistani software organizations.

Bullying is known as a dark side of supervisor or a person in past literature and there is some cost associated with such kind of behavior such as low performance. The subordinates who are facing such kind of behavior i.e. bullying mostly show

reciprocator behavior which result in relationship conflict between supervisor and subordinate.

In organizations bullying become focus of attention and many organizations highlight it as a problem (Hutchinson & Eveline, 2010). Einarsen et al. (2003) argued that problem of bullying comes to front when there is high degree of pressure in work environment which reduces the individual control over their own work. According to Vartia et al. (2003) a problem of bullying in a huge group is diverse and more as compared to in a small group or team. In a huge team, team member float in to different work units then there is always a risk of worsening in a large setting. It is important to be clear about problem of bullying, it is essential element and assumption both for employees and employers (Spurgeon, 2003). Organizations should encourage such environment in which information about bullying must be shared not controlled (Sheehan & Jordan, 2002).

## 1.4 Research Questions

Based on the above problem statements, current research is intended to investigate the following research questions:

### **Research Question 1**

What is the impact of workplace bullying on team performance?

### **Research Question 2**

What is the role of relationship conflict between workplace bullying and team performance?

### **Research Question 3**

What is the influence of power imbalance on workplace bullying and team performance?

## 1.5 Research Objectives

The research objectives of the study are mentioned below:

### Research objective 1

First, this study focuses to explore the impact of workplace bullying on project team performance.

### Research objective 2

Second, this study aims to investigate the mediating role of relationship conflict and moderating role of power imbalance between workplace bullying and team performance.

### Research objective 3

Third, this study precisely focus Pakistani context because Pakistan has diverse culture and environment.

## 1.6 Significance of the study

This research will contribute to minimize workplace bullying, enhance project team performance by avoiding relationship conflicts. This research will create awareness to recognize the inappropriate behaviors such as verbal abuse, negative actions or harassment: are taking place, and to create such environment that helps to avoid bullying issues in organizations. Bullying become a serious problem in working environment and organizations should be more aware of different behaviors like work pressure, disgrace name calling, undesirable physical contact (Cowie et al., 2000). This study will raise awareness in the developmental sector of the Pakistan by controlling workplace bullying to enhance project team performance.

According to my little knowledge about the topic, there is not any study where the association of workplace bullying and project team performance is tested with mediating role of relationship conflict considering the context of IT sector of Pakistan. This research will further explain the moderating role of power imbalance

between bullying and project team performance in software industry of two main cities i.e. Rawalpindi / Islamabad, Pakistan.

Studying workplace bullying will give directions to Human Resource Department to train employees how to respond bullying and develop some rules or polices for employees. This study will encourage researchers to find out these practices which can be used to avoid or control workplace bullying to suppress the negative feeling at work. This study will also helpful to the project management literature that how workplace bullying is affecting project team performance, if team members perceive supervisor as a bully then conflict can be raised among them which will result in poor performance.

## 1.7 Theoretical Support

Many theoretical perspective have been presented by different researchers which are helpful worldwide to support the studies of workplace bullying like attribution theory, social learning theory and routine theory but social exchange theory can cover the variables of the present study.

### 1.7.1 Social Exchange theory

Social exchange theory was first presented by a sociologist [Homans \(1958\)](#), he stated that human behavior is result of some interchange of material or non-material reward like recognition and prestige, and the individual who is engage in social behavior must expect the same value things from the other party. This process continues in order to balance the contributions from both parties involved in the social exchange. Social exchange theory is widely used in economics, sociology and psychology.

According to [Blau \(1964\)](#) social exchange theory, Employees are engaged in keeping relationship with others on the bases of cost-benefit analysis, because they also expect something in response from other. So that's why team member and supervisor will exhibit a particular behavior, team members get something from

the supervisor at the cost of what he/she gives, and the supervisor will also get the same response from the team members.

The social exchange theory explained that the supervisor and subordinates relationship is also on the base of reciprocal treatment. So when the supervisor treat the employees in negative way e.g. bullying, team members will not work properly and team performance will be low. Bullying is a dynamic process of countless interchange relationships with suggestions for the employment relationship as a whole. Bullying may be influenced by social exchange relationships and cause employees to perceive poor quality social exchange relationships at the workplace (Parzefall & Salin, 2010).

The social exchange begins when a supervisor or co-worker treat other individual positively or negatively. Positive actions are justice, support and negative actions involve rudeness, abusive supervision or bullying (Croppenzano et al., 2016). In a two party relation between A and B, A's behavior is reinforced by B's behavior, in return B's behavior is reinforced by A's behavior this social interaction called social exchange (Cook & Rice, 2013). High quality social exchange relationships e.g. employee engagement or organizational support may act as a buffer against bullying and reduce its costly effects (Parzefall & Salin, 2010). According to Cook and Rice (2013), inequalities result from social exchange because some people have more highly valued resources than others so inequality and power distributions are properties of social exchange.

## 1.8 Structure of Thesis

Chapter 1 consists of general area of study, include the background of variables, research gap, research objective, research questions, significance of study and supporting theory.

Chapter 2 give a detail understanding of literature of four variables and also includes hypothesis development on the basis of literature.

Chapter 3 consists of complete research methodology, including sample, procedure for data collection, scales and statistical tool used.

Chapter 4 is about the results of study and acceptance and rejection of hypothesis.

Chapter 5 is about discussion, findings, theoretical and practical implications, and limitations and future suggestion for research.

# Chapter 2

## Literature Review

### 2.1 Workplace Bullying and Project Team Performance

Workplace Bullying is similar to concept of mobbing and harassment at work. It is basically when one person receive negative treatment from another (Mathieson & Einarsen, 2015). “It involves deliberately inflicting injury or discomfort on another person repeatedly through physical contact, verbal abuse, exclusion, or other negative actions” (Forsyth, 2006, p. 206). Some colleagues encourage bullying directly and indirectly, whereas other help the bully victim (Mazzone et al., 2018).

“Workplace bullying as repeated attempts to torment, wear down, or frustrate another person; it is treatment that provokes, pressures, intimidates, or otherwise causes discomfort” (Einarsen, 2000, p.382). Bullying is important negative behavior of employee in organization that increase health issues and it also influence employee outcomes (Sheehan et al., 2018). Einarsen et al. (2003) gave definition of bullying at work means, negatively affecting someones work, harassing or offending someone. Different elements of bullying like social conflict, loneliness and absence of social support can affect the health of employees (Kivimaki et al., 2000). Bullying is major source of damage to physical and mental health of employees (Lewis & Oxford, 2005).



It is perceived differently by victim mostly it is unpleasant and painful for the victim. Bullies have dominance and power and they enjoy in subduing victim (Solberg & Olweus, 2003). Bullying actions duration can vary from six months or once in a week (Zapf & Leymann 1996). Perceptions of bullying victim may change about their work environment and they feel more threat, insecurity and danger in their general life (Einarsen & Mikkelsen, 2004). Well-being and job satisfaction of employee become lower of bullying victim. Bullying trigger numbers of stress symptoms e.g. anger, depression, fatigue and sleep problems. According to Ashly and Jagatic (2003) workplace bullying cause of different disorders such as alcohol abuse that develop slowly over time. According to Olweus (1991) there are two kinds of bullying indirect bullying (excluded from groups) and direct bullying (open attacks).

Organizations must try to resolve conflicts when they occur and also need to identify bullying behaviors and abusive behaviors because all these things have cost for organization (Sheehan, 1999). “Social context is important, because through creating or eliminating stress, it enhances or reduces the likelihood of individuals to express hostile and non-productive characteristics that relate to conflicts and bullying behaviors” (Astrauskaite et al., 2014).

Mostly culture and climate allows or rewards abusive behavior, If organization tolerates it and unwilling to do anything about it then bullying will continue. Bullying have impact on employee retention and recruitment because it disturbs work productivity that is a reason bullying is costly (Becker et al, 2015). Emotional and psychological pain is caused by bullying, it may hinder employee performance and negatively affect well-being (Newman et al., 2017). Workplace bullying is abusive behavior, it is unwanted negative behavior that is initiated by one or more person over a prolonged period of time (Becker et al., 2015). Risk of depression, violence, criminal offending, health problems and emotional adjustment is associated with bullying (Ttofi et al., 2016). Bullying highlights the importance of addressing social environment and which makes it complex. Bullying is when a person continuously mistreat, threaten and make fun of other person (Hindigu & Patchin, 2017).

Project team performance is when team has focused on ideal goal of a project especially positive outcomes regarding benefit and success of a project (Lai et al., 2017). Many studies are focusing on which factors are affecting project team performance (Liu & Cross, 2016). Literatures suggested that supervisor's behavior have critical influence on project team performance (Edmondson, 2003). Bullying type managerial behavior may disturb project team performance and it is also important to identify abusive behavior within team also facilitates to decrease the project team performance (Coyne et al., 2010).

Project team performance improved if organization facilitates positive team working conditions. Project team performance refers to task or contextual performance; task performance is to perform activities that are related to the job and contextual performance refers to actions an employee perform voluntary e.g. helping others or doing overtime (Antognoni, 2017). Project team performance means when the project team members accomplish their tasks efficiently and effectively (Hsu et al., 2012).

Porter & Lilly (1996) found that mostly team members have plans that are linked with task processes because managers are more focused on quantitative performance such budgets and schedules. Horri et al. (2005) suggested that change in behavior has less impact on team performance but change in organizational structure have more impact on performance. Culp and Smith (2001) highlighted that by understanding different behavioral styles, project team can increase their performance. It is important that project manager must have different interpersonal skills that can enhance team performance. Motivation can encourage team members to achieve common goals and can have direct impact on project results (Peterson, 2007).

Bullying at work is repeated actions against someone that cause offence, distress and humiliation, it is unwanted by bullying victim and that may affect performance of an employee (Einarsen et al., 2003). Negative behavior may affect level of absenteeism, productivity and group performance, similarly it make sense bullying results in decrease in performance and productivity (Cooper et al., 2003). Workplace bullying have negative impact on project team performance and other

outcomes of projects (Creasy & Cranes, 2017). Bullying at workplace leads to stress that may increase team member's work burden and working hours (Hodson et al., 2006).

Projects are part of workplace, the effect of bullying in projects is possibly harmful to project team performance (Pelletier & O'Brochta, 2015). Bullying behavior of supervisor either prevent or facilitate team cohesiveness so this can affect project team performance. Bullying behavior within team impacts positively or negatively on the effectiveness of the team (Coyne et al., 2010). Bullying can have negative effect in workplace and on project, the most noticeable impact is on project success, project team performance and budget therefore, project managers and organizations have to face many challenges because it is difficult to identify workplace bullies in a project (Pelletier, 2015). We therefore hypothesize that:

*H<sub>1</sub>: Workplace bullying has negative impact on project team performance.*

## 2.2 Workplace Bullying and Relationship Conflict

Relationship conflict refers to social and personal problems that are not related to task (Jehn & Chatman, 2000). Emotional conflict or relationship conflict means a interpersonal incompatibility like bitterness, annoyances and tension between team member (Simos & Peterson, 2000). Ben Naim 2013, suggested that relationship conflict is not a threat, it is an opportunity to resolve a problem. Relationship conflict create hurdle for team members to process information because they spend their energy and time on other issues but not on team tasks (Jehn & Mannix, 1997). Relationship conflict refers to relational differences that a linked with feeling of hatred and frustration and it have negative consequences like reduced satisfaction and commitment with group (Bono et al., 2002). Relationship

conflict goes into personal attacks and emotional conflicts, it relates to personality differences and relational tensions (Edmondson & Smith, 2006).

Relationship conflict can lead to bullying situations to some extent (Medina et al., 2013). The result of intensified conflicts may be leads to bullying and it may be consequence of frustration (Baillien et al., 2008). Workplace bullying leads to enhance interpersonal conflicts among team members which lead to create difficulties in order to achieve team objectives (Heames & Harvey, 2006). Conflicts intensify into bullying when managers or supervisors deny or neglect the issue in the group (Einarsen et al., 2003).

According to Bono et al. (2002) relationship conflict have many negative consequences: reduced commitment, satisfaction, less consensus and lower quality decisions. Einarsen et al. (2003) considered that sometime relationship conflicts are even fruitful, they can contribute to performance, learning and innovation but conflict can also be harmful and destructive even turn into workplace fights. Employees who can fight against bullying and successfully cope then further escalation of conflict can be avoided (Zapf & Gross, 2001). Conflict refers to interpersonal disagreement or socio-emotional disagreements that involve feeling of annoyance and hatred. Relationship conflict affect negatively decision making and performance of a team (Bono et al., 2003).

Minor arguments and conflicts in daily life may describe as bullying or mobbing. Bullying can be done by two people sometime entire organization bullying one person (Zapf et al., 2003). Kaeshly and Jagatic (2003) suggested that family problems and marital relationships are possible reasons for hostile workplace behaviors. Men and women both experienced some relationship conflicts at work, it can lead to greater risk of psychiatric disease and can be hospitalized (Einarsen & Mekelelsen, 2003). Person who is intimidated because of pre-existing conflict at work or due to stealing hurt less other victims, because a person could see the link between their own divergent behaviors and the violence they face from their colleagues (Thylefors, 1987). When the conflict arises between team member and supervisor, then who feel threatened uses all the possible sources to defend his/her position and starts bullying other person (Zapf & Einarsen, 2003).

There are several work environment factors that can be considered to produce occupational stress and this may lead to bullying and conflict (Hoel & Salin, 2003). Different leadership styles have different effect on conflict and bullying according to autocratic leadership style, leader can bully his/her subordinate to settle down conflict (O'Moore & Lynch, 2007).

If people are labeled as bullies so it can increase or worsen the conflict especially if criminal is not being dismissed (Richard & Daley, 2004). Victim of bullying may have psychological and physiological issues that give sign of destructive outcome that experience to interpersonal conflict and bullying may have on well-being and health (Tehrani, 2003). According to conflict theories, conflicts escalate then become more intense, competitive, hostile and include many more issues such as undermine trust (Kasheli et al., 2011). If conflict arises between two equal strength parties then it is not considered the reason for bullying (Jennifer et al., 2003). Experts feels the idea of raising performance through conflict simulation is not good because it can negatively influence job commitment and job satisfaction and also encourage deviant workplace behavior including bullying and sabotage (Dreu & Beersma, 2005). Symptoms of post-traumatic stress has been found in people who has been exposed to bullying (Tehrani, 2003).

Many studies reported a relationship between bullying and relationship conflict, according to victim perspective mostly conflicts referred to main cause of negative acts in organization (Baillen & Wattie, 2009). High degree of emotionality contain in relationship conflict which can escalate negative behaviors such as hostility, threats, raised voices and bullying (Leon perez et al., 2015). Bullying can occur as an outcome of highly intensified stages of conflicts (Zapf, 1999). Baillen and Wattie (2009) reported in his study that organization, job or team characteristics such that interpersonal conflicts or skill utilization are important triggers of workplace bullying.

Based on past research it has been noted that conflict that are for longer duration and have high intensity to cause bullying behavior. Mostly intragroup conflicts are task or relationship related and in response it induce counterproductive behavior in a group (Ayoko, 2003). According to Neuman and Boran (2011) there is a link

between interpersonal conflict and unfair treatment. Stressful environment may provoke relationship conflict with bullying as possible outcome (Hoel & Salin, 2003). One study suggested that different conflicts types such as task conflict and relationship conflicts are positively related to bullying behaviors (Ayoko, 2003). We therefore, Hypothesize that:

*H<sub>2a</sub>: Workplace bullying has positive impact on relationship conflict.*

### 2.3 Relationship Conflict and Project Team Performance

Conflict is perceived as an incompatibilities between parties, in their wishes, views, desire that also have effect on group outcome (Ayoko, 2003). Relationship conflict is a perception of difference among team members in personal concerns like dislikes feelings and personality difference (Moreno et al., 2009). Relationship conflicts at work are intensified that results to increase in turnover, stress, absence and poor performance (Lewis & Rayner, 2003). Team performance is related to in role and extra role performance (Antognoni, 2017). Many studies have been done on effects of conflicts on team performance. Relationship conflict among team members can easily harm informal relation between team members (Jehn & Bendersky, 2003). Tjosvold et al. (2005) argued that group member confidence can be affected by conflict and therefore to reduce team effectiveness. If organizations enable positive working conditions and cooperative working practices then project team performance will be improved (Antognoni, 2017).

According to Jehn et al. (1999) "relation-ship conflicts, which are often caused by social category diversity, can negatively influence group outcomes." Team performance is associated or identified with workforce diversity, the quantity of performance measuring objective and quality of performance assessing the subjective (Horwitz & Horwitz 2007). Team members holding different companies personalities, that greater chance of conflict may arise among team members (Farh & Lee,

2010). One study highlighted that if relationship conflict is likely to be high then performance has been low and managers of many firms invest less money, time and effort to handle conflict (Amason & Mooney 1999). Too many disagreements and task conflict sometimes is the cause or reason for relationship conflict in team members so they can get frustrated and supervisors need to interfere (Farh & Lee, 2010).

Conflicts are personal intentions and negative emotions like frustration, irritation and anger, relationship conflict can affect communication, understanding and cooperation between team members that also reduce in team performance (Jehn & Bendersky, 2003). Recent studies have shown that conflict has an impact on team performance. Especially relationship conflicts frustrate team effectiveness with low team productivity whereas task conflict supports team work (Tjosvold et al., 2005). Relationship conflict is sometimes also called affective conflict. If relationship conflict is high then team members become dissatisfied so their task can be ignored or dismissed (Shaw et al., 2011). One empirical search clearly shows that relationship conflict has a negative association with team outcomes (Kostopoulos & Bozionelos, 2011). Conflict such as task conflict or relationship conflict can be productive or harmful, team members must need some abilities to cope with their conflicts (Tjosvold et al., 2005).

In organizations now the concept of team work is increasing but team members have to face many challenges to work and meet the goal of a team (Dreu & Vianen, 2001). Team members' interpersonal relationships distract team members to contribute to project team performance; interpersonal conflicts are unavoidable in teams and create complex situations (Mathieu et al., 2000). Shaw et al. (2011) describes relationship conflict as a tension, disagreement, annoyance and personal incompatibilities over different matters such as personalities, values, habits and beliefs. If a relationship conflict is predominant in a team then team members must have abilities to cope with conflicts. Completion of team task gets affected, if relationship conflicts reduce the level of understanding between team members (Ayoko, 2003). Relationship conflict causes team members to experience stress, hatred and interruption in a team (Jehn & Chatman, 2000). Miao et al. (2010)

found that relationship conflict had a greater negative effect on team learning performance.

Relationship conflict damages team efficiency but task conflict in some conditions may be beneficial to team performance (Simons & Peterson, 2000). Relationship conflict generally decreases satisfaction and project team performance (Dreu & Wingrat, 2003). Relationship conflict effects team performance including team climate and team tasks, relationship conflict have positive effect in short run but in long run it have highly harmful consequences (Dreu & Beersma, 2005). Cooperative and happy team will always be successful, if team members refuse to work with one another then team will not be successful (Mathieu et al., 2000).

Relation conflict is perception of interpersonal incompatibility that is entirely linked to negative performance (Peterson, 2007). Pervious researches reported that conflict causes to reduce performance and satisfaction as well as lead to aggressive behavior such as bullying therefore conflicts have high risk of damage to employees (Lewis & Rayner, 2003). Conflict effect team work both positively and negatively. Conflicts are mostly based on interpersonal relations and also lower down team effectiveness and increase turnover (Dreu & Vianen, 2001).

Conflict may slow down or block collaboration and have negative effect on team's output (Arazy et al., 2011). Many teams have risk of experiencing high relationship conflict and poor performance, if these conditions continuously exist then team members can have trust issues and can receive negative feedback from supervisors (Peterson, 2007). Emotional conflict or relationship conflicts leads to destructive class that destructive clashes limits group performance and efficiency (Ayoko, 2003). Woerkom and Engen (2009) suggested that there is negative relationship between conflict and performance. We therefore hypothesize that:

***H<sub>2b</sub>: Relationship conflict has negative impact on project team performance.***



## 2.4 Mediating effects of Relationship conflicts between Workplace Bullying and Project team performance

Conflicts are discordant actions in which one person's actions may intrude on others, conflict must be managed by team members (Deutsch, 1973). Relationship conflicts are interpersonal tensions and personality differences and it can't be resolved with facts and figures it can convert into personal attacks and emotional hostilities, however it is found that person can learn to handle them (Edmondson & Smith, 2006). Conflict has both positive and negative effects on performance, if projects were unstable at the start then this may lead to relationship conflict during work and project team performance can be poor at the end (Xiang et al., 2016).

Practically relationship conflict has been shown to decrease in performance these conflicts may lead to bullying and can cause negative effects on performance (Salin, 2003). In project team conflicts are unavoidable, relationship conflict may distract team members to fully contribute to project team performance and can also create complex challenging situations for team members (Mathieu, 2000). Conflict plays a critical role in team performance and unresolved conflicts tend to reduce project team performance and also result in bullying (Coyne et al., 2010). If some procedures against bullying are used then it will benefit team members like increased performance, stress, reduced sickness, lower absence and also help in better relationship among team members (Keller, 2006). According to Astrauskaite et al. (2014) workplace bullying leads to unresolved and poorly managed conflicts. Bullying behavior may either obstruct or facilitate team cohesiveness and may also affect project team performance, therefore it is important to manage bullying behavior between team members because it positively or negatively affects the project team performance (Ashforth, 1994). Project team performance is based on three criteria's and also used by organizations for evaluation, these criteria are cost performance, schedule performance and technical quality (Keller, 2006). More challenging goals are achieved by team members and they are high on self-efficacy

(Waldman et al., 2001). Many research has been conducted on different factors that contribute to high team performance (Mathieu et al., 2000).

Einarsen (2000) argues that bullying may become source of interpersonal conflict, bullies can take advantage of victim's inadequacies and can harm victims' work performance. If person is bullied and have fear of making mistakes or drawing attention to themselves; this may affect employee relationship with co-workers or supervisor, most probably it will increase conflict rather than reducing, the conflict which will have negative impact on the productivity of a project team (Cooper et al., 2003). We therefore hypothesize that:

*H<sub>2c</sub>: Relationship conflict mediates workplace bullying and project team performance.*

## 2.5 Power imbalance moderates relationship of workplace bullying and Project team performance

Power imbalance refers to where powerful person attack others to conform his strength and psychological or physical superiority (Schwartz et al., 2006). It is related pressure, compulsion and to the supposed legality of misuse of power (Raven, 1992). Power imbalance means inequality among persons or employees in different positions of organization. Similarly, "power distance is degree of inequality in a society" (Kieser, 1994). However, power distance is second dimensions of Hofstede's culture dimensions and it is related to centralization of authority and autocratic leadership (Hofstede, 1983). Person with less power has less tendency to raise voice as compared to person with high power. It can cause to reduce organizational commitment (Brockner, 2001). Power imbalance is the capability to apply pressure on one another by different positions (Orchard et al., 2005). Power is defined as having the choice and means to enforce other person.

Power imbalance within the structure of the team could serve as a predictor of bullying (Sturm and Antonakis, 2015). It refers to capture the difference in the power among team members and can cause to reduce organizational commitment. (Casciaro & Piskorski, 2005). Ownership of controlling or directing influence can be caused by power (Langen, 2005). Many studies indicate that power imbalance is prerequisite of bullying to occur, a person who is facing bullying and take stand and react against bullying and this may prevent bullying to start (Salin, 2003). Power imbalance refers to “the extent to which a society accepts the fact that power in institutions and organizations is distributed unequally” (Hofstede, 1980, p. 4).

Bullying is negative and violent behavior towards a less powerful or weaker peer (Olweus, 1993). Bullying may cause distress or harm on the targeted person including educational, social, psychological or physical harm (Hinduja & Patchin, 2017). Einarsen (2000) argues that person’s weak point can become source of power by another person that can leads to bullying behavior. Relationship between power and bullying, and the societal context and the societal relations can leads to bullying (Hearn & Parkin, 2001). It is perceived that power imbalance cause bullying that is unwanted aggressive behavior and repeated many times and bullying is linked with power and project managers have power so they act as bullies (Hinduja & Patchin, 2017). Einarsen (2000) argues that bullies can destroy victims personality or work performance it also indicate that victim is powerless.

Power imbalances can lead to conflict and the frustration within teams and potentially effect project team performance (Orchard et al, 2005). Team leaders can mitigate power imbalances through observing awareness of their own faultiness (Gabarro, 1987). Edmondson (2003) had emphasized a need for teamwork rather than relying on hierarchical structures to direct action. Mitigating power imbalances is a way to minimize concerns others may have about being humiliated or rejected (Edmondson 2003).

According to Botero and Van Dyne (2009), supervisors have large amount of power and employee have low power, supervisor use their power on employees and they believe that all people should have equal power that employee must have

right to speak up about ideas and give opinions to their supervisors. Hingley (2005) view power as the opposite of trust and he argues that power can be only viewed in negative sense. According to Brockner (2001) person with less power has less tendency to raise voice as compared to person with high power.

According to Einarsen et al. (2003) bullying is imbalance of power between two person and parties. Power can be based on experience, knowledge or access to provision from influential persons (Hoel & cooper, 2000). Power imbalance may lead to a situation where one person unable to react aggressive behavior or defend itself, so this defenseless situation will then lead to victimization of bullying to a less power person (Einarsen et al., 2003). A victim who is in position of less power can't do anything against the strength of bully because bully have superior strength and victim is innocent and this is responsibility of management to save such kind of issues (Zapf & Einarsen, 2003).

The victim of bullying is a person who is in inferior status so he/she cant do any defense and this inferior status is basically power imbalance (Cuadrado-Gordillo, 2012). Bullies have strong dominance and power and they enjoy to control and tease others (Solberg & Olweus, 2003). Bullying may cause from the misuse of power by a group or person and taking advantage of a in sufficiency of a power (Einarsen et al., 2003). Bullying at work arises from power imbalance across different levels in organization (Mccarthy, 2003). The development of power to line managers seems to be cause of workplace bullying (Lewis & Rayner, 2003). Power imbalance can become a situation of bullying, superiority of power can emphasized to hurt the team member (Cuadrado-Gordillo, 2012). We therefore hypothesize that:

***H<sub>3</sub>: Power imbalance moderates the relationship between workplace bullying and project team performance such that it strengthen the relationship.***

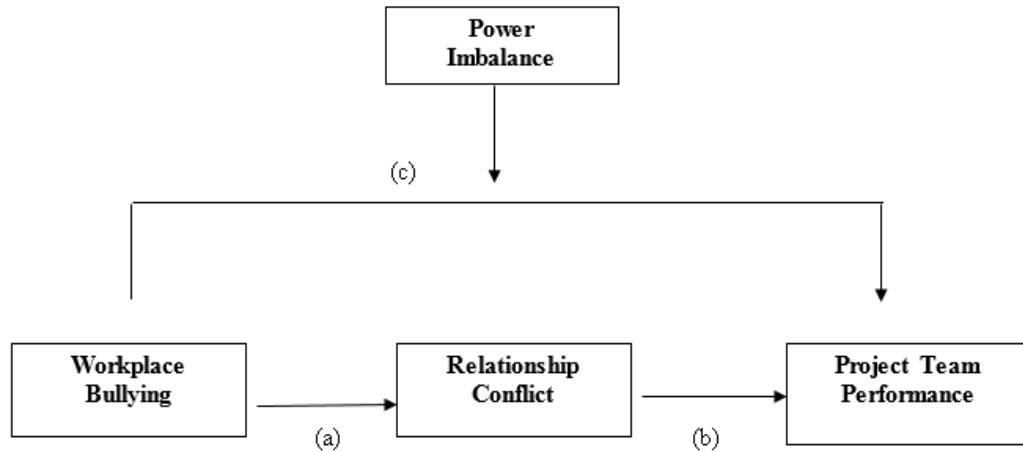


FIGURE 2.1: Research Model

## 2.6 Summary

Literature of this study support that organizations are facing bullying of different kinds e.g. verbal abuse, negative actions, physical contact etc. and this may influence relationship conflict among team members which can cause to decrease project team performance. Literature also suggested that relationship conflicts are unavoidable in a group or team, only conflict management can help to handle and manage these conflicts. Power Imbalance also play vital role to escalate bullying, according to literature supervisor have more power as compared to team members, so supervisor act as bullies e.g. aggressive behavior and it can hurt team members. Literature proves that workplace bullying and project team performance are significantly associated with each other.

## 2.7 Research Hypotheses

$H_1$ : Workplace bullying has negative impact on project team performance.

$H_{2a}$ : Workplace bullying has positive impact on relationship conflict.

$H_{2b}$ : Relationship conflict has negative impact project team performance.

$H_{2c}$ : Relationship Conflict mediates workplace bullying and project team performance.

$H_3$ : Power imbalance moderates the relationship between workplace bullying and project team performance such that it strengthen the relationship.

# Chapter 3

## Research Methodology

### 3.1 Introduction

This chapter elaborates methodological framework adopted to conduct this research study and to find out the relationship between workplace bullying and project team performance. Methodology is composed of research design, population, and sample, measurement of variables, data analysis procedure and statistical tools used for the analysis.

### 3.2 Research Design

According to [Rubin \(1987, p. 85\)](#) “a research design is a basic strategy to test the theory”. [Bryman and Bell \(2015\)](#) define a research design is a standard that is used for evaluating the business research and is a framework to generate the evidence to support the research questions. Research design consists of type of study, time horizon, and unit of analysis, population, sample and sample characteristics which are as follows:

#### 3.2.1 Type of the Study

This research is explanatory in nature which is based on self-reported perception measures the effect of workplace bullying on project team performance through

mediating role of relationship conflict and moderating role of power imbalance. Data were collected from software organizations of Rawalpindi and Islamabad. Hypothetical deductive method has been used which suggest the usage of preceding research and existing theories to support research hypothesis which are further tested empirically to prove the suggested hypothesis.

### **3.2.2 Study setting**

Participants of this study was from project management field. Team members were contacted from private sectors software organization to fill questionnaire in their work settings. The cover letter (attached at the appendix) explicitly indicate that the study is being conducted for academic research purposes only and is aimed to provide clear understanding of effect of workplace bullying on team performance. Participants were assured of the confidentiality of keeping them anonymous which make them comfortable to fill in the questionnaire.

### **3.2.3 Time Horizon**

Data were collected in duration of three months and at once. Nature of data was cross sectional.

### **3.2.4 Unit of Analysis**

In research any entity which is analyzed by researcher is called unit of analysis. Each member in an organization is unit and one element of population is called unit of analysis. The unit of analysis relies on purpose and nature of research. Unit of analysis can be an individual, group, organization, culture or country from where data needs to be collected ([Khan, 2014](#)). In Micro level research, the unit of analysis is individuals and at broader level it focuses on groups. Unit of analysis in this study is team members working in software organization in Rawalpindi/Islamabad Pakistan. Data were collected individually from each team member.



### 3.2.5 Population

A sample is drawn from all set of cases is called population. It is difficult to collect data from the population therefore it is required to select sample. This study population include team members from software organizations from Rawalpindi and Islamabad Pakistan. The reason to choose IT industry of Pakistan is that it is contributing to economy of Pakistan this is attracting foreign investors and this industry and this is also contributing to global recognition of Pakistan as developing country (Husain, 2011). The Information Technology sector is exhibiting accelerated progress with total IT turnover of US \$ 3.1 billion, including both exports and domestic revenue. GDP from Information Technology in Pakistan increased to 6970204 PKR Million in 2017 from 6577139 PKR Million in 2016 which is 4% increase in 1 year. According to CEO, of Pakistan's National Technology fund the IT industry set to be double in 2020 (Hanif, 2017).

### 3.2.6 Sample

Hair (2015) defines that a small subsection of population is called sample which is drawn with two different techniques probability and non-probability. It is not possible to collect data from all the population due to resource and time constraint that is why sampling is used to collect and analyze data. Non probability sampling technique is used where researchers collected data from population that they are interested in studying. Convenient sampling and snow ball sampling is used to collect data from population of interest. Convenience sampling (or haphazard sampling) involves selecting haphazardly those cases that are easiest to obtain for your sample (Etikan et al., 2016). Snowball is commonly used when it is difficult to identify members of desired population and you make contact with one or two cases in the population (Noy, 2008).

Data has been collected from software organizations working on different projects. Total 400 questionnaire were distributed and 313 questionnaire were received and

287 were included in analysis because 26 were not properly filled and were discarded. For data collection purpose, the researcher visited organizations and explained the questionnaire, purpose of this research method for data collection and possible respondents from team members and the researcher assured data will be confidential and to provide the results of this study on request.

### **3.2.7 Sample Characteristics**

Demographics used in questionnaire were age, gender qualification, total experience, experience in current organization and experience with current supervisor. Explanation of sample characteristics is given below:

#### **3.2.7.1 Age**

Age is an important part of demographics but some respondents feel hesitant to disclose their age. There were five different age ranges used in questionnaire to collect data regarding age.

#### **3.2.7.2 Gender**

Gender is also important part of demographics. Gender distributes population sample into male and female. It has been observed that the percentage of male respondents was higher than female because in software organizations mostly team members were male.

#### **3.2.7.3 Qualification**

Qualification is vital part of demographics like age and gender because education is important for success of any country. Five different type of degrees were mentioned in questionnaire in order to collect data regarding education.

#### **3.2.7.4 Total Experience**

Total experience is total numbers of years employee worked in different organizations. Work experience increases individual knowledge and creativity so that's why it is important part of demographics. There were six different ranges were used to collect data of employee tenure, these years ranges made convenient for employees to choose work experience.

#### **3.2.7.5 Experience in current organization**

Supervisor of an employee may change many times in organization. A team members facing bullying by one project manager may not be facing by other project manager or if experience is less than six months with supervisor then he/she may not experience bullying yet that's why this demographic added in questionnaire. There were five different ranges of months were used to collect data of experience with current supervisor.

#### **3.2.7.6 Experience with current supervisor**

Supervisor of an employee may change many times in organization. A team members facing bullying by one project manager may not be facing by other project manager or if experience is less than six months with supervisor then he/she may not experience bullying yet that's why this demographic added in questionnaire. There were five different ranges of months were used to collect data of experience with current supervisor.

### **3.3 Measurement of variables**

Questionnaire was developed, in which questionnaire were adopted for each variable from different sources. The nature of the questions included in the questionnaire are workplace bullying, project team performance, relationship conflict and power imbalance. All the questions in the questionnaire were responded to

using a 5-points Likert-scale where 1 (strongly disagree) to 5 (strongly agree), and 3(neutral). Questionnaire was developed in English language and there were five sections in questionnaire, demographics, workplace bullying, relationship conflict, project team performance and power imbalance.

### 3.3.1 Workplace Bullying

To measure workplace bullying 12-item scale was developed by [Rayner and Hoel \(1997\)](#). These items were adopted from [Escartn et al., \(2017\)](#) since items were latest and refined. This scale had 20 items then reduce to 12 items by [Escartn et al. 2017](#)). Sample items included “I have been excluded from the celebrations and social activities organized by my co-workers”, “My correspondence, telephone calls or work assignments have been controlled or blocked” , “The things (documents, material) I need to be able to work have been damaged or alter, “Me and my loved ones have been threatened with harm”, “I have received threatening and intimidating gestures to ensure that I comply with his/their requests”, “My beliefs or opinions have been attacked” , “My correct decisions and achievements have been treated with disdain.”, “My professional standing has been attacked at every opportunity”, “I have been constantly reminded of my mistakes.”, “My responsibilities have been restricted”, “I have been assigned absurd or impossible tasks” and “I have been assigned lower-level tasks than I had been performing previously”.

### 3.3.2 Project Team Performance

To measure the team performance the 8 items scale was developed by [Barrick et al \(1998\)](#) and we adopted questionnaire from [Shaw et al. \(2011\)](#) because it was latest and refined. This scale was developed by [Barrick et al. \(1998\)](#) on the basis of task’s description mention in different organizations. The items of the scale are “Team members have Knowledge of tasks”, “Team members always do quality work?”, “Team members’ do good quantity of work?”, “Team members take Initiative for tasks?”, “Team members have interpersonal skills?”, “Team members spend time

on planning and allocation?”, “Team members are committed to their team?” and “Overall evaluation of team performance is good?”

### 3.3.3 Relationship Conflict

Five items scale will be used to assess relationship conflict and it was developed by [Jehn \(1995\)](#) and it was adopted from [Kankanhalli et al. \(2006\)](#) since it was refined and latest. Relationship conflict scale was developed by [Jehn \(1995\)](#). The items are “Team members confront each other on personal matters?”, “Team members made negative remarks about each other?”, “Negative comments made by some of team members were targeted at others?”, “Some of team members tended to ridicule others?” and “The differences experienced by team were interpersonal related?”

### 3.3.4 Power Imbalance

A power imbalance is scale of 6 items was developed by [Dorfman and Howell \(1998\)](#) and adopted this questionnaire from ([Jiing-lih, 2007](#)). The items of the scale are “Managers should make most decisions without consulting subordinates?”, “It is frequently necessary for a manager to use authority and power when dealing with subordinates?”, “Managers should seldom ask for opinions of employees?”, “Employee should not disagree with management decisions?”, “Managers should avoid off the job social contacts with employees? (E.g. gatherings, dinners, hi-tea etc.)” and “Manager should not delegate important task to employees?”

Following Tables shows the detail of sources and the number of items of each scale:

## 3.4 Statistical Tool

Correlation and linear regression used to investigate the relation between independent and dependent variable i.e. Workplace bullying and dependent project

TABLE 3.1: Scales Sources.

No	Variable	Source	Items
1	WB	Rayner and Hoel (1997)	12
2	PTP	Barrick et al. (1998)	8
3	RC	Jehn (1995)	5
4	PI	Dorfman and Howell (1988)	6

team performance. Both correlation and regression was analyzed through SPSS (version 20) software. Correlation was used to find out relationship strength between variables. Regression analysis helps to ensure that whether the hypothesis is accepted or rejected. For analysis Preachers & Hayes method was used.

### 3.5 Pilot Testing

For pilot testing 15 questionnaire were distributed after pilot testing few changes were made in demographics and questionnaire on basis of respondents suggestions. For reliability analysis 50 questionnaire were considered and all the variables were reliable.

### 3.6 Data Analysis techniques

The data were collected from 287 respondents and it was analyzed on SPSS software. Following were the procedures performed for data analysis.

1. Complete filled questionnaire were used in data analysis other were discarded.
2. Each variables items were coded and coded items were used for data analysis.
3. To describe the frequency of sample characteristics, frequency tables were developed.
4. Mean of numerical values of each variable calculated for analysis.

5. Reliability analysis was conducted, Cronbach alpha of each variable was calculated.
6. To identify strength of relationship between variables, correlation analysis was performed.
7. Regression analysis by Preacher and Hayes method was used to run mediation and moderation.
8. Hypothesis were tested with Preacher and Hayes methods in order to find out whether the hypothesis is accepted or rejected.

# Chapter 4

## Results

This Chapter includes study and results of four variables, it includes frequency distribution, reliability, confirmatory factor analysis, correlation and regression in order to find out the impact of workplace bullying on project performance with mediating role of relationship conflict and moderating role of power imbalance.

### 4.1 Frequency Distribution

Frequency distribution, counts and summarizes the occurrence of different sample characteristics in a data; for this purpose SPSS software is used. Frequency of various demographics has been shown in following distribution tables:

#### 4.1.1 Age

[Table 4.1](#) shows the age groups in research sample. 31.0% of respondents age were in the range of 18-25, 32.1% of respondents age were 26- 33 range, 26.8% of respondents age were in 34-41 range, 9.4% of respondents age were in the range of 42-49 and .7% of respondents age were in the range of 50 or above. The results show a higher percentage of respondents' age in 26-33 range.



TABLE 4.1: Age Distribution

Age	Frequency	percent	Valid Percent	Cumulative percent
18-25	89	31.0	31.0	31.0
26-33	92	32.1	32.1	63.1
34-41	77	26.8	26.8	89.9
42-49	27	9.4	9.4	99.3
50 or above	2	.7	.7	100
<b>Total</b>	287	100	100	

### 4.1.2 Gender

Table 4.2 represents the percentage of male and female. This result shows 57.5% were male and 42.5% were female. Below table shows that high percentage of male respondents that is 57.5 percent.

TABLE 4.2: Gender Distribution

Gender	Frequency	percent	Valid Percent	Cumulative percent
Male	165	57.5	57.5	57.5
Female	122	42.5	42.5	100
<b>Total</b>	287	100	100	

### 4.1.3 Qualification

Table 4.3 represents respondent's qualification, bachelor qualified were 41.1%, respondents holding a master qualification were 36.2%, MS/M.Phil. Qualified were 17.8% and respondents holding a PhD qualification were 1%. The below table shows a higher percentage of bachelors qualified respondents.

TABLE 4.3: Qualification Distribution

Qualification	Frequency	percent	Valid Percent	Cumulative percent
Bachelors	118	41.1	41.1	41.1
MS/M-Phil	51	17.8	17.8	58.9
Master	104	36.2	36.2	96.2
PhD	3	1.0	1.0	96.2
Other	11	3.8	3.8	100
<b>Total</b>	<b>287</b>	<b>100</b>	<b>100</b>	

#### 4.1.4 Total Experience

Table 4.4 shows the respondents total experience at work. 39.4% respondents found to have a work experience in the range of (0-5), 21.6% of respondent's experience was in the range of (6-10), 22% of respondents had a work experience in the range of (11-15), 9.8% of respondents had a work experience in the range of (16-20), 7.3% of respondents had a work experience in the range of (21-25) and 0% respondents had a work experience in the range of (26 and above).

TABLE 4.4: Total Experience Distribution

Experience	Frequency	percent	Valid Percent	Cumulative percent
0-5	113	39.4	39.4	39.4
6-10	62	21.6	21.6	61
11-15	63	22.0	22.0	82.9
16-20	28	9.8	9.8	92.7
21-25	21	7.3	7.3	100
26 or above	0	0	0	100
<b>Total</b>	<b>287</b>	<b>100</b>	<b>100</b>	

#### 4.1.5 Experience in current organization

Table 4.5 shows the respondents experience in current organization 5.6% respondents found to have a work experience in the range of (< 6 months), 27.2% of respondent's experience was in the range of (> 6 months – <2 years), 33.4% of

respondents had a work experience in the range of (2 – 6 years), 15.3% of respondents had a work experience in the range of (7 – 11 years), 12.9% of respondents had a work experience in the range of (12 – 16 years) and 5.6% respondents had a work experience in the range of (17 or above years).

TABLE 4.5: Respondent's Current Experience Distribution

<b>Sector</b>	<b>Frequency</b>	<b>percent</b>	<b>Valid Percent</b>	<b>Cumulative percent</b>
<6 months	16	5.6	5.6	5.6
>6 months - <2 years	78	27.2	27.2	32.8
2-6 years	96	33.4	33.4	66.2
7-11 years	44	15.3	15.3	81.5
12-16 years	37	12.9	12.9	94.4
17 or above years	16	5.6	5.6	100
<b>Total</b>	<b>287</b>	<b>100</b>	<b>100</b>	

#### 4.1.6 Experience with current supervisor

Table 4.6 shows the respondents experience with current supervisor. 10.8% respondents found to have a work experience in the range of (0-6 months), 22.6% of respondent's experience was in the range of (7-12 months), 18.5% of respondents had a work experience in the range of (13-18months), 14.6% of respondents had a work experience in the range of (19-24 months), 11.5% of respondents had a work experience in the range of ( 25-30) and 22% respondents had a work experience in the range of (31 or above).

TABLE 4.6: Respondent's Experience with Current Supervisor Distribution

<b>Sector</b>	<b>Frequency</b>	<b>percent</b>	<b>Valid Percent</b>	<b>Cumulative percent</b>
0-6	31	10.8	10.8	10.8
7-12	65	22.6	22.6	33.4
13-18	53	18.5	18.5	51.9
19-24	42	14.6	14.6	66.6
25-30	33	11.5	11.5	78.0
31 or above	63	22	22	100
<b>Total</b>	<b>287</b>	<b>100</b>	<b>100</b>	

## 4.2 Reliability analysis

Reliability test is assessment of scales to find out if they produce stable and consistent results. Each items of variable is included in analysis, it helps in evaluating internal consistency of variables and if those variables have any relationship between them or not. If significance of Cronbach's alpha is greater than or equal to 0.7 then result considered reliable. If numbers of questions are less than 10 then Cronbach's alpha between 0.5- 0.7 is also acceptable (Peterson, 1994). If the value of Cronbach's Alpha is high, then it means higher the reliability of instrument to measure variable.

TABLE 4.7: Scales Reliability.

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Items</b>
<b>WB</b>	0.86	12
<b>PTP</b>	0.83	8
<b>RC</b>	0.87	5
<b>PI</b>	0.58	6

In this research the Cronbach's alpha of workplace bullying is .86 , project team performance value is .83, the value of relationship conflict is .87 and power imbalance Cronbach alpha is .58. The value of Cronbach's alpha is high for workplace bullying and relationship conflict its means the variables are highly reliable. The Cronbach's alpha of power imbalance is less than 0.7 but it is acceptable as questions are less than 10 (Peterson, 1994).

## 4.3 Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) is to confirm the validity of data and model fits to data. To perform CFA, AMOS is used. There are four latent (unobserved) e.g. workplace bullying, project team performance, relationship conflict and power imbalance and thirty one observed variables. Unobserved or latent variables are those variables that can't be measure directly, other variables are used to measure unobserved variable whereas observed variable can be measured directly. Different

indices were used for model fit which includes RMSEA (Root mean square error of approximation) and the value should be between 0.05 to .10, CFI (Comparative fit index), its standard value is  $> 0.80$ , TLI (Tucker- Lewis index) standard value is  $> 0.9$  or sometime  $< 0.9$  is permissible, GFI (Goodness of fit index) threshold is 0.90 and the standard value of  $\chi^2/df$  (model chi-square) must be  $< 3$  (Schreiber et al., 2006). According to indices standards following table is showing that four factor model has good discriminate validity and model fits to the data.

TABLE 4.8: CFA Measurement Model.

Model	CMIN	df	$\chi^2/Df$	RMESA	GFI	CFI	TLI
Hypothesized measurement model	1078	419	2.57	0.07	0.87	0.85	0.89

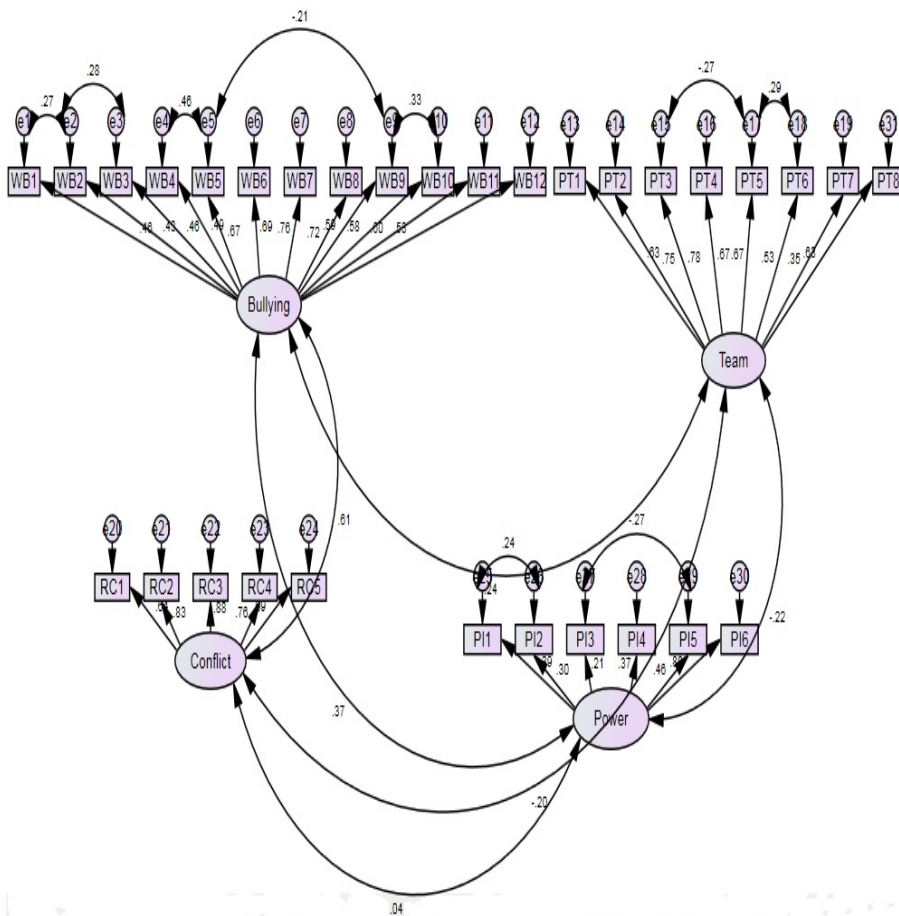


FIGURE 4.1: CFA model

## 4.4 Covariates

Covariates are used to determine whether there were significant differences in outcome variable across demographics. [Barrick et al, \(2007\)](#) considered that experience, gender, age, level of education, project size and duration have effect on project team performance and these variable are covariates. [Aga et al. \(2016\)](#) used age, gender, qualification and experience as covariate. To find out these variables have effect on outcome or dependent variable, one way ANOVA test is used.

TABLE 4.9: Covariates

Covariates	F value	Sig.
Age	1.32	0.26
Gender	0.07	0.78
Qualification	2.15	0.18
Experience	1.56	0.07
Experience in current organization	1.59	0.17
Experience with current supervisor	1.17	0.31

[Table 4.9](#) shows the results of control variable and their significant/insignificant differences; Difference between the boundaries of confidence interval (the upper and lower bound) and 0.05 difference is acceptable, lower p value means difference is statistically significant ([Fisher, 1925](#)). There is insignificant difference (between age and project team performance (F=1.32 , p=0.26), insignificant difference between gender and project team performance (F=0.07 , p=0.78), insignificant difference between experience and project team performance (F=1.56 , p=0.18), insignificant difference between qualification and project team performance (F=2.15 , p=0.07), insignificant difference between experience in current organization and project team performance (F=1.59 , p=0.17), insignificant difference between experience in with current supervisor and project team performance (F= 1.17, p=0.31).All control variables showing insignificant difference which means they have no effect on the outcome variable (project team performance).

## 4.5 Results for Hypothesized Variable

### 4.5.1 Descriptive Analysis

Descriptive statistics is used to summarize the measure and sample. Tables or graphs are used to summarize the data and it is most basic feature of data analysis. Basic descriptive statistics includes sample size, minimum value, maximum value, mean and standard deviation.

TABLE 4.10: Descriptive Analysis

<b>Variables</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
<b>Workplace Bullying</b>	287	1.0	4.58	2.19	0.70
<b>Project team performance</b>	287	1.0	5.00	2.81	0.99
<b>Relationship conflict</b>	287	1.0	5.00	3.64	0.69
<b>Power Imbalance</b>	287	1.0	4.67	2.68	0.66

Table 4.10 represents the standards deviation and mean value, minimum and maximum of hypothesis variable of this study. First column shows all the four variables used in this study e.g. workplace bullying, project team performance, power imbalance and relationship conflict that were rated on Likert scale. Two other columns shows minimum and maximum value of each variable. The independent variable (workplace bullying) has mean of 2.19 and standard deviation of 0.70. Project team performance (dependent variable) has mean of 2.81 and standard deviation of 0.99. Relationship conflict which act as mediator shows mean of 3.64 and standard deviation of 0.69. Power imbalance reported value of mean 2.68 and standard deviation 0.66.

## 4.6 Correlation Analysis

Purpose of correlation analysis is to indicate the strength of relationship between two variables. Correlation analysis is helpful to find out if there is possibility of connections between variables. To validate the proposed hypothesis, correlation analysis is used to determine possible relationship. Correlation can be positive or

negative, positive correlation means increase in one variable also increase in other and negative correlation means if one variable decrease then other increases or vice versa. Correlation analysis is different from regression analysis because it doesn't involve association between two variable. Measurement of correlation is through Pearson correlation analysis which shows the strength of relationship between two variables through a range i.e. from -1 to +1, + 1 indicated the highest possible correlation and -1 shows highest negative correlation and if the correlation value is zero this shows that the two variables do not have any association. Extracted magnitude value helps to draw the conclusion regarding the strength of relationship amid two variables and after judging the distance of correlation from zero we are able to generalize the magnitude value (Fleiss & Cohen, 1973). So, the correlation can be interpreted in a way that if the correlation is distant from zero this suggests that two variables have a strong association.

TABLE 4.11: Correlation Analysis

S.No	Variables	1	2	3	4
1	Workplace Bullying	1			
2	Project team performance	-0.21**	1		
3	Relationship conflict	0.53**	-0.19**	1	
4	Power Imbalance	0.28**	-0.67*	0.05	1

\* $P < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < .001$  N=287 \*\*Correlation is significant at the 0.01 level (2-tailed).

Above table shows correlation between different variables. According to above table there is negative and significant relationship between workplace bullying and project team performance, whereas  $r = -0.21$  at  $p < 0.01$ . Third row of above table represents there is positive and significant relationship between workplace bullying and relationship conflict, where  $r = 0.53$  at  $p < 0.01$  and it can be seen in table that relationship conflict have negative relationship with project team performance with  $r = -0.19$  at  $p < 0.01$ . Above results represent that power imbalance and workplace bullying have positive and significant relationship whereas  $r = 0.28$  at  $p < 0.01$ . Third row of table shows that there is negative and insignificant



relationship between power imbalance and project team performance with  $r = -0.67$  at  $p < 0.05$  and power imbalance shows insignificant and positive relationship with relationship conflict whereas  $r = 0.05$  at  $p > 0.05$ .

## 4.7 Regression Analysis

Regression Analysis is used to estimate the relationship among variables. It involves different techniques to analyze the independent and dependent variable (simple regression). This analysis tells the predictions about the dependent variable (Y) from the values of the independent variable (X) and it also helps to make decisions about the dependency of one variable on another variable.

Table 4.12 represents that there is a negative relationship between workplace bullying and project team performance as the regression coefficient  $B = -0.14$ ,  $t = -2.2$ ,  $p = 0.02$ , no zero lies between the upper and lower limit of the bootstrapped 95% confidence interval. Bootstrapping is a technique used to estimate variance and it relies on random sampling with replacement from observations (Mooney & Duvall, 1993). So, results identify that there is a negative significant relationship between workplace bullying and project team performance, hence  $H_1$  is accepted. Above table evidenced that workplace bullying has a direct positive relationship with relationship conflict so results of this relationship identify that  $B = 0.75$ ,  $t = 10.6$  and  $p = 0.0$ , no zero lies in the upper and lower limit of the confidence interval hence results explain that there is a significant positive relationship between workplace bullying and project team performance, so it is concluded that hypothesis  $H_{2a}$  is also accepted. It can be interpreted from the above table that relationship conflict is negatively related to project team performance as evidence that  $B = -0.07$ ,  $t = -1.6$  but this relationship is insignificant as  $p = 0.10$  ( $p > 0.05$ ) and there is a zero value between the upper and lower limit of the bootstrapped 95% confidence interval hence  $H_{2b}$  is not supported by data. It has been concluded from the above table that relationship conflict does not mediate between workplace bullying and project team performance because results show the indirect effect of X on Y upper and lower limits contain a zero value. Bootstrapped 95% of confidence interval lower limit value is -0.145 and upper limit value is 0.010.

TABLE 4.12: Regression .

			$\beta$	$se$	$t$	$p$
<b>Workplace</b>	→	<b>Project Team</b>	-0.14	0.06	-2.2	0.02
<b>Bullying</b>		<b>Performance</b>				
<b>Workplace</b>	→	<b>Relationship</b>	0.75	0.07	10.6	0.00
<b>Bullying</b>		<b>Conflict</b>				
<b>Relationship</b>	→	<b>Project Team</b>	-0.07	0.04	-1.6	0.10
<b>Conflict</b>		<b>Performance</b>				
<b>Int_term</b>	→	<b>Power</b>	0.15	0.07	2.02	0.04
		<b>Imbalance</b>				
			<b>LL 95% CI</b>	<b>UL 95% CI</b>		
<b>WB</b>	→	<b>PTP</b>	-0.282		-0.016	
<b>WB</b>	→	<b>RC</b>	0.616		0.893	
<b>RC</b>	→	<b>PTP</b>	-0.171		0.016	
<b>Int_term</b>	→	<b>PI</b>	0.004		0.313	
<b>Bootstrap results for indirect effect</b>			-0.145		0.010	

*Note.* Un-standardized regression coefficient stated. Bootstrap sample size 5000. LL = lower limit; CI = confidence interval; UL = upper limit.  $N=287$ , \*  $P < .05$ ; \*\*  $P < .01$

On basis of results it is concluded that  $H_{2c}$  is insignificant and not supported. Results indicates that  $H_3$  i.e. power imbalance moderates the relationship between workplace bullying and project team performance such that it strengthen the relationship is a significant and accepted as  $B=0.15$  and  $p = 0.04$  and doesn't contain zero in the bootstrapped 95% of confidence interval as its lower limit is 0.004 and upper limit is 0.313 hence  $H_3$  is also supported.

## 4.8 Summary of Accepted/ Rejected Hypothesis

TABLE 4.13: Hypotheses Summarized Results.

<b>Hypothesis</b>	<b>Statements</b>	<b>Results</b>
$H_1$	Workplace bullying has negative impact on project team performance.	<b>Supported</b>
$H_{2a}$	Workplace bullying has positive impact on relationship conflict.	<b>Supported</b>
$H_{2b}$	Relationship conflict has negative impact on project team performance.	<b>Not Supported</b>
$H_{2c}$	Relationship Conflict mediates Workplace Bullying and Project team performance	<b>Not Supported</b>
$H_3$	Power imbalance moderates the relationship between Workplace Bullying and Project team performance such that it strengthen the relationship.	<b>Supported</b>

# Chapter 5

## Discussion and Conclusion

### 5.1 Introduction

This chapter consists of discussions related to the results of hypotheses, practical and theoretical implications, strength and weakness, limitations, future direction of a study and conclusion.

### 5.2 Discussion

The aim of this study is to find out relationship between workplace bullying and project team performance with mediating role of relationship conflict and moderating role of power imbalance. Results of the study indicates that workplace bullying is negatively related to project team performance whereas relationship conflict act as a mediator but results show that it is insignificant. The results also indicate that moderation have significant impact on workplace bullying and relationship conflict.

### 5.2.1 Workplace Bullying and Project team performance

$H_1$ : Workplace Bullying has negative impact on project team performance.

Hypothesis  $H_1$  is accepted because result shows that there is negative relationship between workplace bullying and project team performance as regression coefficient  $B = -0.14$   $t = -2.2$   $p = 0.02$ , so these values identify that there is negative significant relationship between workplace bullying and project team performance. Value of  $B = -0.14$  indicates that if there is one unit increase in workplace bullying then it will bring 14% decrease in project team performance.

Results suggests that workplace bullying significantly predicts project team performance and many studies also supported this relation like [Pelletier \(2015\)](#) suggested that workplace bullying have negative effect in workplace on project, the most noticeable impact is on project success, project team performance and budget. Thus literature supports that there is negative relationship between workplace bullying and project team performance such that bullying behavior of supervisor either prevent or facilitate team cohesiveness so this can affect project team performance. Bullying behavior within team impacts positively or negatively on the effectiveness of the team ([Coyne et al., 2010](#)). [Cropanzano et al. \(2017\)](#) also supported this relationship with help of social exchange theory, he indicated that social exchange process starts between coworker and supervisor when they treat each other in positive or negative way. Positive actions may include justice, support or good performance and negative actions might involve abusive supervision, bullying or rudeness.

The data collected from software organizations from Pakistan shows that workplace bullying is affecting project team performance. Therefore, these findings will contributes in increasing the knowledge of Pakistan's software organization regarding bullying and to adopt some practices which can be used to avoid or control workplace bullying to overwhelm the negative feeling at work. Due to workplace bullying, employees feel demotivated to express their opinions and ideas regarding projects which can affect performance of projects being carried out in Pakistan.

### 5.2.2 Workplace Bullying and Relationship conflict

$H_{2a}$ : Workplace bullying has positive impact on relationship conflict.

This Hypothesis got accepted because results indicated that that  $B= 0.75$   $t=10.6$  and  $p = 0.000$ , hence results explains that there is significant positive relationship between workplace bullying and project team performance. Value of coefficient indicates that if one unit change of workplace bullying bring 75% increase in relationship conflict. Many studies supported this relationship such as relationship conflicts at work are intensified that results to increase in turnover, stress, absence and poor performance (Lewis & Rayner, 2003). Thus literature highlighted that there is positive relationship between workplace bullying and project team performance. Another study suggested that different conflicts types such as task conflict and relationship conflicts are positively related to bullying behaviors (Ayoko, 2003).

The probable reason for acceptance of this hypothesis is, if abusive behavior such as bullying occur between team members or supervisor and team members then it can lead to interpersonal conflicts such that conflicts intensify into bullying specially when managers or supervisors deny or neglect the issue in the group (Einarsen et al., 2003). Hence high degree of emotionality and stress contain in workplace bullying which can escalate into relationship conflicts. As results calculated from collected sample indicate that Pakistan's software organizations are facing issues of workplace bullying. Therefore, this study findings will help to create awareness about workplace bullying and how to avoid and cope with relationship conflicts. Avoidance of bullying behavior and conflicts will help employee to become loyal to his/her organization and would like to stay with the organization for a longer period.

### 5.2.3 Relationship conflict and Project team performance

$H_{2b}$ : Relationship conflict has negative impact on project team performance.

Result of this hypothesis was insignificant as results indicate that  $B = -0.07$   $t=-1.6$   $p= 0.10$  as  $p > 0.05$  and t-value is less than two so this is highly insignificant,

$H_{2b}$  is not supported by data. Results are contrary to our expectations and there are several reasons for rejection of this hypothesis.

One explanation behind this hypothesis rejection is relationship conflict may not affect the initial stage of project team work so it doesn't affect project team performance at the beginning, another reason is relationship conflicts may be resolved at the beginning of an interaction between team members (Martnez-Moreno et al., 2009). Another study didn't show significant relationship of relationship conflict with project team performance (Passos & Caetano, 2005). Jehn (1995) found that there is no evidence of relationship conflict weakened the team performance.

Explanation for insignificance of this hypothesis can be team members tends to "avoid working with those with whom they experience emotional conflict" (Jehn, 1995, p.276). National values also have impact on results that how people interpret or react to the interpersonal conflict. According to Sosik and Jung (2002) collectivistic group may underestimate the importance of relationship conflict for group decision making and this group don't have their own opinion, they only follow opinions of groups, and culture of Pakistan is collectivistic (Zaidi, 2014) so this might be another reason for rejection of this hypothesis. Another possible reason can be small sample size for data collection, if data collected form large sample size then results might become significant as p-value is rejected at  $p = 0.10$ .

#### **5.2.4 Mediating effects of Relationship conflicts between Workplace Bullying and Project team performance**

$H_{2c}$ : Relationship Conflict mediates Workplace Bullying and Project team performance

This hypothesis also show insignificant results, relationship conflict doesn't mediates between workplace bullying and project team performance because the indirect effect of X on Y upper and lower limits contains zero. Bootstrapped 95% of confidence interval lower limit value is -0.152 and upper limit value is 0.015 .On basis of results it is concluded that  $H_{2c}$  is insignificant.

One basic reason behind the rejection of hypothesis is path (a) workplace bullying to project team performance is accepted but path (b) relationship conflict to project team performance as shown in research model, doesn't show the significant results. Condition for mediation, path (a) and path (b) both must be accepted for mediation (Herting, 2002). Another study highlighted that relationship conflict didn't mediate relationship between deep-level dissimilarity and abusive supervision (Tepper et al., 2011). So past research also shown that relationship conflict didn't effect project team performance and our results are also consistent with it.

However, it is fair to conclude that common method bias is a likely explanation for our mediation results, given that all the analyses are based on data collected at one time point and from same sources (Podsakoff et al., 2003). Another explanation can be that all data collected from one sector can give different results as compared to other sectors, in our research data is collected from IT sector, if we collect data outside software organization may be it will lead to acceptance of mediation hypothesis because generalizability often give more significant results (Tepper et al., 2011). One more possible reason can be the correlation between relationship conflict and project team performance, value of  $r = -.192$  which is weak according to rules of correlation, so strength of relationship between relationship conflict and project team performance is weak.

### **5.2.5 Power imbalance moderates relationship of workplace bullying and Project team performance.**

$H_3$ : Power imbalance moderates the relationship between Workplace Bullying and Project team performance such that it strengthen the relationship.

Moderating variable of this study is accepted as  $B = .1591$  and  $p = .04$  and there is no zero in the 95% of confidence interval as its lower limit is 0.004 and upper limit is 0.313 whereas B coefficient means that one unit change in power imbalance, strengthen 15% the relationship of workplace bullying and project team performance. Hence results indicates that the relationship of power imbalance with workplace bullying and project team performance is significant.



Literature also supported this relationship such that power imbalance causes bullying that is unwanted aggressive behavior and repeated many times and bullying is linked with power and project managers have power so they act as bullies (Hinduja & Patchin, 2017). Another study supported this relationship e.g. power imbalance can become a situation of bullying, superiority of power can emphasized to hurt the team member (Cuadrado-Gordillo, 2012). Thus power imbalance or inequality of power among supervisor and team members cause bullying as literature highlighted that supervisor who have power can act as bully, this will lead to decrease in project team performance. Purpose of this study is to find out positive relationship, results from data and literature also supported.

According to literature power imbalance appears to be operated same in both individualistic and collectivistic cultures (Buist et al., 2017). Data were collected from software organizations of Pakistan and culture of Pakistan is collectivistic, people are divided in hierarchy instead of merit basis so power imbalance exists in the culture (Zaidi, 2014). So past research shown that power imbalance effect performance of employees and our results are also consistent with it. This can also be a reason for acceptance of hypothesis.

### 5.3 Theoretical Implications

This research has been contributed to the new field which is project management, in previous literature, workplace bullying have relationship with many other variables like project success, religious beliefs, depressive symptoms and social anxiety etc. (Creasy & Cranes, 2017; Newman et al., 2017; Garandaeau, 2018). Present study extends our understanding of workplace bullying literature by focusing on project team performance.

This study made three major contributions, first this study hypothesize the relationship between workplace bullying and project team performance and results also supported this relationship. Secondly, this study examines the relationship of workplace bullying with team performance with the perspective of social exchange theory.

Third theoretical contributions involve the understanding of workplace bullying and project team performance relationship with moderating role of power imbalance. We also tested the mediating role of relationship conflict between workplace bullying and project team performance that relationship was missing in literature but data doesn't support this relationship.

## **5.4 Practical Implication**

The finding of this study provides several practical implications. The result of this research highlighted that there is negative relationship between workplace bullying and project team performance therefore this study suggests that organization should identify the bullying behaviors and create awareness among employees that how they can respond to such behaviors. Organizations should give liberty to employees so they can convey any form of expression and feeling to their manager or concerned department e.g. HR department, if they are facing bullying situations. Organizations should create such environment in which employee feel motivated to express their honest opinions and the empowerment should be given to them. This will enable them to perform all project activities with efficiency and according to the requirement thus organization will be able to achieve the project's desired objective.

Second, this study suggests that power imbalance can strengthen the relationship of workplace bullying and project team performance. According to literature supervisor have more power as compared to team members, so supervisor act as bullies e.g. aggressive behavior and it can hurt team members. So power in organizations should not be distributed unequally and doesn't allow supervisors to misuse their power and start bullying their employees. Managers should know how relationship conflicts effectively resolved through trainings. Finally, HR department can help employees to report if they any face unethical conduct from supervisor and any other person without any fear and this will enable project managers to remove or reduce any bullying behavior hindering the way of project team performance.

## 5.5 Strength, Limitations and Future Directions

This research paper follows a resilient methodological method and that's make a strength of this study. For this purpose data were collected from team members working on different projects in software organizations, in order to reduce common methods bias. All the methods were strictly followed to perform analysis on a data.

Few limitations has been faced by this study so that future researchers should be aware of these limitations. First limitation is time constraint, because of this only one mediator and moderator is used, to improve model researcher can add more than one mediator and moderator. Due to resources and time constraints our second limitation is data were collected only from Pakistan and city Islamabad/Rawalpindi. In future research data can be collected from more than one city and even more than one country, Third limitation is data were not collected in lags, it was a cross sectional study so future researchers can collect data in lags.

Relationship conflicts is used as mediator but task conflict can also be used as a mediator in future research. In this research only one dimension of project team performance is used for future research three more dimensions can be added in dependent variable like time, cost and quality. Current study is quantitative in nature, in future qualitative research can be conducted.

## 5.6 Conclusion

The current study is first study that provides understanding of workplace bullying with project team performance in IT sector of Pakistan. Prior literature supports that organizations are facing bullying of different kinds e.g. verbal abuse, negative actions, physical contact etc. and this may influence relationship conflict among team members which can cause to decrease project team performance. The Data were collected from software houses from Pakistan through questionnaire survey. Statistical tests indicate that validity and reliability of the research variables are also suitable. Proposed hypotheses give confirmation that workplace bullying have impact on project team performance. In particular, there is

negative link between workplace bullying and project team performance. By incorporating relationship conflict as mediating variable, shows insignificant effect on outcome variable (project team performance). However the effect of moderating variable (power imbalance) was quite strong. The linear regression was used to confirm these relationships. We noted that if project teams are facing bullying then their performance will be effected. Similarly, power inequality also leads to workplace bullying and can hurt project team performance. So, it is important for organizations to control or avoid bullying issues at workplace in orders to increase performance of team, achieve goals and enhance the overall performance of organizations.

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# Appendix-A

## Survey Questionnaire

Dear respondent,

I am MS (Project Management) research student at Capital University Science and Technology (CUST), Islamabad, I am collecting data for my research paper; “Effects of Workplace Bullying and Relationship Conflict on Project Team Performance”. It will take your 10-15 minutes to answer the questions and to providing the valuable information. I assure you that data will be strictly kept confidential and will only be used for academic purposes.

Thank you.

**Section-1: Demographics**

<b>Gender</b>	Male	Female	
<b>Age</b>	18-25	26-33	34-41
	42-49	50 or above	
<b>Total Experience (Years)</b>	0-5	06-10	11-15
	16-20	21-25	26 or above
<b>Highest Level of Education</b>	Bachelors	Masters	MS/M.Phil
	PhD	Other	
<b>Experience in current organizationn</b>	< 6 months	6 months - 1 year	2-6 years
	7-11years	12-16 years	17 or above years
<b>Experience with current supervisor (Months)</b>	0-6	7-12	13-18
	19-24	25-30	31 or above

**Section-2****Workplace Bullying**

1	I have been excluded from the celebrations and social activities organized by my co-workers.	1	2	3	4	5
2	My correspondence, telephone calls or work assignments have been controlled or blocked.	1	2	3	4	5
3	The things (documents, material) I need to be able to work have been damaged or altered.	1	2	3	4	5
4	Me and my loved ones have been threatened with harm .	1	2	3	4	5
5	I have received threatening and intimidating gestures to ensure that I comply with his/their . requests	1	2	3	4	5

6	My beliefs or opinions have been attacked.	1	2	3	4	5
7	My correct decisions and achievements have been treated with disdain.	1	2	3	4	5
8	My professional standing has been attacked at every opportunity.	1	2	3	4	5
9	I have been constantly reminded of my mistakes.	1	2	3	4	5
10	My responsibilities have been restricted.	1	2	3	4	5
11	I have been assigned absurd or impossible tasks.	1	2	3	4	5
12	I have been assigned lower-level tasks than I had been performing previously	1	2	3	4	5

#### Relationship Conflict:

1	Team members confront each other on personal matters?	1	2	3	4	5
2	Team members made negative remarks about each other?	1	2	3	4	5
3	Negative comments made by some of team members were targeted at others?	1	2	3	4	5
4	Some of team members tended to ridicule others?	1	2	3	4	5
5	The differences experienced by team were interpersonal related?	1	2	3	4	5

#### Project Team Performance:

1	Team members have Knowledge of tasks?	1	2	3	4	5
2	Team members always do quality work?	1	2	3	4	5
3	Team members do good quantity of work?	1	2	3	4	5
4	Team members take Initiative for tasks?	1	2	3	4	5
5	Team members have interpersonal skills?	1	2	3	4	5
6	Team members spend time on planning and allocation?	1	2	3	4	5
7	Team members are committed to their team?	1	2	3	4	5
8	Overall evaluation of team performance is good?	1	2	3	4	5

### Power Imbalance

1	Managers should make most decisions without consulting subordinates?	1	2	3	4	5
2	It is frequently necessary for a manager to use authority and power when dealing with subordinates?	1	2	3	4	5
3	Managers should seldom ask for opinions of employees?	1	2	3	4	5
4	Employee should not disagree with management decisions?	1	2	3	4	5
5	Managers should avoid off the job social contacts with employees? (E.g. gatherings, dinners, hi-tea etc.)	1	2	3	4	5
6	Manager should not delegate important task to employees?	1	2	3	4	5

**Thank you for your time and cooperation**