The (Un)Questionable Challenges of Sample Access, Recruitment and Retention in Contemporary Workplace Bullying Research

Dr Declan Fahie, School of Education, University College Dublin (UCD), Dublin, Ireland, declan.fahie@ucd.ie.

Dr Deirdre McGillicuddy, Marino Institute of Education (MIE), Dublin, Ireland, deirdre.mcgillicuddy@mie.ie.

"If he displeases us, we may express our distaste, and we may stand aloof from a person…but we shall not therefore feel called on to make his life uncomfortable"

John Stuart Mill - On Liberty (1859)

Abstract

Scholarly research into sensitive topics such as workplace bullying is often circumscribed by a common methodological challenge: how to access, recruit and retain a sample population which is appropriate in size, representational in structure and which provides the researcher with the rich raw-data necessary for robust and valid analysis (Voltz and Heckathorn, 2008; Johnston and Sabin, 2010; Misago and Landau, 2012). Researchers who seek to better understand this complex interpersonal phenomenon, must negotiate a traumatised and, sometimes, reluctant population who may be loath to revisit their distressing experiences of bullying or emotional abuse for the purposes of academic research. While acknowledging that researching sensitive topics present complex ethical, moral and practical difficulties (Coen & Arieli, 2011; Fahie, 2014; Einarsdottir, this issue), there is a consequential professional imperative that such studies are subject to systematic, rigorous and thorough methodological approaches. For those engaged in qualitative research on workplace bullying or harassment, the successful realisation of a 'good' sample – in terms of size and composition - remains a critical tension (Fahie and Devine, 2014; Fahie 2016). Similarly, traditional quantitative researchers must also anticipate and, indeed, successfully resolve, complex ethical and methodological dilemmas in order to ensure a scientifically appropriate response rate (Creswell, 2014, Fugard and Potts, 2015, Osborne, 2008). This chapter will examine these key methodological tensions for both quantitative and qualitative researchers, focussing specifically on accessing, recruiting and retaining an appropriate research population. The chapter concludes with some practical suggestions/advice for the researcher-in-the-field which draw upon the real-world experience of both authors.

Keywords (4-8)

Qualitative research, quantitative research, workplace bullying, research methodologies, sampling, sensitive research

Introduction

Central to the epistemological integrity of any research project is the *excavation* of new knowledge; knowledge which is both ethically sourced and empirically consistent with the norms of international scholarly good practice. From schools (Fahie, 2014; 2016) to hospitals (An & Kang, 2015; Ling, Young, Shepherd, Mak & Saw, 2016); call centres (D'Cruz & Noronha, 2011) to construction sites (McCormack, Djurkovic & Casimir, 2013), there is increasing acknowledgement of the import of both fostering and maintaining a safe organisational work-culture; one which protects workers from bullying/harassment while supporting an environment in which their entitlement (both legal and moral) to a healthy and dignified workplace is safeguarded. Internationally, this rights-based recognition has been translated into robust legislation, the operationalisation of which has led to successful prosecutions across several jurisdictions against employers/organisations who have been found to be in breach of their respective provisions (see Morris, 2016 for example).

Early descriptive studies of workplace bullying focussed on the *cause* and *effect* of this negative workplace interaction; however more recent studies have highlighted the complex dynamic nature of bullying at work (Samnani and Singh, P, 2016; Einarsen., Mycelium, Einarsen, Skogstad and Salin, 2017), as well as the contextual factors which shape the experience of bullying for employees and/or, indeed, bystanders (Escartin, 2016). Over the past twenty years, research into workplace bullying has diversified and, increasingly, draws upon a variety of different scholarly and disciplinary traditions (Rai and Agarwal, 2016). This research has added considerable to our understanding of the phenomenon and, at the same time, has informed efforts towards the crafting of policies and standards of good practice which serve to protect workers, as well as the organisations which employ them. However, scholarly studies into sensitive topics such as workplace bullying are sometimes circumscribed by a fundamental methodological challenge: how to access, recruit and retain a sample population which is appropriate in size, representational in structure and, critically, which provides the researcher with the rich raw-data necessary for robust and rigorous analysis (Voltz and Heckathorn, 2008; Johnston and Sabin, 2010; Misago and Landau, 2012).

Targets of workplace bullying are sometimes hesitant or unenthusiastic in response to invitations or requests to participate in research projects. Consequently, researchers who seek to better understand this complex interpersonal phenomenon find themselves having to tentatively negotiate a traumatised and, sometimes, wounded sample population who may be loath to revisit their distressing experiences of bullying for the purposes of academic

scholarship. Nonetheless, while acknowledging that researching sensitive topics like workplace bullying often present complex ethical, moral and practical difficulties (Coen & Arieli, 2011; Fahie, 2014; Einarsdottir, this edition), it is imperative that such studies and, in particular, the findings they reveal, are informed by systematic, scrupulous and appropriate methodological approaches throughout the investigative process.

Underpinned by the personal reflections of two experienced and active researchers, this chapter will examine a number of key methodological issues for those engaged in workplace bullying scholarship, focussing specifically on accessing, recruiting and retaining an appropriate research population. The chapter concludes with some practical suggestions in respect of effectively sampling techniques for both qualitative and quantitative researchers.

Qualitative Data – The Soft Option?

> Doing qualitative research requires an unparalleled degree of immersion by the researcher as an instrument of data collection. As such, the qualitative researcher must be a sensitive instrument of inquiry, capable of flexibility and on-the-spot decision making about following promising leads (Padgett, 2016, p. 2).

For Marshall and Rossman (2014), the term "qualitative research" encompasses a wide variety of methodological approaches or processes (ethnography, autobiography, visual methods, narrative inquiry, critical discourse analysis, for example). It also includes the theoretical perspectives/frameworks which are employed by scholars to underpin, or scaffold, the analysis of qualitative data by providing a critical, interrogative analytic lens (including, but not limited to, post-modernism, post-structuralism, critical race theory, feminist emancipatory research paradigms and queer theory). While qualitative research is often defined by contrasting/comparing it with more traditional, positivistic or statistical research paradigms; those engaged in qualitative research will argue strongly that it is a valid, 'stand-alone' methodological approach in its own right. Qualitative researchers maintain that their studies provide an opportunity to 'hear' silenced or powerless voices (see Chunnu Brayda and Boyce, 2014; Fahie, 2017) while, through the careful analysis of their revealing testimonies, offer the academy (and other policy shapers) a nuanced and revealing insight into the deeply personal experiences of these often-marginalised groups. In this context, qualitative researchers are more concerned with …"'what', 'why' and 'how' questions rather than 'how many'…" (Ormston, Spencer, Barnard, and Snape, 2014, p. 3).

Central to the essence of qualitative research perspectives is the notion that it offers depth to a study (Padgett, 2016) seeking, as it does, to explore at a more profound yet subtle level the

'lived experience' (LaSala, Wilson and Sprunk, 2016; Van Manen, 2016) of those who have experienced workplace bullying, for example. It achieves its aim by means of a critical analysis of the thoughts and deeply inscribed experiences of those who have been actors in the negative workplace dynamic (Dzurec, 2016; Smith, 2016).

By employing face-to-face interviews or focus group discussions, for example, the researcher is afforded the opportunity to sensitively and meticulously probe the interviewee(s) responses, as well as follow unexpected lines when they arise (Myers, 2013). In this regard, qualitative research methods are considered particularly suited to research into sensitive topics (Fahie, 2014a, 2016 and 2017). Nonetheless, the superficial simplicity of qualitative research methods belies a research approach that demands a high level of skill, empathy and expertise to deliver (Clark and Sousa, 2017).

Target vs. Victim

While some previous studies exclusively employ the term *victim* to denote an individual who has been subjected to workplace bullying behaviours (for example, Quine, 2001 and Djurkovic, McCormack & Casimir, 2005), others (Karatuna, 2015; Pilch and Turska, 2015 and D'Cruz, Paull, Omari & Guneri-Cangarli, 2016, for instance) eschew the word *victim* and deliberately utilise the term *target*, a word which, they argue, may appear less "loaded" in respect of any potential inferences of culpability or passivity (Namie and Namie, 2003; Branch, Ramsay and Barker, 2013). Confusingly, both *target* and *victim* have also been employed synonymously by a significant number of influential scholars in the field (Glasø, Matthiesen, Nielsen & Einarsen, 2007; Berthelsen, Skogstad, Lau & Einarsen, 2011 and Leon-Perez, Notelaers, Arenas, Munduate, & Medina, 2014). Unsurprisingly, this semantic inconsistency regarding the essential characteristics of a sample population can prove confusing for scholars and readers alike, particularly within qualitative research studies. To ensure clarity and promote common understanding, it is critical that the writer justifies their choice of terminology from the outset. In addition, it is important that writers acknowledge that the concepts of *target* and/or *victim* are, in themselves, inherently unstable and that the individual who, for the most part, has self-identified as having been exposed to bullying behaviours may simultaneously position themselves, and/or be positioned (or accused?), as a perpetrator of negative workplace behaviours (Branch, Ramsay and Barker, 2013). These challenges can only be addressed when the writer consistently, rigorously and honestly interrogates their own rationale for selecting or

excluding particular words or phrases, employing their research question(s) as a methodological yardstick against which to judge the appropriateness of their ultimate choice.

As well as subjective methods of identifying individuals who have experienced workplace bullying or harassment (self-labelling or self-selecting), other authors have employed objective definitions of workplace bullying as a determining/characterising tool (see D'Cruz and Noronha 2010, for example). In these instances, standard definitions of workplace bullying are utilised as a type of classifying yardstick against which the experiences of the individuals are compared and contrasted in order to ascertain their target identity.

Sample Size – The Goldilocks Conundrum

The most common qualitative approaches adopted by researchers when exploring workplace bullying include the use of interviews and focus groups, while the use of physical health measures and daily diaries are less frequently employed (Neall and Tuckey, 2014). Whatever the methodological approach selected by the researcher, the issue of sample size (Too Big? Too Small? or Just Right?) will soon present itself as a considerable issue or challenge. Despite what Goldilocks may argue, it would be naive to argue here that the "Just Right" sample size is simply the one that best answers the research question(s). As is discussed throughout this chapter, sample size and composition is mediated by a number of disparate variables, some of which are outside the control of the researcher. Nonetheless, whenever practicable, every effort must be made to ensure that data saturation has been reached and that the findings are based on solid, reliable evidence. Data saturation refers to the point at which no new data is needed to adequately answer the research question (Francis, Johnston, Robertson, Glidewell, Entwistle., Eccles & Grimshaw, 2010). While this may be considered the gold standard within qualitative research, the reality is that sample size will always be circumscribed by practical considerations such as time, geography, availability of resources (both financial and personal), as well as the degree of sensitivity of the topic under consideration. Indeed, it has been argued that the very concept of data saturation may be contrary to the *spirit* of qualitative research, as it implies a positivistic imperative, one which is anathema to many qualitative scholars (Mason, 2010).

Malterud, Siersma, & Dorrit Guassora (2015) argues that the fruitfulness of the raw data (or information power) should shape the sample size and composition. The richer the information each individual interviewee reveals, the smaller the sample size necessary to answer the research question(s). Another approach to justifying sample size is to consider a Grounded

Theory approach. At a practical level this requires a level of openness, flexibility and adaptability on the part of the researcher, in that he or she must systematically revisit and reinterpret the raw data, the research question and the sample composition throughout the data collection period. This approach supports the concept of theoretical sampling, whereby the initial criteria for sample selection is atheoretical in its genesis, and an appropriate analytic/conceptual theory is only generated following an iterative, organic data collection process and analytic approach (Draucker, Martsolf, Ross & Rusk, 2007; McCrae and Purssell, 2016). However, particular care needs to be take not to overlook unexpected or unforeseen avenues which may have been revealed during the data collection process as to do so would undermine the qualitative nature of the study. What follows is a brief personal reflection of some of the challenges qualitative researchers face as the engage in the, at times, difficult task of gathering data in the field.

Personal Reflection - Declan

Researching difficult-to-access groups such as targets of workplace bullying (Fahie and Devine 2014, Fahie 2013 and 2014b), members of minority sexualities who work in Irish Roman Catholic schools (Fahie, 2016), teachers experiencing dissonance between their personal religious beliefs and that of the denominational schools in which they work (Fahie, 2017), for example, have presented particular methodological and ethical challenges. As a researcher who has worked extensively with topics which may be deemed 'sensitive' (Fahie, 2014a), or where study participants are drawn from populations that can be considered 'vulnerable' or 'at-risk', I have regularly had to negotiate the complex terrain that is sample access, sample recruitment and sample retention.

Making initial contact with a sufficient number of individuals or groups (sample access) who have experienced traumatic events like workplace bullying can be difficult, especially since targets of bullying are not necessarily part of a discrete, homogenous group that can be easily approached or, indeed, located. Even when this problem of access has been surmounted, another challenge presents as the researcher must obtain potential research participants' agreement to contribute to the research project (sample recruitment). Negotiating this agreement is predicated on establishing a professional, yet personable, relationship with the participants. Then, assuming that the sample population has been accessed and recruited successfully, there remains, nonetheless, a final obstacle. The researcher must ensure that those who have agreed to participate in the research do not change their minds and withdraw

from the study before completion (sample retention). As well as being a practical methodological issue, sample retention also poses an ethical dilemma for every researcher as participants must be afforded the right to withdraw, without prejudice, from any study. However, at a pragmatic level, this can pose a considerable challenge for researchers who must balance that absolute right to withdraw with their own legitimate desire to conduct sound, rigorous and thorough research.

The tripartite challenges of sample access, sample recruitment and sample retention can prove difficult to surmount and my research experience has sensitised me to the palpable moral tension which can materialise between the researcher's desire to produce findings that are both publishable/valid, and the practical challenge(s) of accessing a sufficient number of "good" participants to ensure the apposite and, indeed, responsible, representation of participant voice. The resolution of this tension is far from straightforward and I have struggled, at times, in my efforts to reconcile these competing and somewhat counterintuitive demands.

The challenge of accessing an appropriate sample first became an issue for me in 2002 when, as a Master's student at the School of Education, University College Dublin (UCD), I investigated the experiences of Lesbian and Gay teachers working in Ireland's overwhelmingly denominational (Roman Catholic) school system. Despite advertising in teacher union magazines/newsletters as well as efforts at snowballing/purposive sampling, I found myself with a final non-representative sample of just 7 teachers. Given that each of these participants could have potentially (and at the time, legally) lost their jobs, or been passed over for promotion, should their sexuality be made know to school management, the difficulty in sourcing a sufficient number of willing research participants was hardly surprising. Ten years later I embarked upon a related project, focussing on the (hetero)normative organisational cultures in Irish primary schools and the impact these cultures continue to exert upon the Lesbian, Gay and Bisexual (LGB) teachers who work within them. Despite the passage of over a decade, and the (re)evolution of Irish social mores in respect of homosexuality in general, sample access remained an issue as did recruitment and retention. A variety of strategies were employed. Personal contacts were approached initially and they agreed, in turn to approach others with a view to inviting them to contact me. This chain-referral method (Snowballing) was successful and the sample size was further augmented by a formal approach to the relevant teaching union's LGBT group. Nevertheless, and because of their fear of being inadvertently "outed", a number of potential participants

withdrew their initial agreement to participate resulting in a final sample size of 27. However, with no other option, "better a small sample than no sample at all" (Cohen, Mannion and Morrison, 2007).

Workplace bullying research carried out by this author on the bullying of teachers and school principals in Irish primary schools also relied on a relatively small sample size (just 24) (Fahie 2013, Fahie and Devine, 2014, Fahie, 2014a and 2014b). Once more, sample access for this study proved a very real challenge. Mirroring the technique employed in 2002, I submitted a general, non-academic, article on workplace bullying for the nationally distributed teacher union magazine, InTouch, in order to maximise sample size and representationality. Entitled "*Workplace Bullying – What's all the fuss about*?", the article concluded with a paragraph which invited interested parties to contact the author with a view to participating in academic research on the topic (see Fahie, 2007a and 2007b). Approximately 30 teachers made initial contact, five subsequently withdrew and the sample size was eventually augmented by means of a snowballing technique. At the time, one participant emailed me the following quote[1].

> *"I'm so sorry, Declan. I know I said I'd be interviewed but I really can't face it. To be honest I want to forget about it all. Even thinking about it again after I read your article brought it all back to me. To be honest I didn't sleep a wink that night…I just want to get on with my life and forget about (the bully). Sorry again. Good luck with your research…"*

This comment exemplifies the palpable reluctance of some potential participants to recount their experiences as they feared that the retelling of their stories would serve to deeply distress them once more. This desire to erase the painful memory from their psyche was, perhaps, an understandable self-protection mechanism which, paradoxically, was at odds with their sincere desire to contribute to a deeper understanding of workplace bullying.

Qualitative Research and Self-Selected Samples

A powerful tool in the arsenal of research methodologies employed by researchers into sensitive subjects is use of the self-selected sample. Indeed, as with other difficult-to-access populations, self-selected samples are sometimes the only practical and meaningful option for those undertaking qualitative research into workplace bullying. Nonetheless, this sampling strategy -whereby participants nominate themselves as research subjects – has a number of obvious disadvantages. Firstly, the use of this technique brings with it accusations of

[1] *She subsequently gave permission to be quoted for this publication.*

atypicality in terms of the sample population. In the case of targets of workplace bullying, for example, those who feel able to/strong enough to contact a researcher may not represent the totality of the spectrum of experiences and behaviours that characterise workplace bullying. As a result, there are legitimate concerns that, for example, the voices of those who remain too traumatised by their experiences may be neglected or omitted. As well as undermining the representationality of the data under analysis and its internal validity, this unintentional silencing has serious implications for the concept of qualitative depth that underpins the very notion of qualitative research methods. (This concept of Response Bias is discussed later in the chapter). Secondly, the spectre of motivation always hangs over a self-selected sample. The question as to why those particular individuals have made contact with the researcher, and whether or not they have a personal agenda looms large. (One interviewee with whom I worked, asked that I use her real name in all published academic papers rather than a pseudonym. Despite my deliberate and conscious efforts to make it clear from the outset that this was impossible, she also asked that the alleged bully be named explicitly as well as the school in which they had both worked. Arguing that she was giving me her "permission", she was exasperated by my refusal to do so.) Snowballing, or other chain-referral sampling techniques, are not without methodological challenges. Specifically, they often result in a very narrow or restricted population sample as the participants may be draw from a very shallow pool of personal contacts. This has particular relevance in terms of our understanding of the impact of critical intersectional variables such as age, gender, sexual orientation, social class and ethnicity, for example, in instances of negative interaction or harassment at work.

Truth or Dare? - Validity in Qualitative Research

The concept of validity for qualitative scholars is inextricably linked to the data sample profile, size and composition. Ultimately, the inherent trustworthiness or soundness of the research findings and the claims therein, is predicated on the truthful representation of data (Noble and Smith, 2015). It is important to recognise that the very notion of validity is underpinned by the twin concepts of trustworthiness and authenticity (Schwandt, Lincoln and Guba 2007). In order for claims of validity to be upheld, the researcher (and by inference, the reader) must be confident that the interpretation of data is both truthful and credible. For Lincoln and Guba (1999), trustworthiness may be judged against a quasi-positivistic benchmark, predicated on the internal/external validity, reliability and objectivity of the raw data and, indeed, its analysis. Authenticity, in contrast, is an abstract, theoretical concept which challenges the researcher to acknowledge that the articulation and representation of data is always subjective. This

subjectivity is shaped by socially (re)constructed and constantly-shifting discourses and ideologies. Researchers and readers bring these personal ontological perspectives to their own understanding and interpretation of the data and, by rigorously applying the interpretive lens of trustworthiness and authenticity, the interpretative validity of the findings is strengthened and assured.

Critically, the "stories" being articulated, as well as the "voices" being heard, must reveal an authentic truth, one which provides the reader with a subjective insight into the phenomenon under consideration. However, qualitative research is notoriously *messy* (O' Dwyer, 2004), and interviewees may have covert personal agendas which are not apparent until after the interviews are completed (Fahie, 2014). The following vignette draws upon a personal field experience and highlights the unforeseen and, to some extent, unforeseeable challenges that can impact upon validity and authenticity in qualitative studies.

Sean self-selected to be interviewed as part of a study on workplace bullying and harassment in Irish schools. He presented as an articulate, open, young man and recounted the details of an ongoing dispute between himself and the principal of his school. Their professional and personal relationship had broken down completely and there was a great deal of animosity and anger in his testimony. Sean believed that he was being subjected to bullying behaviours by the principal. As part of the dispute, Sean revealed that a meeting had been held at the school during which his case was discussed by the Board of Management of the school. Sean was not at the meeting but had secreted a recording device in the room. He had subsequently retrieved the device and typed the proceedings of the meeting. Sean offered me approximately ten pages of typed transcript which, he said, "proved his case". When I explained that legally and ethically I could not even read the transcripts and that they could not, and would not, inform any part of the final research findings, Sean was very annoyed. He later withdrew from the research project completely.

In summary, my experience as a qualitative researcher into sensitive topics like workplace bullying highlights some key factors which shape (or, sometimes, limit) sample access, recruitment and retention. These include

(1) A reluctance on the part of potential participants to revisit or relive their experience(s). Interviewees expressed the concern that revisiting the events, during interviews or focus group discussions, could serve to retraumatise them.

(2) Fear that, by participating in the study, participants' personal details could be made public. (Given the local profile of the education field in Ireland, for example, the desire for anonymity was at the forefront of several of the participant's minds.) This is particularly the case in

workplace bullying disputes where the pertinent details are situationally specific and efforts to conceal or de-identify the testimonies can prove problematic.

(3) A mistaken belief that participation in the study would give them access to expert advice that would "fix" the problem. This issue emerged for me after the interview process and offered an indication as to the motivation of those participating in the research. On completion of the interviewing, a number of participants sought advice on how to proceed or asked for confirmation that their actions to date had been correct and justified. In one case, the participant wanted affirmation that what they were experiencing was, in fact, workplace bullying. The participants had cast me as the Expert, as the one who could help them make sense of what had happened to them. The interview was, they seemed to suggest, a *quid pro quo* interaction and their "reward" for participation was access to my professional advice. Once again, despite having clarified the nature and limits of my role as researcher at the initial point of contact, there was a tangible sense of disappointment that I was unable to offer the type of advice sought and could only refer them to other professional sources of support.

Tips and Suggestions

Qualitative research into workplace bullying adds significantly to our understanding of the phenomenon, offering, as it does, a rich exploration of the *lived experience* of those who have experienced the trauma of negative interpersonal interaction in the workplace. Whether as a critical pillar within a mixed-methods paradigm, or as a legitimate "stand alone" research methodology, qualitative methodologies are particularly suitable to nuanced analysis of sensitive research. My experience suggests a number of practical suggestions on how to augment sample assess, recruitment and retention.

Tips for improving Sample Access, Sample Recruitment and Sample Retention

- Thinking creatively is often key to increasing response rates (with a corresponding broadening the scope and representationality) for any hard-to-reach sample. Strategic, focussed communication via trade unions, representative groups, professional bodies, guilds, work-based social clubs, for example, all offer the researcher opportunities to inform potential participants of the research project (by means of the organisations intranet or internal newsletters/magazines, for example), as well as offering the researcher a practical way of inviting potential participants to contribute to the project. Indeed, where possible, obtaining institutional/organisational acquiescence or "buy in" from the employer is critical to the success of the project. At a practical level, formal

cooperation and collaboration may be indicative of an organisational willingness on the part of the employer to respond positively to the eventual findings and recommendations of the study.

- Any research project may be the first opportunity for some of the participants to engage with formal academic research and researchers. Their expectations and, indeed, understanding of the process may be both unclear and unrealistic. It is incumbent on every ethical and moral researcher to explain the scope of the research project, the length of time for interview, location of interview as well as the publication trajectory to any interested and relevant parties. The participants' unconditional right to withdraw from the research project, without prejudice, is central to professional good practice for all researchers.
- Trust is central to the retaining of sample participants and absolute clarity around the nature and, indeed, limits of the relationship between interviewer and interviewee will prove fundamental in retaining the participation of individual participants. This is, however, far from straightforward and clear boundaries parameters to be set and maintained in respect of interpersonal boundaries (See Fahie, 2014a and Einarsdottir, this edition)
- Building on the notion of trust, participants must understand the rational limitations of "anonymity" and "confidentiality" in academic publications. An absolute *guarantee* of anonymity or confidentiality is at best, misleading, and, at worst, dishonest. However, by explaining the process of de-identifying a transcript and affording them access to the pre-published/draft papers for their commentary, the interviewees concerns may be assuaged in respect of confidentiality and anonymity. This, in turn, may ensure that they are less likely to withdraw from the process over fears that their identities could be revealed.
- It may seem obvious, but accommodating participants' needs in terms of travel and logistics may the simplest means of ensuring sample access and retention. Flexibility on the part of the interviewer to conduct interviews at a time and location that is convenient to the interviewee or arranging that, for example, interviews be conducted in pairs or small groups where appropriate may facilitate a positive data gathering experience. Such courtesies serve to reinforce the interviewer/interviewee relationship and help to ensure that participants remain within the research process.

Quantitative Approaches –*The Devil is in the Detail*

Reaching outsider voice(s) can prove especially challenging for quantitative scholars. This is particularly the case for those who are engaged in studies of marginalised, excluded or difficult-to-access groups such as targets of workplace bullying, bystanders who witness negative interpersonal interaction at work or, indeed, alleged bullies. It must be acknowledged at the outset that the quality and nature of the researcher/researched interaction in quantitative research contrasts temporally with, for example, the interviewer/interviewee relationship. Within the quantitative paradigm, once sample access has been achieved, sample recruitment and retention occur simultaneously through both an instantaneous and contemporaneous interaction with the quantitative research instrument. This critical interaction will ultimately determine, and form, the essential nature of the voice(s) captured and, subsequently, shape what is heard and/or reported upon. Drawing on practical experience working with quantitative research tools, including large-scale questionnaire surveys, this section identifies practical strategies to help address these challenges and, in so doing, ensure a greater response rate and a corresponding broader range of perspectives and voice(s).

Traditionally, many studies of workplace bullying draw upon a positivistic paradigm characterised by large-scale surveys (Arenas et al., 2015; Glasø & Notelaers, 2012; Hauge, Skogstad, & Einarsen, 2009; Lewis, Megicks, & Jones, 2017; Nielsen et al., 2009). However, particular difficulties may arise when employing quantitative methodologies including, for example, cost, accessibility, representativeness and, critically, challenges in ensuring a scientifically appropriate response rate (Creswell, 2014; Fugard & Potts, 2015). The decline in survey participation rates - in the form of refusal and non-response- has more recently become a concern for researchers, while advances in technology have resulted in a dramatic operational shift in the design, distribution and delivery of questionnaires, particularly in respect of a conscious move from paper-based surveys to online platforms (Dillman, Smyth, & Christian, 2014; Greenlaw & Brown-Welty, 2009). However, this methodological (r)evolution has, over the past decade, contributed to a significant increase in the circulation of questionnaires across the interface of multimedia resulting, it has been argued, in "survey fatigue" among the general public (Massey & Tourangeau, 2013). As a result, researchers are increasingly returning to postal surveys in an attempt to overcome difficulties associated with administering online or telephone questionnaires such as (a) a decrease in telephone landlines and publicly accessible telephone numbers (b) inconsistencies in terms of internet access across social strata and

geographic zones and (c) low response rates to sampling strategies which require email addresses (Rookey, Le, Littlejohn, & Dillman, 2012).

For quantitative researchers the methodological challenges in accessing population samples are well documented (sampling procedures, response rates and representativeness, for example) (Creswell, 2014; Neuman, 2011; Teddlie & Tashakkori, 2009). As noted above, of particular concern to researchers is the measure of study validity. In their review of research exploring workplace bullying, Neall and Tuckey (2014) identified the methodological concerns impacting on study validity, while proffering potential solutions to overcoming such threats (Table 1).

Table 1: Neall and Tuckey (2014) review of methodological concerns and threat to validity

Methodological Concern	Validity Threat	Solutions
Overuse of cross-sectional design	Internal	Utilize longitudinal and repeated-measures designs
Overuse of self-report surveys	Constructs and Internal	Utilize objective data in conjunction with self-report
Reliance on one source of data	Statistical conclusion	Triangulate with multiple data sources
Analysis at the individual level	Statistical conclusion	Analyse data at dyadic, group, or organizational level
Focus on antecedents/outcomes	Statistical conclusion	Investigate overall process
Overuse of behavioural checklist	Constructs	Include definition, endorsement, frequency, and severity scales with behavioural checklist
Overuse of field studies	Internal	Incorporate experimental studies
Lack of information of source (or perpetrator) of harassment	Statistical Conclusion	Assess source/perpetrator in harassment measurement and improve reporting of harassment source/perpetrator
Non-representative sampling or lack of information on sample representativeness	External	Improve sampling and research reporting

(Adapted from Neall and Tuckey, 2014, p. 231)

They argue that the lack of studies reporting on the *source* of bullying/harassment is of particular concern, given that the development, nature and consequences of harassment can vary depending on the perspective being measured (Neall and Tuckey, 2014). As such, a multifaceted approach to measuring bullying/harassment is recommended, integrating the

perspectives from a range of informants (including targets, perpetrators and witnesses) in order to address the singularity of voice currently captured across studies in their review (Neall and Tuckey, 2014). It is also recommended that data is collected relating to the timeframe of the bullying/harassment measure, as well as the different types of bulling/harassment experiences in order to strengthen the vigour and theoretical underpinning of research in the field (Neall and Tuckey, 2014).

Given the continuously changing context of survey research, purposive sampling is increasingly adopted as a procedure for accessing hidden populations through web based methods including surveys and online recruitment (Barratt, Ferris, Zahnow, Palamar, Maier & Winstock, 2017). The use of purposive sampling for accessing hidden populations is considered to be problematic, particularly when measuring external validity and representativeness (Barratt, Ferris and Lenton, 2015). In fact, it has been argued the external validity of data collected through purposive sampling is unknown (Barratt, Ferris and Lenton, 2015). However, it is suggested that by drawing comparison with probability samples and ethnographic fieldwork, the external validity of purposive sampling can be understood within context, allowing the researcher to evaluate the representativeness of findings more confidently (Barratt, Ferris and Lenton, 2015). Indeed, the use of non-probability sampling to identify hidden practices or experiences of hidden populations among large samples has been suggested as an effective way to access a more in-depth, nuanced understanding of the field (Barratt et al., 2017). Although this approach limits the measure of population prevalence, it affords the opportunity to measure patterns between variables across the sample in order to gain greater understanding of issues and trends over time (Barratt et al., 2017). Adopting a Tailored Design Method (TDM) when administering questionnaire surveys has been identified as an effective approach to increasing representativeness and response rates across a population (Ziegler, 2006, Sakurai and Jacobson, 2010, Luiten and Schouten, 2013, Dillman, 2014). Additional factors impacting on response rates when adopting TDM include the individual's interest in the research, the researcher's understanding of the population to be sampled, the information regarding contact details for potential respondents, the role of gatekeepers in accessing participants, the types of incentives used and the value of the endorsement from professional bodies sponsoring the study (Huang, Hubbard and Mulvey, 2003).

However, while significant attention has been given to the procedures for identifying and selecting population samples, there has been less focus on the difficulties and sensitivities associated with accessing marginalised voice(s). The lack of personal, face-to-face interaction

with ‘participants’ within quantitative methodologies can mean that respondents are essentially “faceless” and, to some degree, depersonalised (considered as a coded number on a list within a sampling frame). Indeed, understanding the importance of participant engagement with the research instrument is crucial when exploring issues relating to workplace bullying, particularly where selection bias and accessing ‘appropriate’ voice(s) are of concern (Niedhammer et al., 2009; Reknes et al., 2017; Yamada, Cappadocia, & Pepler, 2014). It is imperative that researchers of workplace bullying understand and acknowledge that surveys are social interactions, shaped and guided by, what Massey and Tourangeau (2013) refer to as, cultural understandings. In this context, Farrell and Shafiei (2012) argue, for example, that the fear of surveillance and organisational/institutional scrutiny has hindered some respondents from engaging with questionnaires, further excluding their voice(s) and experiences from workplace bullying discourses.

Adopting a multi-method approach using both paper-based and online questionnaires has been identified as effective in increasing questionnaire survey response rates more generally (Bray, Noble, Robinson, Molloy, & Tilling, 2017; Nulty, 2008) and when exploring workplace bullying (Devonish, 2013; Fattori et al., 2015; Van Fleet & Van Fleet, 2012). Although response rates can be poor, online surveying instruments can provide an opportunity to invite a broad range of participants to explore workplace bullying, while identifying features can be easily replaced with numerical codes, maintaining the anonymity of the respondent (D'Cruz, Paull, Omari, & Guneri-Cangarli, 2016; Ling, Young, Shepherd, Mak, & Saw, 2016; Stagg, Sheridan, Jones, & Speroni, 2013; Van Fleet & Van Fleet, 2012; Yamada et al., 2014). Using specific strategies can enhance the use of online surveying. Locating the survey within the workplace or organisation using face-to-face researcher interaction (Bardakçı & Günüşen, 2016; Galanaki & Papalexandris, 2013; Leon-Perez, Medina, Arenas, & Munduate, 2015), or centrally located laptops in privately screened areas when conducting a computer based survey (O'Driscoll et al., 2011) have been identified as effective techniques for accessing marginalised voice(s) when exploring workplace bullying.

Indeed, the temporal and spatial analysis of workplace bullying has been facilitated through the collection of longitudinal data and the secondary analysis of large scale studies (Ariza-Montes, Muniz R, Leal-Rodríguez, & Leal-Millán, 2016; Askew et al., 2012; Attell, Kummerow Brown, & Treiber, 2016; Eriksen, Hogh, & Hansen, 2016; Finne, Knardahl, & Lau, 2011; Lallukka, Rahkonen, & Lahelma, 2011). Adopting a multi-method approach broadens the researcher’s opportunities to engage with individuals who may be experiencing

workplace bullying. This following section provides some strategies to overcome the difficulties associated with accessing and capturing the voice(s) of difficult-to-access groups by drawing on researcher practical experience.

Personal Reflection – Deirdre

For every researcher, engaging effectively and efficiently with quantitative instruments of measurement can prove challenging. A key skill when administering large and small-scale surveys is anticipating problems or difficulties and systematically planning for their resolution before fieldwork begins. As a researcher who has worked with both large and small survey samples (including a national survey of 1,500 teachers working in socio-economically challenged schools across Ireland (McGillicuddy & Devine, forthcoming) and another of 126 primary and post-primary teachers on constructs of 'good' teaching (Devine, Fahie, & McGillicuddy, 2013; Devine & McGillicuddy, 2016)), I have had to negotiate the subjectivities which influence and shape the design, development and administration of questionnaire surveys. Indeed, my own engagement with quantitative research regularly evoke a wholly affective response, inducing feelings of anticipation and anxiety which, for me, were only overcome by ensuring effective, meticulous planning and a step by step approach.

The old adage *"fail to plan, plan to fail"* has particular resonance when designing, circulating and encouraging responses to a questionnaire survey. In this respect, my own personal experience echoes Dillman (2000) who emphasises the critical importance of initial questionnaire design and layout. In this respect, the more attractive (and clear) the questionnaire design, the greater the possibility/probability of individuals engaging with, and responding to, the research questions under consideration. Simply put, the questionnaire must be easy to follow, readable and straightforward to complete. At a practical level, for example, ensuring a shorter survey length and clear questionnaire design has been found to contribute to higher response rates (Dillman, 2000; Rookey et al., 2012; Sahlqvist et al., 2011). (Indeed, for scholars like Einarsen, Hoel, and Notelaers (2009), Notelaers, De Witte, and Einarsen (2010) and Notelaers and Einarsen (2013), a key factor in the ongoing success and efficacy of the widely used Negative Acts Questionnaire (NAQ-R) is its relatively short length).

Furthermore, careful and continual reflection on the central research question(s) under consideration helps maintain focus when refining the content of questionnaire surveys. There is much debate in the literature about the effectiveness of using coloured paper to enhance response rates to questionnaire surveys (Beebe, Stoner, Anderson, & Williams, 2007; Brennan

& Charbonneau, 2005; Muller, 2014). What is less clear is whether the use of colour within the main body of the questionnaire is effective in increasing respondent engagement. For example, in my own national survey of 1,500 teachers, the colour blue was used to differentiate between different sections and questions in the layout design in an attempt to contribute to a more user-friendly questionnaire. The font style, size and colour must also acknowledge the composition of sample population with larger font identified as attracting a higher response rate (Mallen, Dunn, Thomas, & Peat, 2008). For example, in designing questionnaires for 100 children, I used Comic Sans MS, a font originally intended for use online to attract children's attention, while the inclusion of visuals and pictures as response cues clarified the nature of the response(s) required. Finally, when designing the questionnaire the level of functional literacy among the sample population as well as, perhaps, an awareness of particular cultural sensitivities amongst that cohort must also be foregrounded. The following section of this chapter presents a methodological approach to increasing the response rate to large scale questionnaire surveys.

The Tailored Design Method

Questionnaire design is just the initial step towards the successful administration of a quantitative survey. The next, and probably the most anxiety-inducing phase, is the faceless contact with the 'respondent' who, at this point, only exists in the ether of representative sampling. One specific strategy, the Tailored Design Method, which promotes the use of multiple points of contact (Dillman, 2000; Rookey et al., 2012), has been used as means for ensuring an increased response rate when exploring workplace bullying (Spence Laschinger & Nosko, 2015) (Table 2).

Table 2 Tailored Design Method of Questionnaire Surveys

The Tailored Design Method	
Strategy	**Approach**
Questionnaire length	Having a shorter questionnaire is more likely to encourage participants to respond
Questionnaire layout and design	A clear layout and design to the questionnaire which is easy to follow and read
Ensuring numerous contacts	Ensuring a minimum of 4 to 5 timed multiple contacts: ➢ a pre-questionnaire information letter informing the potential participant the questionnaire will arrive,

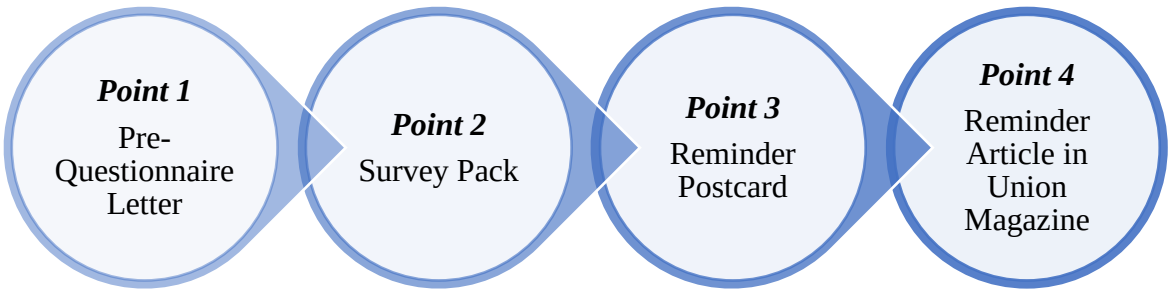
	➢ the delivery of the survey pack (including the questionnaire, a return stamped addressed envelope and a token of appreciation) ➢a reminder contact (such as a postcard or letter) to encourage non-respondents to complete and return the questionnaire
Personalising contact	Including letterheads and addressed directly to participant
Including a means for responding	Having a stamped addressed envelope for return
A token of appreciation	A small token to thank participant for responding to questionnaire survey in advance
Switching mode of contact	Using email or phone to follow up on the questionnaire survey

(Dillman, 2000; Rookey et al., 2012)

A key aspect to this approach is the use of multiple points of contact pre- and post- survey which can be achieved through the use of letters, postcards, emails, phone calls, text messages (Clark et al., 2015; Dillman, 2000; Keding, Brabyn, MacPherson, Richmond, & Torgerson, 2016; MacLennan et al., 2014; Rookey et al., 2012; Starr, McPherson, Forrest, & Cotton, 2015). Again, planning becomes an integral part to ensuring that such an approach can be adopted in an effective manner.

In administering the national survey of 1,500 teachers across Ireland, I ensured 4 points of contact with potential respondents in an attempt to maximise the participant response rate (Figure 2).

Figure 1 Tailored Design Method Applied to National Survey of Teachers in Ireland



The ***first point*** of contact was a letter informing the school that I would be sending a questionnaire within the week, with details regarding the target sample and the study being undertaken also provided. This ensured that individuals were conscious of the arrival of the questionnaire, readying them for its completion, and increasing the possibility for engaging with the research instrument.

The use of cover letters and information sheets informing participants about the study, as well as ensuring them of their anonymity is often perceived as an effective means for increasing the response rate to postal questionnaire surveys when exploring workplace bullying (Farrell & Shafiei, 2012; Venetoklis & Kettunen, 2016; Whitaker, 2012). This is particularly challenging for researchers who have a short moment in time to capture the attention of the prospective respondent, while also communicating information in a truthful and ethical manner. Trust is key here, gained by assuring confidentiality and building a relationship through the medium of print and paper. Hence, the tone and language used in communicating this information cannot be underestimated. The ***second point*** of contact in my own national survey was delivery of a Survey Pack. Included in the pack was (a) an information leaflet, (b) the questionnaire itself, (c) a stamped addressed envelope for return and (d) a token of appreciation. (In this case I sent a tea bag and a chocolate which, as a novelty, was for consumption as the individual completed the questionnaire). Each element within the survey pack was designed to elicit a response by ensuring that the individual was informed about the purpose of the research, provided with a user-friendly questionnaire, thanked for their participation, and given the resources -a stamped and addressed envelope- required for ease of return. Addressing issues of anonymity when exploring workplace bullying within a small population sample (such as within a small cohort of workers working in a specific area) can also be challenging, with some studies removing identifying features such as gender and area of work to overcome such issues (Venetoklis & Kettunen, 2016). While this is by no means always possible or desirable, removing or altering potential identifiers affords a level of surety in respect of anonymity/confidentiality and that their questionnaire cannot be easily distinguished from others. This is particularly important in small or medium scale surveys, especially if, for example, there is only one female/gay man/accountant etc. working in the organisation.

The ***third point*** of contact in the aforementioned study was a postcard which was sent 7 days after the survey pack. The simplicity of the postcard format was that is offered a quick, easy to read, visual reminder for individuals to return their questionnaires. The ***fourth and final point*** of contact was made through a trade union magazine where I wrote an article about the topic

and gently requested that those who had yet to return the questionnaire to do so at their earliest convenience. Although this four contact process was costly in terms of time, effort and money, it ensured visibility through multiple contacts, while causing minimal disruption or inconvenience to those whose voice(s) I sought to hear.

A key rationale for this tailored design, multiple contact approach is to ensure optimum response rates. Additional techniques used to increase the response rate for surveys exploring workplace bullying include the use of targeted distribution achieved through specific organisations, personnel/managers and payslips (Ahmad, Kalim, & Kaleem, 2017; Arenas et al., 2015; Karatza, Zyga, Tziaferi, & Prezerakos, 2016; Niedhammer, David, & Degioanni, 2007; Reknes et al., 2017; Rutherford & Rissel, 2004; Takaki et al., 2010) as well as securing the support/recommendation of a trade union or professional organisation to provide validity to the questionnaire survey (McKay, Arnold, Fratzl, & Thomas, 2008; Reknes et al., 2017). Indeed, adopting a collaborative and participatory approach to quantitative questionnaire design and administration/circulation enhances the possibility for increased engagement with and response to large scale surveys.

Tips and Suggestions

Although there is a strong argument to be made regarding the strength in numbers within the positivistic paradigm of quantitative research, the challenges in accessing, engaging (through instantaneous recruitment) and retaining (to complete the questionnaire) respondents can prove difficult to anticipate and overcome. This is particularly pertinent for researchers exploring workplace bullying, who are attempting to explore a deeply affective, and sometimes traumatising experience in a faceless interaction laden with a cultural exchange of understandings through the medium of paper and print. As researchers working within this highly sensitive field, it is imperative, and indeed highly ethical, to consider such issues when designing and administering questionnaire surveys with particularly vulnerable samples. This section seeks to present some tips and suggestions to overcome these highly ethical dilemmas.

- As with qualitative research, and mentioned earlier in this chapter, trust is again a key aspect. The importance of putting the potential respondent at ease cannot be understated. Communicating the nature and purpose of the study in an ethical, respectful and clear manner is integral to enhancing respondent engagement/recruitment. This can be achieved through the modes of communication (such as the pre-questionnaire or cover letter) prior to completion of the survey.

- Ensure questionnaire design is clear, user friendly and easy to read. Give due attention to the use of colour, images and font to enhance the design and attractiveness. Particular attention should also be paid to the questions being posed, their relevance to the overall purpose of the study and their clarity for intended respondents to the questionnaire. The more refined the questionnaire in terms of the questions being asked and the length, the more likely the individual is to respond.
- Ensure the nature and tone of the questions posed do not contribute unnecessarily to the further traumatising of respondents, who, having experienced/witnessed workplace bullying, can be considered as a particularly vulnerable sample. Indeed, the inclusion of sources for support (if needed) within the survey pack for those who engage with the quantitative research instrument ensures a duty of care, a moral and ethical obligation on behalf of the researcher.
- Use multiple points of contact through different modes in order to increase response rate. Preparing the individual for the questionnaire (through a pre-questionnaire letter) and reminding them to respond (using a postcard) can also contribute to greater response overall.
- Adopt a multi-method approach which embraces both postal and online methods to address 'survey fatigue' and to broaden the sample while also ensuring a depth and representativeness to the data being collected.
- Consider using the questionnaire survey as a means for accessing a sample if a qualitative study is to be undertaken. Provide a contact email/phone number for respondents to self-select to participate if such an approach is to be adopted.

This section has provided researchers adopting a quantitative approach to exploring workplace bullying, with strategies which can address the challenges and difficulties associated with accessing and hearing the voice(s) of those most marginalised in their experiences.

Conclusion

The purpose of this chapter is not to position qualitative and quantitative research approaches as competing or opposing options on some sort of methodological spectrum. We argue that, rather than competing with each other, there is an essential complementarity between the two paradigms, either as stand-alone tools or employed concurrently in mixed methods approaches, These approaches are not mutually exclusive or

Successfully executing and completing research into workplace bullying often poses considerable practical and ethical challenges for even the most experienced scholars. Qualitative researchers must skilfully juggle complex moral and professional responsibilities, as they endeavour to offset their legitimate desire to draw upon a broad, representative sample while simultaneously working sensitively with a vulnerable research population. It is also evident that conducting questionnaire surveys can prove problematic, with the complexities of engaging in a highly social and cultural interaction intersecting subtly with the pragmatics of design and strategy. The (in)effectiveness of this intersection is very much dependent upon the quality of the design and administration of the survey. This interaction between the subjective and objective nature of quantitative research requires an in-depth understanding which, we would suggest here, ultimately impacts on the nature of respondent engagement and, hence, the response rate to large-scale questionnaire surveys.

Indeed, if the end-point within this process is the individual's engagement with the research instrument, a degree of introspective reflexivity is key if we are to understand the subjective nature of that interaction. By so doing, we critically reflect upon our professional practices, the theoretical perspectives which frame them and the actions they imply, in order to inform or improve our performance. The challenging nature of workplace bullying research compels us to be more creative in our approaches, to consider multiple ways of collecting the same data, while simultaneously maintaining an ethical and truthful core to our research. This is particularly pertinent to researchers exploring workplace bullying or harassment, the experience of which may be considered 'a felt injury' (Reay, 2005) and, as such, is difficult to relive and share.

References

Ahmad, S., Kalim, R., & Kaleem, A. (2017). Academics' perceptions of bullying at work: insights from Pakistan. *International Journal of Educational Management, 31*(2), 204-220. doi: 10.1108/IJEM-10-2015-0141

Akella, D. (2016) Workplace Bullying. Not a Managers Right? *Journal of Workplace Rights, January-March*, 1-10 DOI: 10.1177/2158244016629394

An, Y., & Kang, J. (2015). Organizational culture and workplace bullying in nurses. *Journal of Critical Care, 30*(4), 858. doi:10.1016/j.jcrc.2015.04.114

Arenas, A., Giorgi, G., Montani, F., Mancuso, S., Perez, J. F., Mucci, N., & Arcangeli, G. (2015). Workplace Bullying in a Sample of Italian and Spanish Employees and Its Relationship with Job Satisfaction, and Psychological Well-Being. *FRONTIERS IN PSYCHOLOGY, 6*, 1912. doi: 10.3389/fpsyg.2015.01912

Ariza-Montes, A., Muniz R, N. M., Leal-Rodríguez, A. L., & Leal-Millán, A. G. (2016). Workplace Bullying Among Teachers: An Analysis From the Job Demands-Resources (JD-R) Model Perspective. *Journal of Occupational and Environmental Medicine, 58*(8), 818-827. doi: 10.1097/JOM.0000000000000804

Askew, D. A., Schluter, P. J., Dick, M.-L., Ŕgo, P. M., Turner, C., & Wilkinson, D. (2012). Bullying in the Australian medical workforce: Cross-sectional data from an Australian e-Cohort study. *Australian Health Review, 36*(2), 197-204. doi: 10.1071/AH11048

Attell, B. K., Kummerow Brown, K., & Treiber, L. A. (2016). Workplace bullying, perceived job stressors, and psychological distress: Gender and race differences in the stress process. *Social Science Research*. doi: 10.1016/j.ssresearch.2017.02.001

Bardakçı, E., & Günüşen, N. P. (2016). Influence of Workplace Bullying on Turkish Nurses' Psychological Distress and Nurses' Reactions to Bullying. *Journal of Transcultural Nursing, 27*(2), 166-171. doi: 10.1177/1043659614549073

Barratt, M. J., Ferris, J. A., Zahnow, R., Palamar, J. J., Maier, L. J., & Winstock, A. R. (2017). Moving on from representativeness: Testing the utility of the global drug survey. *Substance Abuse: Research and Treatment*, 11 doi:10.1177/1178221817716391

Barratt, M. J., Ferris, J. A., & Lenton, S. (2015). Hidden populations, online purposive sampling, and external validity: Taking off the blindfold. *Field Methods*, 27(1), 3-21. doi:10.1177/1525822X14526838

Beebe, T. J., Stoner, S. M., Anderson, K. J., & Williams, A. R. (2007). Selected questionnaire size and color combinations were significantly related to mailed survey response rates. *JOURNAL OF CLINICAL EPIDEMIOLOGY, 60*(11), 1184-1189. doi: 10.1016/j.jclinepi.2007.01.006

Berthelsen, M., Skogstad, A., Lau, B., & Einarsen, S. (2011) "Do they stay or do they go?: A longitudinal study of intentions to leave and exclusion from working life among targets of workplace bullying". *International Journal of Manpower*, 32(2),178-193, https://doi.org/10.1108/01437721111130198

Branch, S., & Murray, J. (2015). Workplace bullying. *Organizational Dynamics, 44*(4), 287-295. doi:10.1016/j.orgdyn.2015.09.006

Branch, S., Ramsay, S., Barker, M. (2013) Workplace Bullying, Mobbing and General Harassment: A Review. *International Journal of Management Reviews*, 15, 280–299, DOI: 10.1111/j.1468-2370.2012.00339.x

Bray, I., Noble, S., Robinson, R., Molloy, L., & Tilling, K. (2017). Mode of delivery affected questionnaire response rates in a birth cohort study. *JOURNAL OF CLINICAL EPIDEMIOLOGY, 81*, 64-71. doi: 10.1016/j.jclinepi.2016.09.004

Brennan, M., & Charbonneau, J. (2005). The Colour Purple: The Effect of Questionnaire Colour on Mail Survey Response Rates. *Marketing Bulletin, 16*, 1.

Chunnu Brayda, W. & Boyce, T.D. (2014) So you Really Want to Interview Me?: Navigating "Sensitive" Qualitative Research Interviewing *International Journal of Qualitative Methods, 13(1),* 318-334. doi 10.1177/160940691401300115

Clark, L., Ronaldson, S., Dyson, L., Hewitt, C., Torgerson, D., & Adamson, J. (2015). Electronic prompts significantly increase response rates to postal questionnaires: a randomized trial within a randomized trial and meta-analysis. *JOURNAL OF CLINICAL EPIDEMIOLOGY, 68*(12), 1446-1450. doi: 10.1016/j.jclinepi.2015.01.016

Clark, A.M. & Sousa, B.J. (2017) The Five Neglected Skills All Qualitative Researchers Need. *International Journal of Qualitative Methods, 16(1),* 1-3. doi: 10.1177/1609406917713418

Cohen, N., & Arieli, T. (2011). Field research in conflict environments: Methodological challenges and snowball sampling. *Journal of Peace Research, 48*(4), 423-435. Retrieved from http://www.jstor.org.ucd.idm.oclc.org/stable/23035205

Cohen, L., Mannion, L. & Morrison, K. (2007) Research Methods in Education. London, Routledge Falmer

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th, International student ed.). London; Los Angeles; SAGE.

D'Cruz, P., Paull, M., Omari, M., & Guneri-Cangarli, B. (2016). Target experiences of workplace bullying: insights from Australia, India and Turkey. *Employee Relations, 38*(5), 805-823. doi: 10.1108/ER-06-2015-0116

D'Cruz, P., & Noronha, E. (2011). The limits to workplace friendship: Managerialist HRM and bystander behaviour in the context of workplace bullying. *Employee Relations, 33*(3), 269-288. doi:10.1108/01425451111121777

Devine, D., Fahie, D., & McGillicuddy, D. (2013). What is 'good' teaching? Teacher beliefs and practices about their teaching. *IRISH EDUCATIONAL STUDIES, 32*(1), 83-108. doi: 10.1080/03323315.2013.773228

Devine, D., & McGillicuddy, D. (2016). Positioning pedagogy—a matter of children's rights. *Oxford Review of Education, 42*(4), 424-443. doi: 10.1080/03054985.2016.1197111

Devonish, D. (2013). Workplace bullying, employee performance and behaviors. *Employee Relations, 35*(6), 630-647. doi: 10.1108/ER-01-2013-0004

Dillman, D., Smyth, J., & Christian, L. (2014). *Internet, phone, mail, and mixed-mode surveys: the tailored design method* (4th ed.). Hoboken, N.J: Wiley.

Dillman, D. (2000). *Mail and Internet Surveys: The Tailored Design Method*. New York: J. Wiley.

Draucker, C. B., Martsolf, D. S., Ross, R., & Rusk, T. B. (2007). Theoretical sampling and category development in grounded theory. *Qualitative Health Research*, 17(8), 1137-1148. doi:10.1177/1049732307308450

Djurkovic, N., McCormack, D., & Casimir, G. (2005). THE BEHAVIORAL REACTIONS OF VICTIMS TO DIFFERENT TYPES OF WORKPLACE BULLYING. *International Journal of Organization Theory and Behavior*, 8(4), 439-460.

Dzurec, L. C. (2016). Beyond the Specious Present: Workplace Bullying Victimization's Roots in Lived Experience.

Einarsen, K., Mykletun, R. J., Einarsen, S. V., Skogstad, A., & Salin, D. (2017). Ethical infrastructure and successful handling of workplace bullying. *Nordic Journal of Working Life Studies, 7*(1), 37-54.

Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the Negative Acts Questionnaire-Revised. *Work & Stress, 23*(1), 24-44. doi: 10.1080/02678370902815673

Eriksen, T. L. M., Hogh, A., & Hansen, A. M. (2016). Long-term consequences of workplace bullying on sickness absence. *LABOUR ECONOMICS, 43*, 129-150. doi: 10.1016/j.labeco.2016.06.008

Escartin, J. (2016). Insights into workplace bullying: Psychosocial drivers and effective interventions. *Psychology Research and Behavior Management, 9*, 157-169. doi:10.2147/PRBM.S91211

Fahie, D. (2007a) Workplace Bullying – What"s all the fuss about? – Part 1, *InTouch* (January/February edition) Dublin: INTO

Fahie, D. (2007b) Workplace Bullying – What"s all the fuss about? - Part 2, *InTouch* (March edition) Dublin: INTO

Fahie, D. (2017) *Faith of Our Fathers* - lesbian, gay and bisexual teachers' attitudes towards the teaching of religion in Irish denominational primary schools. *Irish Educational Studies OnlineFirst*

Fahie, D. (2016) "*'Spectacularly exposed and vulnerable"*– how Irish equality legislation subverted the personal and professional security of lesbian, gay and bisexual teachers. *Sexualities* 19: 393-411. doi: 10.1177/1363460715604331

Fahie, D. (2014) Doing Sensitive Research Sensitively - Ethical and Methodological Issues in Researching Workplace Bullying *International Journal of Qualitative Methods* 13, 19-36

Fahie, D. (2013) Workplace bullying and primary school teachers: The role of managerialist discourses. In M. O'Moore & P. Stevens (Eds.), *Bullying in Irish Education* (pp.211-235), Cork: Cork University Press.

Fahie, D. and Devine, D. (2014) The Impact of Workplace Bullying on Primary School Teachers and Principals *Scandinavian Journal of Educational Research* 58(2), 235-252

Fahie, D. (2014b) Workplace Bullying in Irish Primary Schools – Three Case Studies, *Irish Educational Studies.33*(4), 435-450. doi:10.1080/03323315.2014.983679

Farrell, G. A., & Shafiei, T. (2012). Workplace aggression, including bullying in nursing and midwifery: A descriptive survey (the SWAB study). *International Journal of Nursing Studies, 49*(11), 1423-1431. doi: http://doi.org/10.1016/j.ijnurstu.2012.06.007

Fattori, A., Neri, L., Aguglia, E., Bellomo, A., Bisogno, A., Camerino, D., . . . Polselli, G. (2015). Estimating the Impact of Workplace Bullying: Humanistic and Economic Burden among Workers with Chronic Medical Conditions. *BioMed Research International, 2015*, 1-12. doi: 10.1155/2015/708908

Finne, L. B., Knardahl, S., & Lau, B. (2011). Workplace bullying and mental distress — a prospective study of Norwegian employees. *Scandinavian Journal of Work, Environment & Health, 37*(4), 276-287. doi: 10.5271/sjweh.3156

Francis, J.J., Johnston, M., Robertson, C., Glidewell, L., Entwistle., V., Eccles, M.P. & Grimshaw, J.M. (2010) What is an adequate sample size? Operationalising data saturation for theory-based interview studies, *Psychology & Health*, 25 (10), 1229-1245, DOI: 10.1080/08870440903194015

Fugard, A. J. B., & Potts, H. W. W. (2015). Supporting thinking on sample sizes for thematic analyses: a quantitative tool. *International Journal of Social Research Methodology, 18*(6), 669-684. doi: 10.1080/13645579.2015.1005453

Galanaki, E., & Papalexandris, N. (2013). Measuring workplace bullying in organisations. *INTERNATIONAL JOURNAL OF HUMAN RESOURCE MANAGEMENT, 24*(11), 2107-2130. doi: 10.1080/09585192.2012.725084

Glasø, L., & Notelaers, G. (2012). Workplace bullying, emotions, and outcomes. *Violence and Victims, 27*(3), 360-377. doi: 10.1891/0886-6708.27.3.360

Glasø, L., Matthiesen, S. B., Nielsen, M. B. & Einarsen, S. (2007). Do targets of workplace bullying portray a general victim personality profile? *Scandinavian Journal of Psychology*, 48, 313–319. DOI: 10.1111/j.1467-9450.2007.00554.x

Greenlaw, C., & Brown-Welty, S. (2009). A Comparison of Web-Based and Paper-Based Survey Methods: Testing Assumptions of Survey Mode and Response Cost. *Evaluation Review, 33*(5), 464-480. doi: 10.1177/0193841X09340214

Hauge, L. J., Skogstad, A., & Einarsen, S. (2009). Individual and situational predictors of workplace bullying: Why do perpetrators engage in the bullying of others? *Work & Stress, 23*(4), 349-358. doi: 10.1080/02678370903395568

Huang, J. Y., Hubbard, S. M., & Mulvey, K. P. (2003). Obtaining valid response rates: Considerations beyond the tailored design method. *Evaluation and Program Planning, 26*(1), 91-97. doi:10.1016/S0149-7189(02)00091-5

Johnston, L. G., & Sabin, K. (2010). Sampling hard-to-reach populations with respondent driven sampling. *Methodological Innovations Online, 5*(2), 38-48. doi:10.4256/mio.2010.0017

Karatuna, I. (2015) "Targets' coping with workplace bullying: a qualitative study", *Qualitative Research in Organizations and Management: An International Journal*, 10 (1), 21-37, https://doi.org/10.1108/QROM-09-2013-1176

Karatza, C., Zyga, S., Tziaferi, S., & Prezerakos, P. (2016). Workplace Bullying Among the Nursing Staff of Greek Public Hospitals. *Workplace Health & Safety, 65*(2), 57-64. doi: 10.1177/2165079916657106

Keding, A., Brabyn, S., MacPherson, H., Richmond, S. J., & Torgerson, D. J. (2016). Text message reminders to improve questionnaire response rates. *JOURNAL OF CLINICAL EPIDEMIOLOGY, 79*, 90-95. doi: 10.1016/j.jclinepi.2016.05.011

Lallukka, T., Rahkonen, O., & Lahelma, E. (2011). Workplace bullying and subsequent sleep problems - the Helsinki Health Study. *Scandinavian Journal of Work, Environment & Health, 37*(3), 204-212. doi: 10.5271/sjweh.3137

LaSala, K. B., Wilson, V., & Sprunk, E. (2016). Nursing academic administrators' lived experiences with incivility and bullying from faculty: consequences and outcomes demanding action. *Nurse educator, 41*(3), 120-124.

Leon-Perez, J. M., Medina, F. J., Arenas, A., & Munduate, L. (2015). The relationship between interpersonal conflict and workplace bullying. *Journal of Managerial Psychology, 30*(3), 250-263. doi: 10.1108/JMP-01-2013-0034

Leon-Perez, J.M., Notelaers, G., Arenas, A., Munduate, L. & Medina, F.J. (2014) Identifying Victims of Workplace Bullying by Integrating Traditional Estimation Approaches Into a Latent Class Cluster Model. *Journal of Interpersonal Violence*, 29(7), 1155 –1177 DOI: 10.1177/0886260513506280

Lewis, D., Megicks, P., & Jones, P. (2017). Bullying and harassment and work-related stressors: Evidence from British small and medium enterprises. *International Small Business Journal, 35*(1), 116-137. doi: 10.1177/0266242615624039

Ling, M., Young, C. J., Shepherd, H. L., Mak, C., & Saw, R. P. M. (2016). Workplace Bullying in Surgery. *World Journal of Surgery, 40*(11), 2560-2566. doi: 10.1007/s00268-016-3642-7

Luiten, A., & Schouten, B. (2013). Tailored fieldwork design to increase representative household survey response: An experiment in the survey of consumer satisfaction. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 176(1), 169-189. doi:10.1111/j.1467-985X.2012.01080.x

MacLennan, G., McDonald, A., McPherson, G., Treweek, S., Avenell, A., Grp, R. T., & Group, R. T. (2014). Advance telephone calls ahead of reminder questionnaires increase response rate in non-responders compared to questionnaire reminders only: The RECORD phone trial. *TRIALS, 15*(1), 13-13. doi: 10.1186/1745-6215-15-13

Mallen, C. D., Dunn, K. M., Thomas, E., & Peat, G. (2008). Thicker paper and larger font increased response and completeness in a postal survey. *JOURNAL OF CLINICAL EPIDEMIOLOGY, 61*(12), 1296-1300. doi: 10.1016/j.jclinepi.2008.07.005

Malterud, K., Siersma, D. & Dorrit Guassora, A. (2016) Sample Size in Qualitative Interview Studies: Guided by Information Power. *Qualitative Health Research*, 26(13) 1753 –1760. DOI: 10.1177/1049732315617444

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.

Mason, M. (2010). Sample Size and Saturation in PhD Studies Using Qualitative Interviews. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 11(3). doi:http://dx.doi.org/10.17169/fqs-11.3.1428

Massey, D. S., & Tourangeau, R. (2013). Introduction: New Challenges to Social Measurement. *Annals of the American Academy of Political and Social Science, 645*(1), 6-22. doi: 10.1177/0002716212463314

McCormack, D., Djurkovic, N., & Casimir, G. (2013). Workplace bullying: The experiences of building and construction apprentices. *Asia Pacific Journal of Human Resources, 51*(4), 406-420. doi:10.1111/1744-7941.12014

McCrae, N., & Purssell, E. (2016). Is it really theoretical? A review of sampling in grounded theory studies in nursing journals. *Journal of Advanced Nursing*, 72(10), 2284-2293. doi:10.1111/jan.12986

McGillicuddy, D., & Devine, D. (forthcoming). "Turned off" or "Ready to Fly" – Ability Grouping as an Act of Symbolic Violence in Primary School. *Teaching and Teacher Education*.

McKay, R., Arnold, D. H., Fratzl, J., & Thomas, R. (2008). Workplace Bullying In Academia: A Canadian Study. *Employee Responsibilities and Rights Journal, 20*(2), 77-100. doi: 10.1007/s10672-008-9073-3

Misago, J., & Landau, L. B. (2013). Gutters, gates, and gangs: Collaborative sampling in 'post-violence' johannesburg. *Journal of Refugee Studies, 26*(1), 116-125. doi:10.1093/jrs/fes033

Morris, S. E. (2016). Tackling workplace bullying in tort: Emerging extreme and outrageous conduct test averts need for statutory solution. *ABA Journal of Labor & Employment Law, 31*(2), 257-294. Retrieved from https://ucd.idm.oclc.org/login?url=http://search.proquest.com.ucd.idm.oclc.org/docview/1794528022?accountid=14507 on 10.5.2017

Muller, C. (2014). Green surveys or green people? Measuring environmental attitudes is not affected by the color of the questionnaire. *Journal of Articles in Support of the Null Hypothesis, 10*(2), 75.

Myers, M. D. (2013). *Qualitative research in business and management*. Sage.

Namie, G. and Namie, R. (2003) *The Bully at Work – What You Can Do To Stop The Hurt And Reclaim Your Dignity On The Job*. Illinois: Sourcebooks,Inc.

Neall, A. M., & Tuckey, M. R. (2014). A methodological review of research on the antecedents and consequences of workplace harassment. *Journal of Occupational and Organizational Psychology*, 87(2), 225-257. doi:10.1111/joop.12059

Neuman, W. L. (2011). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Boston: Pearson Education Inc.

Niedhammer, I., David, S., & Degioanni, S. (2007). Economic activities and occupations at high risk for workplace bullying: results from a large-scale cross-sectional survey in the general working population in France. *International Archives of Occupational and Environmental Health, 80*(4), 346-353. doi: 10.1007/s00420-006-0139-y

Niedhammer, I., David, S., Degioanni, S., Drummond, A., Philip, P., Acquarone, D., . . . Occupational, P. (2009). Workplace bullying and sleep disturbances: Findings from a large scale cross-sectional survey in the French working population. *Sleep, 32*(9), 1211-1219. doi: 10.1093/sleep/32.9.1211

Nielsen, M. B., Skogstad, A., Matthiesen, S. B., Glasø, L., Aasland, M. S., Notelaers, G., & Einarsen, S. (2009). Prevalence of workplace bullying in Norway: Comparisons across time and estimation methods. *EUROPEAN JOURNAL OF WORK AND ORGANIZATIONAL PSYCHOLOGY, 18*(1), 81-101. doi: 10.1080/13594320801969707

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, ebnurs-2015

Notelaers, G., De Witte, H., & Einarsen, S. (2010). A job characteristics approach to explain workplace bullying. *EUROPEAN JOURNAL OF WORK AND ORGANIZATIONAL PSYCHOLOGY, 19*(4), 487-504. doi: 10.1080/13594320903007620

Notelaers, G., & Einarsen, S. (2013). The world turns at 33 and 45: Defining simple cutoff scores for the Negative Acts Questionnaire-Revised in a representative sample. *EUROPEAN JOURNAL OF WORK AND ORGANIZATIONAL PSYCHOLOGY, 22*(6), 670-682. doi: 10.1080/1359432X.2012.690558

Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: what can be done? *Assessment & Evaluation in Higher Education, 33*(3), 301-314. doi: 10.1080/02602930701293231

O'Driscoll, M. P., Cooper-Thomas, H. D., Bentley, T., Catley, B. E., Gardner, D. H., & Trenberth, L. (2011). Workplace bullying in new zealand: A survey of employee perceptions and attitudes. *Asia Pacific Journal of Human Resources, 49*(4), 390-408. doi: 10.1177/1038411111422140

O'Dwyer, B. (2004). Qualitative data analysis: illuminating a process for transforming a 'messy'but 'attractive''nuisance'. *The real life guide to accounting research: A behind-the-scenes view of using qualitative research methods*, 391-407.

Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. *Qualitative research practice. A guide for social science students and researchers*, 1-25.

Osborne, J. W. (2008). *Best practices in quantitative methods*. Los Angeles, Calif;London;: SAGE.

Padgett, D. K. (2016). *Qualitative methods in social work research* (Vol. 36). Sage Publications.

Pagura, I. (2015). Workplace bullying. *Journal of the Australian - Traditional Medicine Society, 21*(1), 50.

Pilch, I, & Turska, E. (2015) Relationships Between Machiavellianism, Organizational Culture, and Workplace Bullying: Emotional Abuse from the Target's and the Perpetrator's Perspective. *Journal of Business Ethics*, 128, 83–93 DOI 10.1007/s10551-014-2081-3

Quine, L. (2001) Workplace Bullying in Nurses. *Journal of Health Psychology*, 6(1), 73-84 DOI:10.1177/135910530100600106

Rai, A., & Agarwal, U. A. (2016). Workplace bullying: A review and future research directions. *South Asian Journal of Management, 23*(3), 27-56. Retrieved from https://ucd.idm.oclc.org/login?url=http://search.proquest.com.ucd.idm.oclc.org/docview/1845775882?accountid=14507

Reay, D. (2005). Beyond Consciousness? The Psychic Landscape of Social Class. *Sociology, 39*(5), 911-928. doi: 10.1177/0038038505058372

Reknes, I., Notelaers, G., Magerøy, N., Pallesen, S., Bjorvatn, B., Moen, B. E., & Einarsen, S. (2017). Aggression from Patients or Next of Kin and Exposure to Bullying Behaviors: A Conglomerate Experience? *Nursing Research and Practice, 2017*. doi: 10.1155/2017/1502854

Rookey, B. D., Le, L., Littlejohn, M., & Dillman, D. A. (2012). Understanding the resilience of mail-back survey methods: An analysis of 20years of change in response rates to national park surveys. *Social Science Research, 41*(6), 1404-1414. doi: 10.1016/j.ssresearch.2012.06.004

Rutherford, A., & Rissel, C. (2004). A survey of workplace bullying in a health sector organisation. *Australian Health Review, 28*(1), 65-72. doi: 10.1071/AH040065

Sahlqvist, S., Song, Y., Bull, F., Adams, E., Preston, J., Ogilvie, D., . . . the iConnect, c. (2011). Effect of questionnaire length, personalisation and reminder type on response rate to a complex postal survey: Randomised controlled trial. *BMC Medical Research Methodology*, *11*(1), 62-62. doi: 10.1186/1471-2288-11-62

Sakurai, R., & Jacobson, S. (2010). Assessing the effectiveness of the tailored design method for increasing response rates of mail surveys in japan. *理論と方法*, 25(2), 267-274. doi:10.11218/ojjams.25.267

Samnani, A., & Singh, P. (2016). Workplace bullying: Considering the interaction between individual and work environment. *Journal of Business Ethics*, *139*(3), 537-549. doi:http://dx.doi.org.ucd.idm.oclc.org/10.1007/s10551-015-2653-x

Smyth, S. A. (2016). *The lived experience of workplace bullying and finding a new job: A grounded theory study* (Doctoral dissertation, Capella University).

Spence Laschinger, H. K., & Nosko, A. (2015). Exposure to workplace bullying and post-traumatic stress disorder symptomology: the role of protective psychological resources. *Journal of Nursing Management*, *23*(2), 252-262. doi: 10.1111/jonm.12122

Stagg, S. J., Sheridan, D. J., Jones, R. A., & Speroni, K. G. (2013). Workplace Bullying: The Effectiveness of a Workplace Program. *Workplace Health & Safety*, *61*(8), 333-338. doi: 10.3928/21650799-20130716-03

Starr, K., McPherson, G., Forrest, M., & Cotton, S. C. (2015). SMS text pre-notification and delivery of reminder e-mails to increase response rates to postal questionnaires in the SUSPEND trial: a factorial design, randomised controlled trial. *TRIALS*, *16*(1), 295. doi: 10.1186/s13063-015-0808-9

Takaki, J., Taniguchi, T., Fukuoka, E., Fujii, Y., Tsutsumi, A., Nakajima, K., & Hirokawa, K. (2010). Workplace Bullying could Play Important Roles in the Relationships between Job Strain and Symptoms of Depression and Sleep Disturbance. *Journal of Occupational Health*, *52*(6), 367-374. doi: 10.1539/joh.L10081

Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quanitative and Qualitative Approaches in the Social and Behavioural Sciences*. London: SAGE Publications Ltd.

Van Fleet, D. D., & Van Fleet, E. W. (2012). Towards a Behavioral Description of Managerial Bullying. *Employee Responsibilities and Rights Journal*, *24*(3), 197-215. doi: 10.1007/s10672-012-9190-x

Van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy*. Routledge.

Venetoklis, T., & Kettunen, P. (2016). Workplace Bullying in the Finnish Public Sector. *Review of Public Personnel Administration*, *36*(4), 370-395. doi: doi:10.1177/0734371X15587982

Volz, E., & Heckathorn, D. (2008). Probability based estimation theory for respondent driven sampling. *Journal of Official Statistics*, *24*(1), 79-97.

Whitaker, T. (2012). Social workers and workplace bullying: Perceptions, responses and implications. *Work*, *42*(1), 115-123. doi: 10.3233/WOR-2012-1335

Yamada, S., Cappadocia, M. C., & Pepler, D. (2014). Workplace Bullying in Canadian Graduate Psychology Programs: Student Perspectives of Student-Supervisor Relationships. *TRAINING AND EDUCATION IN PROFESSIONAL PSYCHOLOGY*, *8*(1), 58-67. doi: 10.1037/tep0000015

Ziegler, S. J. (2006). Increasing response rates in mail surveys without increasing error: A research note. *Criminal Justice Policy Review*, 17(1), 22-31. doi:10.1177/0887403405277788

Schwandt, T. A., Lincoln, Y. S. and Guba, E. G. (2007), Judging interpretations: But is it rigorous? trustworthiness and authenticity in naturalistic evaluation. New Directions for Evaluation, 2007: 11–25. doi:10.1002/ev.223

Lincoln, Y., & Guba, E. (1999). Establishing trustworthiness. In A. Bryman & R. G.Burgess (Eds.), *Qualitative research:* Vol. 3. California: Sage.

D'Cruz and Noronha (2010). Protecting my interests: HRM and targets' coping with workplace bullying. *The Qualitative Report, 15, 507-534.* 2010.

Cross-References (list of related chapters that may be of interest to the readers)

Validity in workplace bullying, emotional abuse and harassment research Notelaers, G.

Research design measuring the process of workplace bullying, emotional abuse and harassment Rodríguez Muñoz, A., Antino, M.

Qualitative research methods in the study of workplace bullying, emotional abuse and harassment Cowan, R., Toth, A.

Innovations in qualitative approaches for studying workplace bullying, emotional abuse and harassment Tye-Williams, S.

Interdisciplinary and mixed method approaches to study workplace bullying, emotional abuse and harassment Fevre, R.

Methodological issues to explain workplace bullying, emotional abuse and harassment as group dynamic processes Leon-Perez, J., Antino, M., Notelaers, G., Baillien, E., Escartin, J.

The promise of understanding: Researcher ethics, failed solidarity and accountability Einarsdottir, A.