COGNITIVE REPRESENTATIONS OF BULLYING AT WORK IN CULTURAL ORGANIZATIONS BASED ON REPERTORY GRID METHOD

Ghazaal Mirhosaini,
Department Of Cultural Management And Plannings, Isfahan (Khorasgan) Branch,
Isiamic Azad University, Isfahan, Iran
Reza Ebrahimzadeh Dastjerdi,
Faculty Member Of Management, Department Of Cultural Management And Plannings,
Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

Abstract. This study aims to determine the meaning of bullying and its components in the workplace, from the perspective of employees and managers of the Islamic Department of Culture and Guidance in Khorramabad and Isfahan. The research method is the strategy combined with a descriptive exploratory approach, based on the repertory grid and finally, data and final results are derived with quantitative methods. The statistical population of the research includes all the personnel in Khorramabad and Isfahan city with the number of 170 people, which 25 people were selected from the qualitative section by using multi-stage targeted sampling method, and 63 people were selected from quantitative section as a sample and stratified sampling proportional to size was used. Data collecting tool of the present research in the qualitative section was semi-structured interview and in the quantitative section, it was a bipolar questionnaire with the approach of Fransella et al (2004). The Cronbach's alpha coefficient was used to measure internal consistency of the questionnaires that values higher than 0.7 were calculated. The research question analysis results provided four related structure groups, which included: (a) The bully characteristic (being claimed at work, being boastful, lack of perseverance, etc.), (b) Structural group related to administrative functions of the bully in the workplace (breaking the law, removing the right people in organizational activities, lack of decision-making power, preferring relations to regulations, etc.), (c) Consequences of bullying at workplace (intense desire to leave, corruption and bribe-taking, reduce effective human relationship, etc.) and finally, the final structure: (d) The characteristic of bully's follower (encouraging bullies from the employees, lack of legality from bully's follower and misuse of corporate resources, etc.). Finally, the researcher used the extracted concepts and presented practical proposals in this field.

Key words: bullying, bullying in the workplace, the consequences of bullying, the characteristic of bully, administrative performance of bullies, bully followers

Introduction. Bullying in the workplace today has become a very serious issue for many organizations and even governments. In 2007, about 37% of the workforce in the United States had been bullied. (Namie and Namie, 2007) This moral dilemma in the workplace has adverse effects on individuals, families, organizations, economy, and in the total society. Humiliations, humiliating remarks, rumors, gossip, frightening are the examples of this behavior in the workplace. On the other hand, this behavior has devastating results such as social isolation, anxiety, stress, despair, depression, distress, as well as a variety of physical problems for its victims.

First, Heinz Leymann, a Swedish psychologist, considered the phenomenon under the title of "bullying" (Johnson, 2009). He started to examine the conflict in the family, and studied the conflicts in the workplace of these people, directly and indirectly. On the efficiency of his research process, in various organizations, he wrote his first book in this field, in Swedish entitled (Mobbing- psychological violence at work). (Einarsen et al, 2003)

The term mobbing has taken root from the English word mob that is used to describe the behavior of the animal (Munthe, 1989; Einarsen et al, 2011) However, the concept of bullying in the workplace was limited to the countries of Scandinavia until the 1990s, then, it was considered entitled "bullying" in England from the early 1990s. In England, Thomas (2009) introduced Adams as the leading researchers, who have worked in this field. He argued that Adams (1992) in a book titled "Bullying in the workplace", after extensive research in this area showed that bullying is often as a far more crippling and more destructive problem than other stressful matters of working environments for employees and employers. (Thomas, 2009) In general, we can say that bullying is the systematic abuse of a subordinate, a colleague, or a superior, which takes place continuously and may create social, psychological and psychosomatic problems in the victim (Einarsen et al 2003) In addition, a variety of categories and terms, such as silent epidemic (Lavan and Martin, 2008; Pate and Beaumont, 2010), harassment (Strandmark and Hallberg, 2007; Pate and Beaumont, 2010), Horizontal or lateral violence (Johnson, 2009), psychological violence (Yıldırım, 2009), incivility (Felblinger, 2008; Pearson et al., 2000) have been used by the different researchers for this phenomenon.

Therefore, due to the complexity of the occurrence of this phenomenon in cultural organizations, bullying in the workplace has been defined in a variety of forms and still there is no single definition of bullying, which experts have consensus on it. However, different people used different definitions of bullying from their point of view and given to their business and professional interests. (Rayner & Cooper, 2006; Soilo, 2010) Therefore, in this research, we try to examine the phenomenon of bullying in the workplace, in cultural organizations, with an emphasis on the Islamic Department of Culture and Guidance in Khorramabad and Isfahan. So, before reviewing the statistical population, it is necessary to examine bullying in the workplace first to explain the phenomenon of bullying.

The definition and characteristics of bullying in the workplace

While some studies only show whether employees have experienced bullying or not, without the use of a definition (for example, Liefooghe and Davy, 2001), other researchers (for example Lutgen -Sandoik et al., 2007 - Zapf and Einarsen- 2011) defined bullying at work normally as follows:

Bullying at work means to harass, social abuse or negative impact on the social work tasks. Because the bullying label (or bullies) occur to a specific activity, interaction or process regularly (for example weekly) and uses over a period of time (for example six months). Bullying is an intensified process in this course that at the end, a person confronts a lower position (inferior) and becomes the target of systematic negative social acts. (Einarsen, Hoel, Zapf & Cooper, 2003)

Through this definition, four broad features of bullying at work have been extracted. These features include replication, persistence, hostility and imbalance of power (Einarsen et al., 2011 - Monks et al., 2009). Replication refers to the number of negative behaviors each time exhibited in a week. Researchers disagree on whether the action takes place at least once or twice a week (Einarsen et al., 2011). Persistence refers to the length of time that negative behaviors are experienced. Hostility refers to negative context of behavior. Finally, the imbalance of power refers to the difference in the perceived power between the target and the charge. This power can include a number of forms (for example, physical, social groups), so it is not limited to the hierarchical power (Cui, Naylor, Rivers, Smith, and Pereira, 2002).

On the other hand, bullying at work includes a number of negative behaviors that an employee experiences at work. These behaviors are limited from delicate exercises such as baseless gossip, personal jokes, hiding important information and rejection (for example calm behavior) to overt acts, such as insults, expulsion and violence. These behaviors are limited from actions related to work such as too much workload, criticism of the work, and too much supervision over the work to the behavior related to the person, such as humiliation, personal jokes, and aggression. When a respondent answers that he or she has experienced one or more behavior repeatedly, researchers can conclude that he or she is a target of bullying (Baillien, Cuyper and Dewitte 2011 - Bulutlar and Unler and Oz, 2009, Fox and Stuart, 2010).

To illustrate the definition of bullying in the workplace, it needs negative actions for replication (one or two times a week) and persistence (six to twelve months). These requirements of the definition show that bullying is a regular and continuous phenomenon that tends to psychological consequences more than violence or aggression (Fox and Stuart 2010). In addition, while abuse in control is only vertically downwards mistreatment (Tepper, 2007), bullying at work, which included the abuse, can cause these factors: (1) from the supervisor to an employee (2) from the employees to a supervisor (3) between colleagues (4) from the customers to employees. (Fox and Stuart 2005)

So, we can say, this structure has a high complexity, in the management literature, and needs to be closely studied, on the other hand, the phenomenon of bullying has rarely been studied in cultural organizations.

With regard to the cases discussed above, the main question of this research was:

How do the employees and managers of the Islamic Department of Culture and guidance in Khorramabad and Isfahan give meaning to the concept of bullying in the workplace and what are the structures derived from bullying?

Research Plan

Research policy

After the initial evaluation of participants in the research that have experienced bullying phenomenon somehow, the executive stages of the research began, and the individuals who had the inclusion criteria, were invited to participate in research. Interviews were done more than 18 months, among the employees of cultural organizations, including the Islamic Department of Culture and Guidance, managers and employees Islamic Department of Culture and Guidance in the city of Khorramabad and Isfahan. All interviews were recorded with a tape recorder and implemented perfectly from the tape. The subjects were working in different places and there was a possibility of further interviews. Interviews lasted 40 to 120 minutes and continued until the appearance of all the concepts. The shortest interviews were conducted with those who had lower attitude of bullying in the workplace. For greater richness of data and variety of images, 68 people were interviewed. All 68 interviews were done by the researchers.

Therefore, the research methodology was considered according to the selection procedure of the participants in the repertory grid research. In the following, the steps will be described. Therefore, in this section, the outlines of the repertory grid formation process that is used in this study will be discussed through three main steps: 1) select elements, 2) extracting structures and 3) connecting the elements to structures (Jankowicz, 2004).

First step of the process

It begins with selecting elements that completely represent the topic of the research and they are objective examples of it (Tan and Hunter, 2002). There are two main ways to select elements.

In the present study, by using the titles of the role, ten positions were determined to characterize the extent of people's bullying at managers' workplace as elements that the interviewees were obliged to insert objective and real samples in the form of managers' names that had compatibility with any of the descriptions. Situations that were used to describe bullying in the workplace in this study can be attributed through a continuum that two extremes were dedicated to the most bully people and the least bully person and the middle of it was for the people with high, medium and low bullies. It should be noted that to keep secret the names of people in the objective description of the roles, alphanumeric codes were used instead of names. Elements of this study include:

1. The most bully person you know
2. The most non-bully person you know
3. Two people with high bullying

4. Two people with low bullying

5. Two people with average bullying

6. You as a bully

7. Your ideal and non-bully person

Second step: the extraction of structures

After selecting elements and putting them in the repertory grid, the second step begins in order to extract structures belonging to any person by systematically comparing the elements with each other.

In the present study, the triplex method based on conflict leads to the extraction of much more meaningful structure.

Third step: Connection of elements to the structures

After selecting elements and extracting personal structures, the obtained repertory grid only portrays a treasury full of conceptual and commentary content (Fransella et al., 2004). But, it is not enough, and outlining the structure and relationships between elements and structures is essential to complete the treasury network, therefore, at this stage, each element will be examined and evaluated based on each bipolar structure and it is clear that how people describes each element in terms of any structure and distinguish elements on the basis of that (Rogers and Ryals, 2007).

In this study, 7-point Likert rating scale was used in the evaluation of elements for creating more sensitive and more accurate distinguish between the elements, in terms of any structure as well as providing the neutral reflection of participating.

Statistical analysis was done by using Idiogrid software. Fransella considered 30 samples adequate for the second stage.

Reliability and validity of repertory grid

In this study, to ensure the reliability and validity of the findings, the following actions were taken:

-The use of role titles or role descriptions in the selecting elements stage that was introduced before.

- The use of ladder complementary method in the extraction step of structures

-Adapting the extracted structures with the participants' opinion during the extraction stage of structures

- Reviewing the categories and structures in addition to the researcher, by four professors in management and cultural management

- Reviewing and re-examining the categories and structures by three doctoral students in management and cultural management

The results of this research question were:

What are the personality structures of employees and managers from bullying in the workplace of the Islamic Department of Culture and Guidance in Khorramabad and Isfahan?

To answer the above question, four structural groups were detected that include structural group related to the characteristics of bullies, a structural group related to the administrative performance of bully in the workplace, the consequences of bullying in the workplace and finally, the final structure of the bully's follower characteristics that in the following, each of them are examined and studied in detail.

A. The characteristic of bully

At first, before recognizing the structures associated with the bully, the appropriate indicators of the characteristics fit were examined that are as follows:

1. Cronbach's alpha (1951)

This index reflects the degree of stability and reliability of structures, which is obtained, based on the analysis of variance approach and the results are summarized in Table 1.

Table 1: Cronbach index for characteristic structure

	F Index	Mean Square	Degrees of freedom	sum of squares	
1.67		0.28	59	16.64	Structures
	1227.77	207.33	9	1865.94	Elements
		0.17	531	89.66	Error
			599	1972.24	Total

| | | | 1 | :Structural stability |

Given that, the calculated stability of the structure is equal to one, and this value is more than 0.7, so it can be said that the structure has high stability and has the reliability.
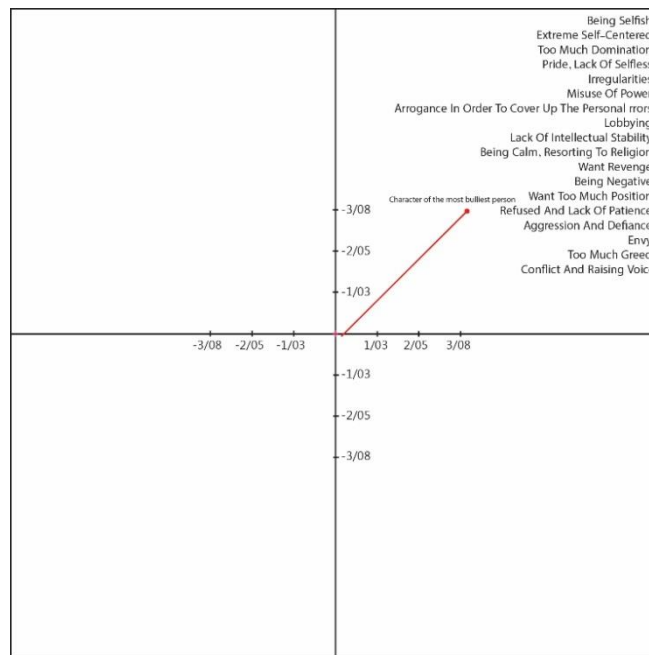
486

Figure 1: The final structures extracted from idiogrid for the characteristics of bully
(being selfish, extreme self-centered, too much domination, pride, lack of selfless, irregularities, misuse of power, arrogance in order to cover up the personal errors, lobbying, lack of intellectual stability, being calm, resorting to religion, want revenge, being negative, want too much position, refused and lack of patience, aggression and defiance, envy, too much greed, conflict and raising voice)

Thus, according to the extracted diagram, the individual characteristics of bullies are shown in Figure 2

B. Review the final state of administrative and organizational performance of bully structure

Based on the results, of the 103 existing structures, 23 structures were identified by idiogrid software that the results are summarized in Figure 2. Of course, Cronbach's alpha is examined before examining the results.

1. Cronbach's alpha index:

The results of the index are shown in Table 2.

Table 2: Cronbach's alpha index for structures

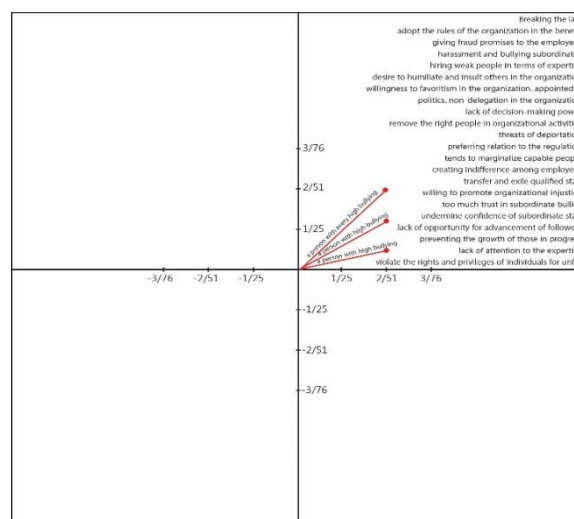| F Index	Mean Square	Degrees of freedom		sum of squares	
	2.01	0.19	102	19.75	Structures
4198.34	404.66	9		3641.92	Elements
	0.1	918		88.48	Error
		1029		3750.15	Total
			1	:Structural stability	

Figure 2. Extracted mental structure of the audience for organizational performance of the bully (extracted from Idiogrid)

(Breaking the law, adopt the rules of the organization in the benefit, giving fraud promises to the employees, harassment and bullying subordinates, hiring weak people in terms of expertise, desire to humiliate and insult others in the organization, willingness to favoritism in the organization, appointed to politics, non-delegation in the organization, lack of decision-making power, remove the right people in organizational activities, threats of deportation, preferring relation to the regulation, tends to marginalize capable people, creating indifference among employees, transfer and exile qualified staff, willing to promote organizational injustice, too much trust in subordinate bullies, undermine confidence of subordinate staff, lack of opportunity for advancement of followers, preventing the growth of those in progress, lack of attention to the expertise, violate the rights and privileges of individuals for unfair)

As it is known, the organizational performance of the bully in the bullying process in the workplace, showed itself in 23 possible forms and 80 cases were removed.

C. Review the final situation of structure in the bully's followers

Based on the results of six existing structures, 4 structures were identified.

The results are summarized in Table 4-23.

The results of the index are shown in Table 3.

Table 3: Cronbach's alpha index

F Index	Mean Square	Degrees of freedom	sum of squares	
0	2.3×10^{-14}	5	1×10^{-13}	Structures
0	29	9	2.6×10^{2}	Elements
	0.00	45	0	Error
		59	257.4	Total
			1	:Structural stability

Since, the calculated Cronbach's alpha value for structural stability is equal to one and, greater than 0.7, therefore, this index has high structural stability, and high reliability.
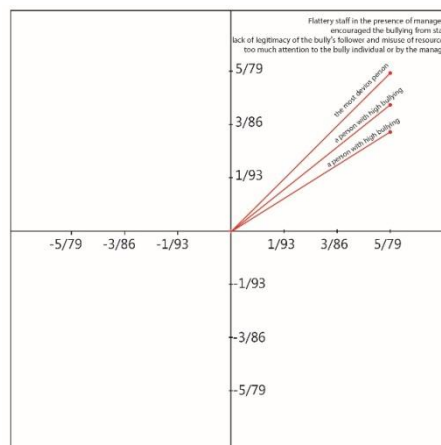

Figure 3. Extracted mental structure from the audience for the bully's followers (extracted from Idiogrid)
(Flattery staff in the presence of managers, encouraged the bullying from staff, lack of legitimacy of the bully's follower and misuse of resources, too much attention to the bully individual or by the manager)

As it is shown, the followers' performance in the process of bullying in the workplace shows in four possible forms and twenty-nine cases were deleted.

D. Examine the fit indices of consequences of bullying structures in the workplace

1. Cronbach's alpha index

The index results are shown in Table 4.

Table 4: Cronbach index results in the characteristic of Structure

	F Index	Mean Square	Degrees of freedom	sum of squares	
-9		-2.7×10^{13}	24	-9×10^{-13}	Structures
4.5×10^{16}		1.3×10^{2}	9	1.2×10^{3}	Elements
			306	0	Error
		349		1204	Total
				1	:Structural stability

Since, the Cronbach's alpha value of the bullying consequence structure in the workplace is equal to one and, greater than 0.7, therefore, this structure has high stability, and acceptable reliability.

Increased corruption and bribery
Neglecting clients
Increased displacement in the workplace
The increasing lies and flattery in the workplace
emergence of alienation
Creating fear
Growth and development destructive conflicts in the workplace
Discouraged employees
Development and growth of non-administrative relations and political relations within the organization
The loss of organizational affiliation
desire to leave the service
Reducing Effective Human Relations

Figure 4. Extracted mental structure from audiences for the consequences of organizational bullying (extracted from Idiogrid)

Increased corruption and bribery,Neglecting clients, Increased displacement in the workplace,

The increasing lies and flattery in the workplace,emergence of alienation,Creating fear, Growth and development destructive conflicts in the workplace,Discouraged employees,Development and growth of non-administrative relations and political relations within the organization,

The loss of organizational affiliation,desire to leave the service,Reducing Effective Human Relations,

According to the results of the ultimate consequences of bullying in the workplace, they are summarized in twelve categories as below.

Discussion and conclusion

According to the extracted results obtained in four key groups, and each of the sections were separately studied, and the results were compared and interpreted by previous research. Before interpreting each of these components, first, the overall results of the study are summarized in Figure 5-1.
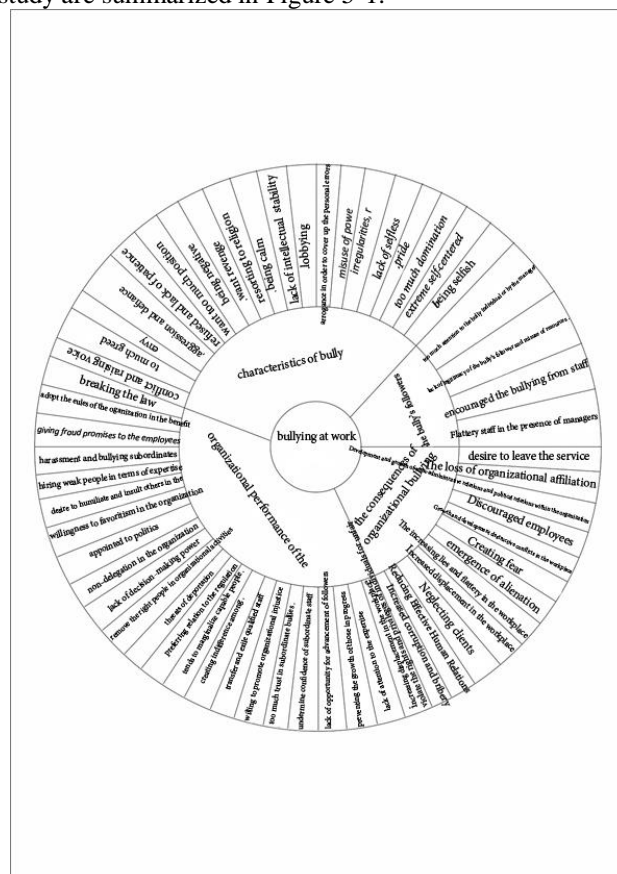

Figure 5. Bullying system in the workplace

(being selfish, extreme self-centered, too much domination, pride, lack of selfless, irregularities, misuse of power, arrogance in order to cover up the personal errors, lobbying, lack of intellectual stability, being calm, resorting to religion, want revenge, being negative, want too much position, refused and lack of patience, aggression and defiance, envy, too much greed, conflict and raising voice, Breaking the law, adopt the rules of the organization in the benefit, giving fraud promises to the employees, harassment and bullying subordinates, hiring weak people in terms of expertise, desire to humiliate and insult others in the organization, willingness to favoritism in the organization, appointed to politics, non-delegation in the organization, lack of decision-making power, remove the right people in organizational activities, threats of deportation, preferring relation to the regulation, tends to marginalize capable people, creating indifference among employees, transfer and exile qualified staff, willing to promote organizational injustice, too much trust in subordinate bullies, undermine confidence of subordinate staff, lack of opportunity for advancement of followers, preventing the growth of those in progress, lack of attention to the expertise, violate the rights and privileges of individuals for unfair, Flattery staff in the presence of managers, encouraged the bullying from staff, lack of legitimacy of the bully's follower and misuse of resources, too much attention to the bully individual or by the manager, increase in briberies, neglecting clients in treatment, increasing displacement in the workplace, creating alienation, loss of motivation, the desire to leave, the development of non-administrative relations and reducing human relations)

Then, according to Figure 5 and extracted components of each structure will be analyzed and changed in the following.

The first part, the extracted mental structure associated with the characteristics of the bully

Given that multi-component analysis was performed and then, the results were evaluated and in a total, 20 structures were identified.

The results of this research have indirect alignment with the research of Baillien And D Witte (2009), O'driscoll Et Al (2011), Beal And Hol (2011), D Cruz (2012), Waschgler Et Al (2013), Hutchinson (2014), and they concluded that different factors such as job conflicts, the leadership style of managers, psychological traits, physical and mental health of people, lifestyle, oppressive behavior, personal characteristics, gender, etc. can be effective in the incidence of bullying in the organization.

It seems that managers of cultural organizations use two key features in their bullying behavior. Some of these behaviors have the personality aspect that it can be referred to self-centered, high-grade domination and aggression.

The second group is a behavior that appears with the characteristic of bully managers, including lobbying, talking and, pretending to be oppressed, to pretend as a religious person.

So, it seems that managers of cultural organizations use two forms of bullying in the organization. The first form is in behavioral characteristics that may gain these characteristics over time and based on the experience, or earn by learning from other managers or even their followers over time. However, it seems that some of the behaviors in such managers are due to the environmental conditions and meeting the environmental demands.

It means that a variable such as lobbying or religion resorting to achieve the objectives is an approach that they learned from the environment or environmental patterns, which its consequence is achieving positive results and these results, led the managers to show these behaviors.

The second part, extracted mental structure related to the organizational performance of the bully

Given that multi-component analysis was performed and then, the results were evaluated and in a total, 23 structures were identified.

The results of this research have indirect alignment with the research of Lee Balin et al (2011), Chakpson et al (2014), Yoon et al. (2014), and they concluded that lack of proper organizational policies, lack of policies to deal with bullying, workplace and experience of the managers of the conclusion of bullying increase the bully behaviors in the organization.

By examining these cases, one can analyze that the organizational and administrative performance of bully people bully in the organization, originates from the experiences that managers and employees have gained in the field of bullying. If the theory of strengthening will be the basis for their behavior, it could be interpreted that the followers of the bully or bully managers over time, and gradually, show bullying oriented behaviors, and these bullying behaviors have good results for them, and they could maintain organizational situation, organizational power and organizational benefits and etc. Therefore, their actions will lead to the marginalization of competent people, breaking the law, the use of law for their advantage, special treatment in the organization, giving deceptive promises to the employees and the transfer and deportation of qualified employees to prevent the loss of their interests.

The third part, extracted mental structure associated with the characteristics of the bully followers

Given that multi-component analysis was performed and the results were evaluated, in a total, four structures were identified.

The results of this research have an indirect alignment with the research of Parzefall And Salin (2010), Edrik Kol et al (2011), Beal And Hoel (2011), D Croz (2012), Voss Chegloro et al. (2013), because these researchers have found that the reaction of people in the workplace, the amount of benefit that employees earn from bullying, their personal and professional identity and the bullying resulting from the work activities and tasks can be effective in bully followers and encourage them to be bullied.

In other words, we must say that these structures can be interpreted in two general groups, First, the followers of the bully person support bully managers, to gain their benefit in organization or earn new benefits and in this way, they try to gain the support of bully manager and after gaining support, they break the law and show bullying behaviors.

On the other hand, since bully managers cannot maintain their benefits, positions and situation, support their bully followers that play the supporting role for them. It can be analyzed that sometimes this bully is unconscious and followers abuse this.

The fourth part, extracted mental structure associated with the consequences of organizational bullying

Given that multi-component analysis was performed and the results were evaluated, in total, 12 structures were identified.

The results of this research have an indirect alignment with the research of Qureshi Et Al. (2014), Beilin and DeWitt (2009), Balin et al (2011), Hutchinson (2014), and they concluded that organizational environment disrupts in case of severe bullying, and cause job insecurity, job overload, role ambiguity and frequent conflicts between the employees.

In the interpretation of this section, one must say that the employees of the Islamic Department of Guidance in Khorramabad and Isfahan named the consequences of bullying in the workplace as an increase in briberies, neglecting clients in treatment, increasing displacement in the workplace, creating alienation, loss of motivation, the desire to leave, the development of non-administrative relations and reducing human relations.

In the interpretation of this section, it must be said that bullying in cultural organizations shows itself in four aspects.

1. Environmental aspects of this sector make difficulties in the environments of the organization and have long-term consequences on long-term.

2. Job aspects show the bullying consequences in job aspects such as reduced job performance and job conflicts.

3. The aspects relevant with employees that are shown personally, such as reducing organizational belonging, reducing the effective human communication, motiveless, increasing alienation, increasing lies and flattery in the workplace.

4. Cultural Consequences: These consequences implicitly influence the working model of work values and the lives of people and its consequence in the long-term will be an organizational break.

Research proposals. According to the results of extracting mental structures by the exploratory mixed repetory grid, practical suggestions are offered in 4 the following parts.

1. In this section, as the results showed, some of these characteristics are the personality. Therefore, it is recommended to use appropriate recruitment tests, including a personality test of NEO and other related tests before selecting people in specialized and managerial organizational positions, because, by using neo test, people who have a high degree of neuroticism are prone to bullying behavior, so taking personality tests is a key factor for people.

1. It is better to set policies in the organization that people who commit bullying in the workplace will be punished through disciplinary mechanisms, in such a way that the tendency to bullying reduces in them. In this section, it is recommended, bullies actions should be identified along with other disciplinary provisions and will be in the disciplinary offenses table of the organization, and appropriate penalty should be considered according to each offense.

2. It is recommended to cultural organizations will be functional audited consistently and over certain time in the organization and bullying behaviors confront with fast and decisive disciplinary cases in the organization.

3. It is recommended to design transparent communication channels between employees and managers. Because, mediated communication usually distorts the information, therefore, designing a flow of communication and information should be rapid and immediate.

4. It is recommended to hold meetings time to time in the organization and manifestations bullies' behaviors will be identified in the organization and appropriate measures will be adjusted.

5. Before starting the culture of dealing with bullying from employees, the senior managers of the organization should be trained and behavioral audited, in terms of bullying, so that bullying behavior of employees reduces through the institutionalization of desired behaviors in managers as much as possible.

Rerferences

1. Adam A.(1992). Bullying At Work: How To Confront Andovercome It．Viragopress，London.

2. Baillien,E. ,And De Witte,H. D.(2009).Why Is Organizational Chang Related To Workplace Bullying? Role Conflict And Job Insecurity As Mediators. Economical And Industrial Democracy.30,348-371.

3. Baillien/E.Netens,I.,And Witte,H.D.(2011).Organizational Correlates Of Workplace Bullying In Small And Medium Sized Enterprises.Internationalsmall Business Journal.13,1-16.

4. Beal，D.，And Hoel，H. (2011). Workplace Bullying And The Employment Relationship: Exploring Questions Of Prevention，Control And Context. Work，Employment And Society. 25，1，5-18

5. D'Cruz/p. (2012). Bullying in the Indian workplace: A study of the ITES-BPO sector. Economic and Industrial Democracy 34(4) 597–6190

6. D Cruz Premilla. Ernesto Noronha.(2009).The Exit Coping Response To Workplace Bullying. Emerald Relations，Vol 32，No2，Pp102-120

7. De Witte/H. The Author(S) (2011). Organizational Correlates Of Workplace Bullying In Small- And Medium-Sized Enterprises. International Small Business Journal 29(6) 610– 625.

8. Einarsen，S.，Hoel，H.，Zapf，D.，And Cooper，C.L.(2003). Bullying And Emotional Abuse In The Workplace. Taylor& Francis Press.

9. Einarsen，S.，Hoel，H.，Zapf，D.，And Cooper，C.L.(2011).The Concept Of Bullying And Harassment At Work: The European Tradition.In.; Einarse，S.，Hoel，H.，Zapf，D.，And Cooper，C.L(Eds). Bullying And Harassment In The Workplace: Developments In Theory，Research，And Practice. London:Taylor& Francis，3-40.

10. Exploring Leadership Capability And Emotional Intelligence As Moderators Of Workplace Bulling，Hutchinson.Marie & Hurley.John (2013)，Journal Of Nursing Management 553-562

11. Felblinger，D.，M.(2008). Incivility And Bullying In The Workplace And Nurses Shame Responses. Iognn.37.2.234-242.

12. Fransella,F.,Bell,R.And Bannister, D.(2004). A Monual For Repertory Grid Technique.New York: John Wiley & Sons Inc.

13. Exploring Leadership Capability And Emotional Intelligence As Moderators Of Workplace Bulling，Hutchinson.Marie & Hurley.John (2013)，Journal Of Nursing Management 553-562

14. Hutchinson,M. ,Vickers,M. ,Jackson,D. ,And Wilkes,L.(2006). Workplace Bullying In Nursing: Towards A More Critical Organizational Perspective. Nursing Inquiry.13,2,118-126.

15. Hutchinson/J. Rethinking Workplace Bullying As An Employment Relations Problem 0022-1856, 54(5) 637–652.

16. Hutchinson/.M. & Hurley/.J. (2013).Exploring leadership capability and emotional intelligence as moderators of workplace bulling, Journal of Nursing Management 553-562

17. Hoel，H. And Salin，D.(2003). Organizational Antecedents Of Workplace Bullying. In Einarsen，S.，Hoel，H. ，Zapf，D. ，And Cooper，C. L.(Eds.) ，Bullying And Emotional Abuse In The Workplace.London: Taylor & cis，203-219.

18. Jacobson/K. And Van Buren/H. J. (2014). Workplace Bullying Across Cultures: A Research Agenda. Vol. 14(1) 47–65.

19. Jonson，S.，L.(2009). International Perspectives On Workplace Bullying Among Nurses: A Review. International Nursing Review.56，34-40.

20. Lavan，H. And Martin，W.(2008). Bullying In The Us Workplace: Normative And Process Oriented Ethical Approaches. Journal Of Business Ethics. 83. 2，147-65.

21. Leymann，Heinz.Gustafsson，Annelie(1996). Mobbing At Work And Development Of Post Traumatic Stress Disorders . Europian Journal Of Work And Organizational Psychology. Vol 5，No 2. Pp 251-275.

22. Measuring Workplace Bulling In Organisations , Galanaki.Eleanna & Papalexandris.Nancy (2013) , Routiedge

23. Munthe,E.(1989) Bullying In Scandinavia.In E.Roland And E. Munthe(Eds.),Bullying:An International Perspective.London:David Fulton

24. Namie/R. And Namie/G.(2007). The Workplace Bullying Institiute U.S.Workplace Bullying Survey. Retrieved Sep 25/ 2008/From: Http://Bullyinginstitute.Org/Zogby2007/Wbi-Zogby2007.Html.

25. O'driscoll. M, And,D Cooper-Thomas.H,(2011). Workplace Bullying In New Zealand: A Survey Of Employee Perceptionsand Attitudes, Asia Pacific Journal Of Human Resources49(4) 390–408

26. Organizational Resources And Demands Influence On Workplace Bulling , Rousseau.Mary Beth & Eddleston.Kimberly & Patel Pankaj & Kellermanns Franz (2014) Journal Of Managerial Issues.

27. Parzefall，M.R.，And Salin，D. M.(2010). Perceptions Of And Reactions To Workplace Bullying: A Social Exchange Perspective. Human Relations. 63，6，761-780.

28. Pate Judy，Phillip Beaumont (2009) Bullying And Harresment: A Case Of Success . Emerald Relations. Vol 32，No2，Pp171-183

29. Pearson，C.(1999). Rude Managers Make For Bad Business. Wokforce . 78，1-18.

30. Qureshi.M, Rasli.A, A New Trilogy To Understand The Relationship Among Organizational Climate, Workplace Bullying And Employee Health, Contents Lists Available At Sciencedirect Sciencedirect

31. Rayner，C. And C. L. Cooper. (2006). Workplace Bullying , In E . K. Kellowey，J. Barling，And J. J. Hurrell (Eds.)，Handbook Of Workplace Violence (Sage，London). 121147.

32. Rogers/B./And Ryals/ L.(2007).Repertory Grid To Access The Underlying Realities In Key Account Relationship. International Journal Of Market Research. 49(5):595-612.

33. Social Workers And Workplace Bulling: Perceptions, Responses And Implications , Whitaker.Tracy (2010)

34. Strandmark，M. And Hallberg，L.(2007). The Origin Of Worlplace Bullying: Experiences From The Perspective Of Bully Victims In The Public Service Sector. Jurnal Of Nursing Management. 15，332-341.

35. Tan/F.B. And Hunter/M.G.(2002).The Repertory Grid Technique: A Metod For The Study Of Cognition In Information Systems. Mis Quarterly.26(1):39-57.

36. Thomas，M. (2005). Bullying Among Support Staff In A Higher Education Institution. Health Education. 105，4，273-288.

37. The Workplace Bulling – Organizational Change Interface: Emerging Challenges For Human Resource Management , Cruz. Premilla & Noronha.Ernesto & Beale.David (2014) , Routiedge

38. Van De Kerkhof/M./ Cuppen/E./ And Hisschemoller/ M. (2009). The Repertory Grid To Unfold Conflictingpositions: The Case Of A Stakeholder Dialogue On Prospectsfor Hydrogen. Technological Forecastingand Social Change.76(3):422-432.

39. Von/V.(2009).An Integrated Method To Assess Consumer Motivation In Difficult Market Niches:A Case Of The Premium Car Segment In Russia.

40. Waschgler/K. Ruiz-Hernández /J. A. (2013).Vertical And Lateral Workplace Bullying In Nursing: Development Of The Hospital Aggressive Behaviour Scale. Journal Of Interpersonal Violence.28(12) 2389–2412

41. Zapf, D., And Einarse, S.(2011).Individual Antecedents Of Bullying: Victims And Perpetrators. In: Einarse ,S., Hoel, H., Zapf. Cooper, C.L. (Esd). Bullying And Harassment In The Workplace: Developments In Theory,Research, And Practice. London: Taylor & Francis,177-200.

42. Yildirim, D. (2009). Bullying Among Nurses And Its Effects. International Council Of Nurses.. 504-511.

INTRODUCTION TO STUDY ON LATE SASANIAN PROTECTIVE HORSE ARMOR

Shayan Teimoor pour,
M.A, Department of Humanities, Archaeology, Islamic Azad University,
Tehran Central Branch, Tehran, Iran

Abstract. The principle thought underlying this paper is to characterize general sorts and the advancement of stallion protection utilized by world-class warriors of Sasanian ancient Iran. By investigation and studying about Reliefs, Comos, Terracottas, Grafittos, Seal Impression, Archaeological reports and historical and literary text, we can find oud and realize the Protective Horse Armor in this period. The types of armor protection examined in this paper are included: Scale barding armor, chain mail horse armor, barding composed of multiple elements and fragmentary bardings covering a part of the mount and full lamellar/lamellar barding. The most important part of the Sassanid army was the heavy armored cavalry (Svaran), which played a crucial role in the wars, especially in the confrontation with the Roman infantry, and it easily collapsed the fighting arrangement and targeted them as beams of riflemen. Many Roman sources have reported that the entire Sassanid horse armored riders were covered with thick iron. It was similar to a ferrous sculpture that was both an instrument of psychological destruction and a shock weapon. Many types of horse-armored riders were formed, such as the Royal Guard. The Sasanians, like their predecessors, used armored riders in almost all battles.

Keywords: Sasanian, Protective Horse Armor, stallion protection.

Introduction. The principle thought underlying this paper is to characterize general sorts and the advancement of stallion protection utilized by world class-warriors of Sasanian Ancient Iran, basing on scholarly sources and iconographical confirm with minor reference to archeological finds. Moreover, these sorts will be contrasted with mount's security utilized in different parts of early medieval Asia, being the establishment for impressive defensive gear of later Mongol, Chinese and Islamic armed forces. This would prompt vision of transformative advancement of Sasanian bardings. In the first place, stallions to be shielded by protective layer were the ones from Egyptian and Mesopotamian chariots achieving abnormal state of modernity as far as development and strategic employment (Crouwel, 2002;p.146 & Crouwel, 2002b;p.417 & Littauer M.A, Karageorghis, 2005;p.534,545). Battlefield where expansive quantities of rocket weapons were sent required security for both the rider and the mount being a major and defenseless target (Moorey, 1986;p.196,215). With the advancement of inflexible seats, rangers stun strategies got to be broad, in any case it must be borne as a top priority that even without such a gadget Scythians, Assyrians and Achaemenid Persians had their nearby battle reinforced stallion troops, regularly with their mounts incompletely protected (Sekunda, 1992;pp.21-22). The steeds of imposing power of Great Macedonian were in all likelihood not secured at all, regardless of the undeniable utilization of stun strategies. This would recommend that at any rate at first, the rockets were a figure giving the mounts some scope (eminently Near Eastern chariot fighting was in its center the rocket fighting). This might be a side perception on the talk about the beginning of the cataphracts an effective compel of substantial rangers, initially recognized by the sources in Seleukid armed forces, which turned into a trademark highlight of Iranian armed forces from Arsakid run onwards (as of late Darius III was credited for making this constrain by Olbrycht) (Anderson, 2011;pp.34,38 & Coulston, 1986;pp.59,75 & Eadie, 1967;pp.161,179 & Mielczarek, 1998;p.41,73). It must be very much noticed that appearance of these troops in the Hellenistic world is regularly clarified by the impact of early Parthian kingdom, especially Antiochus III's eastern expedition (Mielczarek, 1998;pp.101,106 & Mielczarek, 1993;pp.67,73). Be that as it may, the correct definitions and qualification between expressions: kataphraktoi, catafracti, catafractarii and clibanarii, stays cloud, we may discover an accord that the appropriation of these troops by the Roman armed force was roused by Parthian-Sasanian and Sarmatian prototypes(Ibid). It ought to be stressed that in both situations substantial mounted force was joined by stallion toxophilite, and some Roman units had going with steed bowmen attachments (Mielczarek, 1998;pp.101,106 & Mielczarek, 1993;pp.41,75).

Taking all things together stallion multitudes of Arsakids and rangers commanded Sasanian armed forces, mounts were profitable asset that should have been ensured. Losing a stallion in battle made a warrior alongside pointless and minimized him, at any rate for quite a while, to the part of infantry paygan so scorned by Persian aristocrats (Zakeri, 1995;pp.13,69). Then again, the stamina and speed of a stallion weighted with barding more likely than not endured significantly. Brisk substitution (because of wounds or weariness) amid the fight was unimaginable unless the