Victimization of Workplace Bullying:
A Prior Study of a Development of a Tool to Measure
Victimization of Bullying and Its Validation with Neuroticism Trait

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Abstract

The purpose of this study was to develop a tool that could be used to measure the victimization of bullying in terms of physical, emotional, relational, and cyberbullying. The tool consisted of 40 items that were developed based on the definition and examples of the four types of bullying which each type having a total of 10 items. The tool was used to collect data from 193 white-collar employees working in Thai organizations in urban areas. The tool had high reliability from the questionnaires regarding to physical, emotional, relational, and cyberbullying, as the value of reliability was over .90. The confirmatory factor analysis (CFA) indicated that the four factors or types could be considered as a good fit model, as the results of each indicator passed all the criteria of the goodness of fit indices. In addition, path analysis was performed in order to verify the questionnaires with neuroticism trait, and the results indicated a good fit model. The results from the path analysis and correlation analysis indicated that neuroticism could be considered as a factor that could influence an individual to be victimized. The limitations of this study, recommendations for future research and organization to reduce bullying in workplace were presented in the final part of the paper.

Keywords: Bullying, Victim, Workplace Bullying, Scale Development

Introduction

Bullying in the workplace is considered as the worst experience for employees and organizations because it can be costly in term of financial and reputation to the organization to deal with this kind of problem. The Workplace Bullying Institute revealed that 54 million employees of the American workforce have been bullied at work (Georgakopoulos, Wilkin, & Kent, 2011). As a result, this could lead to high turnover rates, absenteeism, depression, and/or anxiety that could result in the destruction of harmony within the organization (Einarsen, Hoel, Zapf, & Copper, 2010). According to Shaw, Dooley, Cross, Zubrick, & Waters (2013), the approach to measure bullying was still under considerable debate. Under this circumstance, Notelaers, Van der Heijden, Hoel, & Einarsen (2019) point out two main approaches for measuring workplace bullying which were self-labeling method and behavioral experience method. However, self-labeling method was not very appropriate to be used to measure workplace bullying because it does not provided in depth details of the behaviors involved and also some factors such as personality traits or emotional factor might figures as potential biases because people can have difference point of view for labeling themselves as a victim (Notelaers et al., 2019). Behavioral experience method can be considered as an alternative approached as many of tools were created to measure bullying within this approach, but some scales were used in only one research while some scales have been employed in many studies such as Leymann Inventory of Psychological Terror (LIPT), the EAPA-T, and Negative Acts Questionnaire (NAQ/NAQ-R) (Notelaers et al., 2019). It was also noted that the Negative Acts Questionnaire-Revised (NAQ-R) developed by Einarsen, Hoel, & Notelaers (2009) was widely used tool to measure workplace bullying

in many countries (Charilaos, Michael, Chryssa, Panagiota, George, & Christina, 2015; Notelaers et al., 2019; Makarem, Tavitian-Elmadjian, Brome, Hamadeh, & Einarsen, 2018). However, the NAQ-R still does not measure all types of bullying because the NAQ-R's bullying behavior only covers two categories of acts of harassment, which are hostile acts against the person/personality of the target; such as, spreading gossip and hostile behavior against the working output of the target; such as, withholding information (Charilaos et al., 2015). Thus, it is important to develop a tool that could be used to directly measure each type of victimization of bullying. Regards to the significant of this study, the scholar and the organization can have a tool that can be used to measure the victimization level of each type of bullying accurately. This tool would help to classify the employees and find ways to decrease them being victimized and also the organization can use this tool in order to investigate an issue of bullying in workplace that might hidden within their organization, which could create more benefits in academic and business fields.

Literature Review

Workplace Bullying: Definition and Types of Bullying

According to Lines (2008), there are many ways to define the word bullying as it can be defined as the systematic abuse of power (Smith & Sharp, 1994), and/or a willful conscious desire to hurt another and put him/her under stress (Tattum & Tattum, 1992). In general, bullying is a longstanding form of violence, physically or psychologically, performed by an individual or a group against another individual that cannot defend him/herself in a particular situation (Roland, 1989). Bullying can be considered as a repeated form of attack physically, psychologically, socially or verbally (Besag, 1989), and repeated oppression of a less powerful person physically or psychologically by a more powerful person (Farrington, 1993). From these definitions, Lines (2008, p. 19) constructed a group definition as follows:

"*Bullying behavior is continual physical, psychological, social, verbal or emotional methods of intimidation by an individual or group. Bullying is any actions such as hitting or name-calling that makes you feel angry, hurt, or upset.*"

According to previous literatures, there are four major types of bullying (McGrath, 2007; Willard, 2007) (refer to Table 1).

1. Physical bullying is an action that can cause damage to an individual's body or possessions; such as, hitting, creating damage to the body or property of the victim, stealing, or destroying an item that belongs to the victim. That is, this type of bullying aims to hurt the victim physically. From a survey conducted by Brooks, Bien, LMFT, & LPCC (2016), the results showed that 32.53% of victims encountered this form of bullying.

2. Emotional bullying is an action aimed to degrade and hurt the self-esteem of the victim. Some examples of this type of bullying include name-calling, taunting, insulting gestures, insulting remarks relating to a disability or sexual orientation, and giving a dirty look. This is the most common form of bullying that victims will experience. The statistics showed that 71.98% of victims had faced this form of bullying (Brooks et al., 2016).

3. Relational bullying is the activities conducted by bullies that aim to hurt or damage the relationship between people or damage to group inclusion. Examples of relational bullying are the silent treatment, spreading bad gossip or rumors, insulting publicly, exclusion, or undermining other relationships.

4. Cyberbullying is a new type of bullying that has appeared at present in which 51.81% of victims had experienced this form of bullying (Brooks et al., 2016). The perpetrators use electronic devices to intentionally

harm the target (victim) (Bonanno & Hymel, 2013). Mieczynski (2008) demonstrated that the rate of involvement in traditional bullying ranged from 30% up to 70%, and the rate for cyberbullying was estimated to be from 9% to 42%. Mieczynski also pointed out that the perpetrators might gain more power in cyberspace by having others engage in bullying activities with them. The bystanders may not be just witnesses, but also participate. In the form of cyberbullying, the perpetrator usually has more power than the victim because the identity of the perpetrator is usually unknown (Patchin & Hinduja, 2006).

Table 1 Types of Bullying

Types of Bullying	Definition
Physical Bullying (McGrath, 2007; Werner, 2012)	Harm to another's person or property.
Emotional Bullying (McGrath, 2007; Werner, 2012)	Harm to another's self-concept.
Relational Bullying (McGrath, 2007; Werner, 2012)	Harm to another through damage to relationships or to a feeling of acceptance, friendship, or group inclusion.
Cyberbullying (Werner, 2012; Willard, 2007)	Intentional act of aggression toward another person by using electronic devices.

Definition of Victimization

The definition for the victim of bullying is not clear, but the notion of harm was found to be central. Govier (2015, p. 19) indicated that it is easy to demonstrate who is a victim by using two elements, which are "innocence and harm". To be a victim is to be innocent and harmed by the action of another person as in general terms. In other words, a victim is an innocent person who is harmed, through no fault of his own, by an external force or the wrongful act of another. Therefore, it can be concluded the definition of a victim of bullying for this study as a victim of bullying is an individual who has suffered in terms of physical, mental, or reputation by intentional acts from others who perform any action of the 4 types of bullying.

Personality Traits and the Victimization of Bullying

In terms of personality traits, neuroticism can be considered as being the most influential factor for being the victim of bullying. Bashir, Hanif, & Nadeem, (2014) found that the victims were associated with low agreeableness, low conscientiousness, and high neuroticism. Some researchers conducted further studies regarding the personality traits and workplace bullying in which they found extraversion, agreeableness, and openness to experience were negatively associated to victimization; on the other hand, only neuroticism was found to be positively associated with the victimization of bullying (Pallesen, Nielsen, Magerøy, Andreassen, & Einarsen, 2017). Furthermore, a study conducted by Coyne, Seigne, & Randall (2000) indicated that adult victims tended to be extroverted, less independent, less stable emotionally, and more conscientious than a non-victims and bullies tended to choose the victims that had inability to cope with problems or lacked social skills in order to release stress and frustration. At this point, personality traits can be the most complicated factor to investigate when studying bullying since researchers have found different findings in their work; however, only the neuroticism trait showed the same results, as it was highly associated with being the victim of bullying. Therefore, this present study was conducted as prior study to develop a tool to measure the victimization of the four types of bullying and used the neuroticism trait as its validation.

Methodology

This study used statistics; such as, descriptive analysis, a reliability test, discriminant t value analysis, and confirmatory factor analysis (CFA) by using SPSS and AMOS in order to test the tool. The definitions of bullying and victim of bullying were the core factors for developing the tool for measuring each type of victimization of bullying. The questionnaire consisted of three parts. The first part was the demographic characteristics such as, gender and age. The second part comprised the big five personality test (IPIP NEO 120) developed by professor Goldberg in 1999 with the reliability of the test being over .60. The reliability was high enough to be used in research. This test has already been used as a major instrument in many studies as this test was freely accessible from the official IPIP website (Johnson, 2014). This test was translated into the Thai language and back-translated by expert. The last part was composed of the victimization of bullying that consisted of a total of 40 items with 10 items represented each type of bullying.

Sample and Population

There was a total of 193 participants ($N = 193$) comprised 78 males (40.4%), 84 females (43.5%), and 31 LGBTs (16.1%) aged 20-60 years old who were employed as white-collar workers in Thai organizations located in urban setting; including Bangkok and Chiang Mai.

Procedure

This study consisted of seven steps to establish the questionnaires to measure the four types of victimization:

1. Review the definitions of bullying/victimization and examples of each type of bullying.

2. Create items for each type of victimization based on the definitions and examples.

3. Conduct validity by evaluating the Index of Item Objective Congruence (IOC) by three specialists.

4. Collect the data.

5. Conduct a reliability test including Corrected Item Total Correlation (CITC) and discriminant t-values analysis by using SPSS (version 24).

6. Conduct the Confirmatory Factor Analysis (CFA) by using AMOS 21.0.0 build 1178.

7. Analyze the results.

Data Collection

A total of 600 questionnaires was distributed to the Human Resources Department or the owners of the selected companies who accepted to distribute to their employees by mails or by hands. Also 91 questionnaires were collected through a snowball technique, having the persons who had learned about this study project and were willing to help answer the questionnaires. The time length for collecting the data was 10 months from October 2017 to August 2018. Finally, 193 completely answered questionnaires were returned and used in the analyses.

Questionnaire Development

A total of 40 items was developed in order to measure the victimization of bullying, each 10 items were drawn to represent being victim of each type of bullying (physical, emotional, relational, and cyberbullying) based on their definition and examples of each type of bullying. The participants responded to each item by using a five-point Likert scale from "very inaccurate" to "very accurate".

Some examples for measuring victimization of each type of bullying included the following. For measuring being a victim of physical bullying, these were: "Someone in your workplace intentionally hurt you." (มีคนในที่ทำงานเจตนาทำร้ายร่างกายคุณ), and "Someone in your workplace tried to damage some of your property" (มีคนในที่ทำงานพยายามทำลายทรัพย์สินบางอย่างของคุณ). Some of the items for being a victim of emotional bullying

were, "Someone in your organization intentionally hurt your feelings." (มีคนในที่ทำงานจงใจทำร้ายความรู้สึกของคุณ), and "Someone in your organization calls you by a name that you dislike; such as, fat or nigger" (มีคนในที่ทำงานเรียกคุณด้วยสรรพนามที่คุณไม่ชอบเช่น อ้วน ดำ). Examples for being a victim of relational bullying were "Someone in your workplace gives you the silent treatment" (มีคนในที่ทำงานทำกับคุณเหมือนไม่มีตัวตน), and "Someone in your workplace spreads bad rumors about you" (มีคนในที่ทำงานสร้างข่าวลือที่ไม่ดีเกี่ยวกับคุณ). Some examples for being a victim of cyberbullying were "Someone in your workplace edited your photo that makes your feel uncomfortable and posted it online or in a chat" (มีคนในที่ทำงานแต่งรูปคุณที่ทำให้คุณรู้สึกไม่ดีแล้วนำไป post online หรือ chat).

Goodness of Fit Indices

The criteria used in order to determine the good fit of testing model in this study when conducting the CFA included chi-square/minimum discrepancy (CMIN/df), the goodness of fit index (GFI), adjusted goodness of fit index (AGFI), confirmatory fit index (CFI), root mean square error of approximation (RMSEA), and factor loading. Additionally, the termination point for the factor loading for this study was .70 (Kim, Ku, Kim, Park, & Park, 2016; Maskey, Fei, & Nguyen, 2018; Shih, Liang, Huang, Lin, & Lin, 2012; Verma, 2013). Table 2 presents the information of the fit indices and criteria for this study. Some researchers have suggested a good fit model should have a P value of more than .05 ($p > .05$) (Hooper, Coughlan, & Mullen, 2008; Wongsaichue, 2018). Nevertheless, there were limitations for the chi-square to be used, as it could generate results of rejection in the models although the models were considered to fit (McIntosh, 2007). In addition, the chi-square was very sensitive to the size of the sample that used a large number of samples often resulting in being rejected; moreover, the chi-square could be considered as having a lack of power when using a small number of samples because this might not discriminate between a good and poor fitting model (Schermelleh-Engel, Moosbrugger, & Müller, 2003; Hooper et al., 2008; Kenny & McCoach, 2003; Vandenberg, 2006). At this point, some researchers have suggested that the focus should not be mainly on just the P value, as researchers can consider using other indicators to report the results of the CFA (Schermelleh-Engel, Moosbrugger, & Müller, 2003; Wongsaichue, 2018; Vandenberg, 2006). Hence, the P value was removed from the criteria of the goodness of fit indices for this study.

Table 2 Goodness of Fit Indices

Fit Indices	Fit Criteria	References
CMIN/df	≤ .03	Hooper et al., 2008; Wongsaichue, 2018
GFI	> .09	Hooper et al., 2008; Wongsaichue, 2018
AGFI	> .09	Hooper et al., 2008; Wongsaichue, 2018
CFI	> .09	Hooper et al., 2008; Wongsaichue, 2018
RMSEA	≤ .08	Hooper et al., 2008
Factor Loading	≥ .07	Kim et al., 2016; Maskey et al., 2018; Shih et al., 2012; Verma, 2013

Results

Validity and Reliability of the Questionnaires

The validity of the items had been approved by an expert from Chulalongkorn University and two specialists at the National Institute of Development Administration (NIDA), whether the items corresponding with the definition of being a victim of each type of bullying and the IOC value for each item ≥ 0.5 (total of 40 items).

With regards to reliability, the Cronbach's alpha for these questionnaires was found as .933, .956, .963, and .966 (p = < .05) for physical (PB), emotional (EB), relational (RB), and cyberbullying (CB), respectively. For the analysis of the corrected item-total correlation (CITC) and discriminant t value, physical bullying had a CITC of r => .57 and a significant discriminant t-value (t => 11.12, p = < .05); emotional bullying showed a CITC of r => .66 and a significant discriminant t-value (t => 14.08, p = < .05); Relational bullying had a CITC of r => .75 and a significant discriminant t-value (t => 18.35, p = < .05); cyberbullying displayed a CITC of r => .82 and a significant discriminant t-value (t => 17.50, p = < .05) (refer to Table 3).

Table 3   The Analysis of the CITC and Discriminant t Value

	Item-Total Statistics			
	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted	Discriminant t-value	Selected or Not Selected
PB1	.579	.934	11.12**	✓
PB2	.751	.926	24.51**	✓
PB3	.753	.926	16.29**	✓
PB4	.751	.925	18.48**	✓
PB5	.773	.924	14.56**	✓
PB6	.748	.926	12.30**	✓
PB7	.803	.923	14.38**	✓
PB8	.865	.919	21.80**	✓
PB9	.667	.931	17.83**	✓
PB10	.717	.927	17.56**	✓
EB1	.757	.954	19.86**	✓
EB2	.859	.949	17.90**	✓
EB3	.829	.951	20.61**	✓
EB4	.851	.950	22.12**	✓
EB5	.856	.949	19.99**	✓
EB6	.664	.957	14.08**	✓
EB7	.810	.952	14.29**	✓
EB8	.806	.952	20.06**	✓
EB9	.846	.950	20.72**	✓
EB10	.824	.951	21.43**	✓
RB1	.801	.860	18.49**	✓
RB2	.816	.959	19.15**	✓
RB3	.872	.957	18.59**	✓
RB4	.761	.961	19.25**	✓
RB5	.890	.956	24.35**	✓
RB6	.851	.958	18.76**	✓
RB7	.848	.958	17.77**	✓
RB8	.888	.957	20.35**	✓
RB9	.847	.958	14.96**	✓
RB10	.754	.962	18.35**	✓
CB1	.843	.962	19.96**	✓
CB2	.827	.963	18.05**	✓
CB3	.837	.962	21.52**	✓

Table 3 (Cont.)

|	Item-Total Statistics			
	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted	Discriminant t-value	Selected or Not Selected
CB4	.850	.961	16.29**	✓
CB5	.837	.962	17.52**	✓
CB6	.822	.962	17.77**	✓
CB7	.877	.961	20.66**	✓
CB8	.861	.961	17.95**	✓
CB9	.858	.961	19.80**	✓
CB10	.831	.962	18.90**	✓

Confirmatory Factor Analysis (CFA)

This part of the study presented the results from the confirmatory factor analysis (CFA) in each part of the questionnaire, which comprised the victimization of physical, emotional, relational, and cyberbullying.

The Victimization of Physical Bullying

The CFA test for the 10 items of the victimization of physical bullying was rerun as items "PB1", "PB9" and "PB10", which were removed due to the low factor loading, as the value of factor loading for PB1, PB9, and PB10 = .54, .63, and .69, respectively. This resulted in a total of seven items for this questionnaire. Many researchers have suggested the value of the factor loading should be higher than .07 and used this value as a termination point (Kim et al., 2016; Maskey et al., 2018; Shih et al., 2012; Verma, 2013). Therefore, these can be considered as a low value of the factor loading since the rest of the items had a factor loading value of more than .70 up to .90 (refer to Figure 1). According to the results of the CFA, the empirical data indicated that the model was a good fit for the observed data as the chi-square value ($\chi 2$) = 21.29; CMIN/df = 1.93; GFI = .97; AGFI = .92; CFI = .99; RMSEA = .07 (refer to Table 4).
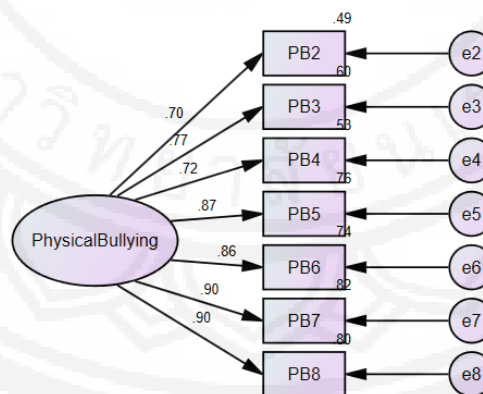
Figure 1 Results of the CFA for the Seven Items of the Victimization of Physical Bullying

The Victimization of Emotional Bullying

The CFA testing for the 10 items of the victimization of emotional bullying was rerun as the item "EB16" was deleted from the list because item "EB16" had a factor loading equal to .67 while the value of the factor loading for the rest of the items was higher than .70. This resulted in a total of nine items for this questionnaire (refer to Figure 2). With regards to the CFA's results, the empirical data indicated that the model was a good fit

for the observed data as the chi-square value $(\chi 2)$ = 25.26; CMIN/df = 1.33; GFI = .97; AGFI = .93; CFI = .99; RMSEA = .04 (refer to Table 4).
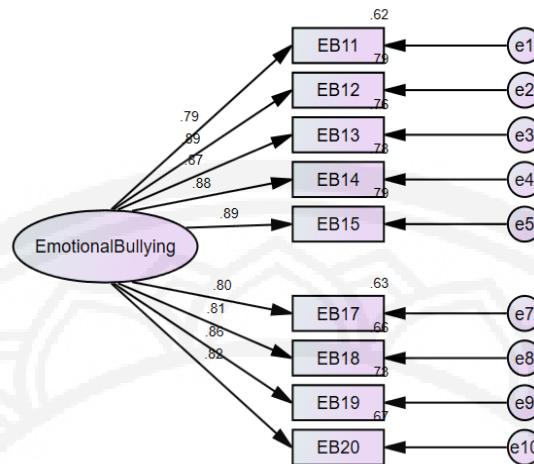

Figure 2 Results of the CFA for the Nine Items of the Victimization of Emotional Bullying

The Victimization of Relational Bullying

According to the CFA analysis for 10 items for the victimization of relational bullying, none of the items were selected to be removed from the list since the value of the factor loading for each item was higher than .07 (refer to Figure 3). The data indicated that this could be considered, as this model was a good fit for the observed data as the chi-square value $(\chi 2)$ = 43.75; CMIN/df = 1.41; GFI = .95; AGFI = .92; CFI = .99; RMSEA = .04 (refer to Table 4).
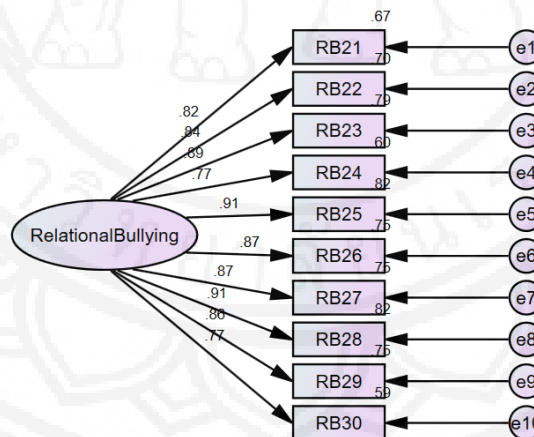

Figure 3 Results of the CFA for the 10 Items of the Victimization of Relational Bullying

The Victimization of Cyberbullying

From the results of the model fit from the CFA analysis for the victimization of cyberbullying, the value of the factor loading for each item was higher than .07, so there was no need to remove any items from the list (refer to Figure 4). With regards to the model fit, the data indicated the value of the chi-square $(\chi 2)$ = 47.63; CMIN/df = 1.97; GFI = .95; AGFI = .90; CFI = .98; RMSEA = .07 (refer to Table 4).
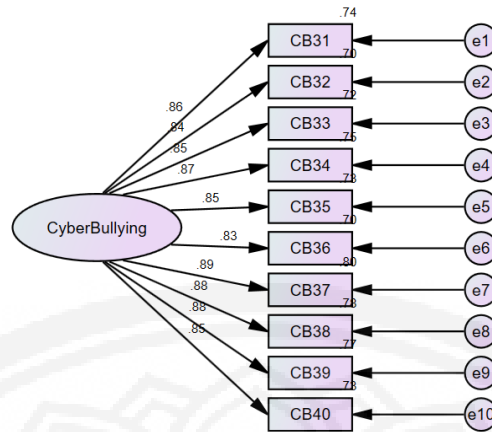
Figure 4 Results of the CFA for 10 Items of the Victimization of Cyberbullying

Table 4 Results of the CFA for Each Type of Victimization

The Victimization of Bullying	Chi-Square	CMIN/df	GFI	AGFI	CFI	RMSEA
Physical Bullying	21.29	1.93	.97	.92	.99	.07
Emotional Bullying	25.26	1.33	.97	.93	.99	.04
Relational Bullying	43.75	1.41	.95	.92	.99	.04
Cyberbullying	47.63	1.97	.95	.90	.98	.07

Verification of the Tools with Neuroticism Trait

Structural equation modeling (SEM) was performed in order to verify the tool with the path analysis by using the neuroticism trait as the independent variable to verify each questionnaire (refer to Figure 5). The analysis provided a good result for the model fit as the chi-square $(\chi 2)$ = 9.19; CMIN/df = 2.29; GFI = .98; AGFI = .93; CFI = .99; RMSEA = .08. Moreover, the results of the correlation analysis indicated a strong significant correlation between each variable, as the value of the correlation between neuroticism and physical, emotional, relational, and cyberbullying, as r = 423, .367, .404, .362 (p = < .01), respectively (refer to Table 5). Therefore, neuroticism can be considered as a factor that could influence the victimization of bullying.
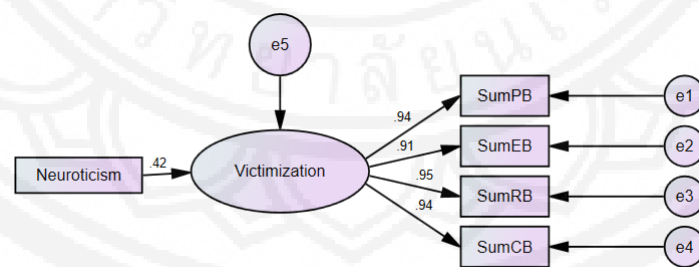

Figure 5 Path Analysis of the Questionnaires

Table 5 Correlation Coefficients among Neuroticism and Four Types of Victimizations

	Correlation				
	Neuroticism	SumPB	SumEB	SumRB	SumCB
Neuroticism	1	.423**	.367**	.404**	.362**
SumPB		1	.853**	.885**	.900**
SumEB			1	.881**	.833**
SumRB				1	.895**
SumCB					1

**Correlation is significant at the 0.01 level (2-tailed)

Conclusion

In conclusion, the reliability test indicated the good quality of these questionnaires, which physical, emotional, relational, and cyberbullying having Cronbach alpha as .933, .956, .963, and .966 (p = < .05), respectively. However, the items "PB1", "PB9", "PB10", and "EB16" were removed from this study during the CFA test as the values of the factor loading of these items were less than .07. The CFA analysis indicated that all models of the victimization of bullying could be considered as a good fit model because the results passed all the criteria of the goodness of fit indices with physical bullying having a value of $\chi 2$ = 21.29; CMIN/df = 1.93; GFI = .97; AGFI = .92; CFI = .99; RMSEA = .07.; emotional bullying had a value of $\chi 2$ = 25.26; CMIN/df = 1.33; GFI = .97; AGFI = .93; CFI = .99; RMSEA = .04; relational bullying had a value of $\chi 2$ = 43.75; CMIN/df = 1.41; GFI = .95; AGFI = .92; CFI = .99; RMSEA = .04; cyberbullying had a value of $\chi 2$ = 47.63; CMIN/df = 1.97; GFI = .95; AGFI = .90; CFI = .98; RMSEA = .07. Additionally, path analysis and correlation analysis provided the results that individuals with a neuroticism trait could be victimized, as the path analysis indicated a good fit model as $\chi 2$ = 9.19; CMIN/df = 2.29; GFI = .98; AGFI = .93; CFI = .99; RMSEA = .08. Furthermore, the correlation test demonstrated strong significant correlations among neuroticism and physical, emotional, relational, cyberbullying (r = .423, .367, .404, .362; p = < .01), respectively).

Limitations

As prior studies, the major difficulty in the development of the items for the questionnaires were starkly considered, particularly not to be overlapped with the items of other types of victimization. However, some items could be considered as two types of victimizations such as, victimization of physical bullying items were similar to victimization of emotional bullying items. For example, when an individual got bullied in terms of physical, relational or cyberbullying, a victim would have also been affected in terms of emotional bullying. Nevertheless, the items were developed based on the definitions and examples that were available in the literature review. Therefore, it is essential to understand that these questionnaires were appropriate to use to measure each type of victimization separately based on the definitions reviewing for this study. If the definitions change for any reason particularly in the future situation, the questionnaire will be adjusted the corresponding to the new definitions.

Recommendations for Future Study

The results indicated a good quality of validity and reliability for these questionnaires as the results of each indicator passed the minimum requirement of the goodness of fit indices which these questionnaires can be

considered in using for future research. However, as prior study, the researchers should contribute in using these questionnaires when studying bullying in workplace regarding to four types of the victimization of bullying as this could help to verify the validity and quality of these questionnaires. With regards to the limitations, it is very important to redefine the definition of each type of bullying to provide a clear example of the actions related to each type of bullying since it would appear that the actions of bullying could be overlapped with each category. That is, with a clear definition and examples of the actions for each type of bullying, the researcher could redesign these questionnaires to have more accuracy and quality, so they could be used and benefit the academic and business fields.

Recommendations for Reducing Workplace Bullying

According to Field (2011), it is very essential for everyone in the organization to understand regarding to bullying such as What is bullying? What kind of actions can be considered as bullying? What does it cost? What can we do? Mathis, Jackson, Valentine, & Meglich (2017) suggested that policy, rule and regulation would be a key to reduce workplace bullying such as promote positive work environment where everyone should respect and support others, promote open door policy, investigate complain promptly, and contribute supportive culture were found to be significantly reduced bullying. Moreover, some activities such as "welcome party" or "break an ice" activity can establish a good relationship and influence the culture of collaboration in the company. Training and development program regards to bullying issue in workplace can be essential to provide knowledge to employees so they can know how to deal with this problem more effectively, which could reduce a problem of bullying in workplace and also maintain harmony in the organization.

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