ANTECEDENTS AND OUTCOMES OF ABUSIVE SUPERVISION:
MULTI-LEVEL PERSPECTIVES

A Dissertation

Presented to

The Faculty of the C.T. Bauer College of Business

University of Houston

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

By

Joon Hyung Park

May, 2012

ACKNOWLEDGEMENTS

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ABSTRACT

Previous research has focused on the consequences of abusive supervision and the effects of moderators on the relationship between it and employee outcomes. Only a few studies have looked at the antecedents of this behavior and these have found that supervisors' perceptions of fairness may lead to abusive supervision. Extending this research, this study examined antecedents of abusive supervision such as supervisors' personal characteristics (e.g., narcissism), and supervisors' level of stressors (e.g., job demands, work-family conflict). Also, I examined supervisors' experience of abusive supervision as an antecedent to test a trickle-down model of this negative behavior. In addition, this study investigated subordinates' dispositional characteristics such as neuroticism and implicit person theories as antecedents of abusive supervision.

Using data from both supervisors and subordinates, the current study conducted multi-level analyses and tested the effect of abusive supervision on employee unit-level organizational citizenship behaviors and performance. Further, this study examined the moderating effects of coping styles on the relationship between abusive supervision and employee psychological distress.

Ninety three supervisors and 402 subordinates were surveyed in order to examine the proposed relationships among constructs. Results showed that supervisors who have experienced abusive supervision from their current bosses may treat their subordinates with same negative behaviors. Also, I found that subordinates high in neuroticism perceive more abusive supervision than those low in neuroticism. Results indicated that abusive supervision is positively related to subordinates' psychological distress. Findings also showed that employees who have experienced abusiveness by their supervisor tried various coping strategies. Unfortunately, individual coping strategies did not buffer the impact of abusive supervision. Implications for practice and limitations of the study are discussed.

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Chapter 1

INTRODUCTION

There has been growing interest in deviant behaviors or counterproductive

behaviors in the workplace (Bennett and Robinson 2000; Detert et al. 2007; Fox and

Spector 1999; Lee and Brotheridge 2006). Moreover, research interested in the dark

side of leadership has emerged over the past few years (Wang, Sinclair, and Deese

2010; Aasland et al. 2010; Einarsen, Aasland, and Skogstad 2007; Mumford et al.

2007; Mumford et al. 1993; Padilla, Hogan, and Kaiser 2007; Skogstad et al. 2007).

Abusive supervision as introduced by Tepper (2000) is an emerging topic in deviant

organizational behaviors. Abusive supervision is defined as "subordinates'

perceptions of the extent to which supervisors engage in the sustained display of

hostile verbal and nonverbal behaviors, excluding physical contact" (Tepper, 2000,

178).

Extant research has found that abusive supervision is negatively related to

employee outcomes such as job satisfaction, organizational commitment and

psychological well-being (Breaux et al. 2008; Harvey et al. 2007; Hoobler and Brass

2006; Restubog, Scott, and Zagenczyk 2011; Tepper 2000; Tepper et al. 2004) and

positively associated with intent to quit, dysfunctional resistance and deviant

behaviors toward supervisors (Inness, Barling, and Turner 2005; Tepper et al. 2009;

Thau et al. 2009; Thau and Mitchell 2010). Also, abusive supervision is negatively

related to in-role performance and extra-role performance such as organizational citizenship behaviors (Aryee et al. 2008; Zellars, Tepper, and Duffy 2002).

Most abusive supervision studies have focused on finding potential moderators that change the strength or direction of the relationship between abusive supervision and outcomes. Job mobility, the meaning of work, the norm of reciprocity, coping styles, supervisor support and dispositional characteristics such as conscientiousness, agreeableness and hostile attribution bias have been found to moderate the relationship between abusive supervision and outcomes (Harris, Kacmar, and Zivnuska 2007; Hoobler and Brass 2006; Tepper 2000; Tepper, Duffy, and Shaw 2001; Zellars, Tepper, and Duffy 2002). These moderators buffer or exacerbate the effects of abusive supervision. For example, the meaning of work exacerbates the effects of abusive supervision such that employees reporting high meaning of work are likely to perform poorly when they face abusive supervision (Harris, Kacmar, and Zivnuska 2007).

Little has been determined regarding the factors that predict abusive supervision. This study was designed to investigate factors that may lead to abusive behaviors from supervisors. Recently researchers have begun to investigate the antecedents of abusive supervision and found that supervisors' justice perceptions, supervisors' perceptions of deep-level dissimilarity, supervisors' perceptions of aggressive norms within an organization, and subordinates' hostile attribution styles predict abusive supervision (Aryee et al. 2007; Hoobler and Brass 2006; Martinko et al. 2011; Restubog, Scott, and Zagenczyk 2011; Tepper et al. 2006; Tepper, Moss, and Duffy 2011). Since as Tepper et al. (2011, 279) state "Far less is known about the conditions that predict the occurrence of abusive supervision", there must be more attempts to find factors that promote or lead to abusive supervision. By examining the

antecedents of abusive supervision, researchers may suggest how to reduce or eliminate the causes of negative acts by supervisors.

Bowling and Beehr (2006) suggest that the causes of workplace harassment come from characteristics of the work environment, the perpetrator, and the victim. In this study, I examine the characteristics of the perpetrator (supervisor) and those of the victim (subordinates). From the social learning theory of aggression (Bandura, 1973), I look at how supervisors' perceptions of abusiveness from their own bosses trickle down to their subordinates' perceptions of abusive supervision. Also, based on resource depletion theory (Baumeister et al. 1998; Muraven and Baumeister 2000), this study addresses how supervisors' stressors such as job demands and family-work conflict may lead to abusive supervision. Moreover, this study examines how supervisors' narcissism affects their negative behaviors toward subordinates. Regarding characteristics of subordinates, I investigate how dispositional characteristics such as neuroticism and implicit person theory affect the perceptions of abusiveness by subordinates.

Additionally, little research has been done examining employee coping strategies. This study examines how abusive supervision affects the choice of coping strategies and which coping strategies might be effective in dealing with abusive supervision. Based on a coping theory by Lazarus and Folkman (1984), I test which coping strategies may buffer or exacerbate the effects of abusive supervision on outcomes. Previous studies found that abusive supervision is more related to emotion focused coping which is intended to reduce the negative emotions associated with stressful events rather than to problem focused coping which is making attempts to eliminate stressors, or the cause of the problems (Tepper, Moss, Lockhart, & Carr, 2007; Yagil, Ben-Zur, & Tamir, 2010). Tepper et al. (2007) found that subordinates'

use of direct communication style (e.g., spoke up when subordinates felt supervisors treated them unjustly) buffered the relationship between abusive supervision and psychological distress, but an avoidant communication style exacerbated the effects of abusive supervision. The findings support previous stress literature that approach or problem focused coping may be more effective in ameliorating the impacts of stressors. However, contrary to the findings, workplace bullying studies (Niedl 1996; Zapf and Gross 2001) have shown that direct communication may be ineffective and may only bring retaliation from supervisors. Workplace bullying is a similar concept to abusive supervision but includes negative behaviors not only from supervisors but also colleagues and subordinates. It is interesting that abusive supervision, which is an uncontrollable situation similar to workplace bullying, has different findings regarding these relations. It is important to examine how coping strategies work in abusive supervision and which strategies may buffer the effects of it.

Lastly multi-level issues are addressed in this study. Earlier studies on abusive supervision were based on the stress literature and viewed it as interpersonal conflicts between supervisors and subordinates (Bamberger and Bacharach 2006; Tepper 2000; Tepper, Duffy, and Shaw 2001; Zellars, Tepper, and Duffy 2002). More recently researchers have begun to view abusive supervision as a negative aspect of leadership (Harris, Kacmar, and Zivnuska 2007; Harvey et al. 2007; Schyns and Hansbrough 2010; Xin and Pelled 2003). In focusing on the leadership area, the dyadic relationship between supervisors and subordinates has been emphasized. Since subordinates are nested with their supervisor, subordinates are not independent in nature. Thus, multi-level issues must be addressed and considered to analyze the data correctly. I discuss the multi-level issues in the method section.

To investigate the above research questions regarding the antecedents and consequence of abusive supervision and coping strategies, I surveyed supervisors and subordinates from different industries and occupations. The sample consisted of full-time employees from various companies and full-time employed MBA students at universities in Seoul and JeJu in Korea. The data represent a subordinates-supervisor ratio of 4.3:1.

In the following chapters, I investigate the antecedents of abusive supervision from the perspectives of both attributes of the supervisor and those of subordinates. Second, I explore the consequences of abusive supervision, including its impacts on psychological distress and organizational citizenship behavior. Third, I examine the choice of coping and coping effectiveness on the outcomes of abusive supervision. Then, the methods and multilevel analyses for testing the hypotheses are provided. Finally, I discuss findings and the practical implications for managers. The proposed model is depicted in Figure 1.

Figure1.The proposed model of this study
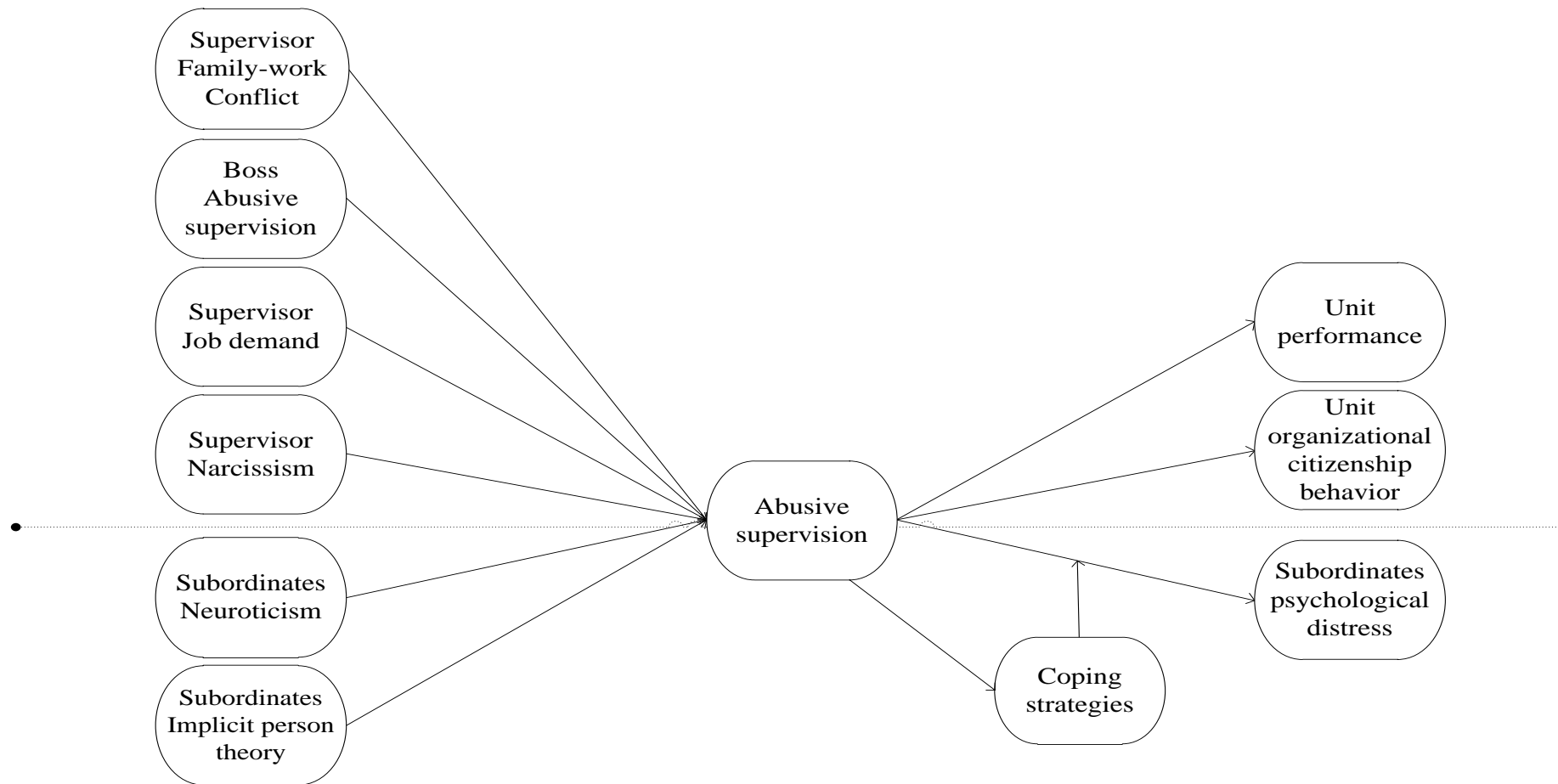
Chapter 2

LITERATURE REVIEW AND HYPOTHESES

A review of previous research abusive supervision is provided in this chapter. Based on theories and previous studies, hypotheses are developed. Hypotheses examine the antecedents and consequences of abusive supervision and the effectiveness of coping strategies. Each of these is discussed in a separate section.

Antecedents of Abusive Supervision

Previous research on abusive supervision has focused on finding the consequences of abusive supervision and potential moderating variables that affect the relationship between abusive supervision and outcomes (Tepper 2000, 2007; Thau et al. 2009; Zellars, Tepper, and Duffy 2002). There have been only few studies on the antecedents of abusive supervision (Aryee et al. 2007; Burton and Hoobler 2006; Tepper et al. 2006) and little has been found regarding the factors that predict abusive supervision.

Bowling and Beehr (2006) stated that the causes of workplace harassment may come from three sources: characteristics of the work environment, the perpetrator, and the victim. The organization may be responsible for the presence of perpetrators as part of an organizational culture or norms may encourage harassment. A perpetrator's personal characteristics such as impulsivity, cynicism and hierarchical position may predict harassment. Also victims' negative attitudes and behaviors toward the

perpetrator can contribute to the perpetrator's negative response. Padilla, Hogan and Kaiser (2007, 179) discussed this "toxic triangle" in destructive leadership. Destructive leaders who are characterized by high levels of charisma, personalized need for power, narcissism, negative life themes and an ideology of hate behave in a hostile manner toward their subordinates. Also, subordinates' characteristics such as negative core self-evaluation, low maturity, and being high in unsocialized values may make them vulnerable to destructive leaders and susceptible to abusive supervision. In addition, environments contribute to destructive leadership such that high instability or perceived threat may promote negative behaviors from leaders.

In this study, I focus on the characteristics of supervisors and subordinates. First I briefly look at the level issue and review current studies on the antecedents of abusive supervision. Then I examine the impact of both supervisors' and subordinates' attributes on abusive supervision.

Levels Issue

Before I review the previous studies on the antecedents of abusive supervision, it is important to understand the levels issue. This section briefly explains the group effects and decomposition of variability into levels components.

Group Effects on Individual Behavior

Employees are embedded within a workgroup as well as an organization or industry. Individual behavior can be affected by multiple levels of nesting (i.e., a workgroup or organization). A typical group consists of one supervisor and five or six subordinates. This creates dependence among members as it is possible that subordinates in group (or under the same supervisor) may be exposed to similar norms, practices and climate. They might have shared perceptions of leadership behaviors, certain work-related ethics or attitudes. For instance, subordinate behaviors

in a same work group may be influenced by a supervisor's behaviors. Leadership can

be conceptualized at macro-level unit (or level-2 unit) that affects subordinates'

behaviors.

Table 1. Examples of levels of units

Macro (level-2) unit	Micro (level-2) unit
Schools	Teachers
Doctors	Patients
Firms	Employees
Supervisors	Subordinates

In regard to the level of the toxic triangle in destructive leadership (Padilla et

al., 2007) described earlier, the characteristics of the work environment (or the

perpetrator) are macro level units and the characteristics of victims are micro level

units.

Decomposition of Variance of Score

With nesting data structure (i.e., subordinates belong to a group) we can break

the variance of scores of variables into level-2 and level-1 components. For each

individual, the total score is broken into an individual component such as the

individual deviation from the group mean and a group component such as the

disaggregated group mean (Heck 2001). For example, the score of abusive

supervision assessed by subordinates can be expressed as the following.

$$Y_{ij} = B_{0j} + R_{ij} \ (1.1)$$

Y_{ij} represents the score of a variable (e.g., subordinates' perception of abusive

supervision) by an *i*th individual (*i*=1,2,3…) who is in *j* group (*j*=1,2,3…). B_{0j} is a

quantity which varies randomly from group to group and R_{ij} is a random effect at the

individual level. B_{0j} can be broken into:

$$B_{0j} = \gamma_{00} + U_{0j} \ (1.2)$$

γ_{00} is the sum of a general (or grand) mean and U_{0j} is a random effect of group j (i.e., the deviation from the grand mean of Y for level-2 unit j) If we put (1.1) and (1.2) together, we get

$$Y_{ij} = \gamma_{00} + U_{0j} + R_{ij} \ (1.3)$$

As we can see, the score contains group effects (U_{0j}) and individual effects (R_{ij}). In terms of the variance of score Y_{ij}, we can partition the total variance into its within-group (level-1) and between-group (level-2) components:

$$\text{Var}(Y_{ij}) = \sigma_T = \sigma_B + \sigma_w = \tau_{00} + \sigma^2 \ (1.4)$$

Thus, individuals' abusive supervision score can have two sources of variability which can be explained by group effects (τ_{00}) and individual effects (σ^2). Connecting to the level of the antecedents of abusive supervision, the characteristics of the perpetrator (supervisor) explain group effects (τ_{00}) and the characteristics of victims (subordinates) contribute to individual effects (σ^2).

<u>Previous Studies on the Antecedents of Abusive Supervision</u>

The Attributes of Macro-Level Units

In earlier studies, researchers looked for the causes of abusive supervision from the supervisors' perception of fairness. Tepper et al. (2006) examined how supervisors' perceptions of procedural justice are related to abusive supervision. They found that when supervisors perceive low procedural justice, they tend to feel high levels of depression. Supervisors' depression may lead to subordinates' perception of abusive supervision. Moreover, they found that this mediation relationship is stronger when subordinates are higher in negative affectivity. Aryee et al. (2007) also looked at supervisors' interactional justice as an antecedent for abusive supervision. Results show that supervisors' perceptions of interactional justice are positively associated

with subordinates' perceptions of abusive supervision and this relationship becomes stronger for supervisors higher rather than lower in authoritarian leadership style.

Hoobler and Brass (2006) found that supervisors' psychological contract violations were positively related to their subordinates' perceptions of abusive supervision. The results show that this positive relationship becomes stronger when supervisors have higher levels of hostile attribution bias (i.e., the extent to which individuals perceive others' behavior toward them to be hostilely intended).

Tepper et al. (2011) extended how the perceptions of supervisors affect abusive supervision by looking at supervisor perceptions of deep-level dissimilarity (i.e., supervisors' attitudes and values differ from those of focal subordinates). The deep-level dissimilarity creates perceived relationship conflict which leads to lower evaluations of subordinate performance. In the end this leads to a higher risk of abusive supervision.

Harris et al., (2011) explored how supervisor reports of conflict with their coworkers are related to abusive behaviors toward subordinates and their resulting decreased work effort and organizational citizenship behaviors. They reasoned that supervisors' abusive behaviors are a displaced response to supervisors' coworker relationship conflict.

Restubog et al. (2011) focused on contextual causes of abusive supervision. The results showed that supervisors' perceptions of aggressive norms within an organization affected the degree of abusive supervision displayed. They reasoned that, in a particular organization, supervisors who perceive that aggressive and hostile behaviors are readily acceptable in the organization are likely to adopt negative patterns of behaviors toward subordinates. Also they found that employees in

relationship-oriented occupations (e.g., sales and marketing, customer service, and public relations) are likely to report higher levels of abusive supervision.

The Attributes of Micro-Level Units

So far there are few studies looking at the attributes of micro-level units (i.e., subordinates). Martinko et al. (2011) explained why subordinates report more or less abusive supervision by examining the factors affecting subordinates' perceptions (micro-level units). They argued that subordinates' attribution style may influence their perceptions. The results revealed that subordinates' hostile attribution styles (i.e., external and stable attributions for failure) were positively related to subordinates' perceptions of abuse such that if subordinates have tendency "to deny personal responsibility for their problems and blame their problems on external sources" (Martinko et al., 2011, 754), they perceive more abusive supervision.

<div align="center">Current Study on the Antecedents of Abusive Supervision</div>

The Attributes of the Supervisor

Supervisors' social learning of aggressive behaviors, their personal traits, and their work-related stressors are three factors that may contribute to group effects on abusive supervision. Supervisors may learn aggressive and hostile behaviors from their own bosses. Leaders' stressors such as organizational injustice and role overload may predict destructive leader behaviors (Wang, Sinclair, and Deese 2010), even if it is unlikely that every leader engages in negative acts towards subordinates intentionally. Based on self-regulatory theory and resource depletion theory (Baumeister et al. 1998; Muraven and Baumeister 2000), I argue that supervisors' stressors such as job demands and family-work conflict expend supervisors' resources in the attempt to maintain self-control. When resources are depleted, supervisors may fail to refrain from engaging in aggressive behaviors towards subordinates. As Padilla

et al. (2007) suggested, supervisors' personal characteristics may contribute to leaders'
destructive behaviors. Wang et al. (2010) also mentioned that leader traits may bring
destructive leader behavior. Studies show support for a positive relationship between
narcissism and hostility (Judge, LePine, and Rich 2006; Penney and Spector 2002).
Aligned with these arguments, I contend that the supervisor's personality
characteristics such as narcissism may be positively related to abusive supervision.

Social learning and abusive supervision

Bandura (1973) explained aggressive behaviors through the social learning
theory of aggression. People learn aggressive behavior through direct experience as
well as through the observation of the behaviors of others (Bandura 1973). An
elementary form of aggression such as a verbally aggressive manner may be learned
with minimal social learning. Bandura claimed that the origins of aggression are
learning through modeling and learning through practice. Supporting this notion is the
finding that children who have been abused by their parents are more likely to be
abusive parents themselves (Haj-Yahia and Dawud-Noursi 1998). They are likely to
use the same tactics or aggressive behaviors that they themselves experienced earlier
in life.

Another origin of aggression is the learning of aggression under naturally
occurring conditions. Aggressive behavior is often reinforced by family members, by
people who are repeated contacts in various subcultures (e.g., schools or
organizations), and by the media (e.g., television or movies). Employees spend much
of their time in their organizations and are influenced by people with whom they have
repeated contact. The behavior of superiors who have high power or status in the
organizational hierarchy is likely to be modeled by individuals. When supervisors
observe or experience abusive supervision from their bosses, they may learn

aggressive behaviors. They may be more likely to treat their own subordinates in a similar way.

The social learning theory of aggression also proposes that aversive experiences trigger emotions and emotions in turn may lead to aggression. Tepper, Duffy, Henle and Lambert (2006) found that a supervisor's aversive experience like procedural injustice may result in depression, in turn leading to abusive supervision. Abusive supervision is likely a much more aversive experience than procedural injustice, and thus abusive supervision will tend to trigger more intense emotions and lead to a greater risk of abusive supervision for subordinates.

> *Hypothesis 1*: *Supervisors' perception of abusive supervision from their own bosses will be positively related to averaged perceived abusive supervision.*

Job demands and abusive supervision

Supervisors may have the intention to harm subordinates, but that would be an extreme case of aggression. Most supervisors have the capacity to overcome their aggressive impulses and refrain from destructive leadership behaviors. Self-regulation (also called self-control: I will use these terms interchangeably) may be an important factor that keeps supervisors refraining from negative acts based on their impulses toward subordinates (DeWall et al. 2007). Self-regulation refers to "the exertion of control over the self by the self" and involves "inhibiting competing urges, behaviors or desires" (Muraven and Baumeister, 2000, 247). There are studies that have looked at the relationship between self-control and criminal behaviors and found supporting results that people with a lack of self-control are likely to behave aggressively (Cochran et al. 1998; Gottfredson and Hirschi 1990; Martijn et al. 2007; Smith 2004).

The argument of how job demands and other stressors influence abusive supervision is based on the regulatory depletion model. This suggests that individuals

who have low levels of self-regulation are more likely to act aggressively when aggressive impulses are stimulated. Baumeister and his colleagues claim that individuals have self-control strength or resources that are limited and are expended in the process of self-control (Baumeister et al. 1998; Baumeister, Heatherton, and Tice 1993; Baumeister, Stillwell, and Wotman 1990; DeWall et al. 2007; Gailliot et al. 2007; Muraven and Baumeister 2000; Muraven, Tice, and Baumeister 1998; Stucke and Baumeister 2006). Baumeister et al. (1998) found that there is a temporary reduction in cognitive resources when people engage in the process of self-regulation. In their study, students suppressing emotion performed poorly at solving anagrams. Moreover, Muraven and Baumeister (2000) found that after an initial self-regulatory effort, later attempts at other self-regulatory tasks are more likely to fail in field settings. For example, when employees engage in emotional labor (i.e., "the act of displaying the appropriate emotion" (Ashforth and Humphrey 1993, 90)) and use up their regulatory resources, they perform more poorly in their tasks (Grandey, Fisk, and Steiner 2005).

Job demands encompass both physical and psychological aspects of the job that require substantive physical and cognitive efforts. Job demands can be categorized into quantitative demands (e.g., workload, high work pace) and qualitative demands (e.g., task complexity, role ambiguity) (Janssen 2001; Karasek 1979; Nahrgang, Morgeson, and Hofmann 2011). Researchers have examined the relationships between job demands and various outcomes and found that job demands are positively related to mental strain and burnout (Demerouti et al. 2001; Karasek 1979; Theorell and Karasek 1996; Van Yperen and Snijders 2000). The impact of job demands on strain becomes stronger without accompanying job control or resources (Theorell and Karasek 1996; Nahrgang, Morgeson, and Hofmann 2011).

Job demands may require expending self-control strength. As job demands increase, supervisors may reach the point that their self-control capacity to override their aggressive impulses is depleted and they fail to refrain from aggressive behavior. Hambrick, Finkelstein and Mooney (2005) proposed that supervisors may place more pressures on subordinates as job demands increase. Dealing with the increases in job demands and pressures, supervisors may bully or threaten subordinates who do not meet their standards (Hambrick, Finkelstein, and Mooney 2005). Similarly, Hoel and Cooper (2000) stated that with growing pressures, supervisors may take their stress out on their subordinates. Also, DeWall et al. (2007) found that individuals with a depleted capacity for self-control behaved more aggressively after an insulting provocation.

Thus, as supervisors spend their cognitive resources dealing with high level job demands those resources may become depleted. They may not have much capacity left to exert self-control and may respond to impulses negatively. Therefore,

> *Hypothesis 2: Supervisors' level of job demands will be positively related to averaged perceived abusive supervision.*

Family-work conflict and abusive supervision

Individuals in organizations can be affected by work factors and non-work factors. For example, in the turnover literature, researchers have found that work factors such as job satisfaction or organizational commitment influence turnover, and more recently noted that non-work factors such as family attachments, work-family conflict and community involvement also affect turnover (Mitchell et al. 2001). I have looked at job demands earlier as a work factor that may deplete resources for self-control. This resource depletion may occur not only in the work domain but also in the non-work area. I argue that family-work conflict as a non-work factor may contribute to a supervisor's resource depletion and be related to abusive supervision.

Edwards and Rothbard (2000) discussed the linkage mechanism between work and family. They define work as "instrumental activity intended to provide goods and services to support life" (179) and family as "persons related by biological ties, marriage, social custom, or adoption" (179). They reviewed numerous linkages between work and family and categorized them into spillover, compensation, segmentation, resource drain, congruence, and work-family conflict (see Edwards & Rothbard, 2000). In this study, I am particularly interested in resource drain and work-family conflict because these two categories are related to resource depletion for self-regulation.

Resource drain refers to the transfer of resources such as time, attention and energy from family to work, or vice versa (Small and Riley 1990; Tenbrunsel et al. 1995; Valcour 2007). When individuals allocate resources to one domain such as family, they have fewer available resources for another domain such as work. Work-family conflict refers to interrole conflict between work and family such that meeting family (or work) demands make it difficult to meet work (or family) demands (Edwards and Rothbard 2000). Greenhaus and Beutell (1985) identified three types of work-family conflict: time-based conflict, strain-based conflict and behavior-based conflict between work and family. Time-based conflict and strain-based conflict are related to resource depletion. Time-based conflict is a form of resource drain that raises conflicts when individuals spend more time at work, as they then have less time with family. Strain-based conflict occurs when strain such as fatigue, tension, and frustration from family (or work) makes it difficult to meet demands of work (or a family). Strain from family (or work) may reduce capabilities in work (family) (Bakker, Demerouti, and Dollard 2008).

Research shows that family-work conflict interferes with work performance (Netemeyer, Boles, and McMurrian 1996). Multiple roles in family and work can lead to strain (Cooke and Rousseau 1984). Moreover, the higher the home demands, the more resources employees need to devote to home. Family-work conflict may leave individuals with fewer resources to devote to their work (Bakker, Demerouti, and Dollard 2008). Demerouti, Taris and Bakker (2007) found that high levels of family-work conflict are positively related to a high need for recovery. According to the effort–recovery model (Meijman and Mulder 2008), in nonworking periods such as being at home, social interaction plays an important role in recovery from work strain so that individuals may recover from negative experiences at and effects of work. However, when individuals have high family-work conflict and home demands, they may lose opportunities for recovery and must expend their resources (e.g., energy, cognitive resources) at home. This may result in less capacity to engage in self-control at work and a greater likelihood to respond to impulses negatively at work, potentially leading to abusive supervision.

Also, family-work conflict leads to distress and affects mood and anxiety (Frone 2000). Frone, Russell and Cooper (1992) found that family stressors and family involvement were positively correlated with family-work conflict which in turn was positively related to job distress. Moreover, research shows that distress and its accompanying frustration leads to aggressive behavior (Berkowitz 1989). Fox, Spector and Miles (2001) reasoned that stressors induce negative emotions such as anger or anxiety that in turn leads to strain. They claim that aggression is "a manifestation of behavioral strain (292)."

Thus,

> *Hypothesis 3: Supervisors' level of family-work conflict will be positively related averaged perceived abusive supervision.*

Narcissism and abusive supervision

Wang, Sinclair and Deese (2010) discussed the effects of leaders' personalities on their destructive leadership behaviors. They called them dark side traits but did not specify what those traits are. As an example, McFarlin and Sweeney (2010) discussed the consequences of narcissism in executives, suggesting that individual differences, such as narcissism, may be positively correlated with abusive supervision.

Narcissism refers to grandiose views of self (American Psychiatric Association 2000; Bushman and Baumeister 1998). Narcissism is self-love that comes from the Greek myth of Narcissus who fell in love with his own reflection in water. Freud (1991) used narcissism to describe the relationship between the libido and the ego. Because of Freud's influence, psychologists have looked at narcissism as in the domain of clinical psychology (Raskin and Novacek 1989). Since the 1970s, researchers have begun to study narcissism in other areas of psychology, and it has received more attention recently in the context of leadership (Hogan and Kaiser 2005; House and Howell 1992; Judge, LePine, and Rich 2006; Judge, Piccolo, and Kosalka 2009; McFarlin and Sweeney 2010).

Studies show that people with high scores on narcissism appear to be highly energetic, extraverted and high in self-esteem (Judge, LePine, and Rich 2006; Raskin and Hall 1981; Raskin and Novacek 1989). Individuals with high levels of narcissism have high expectations for success and accomplishments (McFarlin and Sweeney 2010) and appear to be confident and attractive. Individuals with high levels of narcissism are more likely to see themselves as a leader, and their peers also consider them to be a leader (Judge, LePine, and Rich 2006). Deluga (1997) found that U.S. presidential narcissistic behavior was positively related to charismatic leadership and performance.

Although these findings show some positive outcomes of narcissism, these positive effects of narcissism may not last long. Judge et al. (2006) found that even though peers or teammates in an MBA program may see narcissists as leaders, their supervisors rated them negatively on their leadership. Narcissists may earn short term benefits because of their emphasis on their own personal goals, but long term relationships may suffer (Morf and Rhodewalt 2001; Robins and Beer 2001). Judge et al. (2006) reasoned that the more people know about and interact with narcissists, the more they perceive narcissists' leadership negatively.

Other studies' findings show more negative outcomes rather than positive. Deluga (1997) mentioned a strong caveat regarding narcissistic charismatic leadership such that these leaders may pursue their own interests at the expense of collective interests. Campbell, Goodie, and Foster (2004) reported that narcissists are more overconfident than non-narcissists, but were found to underperform on a task and be more likely to assess their performance based on their expected and not actual performance. Moreover, narcissism is negatively associated with contextual performance such as helping and cooperating with coworkers (Judge, LePine, and Rich 2006). The combination of overconfidence and self-enhancement bias due to narcissism may be a "liability in jobs where a realistic conception of one's talents and abilities is critical" (Judge et al., 2006, 772).

Studies also show support for a positive relationship between narcissism and hostility. Narcissists expend resources to preserve their favorable view of themselves. When they feel threats toward their ego and get negative feedback, they respond negatively with hostile behaviors (Bushman and Baumeister 1998; Kernberg 1975). Smalley and Stake (1996) found that individuals with high scores on narcissism are more likely to derogate a negative evaluator and behave more aggressively toward an

evaluator. Bushman, Bonacci, van Dijk, and Baumeister (2003) found that males with high levels of narcissism reacted more negatively toward a female confederate when they experienced a sexual refusal.

Moreover, narcissists may engage in counterproductive work behaviors. Fox et al., (2001)stated that counterproductive work behaviors have been conceptualized in many different ways such as aggression, antisocial behavior, deviance, retaliation and bullying. Soyer, Rovenpor and Kopelman(1999) found that narcissistic salespeople are more comfortable with ethically questionable selling behaviors. Penny and Spector (2002) also reported that narcissism was positively correlated with counterproductive work behaviors (e.g., insulting someone about their job performance; purposely doing your work incorrectly; stealing something belonging to your employer). They also found that narcissists experience anger more frequently. Judge et al. (2006) similarly found that narcissism is positively associated with self-ratings and other ratings of workplace deviance.

Thus,

Hypothesis 4: Supervisors' narcissism will be positively correlated with averaged perceived abusive supervision.

The Attributes of Subordinates

Though a leader or supervisor may exhibit some negative behaviors, subordinates may perceive them differently. As noted previously, abusive supervision is defined as "subordinates' perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact" (Tepper, 2000, 178). Abusive supervision is determined via subordinates' perceptions, and thus the factors affecting these perceptions might influence the extent to which employees perceive abuse. This section focuses on subordinate

characteristics to explain which factors affect their perceptions of negative behaviors from their supervisors.

Martinko, Harvey, Sikora and Douglas (2011) found that a significant proportion of subordinates' perceptions of abuse can be explained by subordinates' attribution styles. Subordinates who have hostile attribution styles (i.e., external and stable attributions for failure) are more likely than others to perceive their supervisors as abusive. More specifically, subordinates who make external attributions for failure are more likely to perceive abusive supervision and this relationship is stronger when they make stable attributions for failure. Also, subordinates' own personality may affect their perceptions. For example, Aquino, Grover, Bradfield and Allen (1999) found that individuals high in neuroticism are likely to perceive themselves as victims of coworkers' aggressive behaviors. Individuals' beliefs or assumptions on the malleability of personal attributes (implicit person theories) also may affect subordinates' perceptions. For example, Erdley and Dweck (1993) show that an individual's beliefs (e.g., implicit person theory) affect judgments of the negative behaviors of perpetrators.

I argue that a trait such as neuroticism may influence subordinates' perceptions such that subordinates high in neuroticism tend to perceive more abusive supervision. In addition, this section discusses how implicit person theories affect the perceptions of subordinates.

Neuroticism and subordinates' perception of abusive supervision

Previous studies have looked at abusive supervision from a stressor-strain perspective and viewed it as an extreme interpersonal conflict or stressor (Bamberger and Bacharach 2006; Tepper et al. 2007; Tepper 2000; Yagil, Ben-Zur, and Tamir 2010). In the stressor-strain model perspective, abusive supervision is an interpersonal

stressor that leads to strain such as psychological distress. Since abusive supervision is measured by subordinates' self-reported answers, any bias in subordinates' perceptions may affect the relationship between abusive supervision and outcomes such that subordinates high in neuroticism may be likely to perceive and experience more negative events than others. I think that neuroticism may play an important role in subordinates' perceptions of abusive supervision. I argue below that neuroticism may explain the level of exposure to abusive supervision.

In the stress literature, attention has been paid to the effects of neuroticism on variables such as stressors and strain (McCrae 1990). Neuroticism refers to a dispositional tendency toward negative emotionality such that individuals high in neuroticism show worrying and insecure, self-conscious, and temperamental behaviors (McCrae and Costa 1987). Neuroticism is positively associated with negative affect and interpersonal conflict (Bolger and Zuckerman 1995; Schneider et al. 2011). Neuroticism is also related to depressive symptoms (Vearing and Mak 2007).

Two mechanisms of neuroticism may be closely related to abusive supervision (Spector et al. 2000). One is the perception mechanism. Dennis (1990) argued that appraisals of stressful events are influenced by one's level of neuroticism. McCrae (1990, 238) also pointed out that "it becomes problematic, however, when perceived stress is compared across individuals, because individuals differ in their predisposition to experience distress (i.e., neuroticism)". Moreover, neuroticism influences subjective ratings of stressor severity such that it may confound the relationship between stressors and strain (Espejo et al. 2011). Bolger and Schilling (1991) found that highly neurotic people report and experience more stressful situations. Studying neuroticism in the stress process, Bolger and Zuckerman (1995)

showed that participants high in neuroticism had a greater exposure to conflict. Thus, highly neurotic individuals may perceive and report more stressors. They may be more "distress-prone" (McCrae 1990, 239) and may more easily recall stressful events. McCrae (1990) recommended that researchers measure and control for neuroticism.

In an abusive supervision study, Tepper et al. (2006) found that negative affectivity is related to perceptions of abuse. Some researchers have contended that negative affectivity and neuroticism are synonymous (Tellegen 1985; Fortunato 2004; Moyle 1995) and others have argued that these traits are hierarchically structured such that neuroticism (primary trait) is more stable and negative affectivity (secondary trait) is closer to a mood state (Nemanick and Munz 1997). Thus, from the perception mechanism, neuroticism may be positively associated with abusive supervision such that subordinates high in neuroticism tend to perceive and report more negative behaviors on the part of their supervisors.

A second mechanism is the stressor creation mechanism. This mechanism states that neuroticism does not influence perceptions, but rather that neurotic behaviors of people cause negative reactions from others. According to the school bullying literature (Olweus 1993), children high in neuroticism tend to exhibit prototypical victim behavior (e.g., anxious, insecure, cautious, and low self-confidence). In the workplace, emotional instability, anxiety and neuroticism predict workplace bullying victim status (Coyne, Seigne, and Randall 2000). Victims tend to be less assertive, outspoken and extraverted. Aquino and Lamertz (2004) assert that victims often play roles as either submissive victim or provocative victim. Lack of assertiveness and high neurotic behaviors may signal to others that a victim is vulnerable to abuse. Also, it may reinforce relational role behavior in that one continues to play a submissive victim's role. Neurotic behaviors lead to annoyance

and provoking others to react negatively. We can infer that in a supervisor-subordinate relationship, high neuroticism subordinates may provoke negative reactions from a supervisor.

Both the perception and the stressor creation mechanisms suggest that subordinates' neuroticism is likely to be positively associated with abusive supervision. Subordinates may just perceive more abuse and see themselves as victims or their neurotic behaviors may incite their supervisor to react aggressively toward them.

Thus,

Hypothesis 5: Subordinates' neuroticism will be positively related to individually perceived abusive supervision.

Implicit person theories and subordinates' perception of abusive supervision

I have claimed that neuroticism may affect the perception of abusive supervision. Others have found that attribution styles may contribute to the subordinate's perception of abusive supervision (Martinko et al. 2011). I argue that individual beliefs or assumptions (such as implicit person theories) may affect subordinates' perceptions. Dweck and Leggett (1988) contend that individuals interpret and react to the events that they encounter with a framework of implicit theories. Implicit person theories involve "two different assumptions people may make about the malleability of personal attributes", such as personality, intelligence or moral character (Dweck, Chi-yue, and Ying-yi 1995, 267). People may have a belief that a personal attribute is "fixed, nonmalleable trait-like entity (entity theory) (267)" whereas others may believe that such personal attributes can be "changed and developed (incremental theory) (267)." I believe that implicit person theories provide a framework as to how subordinates perceive and interpret abusive supervision.

Implicit person theories may affect the judgment of others and their reactions to other social behaviors (Chiu et al. 1997; Dweck, Chi-yue, and Ying-yi 1995; Erdley and Dweck 1993). People who assume that social or moral attributes are fixed (i.e., entity theorists) are more likely to make stronger trait inferences from initial information about social behaviors than those who believe personal attributes are malleable (i.e., incremental theorists). When employees with the view of entity theorists interact with their supervisor or boss, they may be more likely to infer the supervisor's traits from his or her social behaviors. In case of negative experiences (or interactions) with a supervisor, entity theorists may believe that a supervisor's negative behaviors reflect the immoral disposition or character of a supervisor. Entity theorists make a strong trait inference even when situations may explain the cause (Erdley and Dweck 1993). For example, Chiu, Hong, and Dweck (1997) found that college students who believe that personal attributes are fixed made strong inferences about the person's traits even from unintentional behavior ("accidentally drops a book from a second-floor window, which almost hits Mrs. Brown."). Thus, when entity theorists experience abusive supervision, they are more likely to make inferences about a supervisor's dark side traits (Wang, Sinclair, and Deese 2010).

Moreover, entity theorists may believe that a supervisor will continue to behave in similar ways in the near future. For example, college students were told that "Henry was more aggressive than Edward on average" and were asked to predict the degree to which Henry would act more aggressively in a particular situation (Chiu, Hong, and Dweck 1997). Entity theorists predicted that Henry would act more aggressively and consistently in the future to a significantly greater extent than incremental theorists. In addition, Erdley and Dweck (1993) found that when entity theorists observe the negative behaviors of perpetrators, they tend to make more

negative judgments, react more aggressively than incremental theorists, and think that perpetrators deserve punishment. Incremental theorists, however, tend to focus on understanding and educating those who show negative behaviors.

Thus, subordinates with entity theorists' views may make strong inferences about a supervisor's traits. After an initial negative experience with a supervisor, subsequent negative behaviors from a supervisor may confirm an employee's belief about a supervisor. Entity theorists may perceive and report more abusive supervision.

> *Hypothesis 6: Subordinates' Implicit Person Theories predict individually perceived abusive supervision, such that subordinates who assume personal attributes are fixed report abusive supervision more than those who believe personal attributes are malleable.*

Consequences of Abusive Supervision

Tepper (2007) reviewed the consequences of abusive supervision by grouping the following themes: work-related attitudes, resistance behavior, deviant behavior, performance (including both in-role performance and extra-role performance), psychological well-being, and family well-being. The outcomes which research has examined after Tepper's review in 2007 also fall into these themes. The only difference is the increased number of studies on deviance behaviors (Mayer et al. under review; Tepper et al. 2009; Tepper et al. 2008; Thau et al. 2009; Thau and Mitchell 2010). Extant research shows that there are moderating variables such as personality and self-esteem that change the strength of the relationship between abusive supervision and outcomes, but not the actual direction of the relationship between two. I briefly summarize the findings on the consequences of abusive supervision.

Previous research shows that abusive supervision is negatively related to subordinates' work-related attitudes such as job satisfaction and organizational

commitment, and positively associated with the intent to quit (Breaux et al. 2008; Tepper 2000; Tepper et al. 2009; Tepper et al. 2004). Abusive supervision is also positively related to subordinates' resistance behaviors such as dysfunctional resistance (e.g., purposely procrastinating or ignoring their supervisors) (Tepper, Duffy, and Shaw 2001) and problem drinking (Bamberger and Bacharach 2006), but the effects of abusive supervision on resistance behaviors become weaker depending on subordinates' personalities. Research has found that the more subordinates perceive negative behaviors from their supervisors, the more deviant behaviors (e.g., disobeyed my supervisor's instructions; deliberately bent or broke a rule) they engage in (Mitchell and Ambrose 2007; Inness, Barling, and Turner 2005; Mayer et al. under review; Tepper et al. 2009; Tepper et al. 2008; Thau et al. 2009; Thau and Mitchell 2010). Harris et al. (2007) and Hmieleski and Ensley (2007) found that abusive supervision was negatively related to in-role performance, and it was negatively associated with extra-role performance such as organizational citizenship behaviors (Aryee et al. 2008; Zellars, Tepper, and Duffy 2002). Both psychological well-being and family well-being are found to have negative associations with abusive supervision (Harvey et al. 2007; Hoobler and Brass 2006; Restubog, Scott, and Zagenczyk 2011; Tepper 2000; Tepper et al. 2007; Tsung-Yu and Changya 2009; Yagil, Ben-Zur, and Tamir 2010).

Abusive Supervision and Psychological Distress

Psychological distress is defined as "a mental state characterized by negative thoughts and feelings related to anxiety, fear, or depression" (Selye, 1974: cited in Restubog et al. (2011, 3)). The stress literature shows that interpersonal conflict affects employees' well-being negatively (Potter et al. 2002; Spector and Jex 1998). Conceptually similar to abusive supervision, workplace bullying has demonstrated a

positive relationship with psychological distress (Einarsen 2000; Eriksen and Einarsen 2004; Zapf et al. 2003).

In abusive supervision studies, Restubog et al. (2011) claimed that abusive supervision can be one of sources of workplace stressors that affects subordinates' well-being and health. Existing research supports this argument that subordinates who experience abuse from their supervisors report higher levels of anxiety (Hobman et al. 2009), depression (Tepper et al. 2007) and emotional exhaustion (Harvey et al. 2007).

Thus,

> *Hypothesis 7: Individually perceived abusive supervision will be positively related to subordinate psychological distress.*

Abusive Supervision and Unit-level Performance

There are only few studies that have investigated the relationship between abusive supervision and performance. Harris et al. (2007) found that abusive supervision is negatively related to leader-rated subordinate performance and formal performance appraisals. Hmieleski and Ensley (2007) studied a sample of executive teams from new ventures and examined the impact of abusive supervision on firm-level performance. They found that abusive supervision was negatively related to new venture growth.

Harris et al. (2007) explained this negative relationship by theories such as conservation of resource theory and social exchange theory. They reasoned that it requires so much energy and time to deal with abusive supervisors that employees may focus less on their core job tasks. Also, they claimed that the relationship between supervisor and subordinates is important. Reciprocity between a supervisor and subordinates might be either positive or negative. Negative treatment from a supervisor brings negative reciprocity that subordinates may repay by decreasing their

job performance. Moreover, Hmieleski and Ensley (2007) suggested that the negative influences of abusive top management team leader may spill over to impact team performance.

Thus,

Hypothesis 8: Averaged perceived abusive supervision will be negatively related to unit-level performance.

Abusive Supervision and Unit-level Organizational Citizenship Behavior

Organ (1988, 4) defined organizational citizenship behavior (OCB) as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". Podsakoff and MacKenzie (1997) reviewed the research on the effects of OCB on organizational unit performance and found a significant positive relationship.

Research has examined the impact of abusive supervision on OCB. Zellars et al. (2002) found that abusive supervision affects subordinates' OCB negatively and this negative relationship is stronger among subordinates who define OCB as extra-role behavior compared with subordinates who define OCB as in in-role behavior. Also, Aryee, Chen, Sun and Debrah (2007) found that abusive supervision has negative impacts on subordinates' OCB through subordinates' perceptions of interactional justice, such that the perceived injustices resulting from abusive supervision are likely to translate into low OCB. Aryee et al. (2008) found that emotional exhaustion mediated the relationships between abusive supervision and the contextual performance dimensions (e.g., interpersonal facilitation, job dedication). They suggested that abusive supervision depletes energetic resources resulting in emotional exhaustion. Consequently, the lack of resources reduces the employee's job

dedication and participation in cooperative behaviors. In sum, these researchers have shown that abusive supervision is negatively related to individual-level OCB.

More recently in the OCB literature, research has moved its focus on OCB to the unit level of analysis (Ehrhart, Bliese, and Thomas 2006; Ehrhart and Naumann 2004; Hu and Liden 2011; Podsakoff and MacKenzie 1997; Poropat and Jones 2009; Schnake and Dumler 2003). Ehrhart (2004, 64) defined unit-level OCB as "the normative level of OCB performed within the unit". Unit-level OCB is viewed as valuable for team effectiveness (Ehrhart and Naumann 2004), and Ehrhart et al. (2006) found that unit-level OCB was positively related to unit effectiveness. In an abusive supervision study, Hmieleski and Ensley (2007) made a first attempt to examine the relationship between abusive supervision and unit-level OCB and found that abusive supervision is negatively related to team organizational citizenship behavior.

Relating to leadership, several studies (Ehrhart 2004; Hu and Liden 2011) have examined the relationship between servant leadership and unit-level OCB. Ehrhart (2004) found that servant leadership has a direct positive relationship with unit-level OCB. It also has an indirect positive relationship through procedural justice climate, such that servant leadership makes team members feel they are treated fairly, and in turn they engage in more unit-level OCB. Results also show that servant leadership is positively related to team performance and team organizational citizenship behavior (Hu and Liden 2011). It is important to study how negative leadership behaviors affect unit-level consequences such as OCB. If abusive supervision negatively influences unit-level OCB, then it in turn will result in lowered team effectiveness. Thus, given that abusive supervision was negatively related to both individual-level and team-OCB, and that supporting evidence exists in OCB-

leadership studies, we can infer that abusive supervision as destructive leadership will be negatively associated with unit-level OCB.

> *Hypothesis 9: Averaged perceived abusive supervision will be negatively related to unit-level organizational citizenship behavior.*

Abusive Supervision and Coping

According to coping theory by Lazarus and Folkman (1984), when individuals encounter stressful events (stressors), they go through two processes, namely primary appraisal and secondary appraisal. These two processes mediate the relationship between stressors and both immediate and long-term outcomes. Primary appraisal involves a cognitive appraisal process in which individuals evaluate whether stressful events (stressors) affect their well-being or not. In secondary appraisal, individuals evaluate options or coping strategies to overcome or prevent the stressful situations. Coping refers to "the person's constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the person's resources" (Folkman et al. 1986, 993).

Facing negative acts from supervisors, subordinates evaluate their situations (primary appraisal) and choose coping strategies (secondary appraisal) to overcome the abuse. Do individuals put forward specific coping efforts to abusive supervision? Which coping strategies might be effective in alleviating the effects of abusive supervision on outcomes? Researchers have used the following framework to examine these questions (Bolger and Zuckerman 1995; Bolger and Schilling 1991; Kammeyer-Mueller, Judge, and Scott 2009).

There are only three studies on coping with abusive supervision (Harvey et al. 2007; Yagil, Ben-Zur, and Tamir 2010; Tepper et al. 2007). Because of the limited number of studies, it is also beneficial to look at coping in workplace bullying studies.

Figure 2. Stressor (abusive supervision) and coping framework

Personality (Neuroticism) — Perception (Exposure) → Stressor (Abusive supervision)

Stressor (Abusive supervision) — Choice → Coping

Stressor (Abusive supervision) → Strain (Psychological distress)

Coping — Effectiveness → Stressor (Abusive supervision)

Personality (Neuroticism) — Choice → Coping
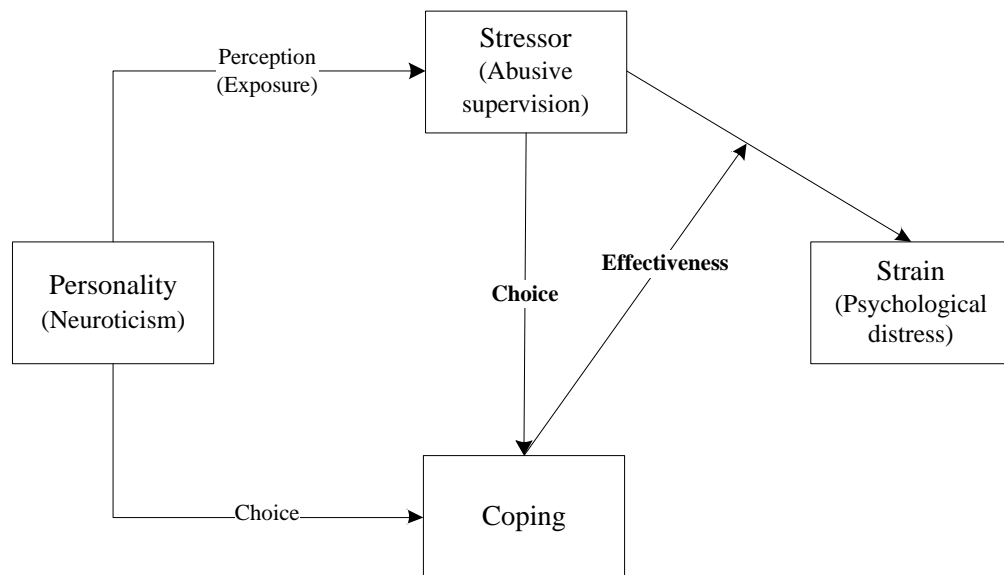
Abusive supervision and workplace bullying are conceptually similar. Like abusive supervision, workplace bullying also involves exposure to negative acts in the workplace (Einarsen 2000).

Workplace bullying is defined as repeated and enduring negative acts which involve "social isolation and exclusion, devaluation of one's work and efforts, and exposure to teasing, insulting remarks and ridicule" (Einarsen 1999, 18). Abusive supervision also involves expose to ridicule, insults, and silent treatment. The major difference between the two is that abusive supervision deals with hostile behaviors specifically directed downward (from supervisors to subordinates) whereas workplace bullying involves negative actions from supervisors, peers and subordinates (Tepper 2007).

Thus, reviewing both workplace bullying and abusive supervision studies, this section investigates how abusive supervision affects the choice of coping strategies and which coping strategies might be effective in dealing with abusive supervision.

The Choice of Coping Strategies

Dimensions of coping have been classified differently across various studies (Connor-Smith and Flachsbart 2007). The most widely studied dimensions are problem-focused coping, which "involves addressing the problem causing distress" and emotion-focused coping, which "is aimed at ameliorating the negative emotions associated with the problem" (Folkman and Moskowitz 2004, 751). Expanding on this, Carver, Scheier, and Weintraub (1989) developed the COPE scale, a broad measure of multiple coping approaches.

Only a few studies have linked specific coping strategies to specific workplace stressors (Hepburn, Loughlin, and Barling 1997). Dewe (1989) found that people appraise stressors' intensity, frequency, and meaning. Their cognitive appraisals influence their choice of coping strategies. Schwartz and Stone (1993) also reported that the appraisal of a stressful event's severity (or intensity) predicts the choice of coping strategies. I propose that when subordinates perceive frequent hostile behaviors from supervisors as intensive stressful experiences, their choice of coping strategies might be affected.

In the workplace bullying literature, research has found that when dealing with a severe interpersonal conflict such as workplace bullying, victims tend to choose fewer problem-focused coping strategies in favor of more avoidance or do-nothing strategies (Zapf and Einarsen 2001; Hogh and Dofradottir 2001; Ólafsson and Johannsdottir 2004). Victims are more likely to choose avoidance because they feel helplessness in these situations and feel that they have no control. Also, they may find it difficult to defend themselves because of the imbalance in power between victim and perpetrator (Einarsen 2000; Mikkelsen and Einarsen 2002). Zapf and Gross (2001) suggested that more active coping strategies such as directly communicating with

supervisors or calling in unions may bring retaliation from perpetrators. Thus, victims are more likely to select avoidance coping strategies or emotion-focused coping than problem-focused coping approaches.

Tepper et al. (2007) also found similar results. They investigated how subordinates' communication styles toward their supervisor interacted with abusive supervision on psychological distress. Some subordinates frequently used regulative maintenance tactics (i.e., "attempts to maintain relationships by avoiding contact and censoring and distorting messages such as talking superficially, avoiding asking for direction, and stretching the truth to avoid problems" (1170)), whereas others use more direct tactics (i.e., "efforts to maintain relationships by communicating relational expectations, questioning relational injustices, and openly discussing relationship problems with supervisors" (1170)). Tepper et al. (2007) found that abusive supervision was positively associated with regulative maintenance tactics, such that subordinates who perceive high levels of negative acts from supervisors tend to use regulative maintenance tactics more frequently than direct tactics. Regulative maintenance tactics are similar to avoidance of contact coping strategy.

In a more recent study, Yagil, Ben-Zur, and Tamir (2010) developed five new coping scales for abusive supervision which consisted of ingratiation, direct communication, avoidance of contact, support-seeking, and reframing. The results showed that abusive supervision was positively related to avoiding contact, support seeking, ingratiation, and reframing. The results seemed to suggest that even if individuals may feel helpless in an abusive situation, they strive to at least take control of their emotions. Harvey et al. (2007) suggested that people may use ingratiation tactics to ease conflict and promote favorable social interactions. Also, ingratiation tactics provided social support from others in the workplace. Thus, I

suggest that abusive supervision may be related to frequent use of emotion focused coping

> *Hypothesis 10: Abusive supervision is positively related to emotion-focused coping among subordinates.*

Coping Effectiveness

Lazarus and Folkman (1984) made no assumptions about which coping processes were good or bad. Coping is a person's efforts to manage a stressful situation. Previous studies show that problem-focused or approach strategies may buffer the effects of workplace stressors on strain because individuals who use these strategies confront the sources of stress and make efforts to eliminate them (Jex et al. 2001; Tepper et al. 2007). Also, emotion-focused coping has been positively related to psychological distress (Folkman and Moskowitz 2004; Gross and John 2003). Problem-focused or approach strategies are found to work better in alleviating abusive supervision than emotion-focused coping or avoidance coping (Tepper et al., 2007). Tepper et al. (2007) found that direct maintenance tactics (i.e., "efforts to maintain relationships by communicating relational expectations, questioning relational injustices, and openly discussing relationship problems with supervisors" (1170)) buffer the impacts of abusive supervision on subordinates' psychological distress, but regulative maintenance tactics (i.e., "attempts to maintain relationships by avoiding contact and censoring and distorting messages" (1170)) exacerbate the effects of abusive supervision on distress. Yagil, Ben-Zur, and Tamir (2010) found that avoiding contact and support seeking mediated the relationship between abusive supervision and negative affective reaction to abuse. Both avoiding contact and support seeking were positively related to negative affect. They concluded that both coping strategies may not be effective in reducing strain. These and previously cited

studies show that while abusive supervision may be positively related to the use of emotion focused coping (e.g., avoidance of contact), these may not be effective in alleviating the abusive situations.

However, workplace bullying studies show seemingly contradictory results. Zapf and Gross (2001) compared victims who were successful in coping with workplace bullying by coping with those who were not successful. The results showed that only 6% of victims were successful in alleviating the situation by problem-focused coping strategies. Talking directly with the bullies were the most frequently used strategies by unsuccessful victims. Successful victims seemed to avoid developing conflict further with the perpetrators. Results from interviews of victims of bullying (Zapf and Gross 2001; Niedl 1996) indicated that active or problem-focused coping does not work well in workplace bullying situations.

A certain coping strategy may be effective in one situation but may not work in other settings. This may depend on whether the situation is controllable or not (Folkman and Moskowitz 2004; Hepburn, Loughlin, and Barling 1997; Violanti 1992). For example, Violanti (1992) studied the coping processes of police recruits subjected to training stress. He found that when control was possible for them, problem-focused coping alleviated strain, but when control was not possible, emotion-focused coping worked better.

In the context of abusive supervision, subordinates do not have much control over the situation. The power imbalance makes it difficult for subordinates to defend themselves. As discussed earlier, victims tend to choose more avoidance or emotion-focused coping than problem-focused coping strategies (e.g., direct communication) because supervisors may perceive these coping as threats and may retaliate. Hepburn et al. (1997) suggested that if employees cannot eliminate or change stressors by

problem-focused coping, they should try to manage their perception of stressful events through emotion-focused coping.

Instead of a direct approach, more indirect ways of coping such as ingratiation may work. Harvey et al. (2007) studied how positive affect (PA) and ingratiation play roles in the relationship between abusive supervision and strain (emotional exhaustion, tension). They examined the three-way interactions among these variables. They found that ingratiation combined with high PA buffers the effects of abusive supervision and strain. The results also showed that ingratiation combined with low PA effectively reduced strain. However, low levels of ingratiation coupled with low PA exacerbated the relationship between abusive supervision and strain.

Therefore, in an uncontrollable situation like abusive supervision, problem-focused coping strategies (e.g., direct communication) may make situations worse. Emotion-focused coping (e.g., seeking emotional support and reframing) may be more effective when confronted with abusive supervision.

> *Hypothesis 11a: The positive relationship between abusive supervision and subordinates' strain is weaker when subordinates' use of emotion-focused coping strategies is higher.*

> *Hypothesis 11b: The positive relationship between abusive supervision and subordinates' strain is stronger when subordinates' use of problem-focused coping strategies is higher.*

Chapter 3

METHODOLOGY

Research Setting and Data Collection Procedure

I collected data from employees in work units in different organizations in

various industries in Korea. One of the reasons that I chose Korean samples is that I

have access to organizations in Korea. The main reason, however, is that previous

studies have shown that the prevalence of abusive supervision differs depending on

the country studied. The average scores of subordinates' perceptions of abusive

supervision is higher in Asian countries such as China, Taiwan, South Korea and the

Philippines than North America. It is worthwhile studying abusive supervision in a

country (in this study, South Korea) where the occurrence of it is relatively high and

the base rate would be high enough to make studying this phenomenon feasible. Table

2 illustrates the mean scores and standard deviation of abusive supervision by

countries. See Appendix B for more information.

Table 2. The comparison among countries in abusive supervision scores

Country	*Mean*	*S.D.*	Number of studies
U.S. & Canada	1.60	0.74	22
China & Taiwan	2.07	0.78	9
South Korea	2.04	0.86	3
The Philippines	2.23	1.22	5
Israel	1.60	0.58	2
online & others	1.73	0.95	6

I recruited participants in two ways. First, I contacted MBA alumni at a

university in Seoul, Korea. The MBA alumni contacted provided access to their

supervisors at their organizations. The alumni were asked to serve as focal employees.

I delivered to focal employees survey packets that included five employee surveys

and one supervisor survey. The focal employees were asked to fill out an employee

survey and ask four coworkers in their work group to fill out the other employee

surveys. They were also asked to have their immediate supervisor fill out the

supervisor survey. Respondents were assured of the confidentiality of their responses.

A few days later I visited the companies again and collected them. Some participants

preferred an online version of the survey. I sent emails to focal employees that

contained a link to an online survey (SurveyMonkey.com). I created multiple versions

of the survey so that each team had separate links and each person had their own link.

Second, another set of participants were full-time employed MBA students at

universities in Seoul and JeJu, Korea. MBA students who volunteered to be a focal

point completed one survey and asked their immediate supervisor and four coworkers

in their work group to fill out the survey. In exchange for participation, extra credit

points were awarded to the focal students in the accounting or management class. All

subjects in their group completed the survey and returned it via mail. All surveys were

marked with a number to make certain that the surveys from each MBA student,

coworkers and supervisor could be matched.

As the survey was administered in South Korea, I followed one of the

procedures (i.e., backtranslation) recommended for translation of an instrument

(Brislin 1970, 1973, 1980) to ensure conceptual equivalence between the original

instrument in English and the Korean version. In backtranslation, there were at least

two bilingual individuals involving in the translation process (McGorry 2000). The

instruments were first translated into Korean by an investigator (i.e., in this study, I

translated them into Korean). A Korean-American bilingual person translated these

back to English. For example, I translated a survey item such as "My boss put me

down in front of others." into Korean, "나의 상사는 나를 다른 사람들 앞에서

무시하는 듯이 행동한 적이 있다." Another bilingual person backtranslated this

back to English such as "My boss treated me with disrespect in front of others." We compared them for any mistranslations and there were only a few minor changes.

<div align="center">Participants</div>

The supervisor questionnaires were distributed to 110 supervisors, whereas the subordinate questionnaires were distributed to 550 subordinates, representing a subordinate–supervisor ratio of 5:1. I received surveys from 94 supervisors (85.4% response rate) and 427 subordinates (77.6% response rate). 80 supervisors and 377 subordinates filled out paper survey and 14 supervisors and 50 subordinates filled out the online survey. I eliminated incomplete data and subordinates' data without supervisors from the analysis. Thus, data from 93 supervisors and 402 subordinates were analyzed. The average age of the respondents was 44.1 (supervisors), 34.3 (subordinates), 86% were male for both supervisors and subordinates. For a demographic breakdown of respondents by respondent group (subordinates, supervisors), see table 3.

Table 3. Demography of sample

	Supervisor	Subordinate
Age	44.1 (7.1)	34.3 (6.5)
Gender	Male: 86.0%, Female: 14.0%	Male: 86.8%, Female: 13.2%
Marital status	Married: 86% Single: 11.8% Divorced / Separated: 2.2%	Married: 87.6% Single: 11.2% Divorced / Separated: 1.2%
Education	High school: 7.5% College: 3.2% University: 64.5% Graduate: 24.7%	High school: 7.7% College: 3.2% University: 65.9% Graduate: 23.1%
Occupation	HR: 31.2%, Sales: 20.4% R&D: 14%, Public relations: 3.2% Finance: 3.2% Customer service: 2.2% Others: 25.4%	HR: 32.3%, Sales: 18.2% R&D: 16.2%, Public relations: 2.2% Finance: 3.2% Customer service: 2.5% Others: 25.4%

Table 3. Demography of sample (Continued)

	Supervisor	Subordinate
Current job working years	15.4 (9.3)	7.25(6.7)
Total job working years	19.5 (8.1)	9.0 (6.8)
Years with own boss	3.8 (3.9)	2.3 (3)

Note. Numbers in parenthesis are standard deviations.

It is important to compare paper survey data to online survey data to confirm that the samples were comparable. I compared them using one way ANOVA and results showed that there were no significant differences (See Appendix A).

<div align="center">Measures</div>

Supervisors rated their perceptions of abusiveness from their own boss, job demands, family-work conflict, Big Five personality characteristics, and narcissism. Also, supervisors assessed unit-level OCB and performance. Subordinates rated abusive supervision, Big Five personality measures, implicit person theories (IPT), their coping strategies, and psychological distress.

Abusive supervision. I measured abusive supervision with Tepper's (2000) 15-item abusive supervision scale. A sample item reads, "My supervisor puts me down in front of others." The supervisors reported on the abusiveness of their current managers (i.e., higher-level managers) whereas employees reported on the abusive behavior of their immediate supervisors. Responses were indicated on a five-point scale such as following: 1 "I cannot remember him/her ever using this behavior with me", 2 "He/she very seldom has used this behavior with me", 3 "He/she occasionally has used this behavior with me", 4 "He/she has used this behavior moderately often with me", 5 "He/she has used this behavior very often with me." ($\alpha = 0.92$ for supervisors, $\alpha = 0.95$ for subordinates)

Job demands. I assessed job demands with Karasek's (1979) 7 item scale. A sample item reads, "To what extent does your job require you working hard?" Responses were indicated on a five-point scale ranging from 1 ("never") to 5 ("extremely often"). ($\alpha = 0.83$)

Family-work conflict. I measured family-work conflict with measures developed by Netemeyer, Boles and McMurrian (1996). Family-work conflict was measured with items such as "The demands of my family or spouse/partner interfere with work-related activities" and "Things I want to do at work don't get done because of the demands of my family or spouse/partner." It was measured on a 1 – 7 scale ranging from "Strongly disagree" to "Strongly agree." ($\alpha = 0.92$)

Big Five Personality. The Big Five Inventory (BFI) was be used to measure personality. Responses were indicated on a five-point scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"), with sample items such as "Is considerate and kind to almost everyone" (Agreeableness: $\alpha = 0.60$ for supervisors, $\alpha = 0.56$ for subordinates), "Is talkative" (Extraversion: $\alpha = 0.76$ for supervisors, $\alpha = 0.76$ for subordinates), "Is original, comes up with new ideas" (Openness: $\alpha = 0.67$ for supervisors, $\alpha = 0.55$ for subordinates), "Makes plans and follows through with them" (Conscientiousness: $\alpha = 0.60$ for supervisors, $\alpha = 0.55$ for subordinates), and "Worries a lot" (Neuroticism: $\alpha = 0.62$ for supervisors, $\alpha = 0.57$ for subordinates).

Unit-level organizational citizenship behavior. Using a four-item scale (Ehrhart, 2004), supervisors rated each team's OCBs. Example items are "Department employees help out others who have been absent and return to work" and "Department employees willingly help others who have work-related problems". ($\alpha = 0.84$)

Unit-level performance. Supervisors rated their team's performance with a three-item scale by De Jong and Elfring (2010). Responses were indicated on a ten-point scale ranging from 1 ("very poor") to 10 ("superb"). Performance items are "The amount of work the team produces", "The quality of work the team produces" and "Your overall evaluation of the team's effectiveness". ($\alpha = 0.92$)

Narcissism. Supervisors assessed their narcissism with the NPI-16, a short version of the NPI (Ames, Rose, & Anderson, 2006). A sample question is "I know that I am good because everybody keeps telling me so". I computed the proportion of responses consistent with narcissism (Narcissism yes = 1, no=0). ($\alpha = 0.73$)

Implicit personal theories (IPT). IPT measures a person's implicit beliefs about the malleability of the personal attributes. I used the 8-item domain-general kind-of-person measure developed by Levy and Dweck (1997). A sample incremental belief item is "People can substantially change the kind of person they are." A sample entity belief item is "Everyone is a certain kind of person, and there is not much they can really change about that." ($\alpha = 0.85$)

Coping strategies. I used a subscale (behavioral disengagement) dispositional version of the COPE inventory (Carver et al., 1989) to measure coping strategies, along with Yagil et al. (2010)'s scales. Yagil et al. (2010) developed a new scale assessing how employees cope with abusive supervision which consists of five subscales: ingratiation, direct communication, avoidance of contact, support-seeking, and reframing. A five-point response scale ranged from "Highly rare" (1) to "Highly frequent" (5). Sample items include the following: Ingratiation: "I take every opportunity to be nice to the supervisor so that he/she will think I am a good friend." ($\alpha = 0.80$); Direct communication: "When I talk to the supervisor I ask him/her clearly to change his/her attitude." ($\alpha = 0.88$); Avoidance of contact: "I avoid having to work

together with the supervisor." ($\alpha = 0.89$); Support-seeking: "I explain to others how

my feelings are hurt by the supervisor's behavior." ($\alpha = 0.91$); Reframing: "I convince

myself that I do my job well, so that the supervisor can't harm me." ($\alpha = 0.82$); and

Behavioral disengagement: "I give up the attempt to get what I want." ($\alpha = 0.82$)

Psychological distress. I measured psychological distress using the Derogatis

scales (1993). Items measure to what extent respondents have been felt fearful,

restless, worthless, and in panic in the past month. Respondents used a 5-point scale

where 1 = "Not at all" and 5 = "Extremely" to indicate how they have felt. ($\alpha = 0.91$).

<div align="center">Analytic Techniques</div>

Previous abusive supervision studies have used the stressor-strain approach,

and an individual level analysis has been commonly used for such an analysis.

Stressors such as job factors (e.g., job demand, role ambiguity) or interpersonal

conflict are measured by employees' subjective perceptions, and it may be acceptable

in that context to use an individual level analysis. It assumes that individuals are

independent and there are no group effects. However, this may not accurately portray

the complex phenomena such as abusive supervision in organizations. Individuals are

nested within a group or organization, and we cannot ignore group effects. Also,

Stapleton (2006, 347) states that in an analysis of nested data, "ignoring the

dependencies in the data, therefore, may lead to the misidentification of statistically

significant path coefficients where only random covariation exists and may lead to

inappropriate rejection of hypothesized models". Single-level analysis may be

inappropriate methods to use in abusive supervision investigations.

Moreover, recently researchers have begun to view abusive supervision as one

aspect of destructive leadership (Harris, Kacmar, and Zivnuska 2007; Harvey et al.

2007; Schyns and Hansbrough 2010; Xin and Pelled 2003). If we look at abusive

supervision as a leadership style, we need to consider multilevel analysis because it assumes that leadership (level-2 unit) influences subordinates' behavior (level-1 unit). As Yammarino and Dansereau (2008, 136) state "When a person leads or follows, the leader and the follower inevitably become interdependent with each other in some way. As a consequence, leaders and followers move from the situation in which each party is considered as an individual to a higher level of analysis where they form at least a dyad or where the leader links with the followers as a group. Thus leadership involves a movement from one level (person level) to a higher level (dyad level or leader–follower group level)."

The simplest way to measure leadership is to ask subordinates to rate the leadership styles (or behaviors) of supervisors. At the individual level, subordinates ratings represent the individual subordinates' perception of the supervisors' behaviors. Scores aggregated to the group level reflect perceptions of the shared supervisors' behaviors. Researchers aggregate subordinate-level ratings of supervisor's behaviors to the unit (or group) level by calculating the mean score among multiple subordinates of each unit (e.g., Zhang, Tsui, and Wang 2011). It assumes that every subordinate provide exactly the same score on leader's behavior such that the responses of subordinates in the same group would be interchangeable.

To determine whether aggregated subordinate-level ratings of variables were reliable indicators, researcher often assess the within-group agreement by using r_{WG} statistic (James, Demaree, and Wolf 1984, 1993), ICC1, and ICC2 (Bliese 2000; Bliese, Halverson, and Schriesheim 2002).These indices have been used to support aggregation of variables to the unit level.

One of indexes of interrater agreement is r_{WG}. r_{WG} is defined in the following terms:

$$r_{\text{WG}} = 1 - \left(\frac{s_x^2}{\sigma^2}\right)$$

When there is strong agreement between subordinates in a group, the variance s_x^2 between the subordinates' rating should be small. If they agree perfectly, it should be $s_x^2 = 0$. The median value of r_{WG} statistic greater than or equal to 0.71shows that groups have sufficient level of agreement (LeBreton and Senter 2008).

The intraclass correlation (ICC) type 1 can be interpreted in two ways. First, it shows the proportion of the total variability that can be attributed to variability between the groups.

$$\text{ICC}(1) = \frac{\sigma_b^2}{\sigma_b^2 + \sigma_w^2}$$

ICC(1) is zero if the data are independent (i. e., $\sigma_b^2 = 0$). Conventionally, if the intraclass correlation is less than 0.05, there is little justification to perform a multilevel analysis. For example, ICC(1) for abusive supervision is 0.11 and it means that about 11% of variability can be attributed of group-level variability in other words it is attributable to unit membership. We can explain about 11% of group variability of abusive supervision by the attributes of supervisors. Second, it is an "index of interrater reliability (the extend to which raters are substitutable)" (Bliese 2000, 355).Value of 0.05 and above for ICC(1) can be viewed as justification for aggregation (Frenzel et al. 2009).

ICC(2) indicates an estimate of the reliability of the group mean rating (Lüdtke et al. 2006). ICC(2) is estimated as the following:

$$\text{ICC}(2) = \frac{k * \text{ICC}(1)}{1 + (k - 1) * \text{ICC}(1)}$$

k refers the number of students per class and the mean class size can be used for k if groups are not same size (Lüdtke et al. 2006; Bliese 2000). ICC(2) values of

0.70 are regarded to show sufficient reliability of class-level aggregated scores

(Frenzel et al. 2009; LeBreton and Senter 2008).

If abusive supervision is viewed as leadership (unit-level or level-2 construct),

we need to aggregate subordinate-level data to the unit level and justify aggregation

by r_{WG} statistic, ICC1, and ICC2. I computed the r_{WG} statistic and it showed that

groups had sufficient level of agreement (Median r_{wg} =0.87, see Table 4) because

median values greater than or equal to 0.71(LeBreton and Senter 2008). The results

show that ICC(1) for abusive supervision is 0.11 and it can be viewed as support for

aggregation. In addition, F-ratio associated with the ICC(1) was statically significant.

However, ICC(2) value was 0.34 and it did not show sufficient reliability of group-

level aggregated scores. Low ICC(2) values attenuate relationship among group level

variables (Zhang, Tsui, and Wang 2011; Srivastava, Bartol, and Locke 2006). This is

because the current study's average group size of 4.32 was not big enough to have

large ICC(2).

Table 4. *F-statistics*, ICCs, and Median r_{wg}

Construct	F	p	ICC(1)	ICC(2)	Median r_{wg}
Supervisor's Abusive supervision	1.97	< 0.01	0.11	0.34	0.87

Note. The F and p values refer to the F tests and corresponding significance levels
from one-way ANOVAs with unit identifier as the independent variable and the
constructs as the dependent variables.

Researchers in leadership aggregate subordinate-level ratings of supervisor's

behaviors to the group level, however there are some problems of aggregation. The

problem of aggregation is to "fail to acknowledge the within-group variability present

in the data" (Heck and Thomas 2009, 20). We might miss the likelihood that there is

considerable variation within groups in how subordinates perceive supervisors'

abusive behaviors. Also Lüdtke and his colleges (2008, 204) pointed out that "the

observed group average obtained by aggregating individual observations may not be a

very reliable measure of the unobserved group average if only a small number level-1 individuals is sample from each group." For example, n study ICC(2) was only 0.34 because we have only four subordinates in each group.

Lüdtke et al. (2008) showed that group-level aggregated scores (i.e., the observed group mean) can result in substantially biased estimates of group effects and underestimate the group effects. To take the unreliability of the group mean into account when estimating the group effect, researchers proposed the multilevel latent covariate (MLC) model approach (see Lüdtke et al., 2008). The MLC approach is also called multilevel structural equation modeling (ML-SEM).This approach treats the group average as latent variables and corrects for the unreliable measurement of the latent group mean by the observed group mean. The MLC approach uses full information maximum likelihood (FIML). Lüdtke et al. (2008) recommended to use the MLC approach when small ICCs, small number of individuals in each group. The results in Table 4 showed that current data has small number of subordinates in each group resulting in low ICC(2) that the mean score of aggregated individuals scores is not reliable. Thus, the MLC approach is appropriate.

Figure 3. Abusive supervision defined in within- and between-level

Between-group level

Average
perceived
Supervisors'
Abusive
supervision

Within-group level

Individually
perceived
Supervisors'
Abusive
supervision
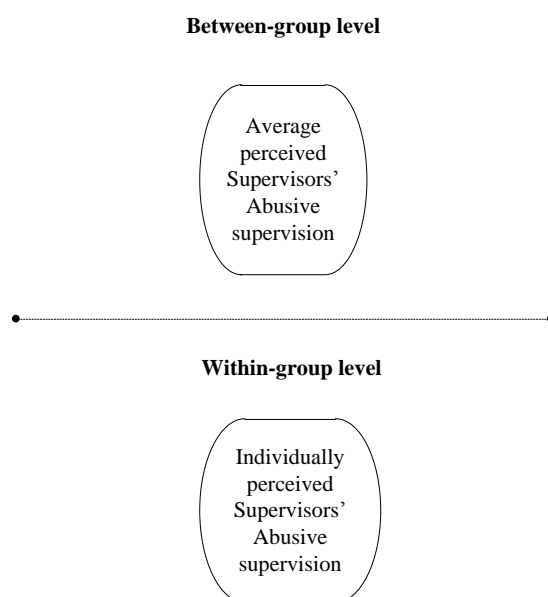
Another advantage of the MLC approach is that we can define abusive supervision as a within-unit construct (i.e., an individually perceived supervisor's abusive behaviors) and a between-unit construct (i.e., an averaged perceived supervisor's abusive behaviors) simultaneously.

Also the MLC approach can overcome the limitation of multilevel modeling (ML) approach. One of the limitations of the ML approach is that it is not designed for studying complex indirect and simultaneous effects within and across levels of the system (Kaplan 2009). To overcome the limitation of the ML approach, recent methodological advances have extended multilevel modeling to the structural equation modeling (SEM) perspective (Mehta & Neale, 2005). Mehta and Neale (2005) claim that the MLC approach (also called multilevel structural equation modeling) combines the best of both worlds (i.e., ML and SEM). For example, the SEM approach can accommodate the specification and testing of a variety of theoretical models that include latent variables, measurement error, multiple indicators, simultaneity, and complex structural relationships including reciprocal causation (Heck and Thomas 2009).

In this study, to accommodate the need to model relations among variables at two levels, data were analyzed in Mplus 6.12 (Muthén and Muthén 1998-2010). Mplus accommodates the MLC approach (or ML-SEM). I used multilevel path models. It is a type of multilevel SEM model which used only observed variables (not latent constructs). It does not include error terms for the constructs in the model so that measurement error may bias the estimated parameters. "In the multilevel path model measurement error in an outcome variables will affect precision, where measurement error in the input variables will affect the accuracy of the estimates" (Heck 2001, 115). However, multilevel path models can test overall models and

individual parameters. Also it has the ability to examine simultaneously both direct and indirect effects and test models with multiple dependent variables.

The analysis of SEM uses maximum likelihood estimation. It is based on a normal theory of method that the data are multivariate normal (Heck and Thomas 2009). According to Kline (2011), multivariate normality means that

1. All the individual univariate distributions are normal.

2. Each variable is normally distributed for each value of every other variable.

3. All bivariate scatterplots are linear, and the distribution of residuals is homoscedastic.

To examine whether the individual univariate distributions are normal, we may look at skew and kurtosis. Skew is an assessment as to whether unimodal distribution is symmetrical about its mean. Positive skew means that most of the scores are below the mean, while negative skew indicates that most of the scores are above the mean. Kurtosis implies the extent of a peak compared with a normal curve. Positive kurtosis indicates a higher peak and negative kurtosis means a lower peak. Abusive supervision is a low rate phenomenon that we cannot expect to be normal (Tepper, Moss, and Duffy 2011). In this study, the Figure 3 shows the skew and kurtosis for supervisors' perception of abusive supervision. As it illustrates, it has positive kurtosis and skew.

If the data do not meet multivariate normality assumptions (thus violation of these assumptions), it might be problematic to interpret the estimation of parameters such as χ^2 statistics and other fit indices such as Comparative fit index (CFI) or Root mean square error of approximation (RMSEA). When distributional assumptions are violated, the S-Bχ^2 statistics and robust versions of fit indexes should be computed (Bryne 2012). In Mplus, the MLM estimator takes those into account.

Figure 4. The kurtosis and skew in supervisors' perception of abusive supervision
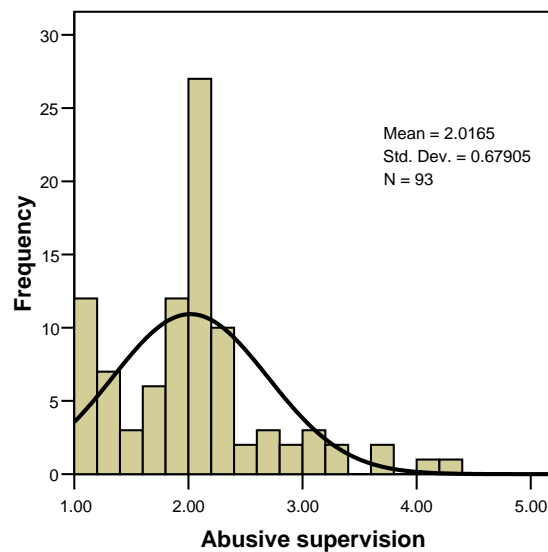
In addition to assumptions about multivariate normality, in analyzing multilevel data, the group sizes should be balanced (i.e., every team has an equal number of team members). Muthén's (1994) approximate maximum likelihood (MUML) estimation method allows for the analysis of unbalanced groups. With recent advances in statistics, an expectation maximization (EM) algorithms method is available to users of Mplus and the MLR (i.e., ML estimation with robust chi-squares and standard errors) estimator option takes care of nonnormal, unbalanced and missing data (Bryne 2012). The MLR estimator is more advanced than the MUML estimator (see Hox, Maas, and Brinkhuis 2010). This study used the MLR estimator option to analyze the data. The MLR estimator option is the default for multilevel analysis.

To test the moderating effects of the relationship between abusive supervision and psychological distress, I used a multilevel modeling (ML) approach. SAS Proc Mixed is better suited for testing the interaction effects than ML-SEM approach. Mplus and SAS Proc Mixed codes are shown in Appendix B.

Chapter 4

RESULTS AND ANALYSIS

It became too complex a model to test all the hypotheses at once. I broke the proposed model into three parts. The first model tests the antecedents and outcomes of abusive supervision. The second model investigates the impact of abusive supervision on choice of coping strategies and the last model examines whether coping strategies buffer the impact of abusive supervision on psychological distress.

The Antecedents and Outcomes of Abusive Supervision Model

Table 5 and Table 6 provided sample covariance matrices (the ML estimator of the within-group covariance matrix, $\sum_w$ and the between-group covariance matrix $\sum_B$). This is based on MLR estimation (see Hox, Maas, and Brinkhuis 2010). In Table 7 and Table 8, means, standard deviations, and the attenuated (i.e., manifest) Pearson produc-moment correlations between the study variables both at the individual level and at the group level. The majority of the correlations were in the expected direction. The coefficients at the individual level are based on the total employee sample, disregarding the nested structure of the data. Correlations in bold are significant at $p < 0.05$. As expected, abusive supervision was significantly related to psychological distress (level 1: $r = 0.275$, $p < 0.01$, level 2: $r = 0.297$, $p < 0.01$) and unit performance (level 2: $r = -0.230$, $p < 0.05$). Also, boss' abusive supervision was positively related to average perceived supervisor's abusive supervision ($r = 0.209$, $p < 0.05$) and negatively associated with unit performance ($r = -0.318$, $p < 0.05$). However, supervisors' job demand was significantly related to abusive supervision in the opposite direction (level 2: $r = -0.260$, $p < 0.05$). Subordinates' neuroticism was

Table 5. The sample covariance matrices correlations among the study variables (Within-level)

	1	2	3	4	5	6	7	8	9	10
1.Supervisor's abusive supervision	0.384									
2.Subordinates' neuroticism	0.062	0.407								
3.Subordinates' implict person theory	0.030	0.059	0.325							
4.Subordinates' psychological distress	0.144	0.285	0.045	0.718						
5.Boss' abusive supervision	N/A	N/A	N/A	N/A	N/A					
6.Supervisors' job demand	N/A	N/A	N/A	N/A	N/A	N/A				
7.Supervisors' family-work conflict	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
8.Supervisors' narcissism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
9.Unit performance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
10.Unit organizational citizenship behavior	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note. The sample covariance matrices are the maximum likelihood estimated sigma within covariance and correlation matrices.

Table 6. The sample covariance matrices correlations among the study variables (Between-level)

	1	2	3	4	5	6	7	8	9	10
1.Supervisor's abusive supervision	0.049									
2.Subordinates' neuroticism	-0.005	0.040								
3.Subordinates' implict person theory	-0.010	0.011	0.020							
4.Subordinates' psychological distress	0.007	0.012	0.005	0.081						
5.Boss' abusive supervision	0.054	0.040	0.022	0.074	0.456					
6.Supervisors' job demand	-0.049	-0.012	0.023	-0.011	0.025	0.321				
7.Supervisors' family-work conflict	0.022	0.029	-0.060	0.036	0.109	-0.210	1.471			
8.Supervisors' narcissism	0.005	-0.018	-0.017	0.003	0.022	0.010	-0.007	0.038		
9.Unit performance	-0.123	0.052	0.017	-0.032	-0.307	0.233	-0.679	0.007	2.223	
10.Unit organizational citizenship behavior	-0.012	-0.023	-0.016	-0.064	-0.109	0.036	-0.326	0.009	0.310	0.504

Note. The sample covariance matrices are the maximum likelihood estimated sigma within covariance and correlation matrices.

Table 7. Pearson product-moment correlations among the study variables (Individual level)

	mean (s.d.)	1	2	3	4	5	6	7	8	9
1.Supervisor's abusive supervision	1.90 (0.66)									
2.Subordinates' neuroticism	2.95 (0.67)	**0.133****								
3.Subordinates' implict person theory	3.30 (0.59)	0.054	**0.178****							
4.Subordinates' psychological distress	2.05 (0.90)	**0.257****	**0.498****	0.095						
5.Boss' abusive supervision	N/A	N/A	N/A	N/A	N/A					
6.Supervisors' job demand	N/A	N/A	N/A	N/A	N/A	N/A				
7.Supervisors' family-work conflict	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
8.Supervisors' narcissism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
9.Unit performance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
10.Unit organizational citizenship behavior	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note. Correlations on the individual level are shown (N=402). ** $p < 0.01$.

Table 8. Pearson product-moment correlations among the study variables (Between-level)

	mean (s.d.)	1	2	3	4	5	6	7	8	9
1.Supervisor's abusive supervision	1.90 (0.38)									
2.Subordinates' neuroticism	2.94 (0.41)	0.108								
3.Subordinates' implict person theory	3.29 (0.29)	-0.099	**0.241***							
4.Subordinates' psychological distress	2.06 (0.60)	**0.297****	**0.490****	0.090						
5.Boss' abusive supervision	2.02 (0.68)	**0.209***	0.140	0.093	0.192					
6.Supervisors' job demand	3.55 (0.57)	**-0.260***	-0.075	0.135	-0.066	0.064				
7.Supervisors' family-work conflict	2.65 (1.22)	0.085	0.107	-0.125	0.099	0.133	**-0.306****			
8.Supervisors' narcissism	0.31 (0.20)	0.056	**-0.271****	**-0.301****	-0.042	0.165	0.092	-0.030		
9.Unit performance	7.53 (1.50)	**-0.230***	0.085	0.056	-0.055	**-0.305****	**0.276****	**-0.376****	0.026	
10.Unit organizational citizenship behavior	5.47 (0.71)	-0.069	-0.109	-0.133	-0.190	**-0.227***	0.090	**-0.379****	0.068	**0.293****

Note. Correlations on the between-group level are shown (N=93). ** $p < 0.01$, * $p < 0.05$.

Table 9. Fit indices for structural model

Model	$\chi^2(df)$	P	CFI	RMSEA	SRMR$_W$	SRMR$_B$
Model1-structural model	13.978 (10)	0.174	0.981	0.031	0.002	0.062

Note. CFI = comparative fit index; RMSEA = root mean square error approximation; SRMRW = standardized root mean square residual for the within-unit model; SRMRB = standardized root mean square residual for the between-unit model.

positively related to their implicit person theory (level1: $r = 0.241$, $p < 0.05$) and

psychological distress (level 1: $r = 0.490$, $p < 0.01$).

Both within-unit and between-unit structural models were specified to test

hypotheses regarding the antecedents and outcomes of abusive supervision. The basic

steps of structural equation modeling are as follows: (1) specify the model, (2) model

identification, (3) select the measures and collect, prepare and screen the data, (4)

estimate the model (evaluate model fit, interpret parameter estimates), (5) respecify

the model, (6) report the results. For evaluating model fit, I relied on model fit indices

such as χ^2, the comparative fit index (CFI), the root mean square error of

approximation (RESEA), and the standardized root-mean-square residual (SRMR).

Separate SRMR values are computed for the within-level and between-level models.

A nonsignificant χ^2 indicates good model fit. A CFI value of .95 or higher, a RMSEA

value of .06 or lower, and SRMR values of .08 or lower indicate good fit of the model

to the data (Hu and Bentler 1999). This model provided good fit to the data [$\chi^2(10) =$

19.98, $p = 0.174$, CFI = 0.981, SRMR (Within) = 0.002, SRMR (Between) = 0.062].

This model is presented in Figure 4 and standardized path estimates and R^2 for

endogenous variables are reported in italics. Every estimated parameter from M-plus

is reported in Appendix C.

Hypotheses 1-4 suggested that the attributes of the supervisor may be related

to abusive supervision. Hypothesis 1 proposed that supervisors' perception of their

Figure 4. Results of the empirical multilevel path model.
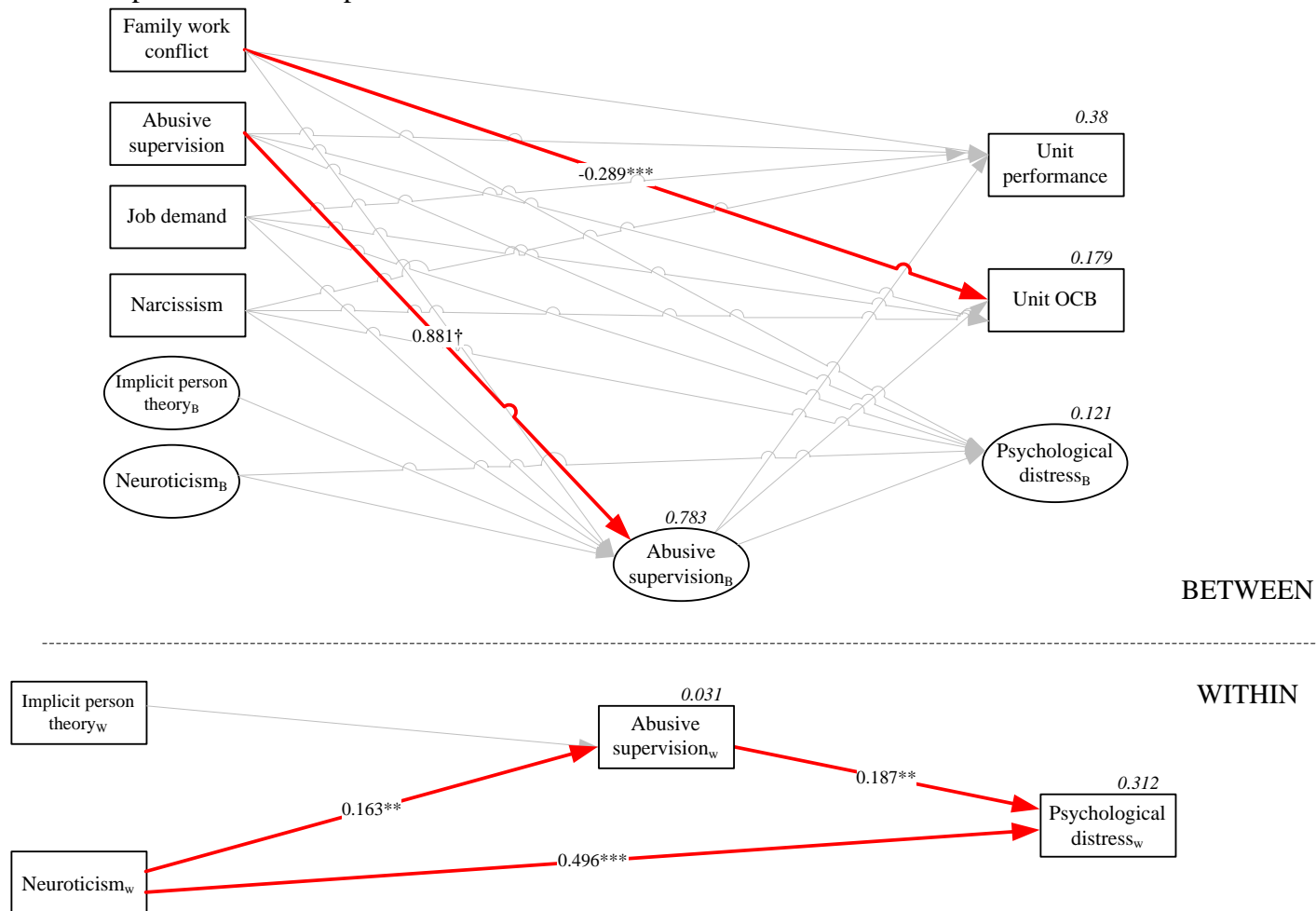
Note. Red lines indicate the significant path estimates. R^2 (Squared multiple correlations for endogenous variables) reported in italics. † $p < 0.1$, *$p < 0.05$,** $p < 0.01$, *** $p < 0.001$.

boss' abusive behavior is positively related to subordinates' perception of their supervisors' abusive behavior. The results showed that the path parameter from boss' abusive supervision to supervisors' abusive supervision was marginally significant (B = 0.255, s.e.=0.15, β = 0.881, p = 0.088). When supervisors have experienced abusive supervision from their bosses, they may be more likely to treat their own subordinates in a similar way.

I proposed that supervisor' level of job demand (Hypothesis 2) would be positively associated with abusive supervision, but it was not supported (B = -0.154, s.e.= 0.096, β = -0.445, p = 0.108). Hypothesis 3 was not supported as supervisor' level of family-work conflict did not predict abusive supervision (B = - 0.047, s.e.= 0.075, β = - 0.289, p > 0.1). Hypothesis 4 proposed that supervisors' narcissism is positively correlated with abusive supervision, but it was not supported (B = -0.599, s.e.= 0.746, β = -0.596, p > 0.1).

Hypotheses 5 and 6 proposed that subordinates' characteristics may predict abusive supervision. In support of Hypothesis 5, subordinates' neuroticism was positively related to abusive supervision (B = 0.161, s.e.= 0.048, β = 0.163, p = 0.001). However, Hypothesis 6 was not supported, as subordinates' Implicit Person Theories did not predict abusive supervision (B = 0.052, s.e.= 0.064, β = 0.048, p > 0.1).

I examined the influence of abusive supervision on three outcome variables. Hypothesis 7 proposed that abusive supervision is positively related to subordinate psychological distress and the results demonstrated this relationship (B = 0.251, s.e.= 0.079, β = 0.187, p = 0.001). I did not propose a hypothesis on the influence of neuroticism on psychological distress, but the data showed that neuroticism had a direct effect on psychological distress (B= 0.657, s.e.= 0.062, β = 0.496, p = 0.000). I estimated the indirect effects of neuroticism on psychological distress through abusive

supervision and results showed that the indirect effects were significant ($B = 0.041$,

s.e.$= 0.016$, $p = 0.001$). Therefore, abusive supervision partially mediated the

relationship between neuroticism and psychological distress. Hypotheses 8 and 9 were

not supported as abusive supervision was not associated with either unit-performance

($B = -3.622$, s.e.$= 8.560$, $\beta = -0.475$, $p > 0.1$) or unit-organizational citizenship

behavior ($B = 0.070$, s.e.$= 0.915$, $\beta = 0.019$, $p > 0.1$).

The Choice of Coping Model and Coping Effectiveness Model

Table 10 and Table 11 provided sample covariance matrices (the ML

estimator of the within-group covariance matrix, $\sum_w$ and the between-group

covariance matrix $\sum_B$). In Table 12 and Table 13, means, standard deviations, and the

attenuated (i.e., manifest) Pearson produc-moment correlations between the study

variables both at the individual level and at the group level. Both within-unit and

between-unit structural models were specified to test hypotheses regarding the choice

of coping strategies. This model is just-identified (degree of freedom = 0) so that it

shows a perfect fit to the data as shown in Table 8. This model is presented in Figure

5 along with standardized path estimates and R^2 for endogenous variables are reported

in italics. Every estimated parameter from M-plus is reported in the Appendix C.

Hypothesis 10 proposed that abusive supervision is positively related to

emotion focused coping (e.g, avoidance of contact, support- seeking, reframing). The

hypothesis was supported, but abusive supervision was also positively associated to

other coping strategies (i.e., direction communication, behavioral disengagement).

Subordinates' personality (neuroticism) also plays a role in the choice of coping

strategy.

Table 10. The sample covariance matrices correlations among the study variables (Within-level)

	1	2	3	4	5	6	7	8
1.Supervisor's abusive supervision	2.848							
2.Ingriation	-0.113	0.386						
3.Direct communication	-0.053	0.089	0.574					
4.Avoidance of contact	-0.509	1.174	1.269	5.583				
5.Support-seeking	-0.108	0.181	0.213	0.912	0.492			
6.Reframing	-0.474	1.093	0.597	4.191	1.374	5.149		
7.Behavioral disengagement	-0.132	0.314	0.063	0.947	0.251	1.076	0.747	
8.Subordinates' neuroticism	-0.330	1.446	0.749	5.229	0.961	4.717	1.531	7.602

Note. The sample covariance matrices are the maximum likelihood estimated sigma within covariance and correlation matrices.

Table 11. The sample covariance matrices correlations among the study variables (Between-level)

	1	2	3	4	5	6	7	8
1.Supervisor's abusive supervision	0.300							
2.Ingriation	-0.055	0.046						
3.Direct communication	-0.037	0.013	0.056					
4.Avoidance of contact	-0.212	0.152	0.141	0.690				
5.Support-seeking	-0.043	0.024	0.045	0.152	0.050			
6.Reframing	-0.183	0.148	0.115	0.640	0.151	0.652		
7.Behavioral disengagement	-0.071	0.036	0.052	0.195	0.043	0.166	0.068	
8.Subordinates' neuroticism	-0.231	0.160	0.111	0.639	0.096	0.539	0.208	0.82

Note. The sample covariance matrices are the maximum likelihood estimated sigma within covariance and correlation matrices.

Table 12. Pearson product-moment correlations among the study variables (Individual level)

	mean (s.d.)	1	2	3	4	5	6	7	8
1.Supervisor's abusive supervision	1.90 (0.66)								
2.Subordinates' neuroticism	2.95 (0.67)	**0.133**							
3.Subordinates' psychological distress	2.05 (0.90)	**0.257**	**0.498**						
4. Ingriation	2.56 (0.79)	**0.196**	-0.039	0.065					
5.Direct communication	1.69 (0.74)	**0.425**	-0.017	**0.191**	**0.440**				
6.Avoidance of contact	1.99 (0.90)	**0.590**	**0.139**	**0.295**	**0.160**	**0.442**			
7.Support-seeking	2.27 (0.91)	**0.465**	**0.148**	**0.236**	**0.379**	**0.497**	**0.621**		
8.Reframing	2.61 (0.84)	**0.350**	-0.027	0.078	**0.507**	**0.413**	**0.477**	**0.517**	
9.Behavioral disengagement	2.20 (0.80)	**0.421**	**0.165**	**0.319**	**0.361**	**0.411**	**0.519**	**0.455**	**0.533**

Note. Correlations on the individual level are shown (N=402). ** $p < 0.01$.

Table 13. Pearson product-moment correlations among the study variables (Between-level)

	mean (s.d.)	1	2	3	4	5	6	7	8
1.Supervisor's abusive supervision	1.90 (0.38)								
2.Subordinates' neuroticism	2.94 (0.41)	0.108							
3.Subordinates' psychological distress	2.06 (0.60)	**0.297**	**0.490**						
4. Ingriation	2.57 (0.44)	**0.251**	-0.030	0.192					
5.Direct communication	1.71 (0.42)	**0.395**	-0.152	0.168	**0.454**				
6.Avoidance of contact	2.00 (0.53)	**0.628**	-0.052	**0.255**	**0.401**	**0.536**			
7.Support-seeking	2.28 (0.60)	**0.473**	0.071	**0.224**	**0.594**	**0.460**	**0.672**		
8.Reframing	2.61 (0.49)	**0.314**	-0.151	-0.043	**0.454**	**0.347**	**0.541**	**0.536**	
9.Behavioral disengagement	2.20 (0.43)	**0.442**	0.044	0.194	**0.382**	**0.396**	**0.567**	**0.518**	**0.492**

Note. Correlations on the between-group level are shown (N=93). ** $p < 0.01$, * $p < 0.05$.

Figure 6. Results of the empirical multilevel model.
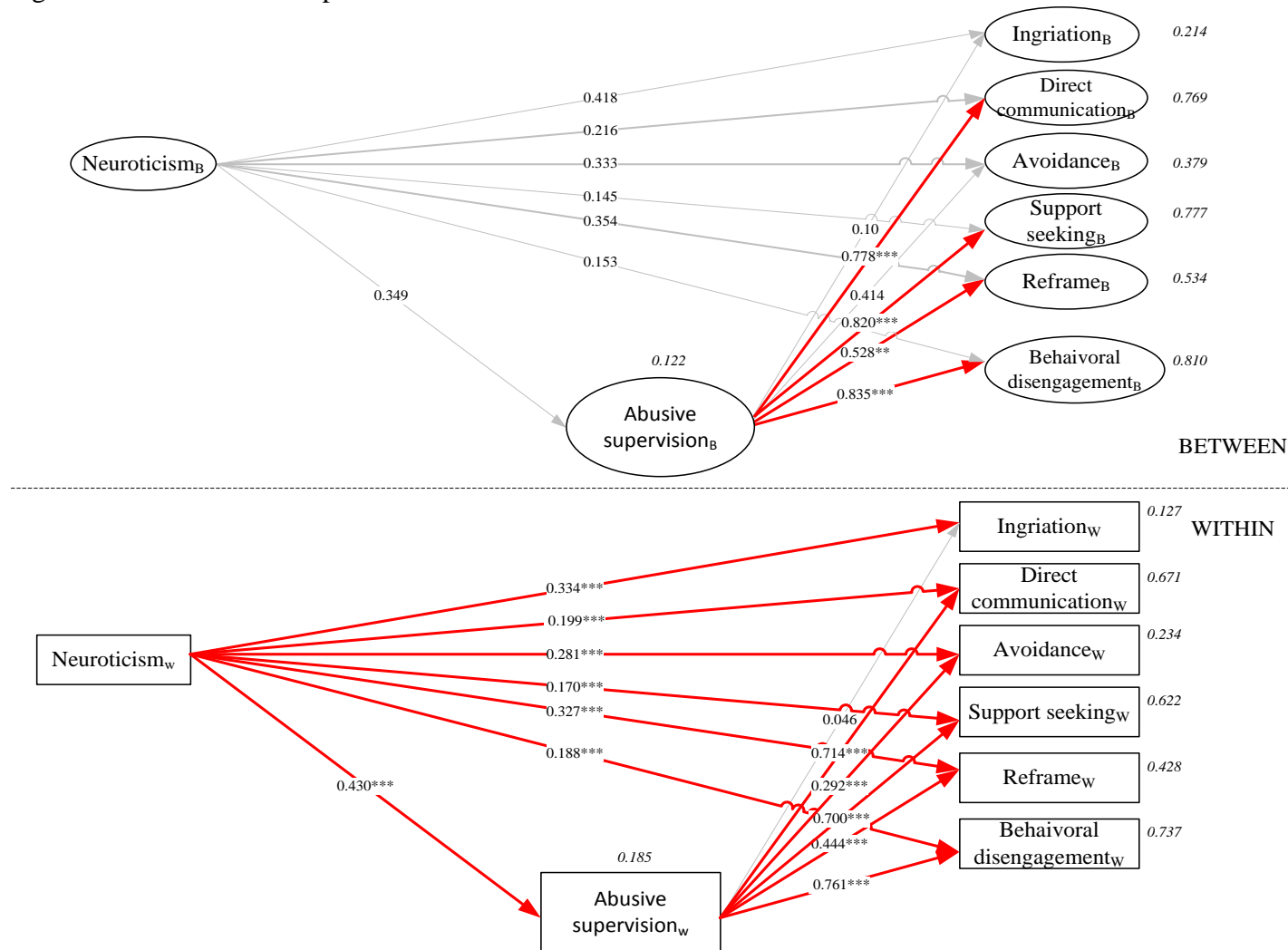
$Note$. R^2 (Squared multiple correlations for endogenous variables) reported in italics. † $p < 0.1$, * $p < 0.05$,** $p < 0.01$, , *** $p < 0.001$

Table 14. Fit indices for structural model

Model	$\chi^2(df)$	p	CFI	RMSEA	SRMR$_W$	SRMR$_B$
Model1-structural model	0.414 (0)	0.000	1.000	0.000	0.000	0.005

Note. CFI = comparative fit index; RMSEA = root mean square error approximation; SRMRW = standardized root mean square residual for the within-unit model; SRMRB = standardized root mean square residual for the between-unit model.

I tested whether each coping strategy may buffer or exacerbate the impact of abusive supervision on psychological distress. The results from SAS Proc Mixed output are reported in Appendix C. Unfortunately, none of coping strategies buffer nor exacerbate the influence of abusive supervision on psychological distress. Therefore, Hypothesis 11 was not supported.

Chapter 5

DISCUSSION

This study contributes to a growing body of abusive supervision research by exploring the antecedents of abusive supervision. Previous research has shed light on the detrimental impacts of abusive supervision, but little is known about the factors that predict subordinates' perceptions of abusive supervision. My first aim was to determine whether the characteristics of supervisors such as job demands, family-work conflict, narcissism, and their own boss' abusiveness may predict their engaging in abusive supervision. Also, this study looked at the attributes of subordinates such as their neuroticism and implicit person theory as factors that might influence their perception of abusive supervision. There is also limited extant research on coping strategies in abusive supervision. My second aim was to expand abusive supervision research by investigating individuals' choices of coping strategies and their effectiveness. In this chapter, I will present the major findings of this study as well as implications for theory and practice. Also, limitations of this study and directions for future research are discussed.

Implications for Theory, Research and Practice

In this study, supervisors levels of job demand, family-work conflict, and narcissism did not predict abusive supervision. However, the supervisors' perceptions of their boss' abusive supervision predicted the subordinates' perceptions of supervisor's abusive supervision ($B = 0.255$, s.e.$= 0.15$, $\beta = 0.881$). The result of the test of significance is marginal ($p = 0.088$), but it provides valuable insight into predicting abusive supervision. It suggests that supervisors may learn aggressive behavior from their bosses with whom they have repeated contacts.

Restubog et al. (2011) found that supervisors' perceptions of an aggressive norm in their organization predicted the emergence of abusive supervision. They reasoned that when individuals are exposed to repeated destructive behaviors, they are likely to model and adopt these negative behaviors. They claimed that aggressive norms may be spread from the top to bottom of the organization. With the same line of reasoning, supervisors may model their boss' abusive behaviors and believe they are acceptable.

In individual level analyses, subordinates' neuroticism was significantly associated with abusive supervision (B= 0.161, s.e.= 0.048, β = 0.163, p =0.001). The finding suggests that subordinates high in neuroticism tend to perceive and experience more negative events than others. I also found that neuroticism is highly correlated with psychological distress (B= 0.657, s.e.= 0.062, β =0.496, p =0.000). These findings demonstrate that subordinates' perceptions of abusive supervision may be partially a function of their personality. Similarly, Martinko et al. (2011) found that subordinates' attribution styles explained a significant proportion of the variability in subordinates' perceptions of abusive supervision.

Another explanation might be that the subordinates' behaviors may cause negative reactions from others. This is similar to dispute-related bullying (Einarsen 1999). This workplace bullying may develop through work-related conflict between a perpetrator and a victim. Thus, subordinates' neurotic behaviors may trigger the abusive behaviors by supervisors. Einarsen (1999) also mentioned that individuals may be bullied and become easy targets because of a certain characteristic. Coyne, Seigne and Randall (2000) found that victims of bullying tended to be less independent and extroverted, less stable (e.g., anxious, easily upset), and more conscientious than non-victims. Subordinates high in neuroticism tend to show their

anxiety and worry and it may suggest that they would be a likely focus for bullying behaviors by supervisors. Supervisors may choose to engage in abusive supervision strategically, as Ferris, Zinko, Brouer, Buckley and Harvey (2007) suggested. Based on situational theories of leadership, they reasoned that subordinates with low maturity may need to be bullied to do their job right.

The characteristics of subordinates seem that they would play an important role in explaining the variability in their perception of abusive supervision, but in this study they explained only 3% of variability in abusive supervision ($R^2 = 0.031$). There is much room to find other factors that predict perceptions of abusive supervision.

This study found that abusive supervision affected individual psychological distress ($B = 0.251$, s.e.= 0.079, $\beta = 0.187$, $p = 0.001$) but did not predict unit performance ($B = -3.622$, s.e.= 8.560, $\beta = -0.475$, $p > 0.1$) or unit-OCB ($B = 0.070$, s.e.= 0.915, $\beta = 0.019$, $p > 0.1$). One possible explanation why it did not impact unit-level outcomes might be based on culture. I collected samples from South Korea. According to the Global Leadership and Organizational Behavior Effectiveness (GLOBE) study, South Korea belongs to the Confucian Asia cluster with China, Hong Kong, Japan, Singapore, and Taiwan which values power distance (Ashkanasy 2002). Subordinates in this cultural cluster may interpret abusive supervision as an expression of the supervisor's power and authority. Hu, Wu, and Wang (2011) found that Taiwanese in general have higher tolerance of abusive supervision. Because Koreans may have this higher tolerance, destructive leadership might not translate into unit-performance and unit-OCB. It will be interesting to compare how cultural aspects contribute to the perception of abusive supervision and how individuals choose to react to it.

Abusive supervision was positively associated with every combination of coping dimensions in Table 2. This might suggest that when employees are experiencing abusive behavior by a supervisor, they are trying a variety of coping strategies. Unfortunately, the present findings showed that none of the coping strategies buffered the impact of abusive supervision on psychological distress. This can be partially explained by research in workplace bullying. Niedl (1996) found that when people get bullied, they tend at first to use voice (talking with their supervisors, or approach-problem-focused coping) to improve their situation. When there is no positive feedback from their supervisors and voice does not work, they choose to wait until the situation improves and support the organization (loyalty). If even loyalty does not work, individuals reduce their commitment and pay more attention to nonwork interests (neglect), and later may quit their job (exit). Zapf and Gross (2001) also found similar results from interviews that people change their strategies several times. Most of them started with approach-problem-focused coping strategies (e.g., voice) to solve the problem but it was not successful, and then they showed patterns like voice–loyalty–voice–neglect–exit. Thus employees who experience abusive supervision may try every coping strategy in sequence but do not always get what they intend.

Thus since individual attempts to ease the impact of abusive supervision may fail, organizational intervention might be needed. Abusive supervision may be viewed as individualized leadership. A low-quality relationship between a supervisor and a subordinate might lead to abusive supervision. Organizations may need to provide a developmental program that fosters high quality leader-member relationships. Moreover, by hiring individuals who have trait empathy, organizations may have

fewer managers who are likely to engage in negative behavior toward subordinates (Tepper, Moss, and Duffy 2011).

This study showed that the perception of abusive supervision can be attributed to the subordinates' neuroticism. Individuals high in neuroticism show worrying, insecure, self-conscious, and temperamental behaviors (McCrae and Costa 1987). Organizations may choose an intervention program to help subordinates improve their perception of control in the relationship with their supervisor and/or a self-efficacy enhancement training program to reduce strain levels (Kammeyer-Mueller, Judge, and Scott 2009).

Limitations and Future Research Directions

Despite the potential importance of these findings, this study is not without limitations. The most serious of them is the cross-sectional design of the study. Abusive supervision is a process including a series of supervisor's misconduct, subordinates' appraisals of situations, reactivity to abusive supervision and coping with it. This study is based on a cross-sectional design, which does not allow conclusions in terms of the direction of causality (Kenny 1979). Using a longitudinal design will give us a clearer picture of the relationship between abusive supervision and outcomes.

Another limitation of this study is that some responses came from the same source. Even though I collected data from supervisors and subordinates, a part of the model is potentially not free from common source variance (Podsakoff et al. 2003). For example, I looked at the impact of the attributes of subordinates on abusive supervision and the influence of abusive supervision on psychological distress. Podsakoff et al. (2003, 887) suggested that "when it is not possible to obtain data from different sources, another potential remedy is to separate the measurement of the

predictor and criterion variables." I followed their suggestion that I tried to create a psychological separation by making two separate surveys so that it might appear that the predictor variables are not related to outcome variables.

My data were collected in South Korea, a collectivist country that values power and authority (Ashkanasy 2002). It may raise questions regarding the generalizability of findings in this research. Future research should pay attention to abusive supervision's construct equivalence across different cultural clusters. A series of multigroup confirmatory factor analyses should be conducted to investigate the measurement equivalence of abusive supervision measure across cultures.

Also, the variables at the individual level are dealing with the perceptions of abusive supervision and psychological distress. In particular, there has been no attempt to assess whether subordinates' perceptions of abusive supervision are associated with actual abusive behaviors by supervisors. Future research should pay more attention to creating a measure that captures objectively observable abusive supervision, perhaps by using technology to capture the experience of abusive events and their immediate impact on subjects. For outcome variables, future research might consider using more objective measures of strain such as cardiovascular, biochemical, or gastrointestinal symptoms (Fried, Rowland, and Ferris 1984).

Finally, in order to test the effects of the attributes of supervisors, I used supervisors' perceptual measures such as their level of perceptions of job demand, family-work conflict, and their boss' abusive behavior. I only tested one personality attribute, narcissism. Other personality attributes such as authoritarianism, Machiavellianism, entitlement and Big Five attributes may be related to abusive supervision (Patricia and Dale 2011; Harris, Harvey, and Kacmar 2011).

Conclusions

Despite its low base rate, abusive supervision has been suggested to be detrimental to individual well-being and affect turnover and productivity. The present study tested a model of abusive supervision including its potential antecedents, consequences and coping strategies. Findings indicated that supervisors may learn abusive behavior from their bosses and treat subordinates in similar ways. Inappropriate behaviors by supervisors' bosses play an important role in predicting subordinates' perceptions of abuse. Also results showed that subordinates' personality characteristics play a significant role and suggest that we need to more fully understand individuals' perceptions of work harassment. Findings also showed that employees who have experienced abusiveness by their supervisor tried various coping strategies. Unfortunately, individual coping strategies did not buffer the impact of abusive supervision. This suggests that organizational interventions are needed and organizations must actively engage in discouraging abusive supervision.

APPENDIX A

Comparison between paper and online surveys (ANOVA table)

Supervisors

Variables		*N*	*Mean*	*Std. Deviation*	*F*	*p-value*
Family-work conflict	Paper	80	2.63	1.22	0.23	0.63
	Online	13	2.80	1.26		
Abusive supervision	Paper	80	2.03	0.70	0.22	0.64
	Online	13	1.93	0.53		
Unit performance	Paper	80	7.58	1.48	0.71	0.40
	Online	13	7.21	1.64		
Job demand	Paper	80	3.56	0.60	0.52	0.47
	Online	13	3.44	0.36		
Narcissism	Paper	80	0.31	0.20	0.19	0.67
	Online	13	0.29	0.15		
Extraversion	Paper	80	3.13	0.76	0.49	0.49
	Online	13	3.28	0.56		
Conscientiousness	Paper	80	3.78	0.59	0.05	0.83
	Online	13	3.74	0.73		
Openness	Paper	80	3.60	0.58	0.15	0.70
	Online	13	3.67	0.53		
Agreeableness	Paper	80	3.72	0.58	0.02	0.90
	Online	13	3.74	0.58		
Neuroticism	Paper	80	2.88	0.69	0.04	0.85
	Online	13	2.92	0.71		
OCB (Helping)	Paper	80	5.48	0.73	0.05	0.83
	Online	13	5.43	0.65		

Subordinates

Variables		*N*	*Mean*	*Std. Deviation*	*F*	*p-value*
Abusive supervision	Paper	359	1.91	0.68	0.98	0.32
	Online	43	1.81	0.44		
Ingratiation	Paper	359	2.56	0.79	0.00	0.99
	Online	43	2.56	0.86		
Direct communication	Paper	359	1.71	0.75	2.14	0.14
	Online	43	1.54	0.64		
Avoidance	Paper	359	2.01	0.91	1.20	0.27
	Online	43	1.85	0.82		
Support seeking	Paper	359	2.27	0.91	0.06	0.81
	Online	43	2.24	0.92		
Reframing	Paper	359	2.63	0.83	0.76	0.38
	Online	43	2.51	0.91		

Variables		*N*	*Mean*	*Std. Deviation*	*F*	*p-value*
Behavioral disengagement	Paper	359	2.19	0.81	0.52	0.47
	Online	43	2.28	0.75		
Extraversion	Paper	359	3.23	0.75	1.74	0.19
	Online	43	3.39	0.75		
Conscientiousness	Paper	359	3.54	0.59	3.50	0.06
	Online	43	3.71	0.45		
Openness	Paper	359	3.46	0.60	0.21	0.65
	Online	43	3.50	0.57		
Agreeableness	Paper	359	3.60	0.64	0.10	0.75
	Online	43	3.63	0.53		
Neuroticism	Paper	359	2.94	0.68	0.65	0.42
	Online	43	3.03	0.59		
Implicit person theories	Paper	359	3.31	0.58	1.16	0.28
	Online	43	3.21	0.66		
Psychological distress	Paper	359	2.07	0.91	1.97	0.16
	Online	43	1.87	0.75		

APPENDIX B

North America (U.S. & Canada)				
Authors	Journal	Country	Mean	S.D.
Tepper (2000)	AMJ	U.S.	1.38	0.53
Zellars, Tepper, &Duffy (2002)	JAP	U.S.	1.7	0.73
Tepper, Duffy,Hoobler, &Ensley (2004)	JAP	U.S.	1.54	0.74
Bamberger & Bacharach (2006)	HR	U.S.	2.23	0.92
Hoobler & Brass (2006)	JAP	U.S.	1.5	0.62
Harvey, Stoner, Hochwarter, & Kacmar (2007)	LQ	U.S.	1.29	0.53
Harris, Kacmar, & Zivnuska (2007)	LQ	U.S.	1.39	0.58
Mitchell &Ambrose(2007)	JAP	U.S.	1.82	1.3
Breaux, Perrewé, et al. (2008)	JLOS	U.S.	1.41	0.53
Tepper, Henle, et al. (2008).	JAP	U.S.	1.39	0.6
Tepper, Henle, et al. (2008).	JAP	U.S.	1.31	0.55
Tepper, Carr, et al. (2009).	OBHDP	U.S.	1.36	0.7
Thau, Bennett, et al. (2009)	OBHDP	U.S.	1.67	0.62
Thau & Mitchell (2010)	JAP	U.S.	1.59	1.02
Burton et al (2011)	OMJ	U.S.	2.98	1.3
Harris et al (2011)	LQ	U.S.	1.31	0.57
Martinko et al (2011)	LQ	U.S.	1.55	0.78
Shao et al (2011)	HR	U.S.	1.69	0.84
Tepper et al. (2011)	AMJ	U.S.	1.27	0.47
Inness, Barling, & Turner (2005)	JAP	Canada	1.43	0.7
Inness, Barling, & Turner (2005)	JAP	Canada	1.31	0.59
Dupre, Inness, Connelly, Barling, & Hoption (2006)	JAP	Canada	2.01	0.99
Average			**1.60**	**0.74**
Asia (China& Taiwan)				
Authors	Journal	Country	Mean	S.D.
Aryee, Chen, Sun, & Debrah (2007)	JAP	China	1.49	0.54
Aryee et al. (2008)	M&O Review	China	1.87	0.71
Liu et al (2010)	JOOP	China	2.63	0.95
Liu et al (2010)	JOOP	China	2.04	0.59
Liu et al (2010)	JOOP	China	2.63	0.95
Liu et al (2010)	JOOP	China	2.04	0.59
Wang et al (2012)	APJHR	China	2.63	0.95
Tsung-Yu, W. and H. Changya (2009)	G&O M	Taiwan	1.84	0.86
Hu & Wang (2011)	JP	Taiwan	1.67	0.89
Average			**2.09**	**0.78**

Asia (South Korea)				
Authors	Journal	Country	Mean	S.D.
Han, J., & Park, K. (2010)	조직과인사관리연구	Korea	2.18	0.8
Lee, K. G., & Cho, Y. H. (2010)	인적자원관리연구	Korea	2.02	0.88
Son et al (2010)	인사조직연구	Korea	1.91	0.89
Average			**2.04**	**0.86**
South Eas Asia (Philippine)				
Authors	Journal	Country	Mean	S.D.
Hobman,Restubog, et al. (2009).	AP	Philippine	1.43	0.66
Rafferty,Restubog, et al. (2010).	W&S	Philippine	2.92	1.64
Rafferty, A., & Restubog, S. (2011)	BJM	Philippine	1.96	1.17
Restubog et al (2011)	JAP	Philippine	2.81	1.61
Restubog et al (2011)	JAP	Philippine	2.02	1.01
Average			**2.23**	**1.22**
Israel				
Authors	Journal	Country	Mean	S.D.
Yagil (2006)	*JEA*	Israel	1.61	0.59
Yagil et al (2010)	IJSM	Israel	1.59	0.56
Average			**1.60**	**0.58**
Online and others				
Authors	Journal	Country	Mean	S.D.
Tepper, Carr, et al. (2009).	OBHDP	online	2.06	1.42
Thau, Bennett, et al. (2009)	OBHDP	online	1.7	0.94
Thau & Mitchell (2010)	JAP	online	1.49	0.81
Carlson et al (2011)	PP	online	1.83	0.97
Lian et al. (2012)	JAP	online	1.69	0.75
Lian et al. (2012)	JAP	not specified	1.62	0.79
Average			**1.73**	**0.95**

APPENDIX C

Mplus codes for the antecedents and outcomes of abusive supervision model

```
DATA:
 FILE IS F:\Project\Dissertation\Methods\DATA\Original data\1-item-parceling.dat;
VARIABLE:
 MISSING ARE ALL (-99);
 NAMES ARE SV_ID ID SD AS_1 ING_1 AS_ING DIR_1 AS_DIR AVO_1 AS_AVO
 SUP_1 AS_SUP REF_1 AS_REF BEH_1 AS_BEH EXT_1 CON_1
 OPE_1 AGR_1 NEU_1 IPT_1 PD_1 HELP_1 VOI_1 OCB_1 month_wt
 age gender marital_ edu level occup current_ total_wo S_FW1
 S_AS1 S_up1 S_JD1 S_Nar1 S_EXT_1 S_CON_1 S_OPE1 S_AGR1
 S_NEU1 UHELP_1 UVOI_1 UOCB_1 SV_month SV_age SV_gende
 SV_marit SV_edu SV_level SV_occup SV_curre SV_total;

 USEVARIABLES ARE SV_ID SD AS_1 NEU_1 IPT_1 PD_1
 S_FW1 S_AS1 S_up1 S_JD1 S_Nar1 UHELP_1;
 CLUSTER = SV_ID;
 BETWEEN = S_FW1 S_AS1 S_up1 S_JD1 S_Nar1 UHELP_1;

ANALYSIS: TYPE = TWOLEVEL;
MODEL:
%WITHIN%
AS_1 on NEU_1(aw); !as=abusive supervision, neu=neuroticism
AS_1 on IPT_1; ! ipt=implict person theory
PD_1 on AS_1(bw); ! pd=psychologcial distress
PD_1 on NEU_1;
NEU_1 with IPT_1;

AS_1 on SD;
PD_1 on SD;
NEU_1 with SD;
IPT_1 with SD;

%BETWEEN%
AS_1 on S_FW1;
AS_1 on S_AS1;
AS_1 on S_JD1;
AS_1 on S_Nar1;
AS_1 on IPT_1;
AS_1 on NEU_1;

AS_1 on SD;
S_up1 on SD;
UHELP_1 on SD;
PD_1 on SD;

S_up1 on AS_1;
UHELP_1 on AS_1;
PD_1 on AS_1;

PD_1 on NEU_1;
s_up1 on s_fw1 s_as1 s_jd1 s_nar1;
uhelp_1 on s_fw1 s_as1 s_jd1 s_nar1;

S_up1 with UHELP_1;
S_up1 with PD_1;
PD_1 with UHELP_1;
```

S_FW1 with S_AS1;
S_FW1 with S_JD1;
S_FW1 with S_Nar1;
S_FW1 with NEU_1;
S_FW1 with IPT_1;

S_AS1 with S_JD1;
S_AS1 with S_Nar1;
S_AS1 with NEU_1;
S_AS1 with IPT_1;

S_JD1 with S_Nar1;
S_JD1 with NEU_1;
S_JD1 with IPT_1;

S_Nar1 with NEU_1;
S_Nar1 with IPT_1;

NEU_1 with IPT_1;

SD with S_FW1;
SD with S_AS1;
SD with S_JD1;
SD with S_Nar1;
SD with NEU_1;
SD with IPT_1;

! indirect effect
MODEL CONSTRAINT:
NEW(NEU_AS_PD);
NEU_AS_PD = aw*bw;

OUTPUT: SAMPSTAT STANDARDIZED TECH1 TECH8;

Mplus codes for the choice of coping model

DATA:
 FILE IS F:\Project\Dissertation\Methods\DATA\Original data\1-item-parceling.dat;
VARIABLE:
 MISSING ARE ALL (-99);
 NAMES ARE SV_ID ID AS_1 ING_1 DIR_1 AVO_1 SUP_1 REF_1 BEH_1 EXT_1
 CON_1 OPE_1 AGR_1 NEU_1 IPT_1 PD_1 HELP_1 VOI_1 OCB_1
 month_wt age gender marital_ edu level occup current_
 total_wo S_FW1 S_AS1 S_up1 S_JD1 S_Nar1 S_EXT_1 S_CON_1
 S_OPE1 S_AGR1 S_NEU1 UHELP_1 UVOI_1 UOCB_1 SV_month SV_age
 SV_gende SV_marit SV_edu SV_level SV_occup SV_curre
 SV_total;

 USEVARIABLES ARE SV_ID AS_1 ING_1 DIR_1 AVO_1 SUP_1 REF_1 BEH_1 NEU_1;
CLUSTER = SV_ID;

ANALYSIS:
TYPE = twolevel;

MODEL:

%WITHIN%

```
ING_1 DIR_1 AVO_1 SUP_1 REF_1 BEH_1 on AS_1;
ING_1 DIR_1 AVO_1 SUP_1 REF_1 BEH_1 on NEU_1;
AS_1 on NEU_1;

%BETWEEN%
ING_1 DIR_1 AVO_1 SUP_1 REF_1 BEH_1 on AS_1;
ING_1 DIR_1 AVO_1 SUP_1 REF_1 BEH_1 on NEU_1;
AS_1 on NEU_1;


OUTPUT: SAMPSTAT STANDARDIZED TECH1 TECH4 TECH8
```

SAS codes for the coping effectiveness model

```
libname SB "F:\Project\Dissertation\Methods\DATA\Original data";
Data coping;
set sb.item1;
run;
/*
Centering predictors
*/
Proc Sort data=coping;
by SV_ID ID;
run;
/*
Centering AS ING_1 DIR_1        AVO_1  SUP_1   REF_1   BEH_1
 at the grand mean
*/
Proc means data = coping mean;
var AS_1 ING_1 DIR_1   AVO_1  SUP_1   REF_1   BEH_1;
output out= grand1 mean = AS_g ING_g DIR_g AVO_g      SUP_g  REF_g  BEH_g;
run;
proc print data = grand1;
run;
Data grand1merged;
merge coping grand1;
retain  AS_mean ING_mean DIR_mean AVO_mean  SUP_mean      REF_mean      BEH_mean;
if _n_ = 1 then do;
AS_mean = AS_g;
ING_mean =      ING_g;
DIR_mean =      DIR_g;
AVO_mean = AVO_g;
SUP_mean       = SUP_g;
REF_mean       = REF_g;
BEH_mean = BEH_g;
end;
drop AS_g ING_g DIR_g AVO_g  SUP_g   REF_g   BEH_g;
grmcAS = AS_1 -          AS_mean;
grmcING = ING_1 -  ING_mean;
grmcDIR = DIR_1 - DIR_mean;
grmcAVO = AVO_1 - AVO_mean;
grmcSUP = SUP_1 - SUP_mean;
grmcREF = REF_1 - REF_mean;
grmcBEH = BEH_1 - BEH_mean;
run;
```

APPENDIX C continued

```
proc print data =  grand1merged;
```

```
run;
Data muliplication;
set grand1merged;
grmcAS_ING =  grmcAS * grmcING;
grmcAS_DIR =  grmcAS * grmcDIR;
grmcAS_AVO =  grmcAS * grmcAVO;
grmcAS_SUP =  grmcAS * grmcSUP;
grmcAS_REF = grmcAS * grmcREF;
grmcAS_BEH =  grmcAS * grmcBEH;
run;
proc print data =  muliplication;
run;
/*merging
*/
Data grmc_multiply;
merge  grand1merged       muliplication;
by SV_ID;
run;


/*
Cluster mean AS_1 ING_1 DIR_1  AVO_1  SUP_1   REF_1   BEH_1
 */
proc means data = coping mean;
var AS_1 ING_1 DIR_1    AVO_1  SUP_1   REF_1   BEH_1;
by SV_ID;
output out = clustermean mean=cmAS cmING cmDIR       cmAVO cmSUP  cmREF  cmBEH;
run;
Proc Sort data=grmc_multiply;
by SV_ID ID;
run;
Data cluster_grmc_multiply_merged;
merge grmc_multiply clustermean;
by SV_ID;
run;
proc print data = cluster_grmc_multiply_merged;
run;
/*
Ingratiation coping strategies
*/
Proc Mixed data  = cluster_grmc_multiply_merged covtest noclprint noitprint method=reml;
class SV_ID;
Model PD_1 = grmcAS grmcING grmcAS_ING cmAS cmING / solution;
Random intercept / subject = SV_ID;
Run;
/*
Direct communiction coping strategies
*/
Proc Mixed data  = cluster_grmc_multiply_merged covtest noclprint noitprint method=reml;
class SV_ID;
Model PD_1 = grmcAS grmcDIR grmcAS_DIR cmAS cmDIR / solution;
Random intercept / subject = SV_ID;
Run;
/*
Avoidance coping strategies
*/
Proc Mixed data  = cluster_grmc_multiply_merged covtest noclprint noitprint method=reml;
class SV_ID;
```

APPENDIX C continued

```
Model PD_1 = grmcAS grmcAVO grmcAS_AVO cmAS cmAVO / solution;
```

```
Random intercept / subject = SV_ID;
Run;
/*
support seeking coping strategies
*/
Proc Mixed data  = cluster_grmc_multiply_merged covtest noclprint noitprint method=reml;
class SV_ID;
Model PD_1 = grmcAS grmcSUP grmcAS_SUP cmAS cmSUP / solution;
Random intercept / subject = SV_ID;
Run;
/*
Reframing coping strategies
*/
Proc Mixed data  = cluster_grmc_multiply_merged covtest noclprint noitprint method=reml;
class SV_ID;
Model PD_1 = grmcAS grmcREF grmcAS_REF cmAS cmREF / solution;
Random intercept / subject = SV_ID;
Run;
/*
Reframing coping strategies
*/
Proc Mixed data  = cluster_grmc_multiply_merged covtest noclprint noitprint method=reml;
class SV_ID;
Model PD_1 = grmcAS grmcBEH grmcAS_BEH cmAS cmBEH / solution;
Random intercept / subject = SV_ID;
Run;
```

APPENDIX D

Mplus output for the antecedents and outcomes of abusive supervision model

	Estimates	SE	p-value	STDYX	R^2
Within level					
Model to explain					
Abusive supervision					0.031
Neuroticism	0.161	0.048	0.001	0.163	
Implict person theoy	0.052	0.064	0.413	0.048	
Psychological distress					0.312
Abusive supervision	0.251	0.079	0.001	0.187	
Neuroticism	0.657	0.062	0.000	0.496	
Neuroticism with					
Implict person theoy	0.058	0.026	0.026	0.161	
Variances					
Neuroticism	0.405	0.034	0.000	1.000	
Implict person theoy	0.325	0.034	0.000	1.000	
Residual variance					
Abusive supervision	0.383	0.069	0.000	0.969	
Psychological distress	0.489	0.039	0.000	0.688	
Between level					
Model to explain					
Abusive supervision					0.783
Supervisors' family-work conflict	-0.047	0.075	0.533	-0.289	
Boss' abusive supervision	0.255	0.15	0.088	0.881	
Supervisors' job demand	-0.154	0.096	0.108	-0.445	
Supervisors' narcissism	-0.599	0.746	0.422	-0.596	
Implict person theory	-0.739	1.290	0.567	-0.527	
Neuroticism	-0.626	0.441	0.155	-0.646	
Unit performance					0.38
Abusive supervision	-3.622	8.560	0.672	-0.475	
Supervisors' family-work conflict	-0.405	0.279	0.146	-0.329	
Boss' abusive supervision	-0.169	1.095	0.878	-0.076	
Supervisors' job demand	-0.093	1.479	0.950	-0.035	
Supervisors' narcissism	0.835	1.381	0.545	0.109	
Unit organizational citizenship behaivor					0.179
Abusive supervision	0.070	0.915	0.939	0.019	
Supervisors' family-work conflict	-0.203	0.059	0.001	-0.348	
Boss' abusive supervision	-0.200	0.196	0.308	-0.190	
Supervisors' job demand	0.004	0.222	0.984	0.004	
Supervisors' narcissism	0.364	0.310	0.241	0.100	
Psychological distress					0.121
Abusive supervision	0.43	0.434	0.322	0.280	
Neuroticism	0.473	0.374	0.205	0.318	

	Estimates	SE	p-value	STDYX	R^2
Unit performance with					
Unit organizational citizenship behaivor	0.116	0.113	0.305	0.154	
Psychological distress	-0.002	0.091	0.985	-0.005	
Psychological distress with					
Unit organizational citizenship behaivor	-0.041	0.032	0.194	-0.229	
Supervisors' family-work conflict with					
Boss' abusive supervision	0.109	0.088	0.215	0.134	
Supervisors' job demand	-0.210	0.073	0.004	-0.306	
Supervisors' narcissism	-0.007	0.026	0.786	-0.030	
Neuroticism	0.028	0.050	0.576	0.113	
Implict person theory	-0.059	0.038	0.124	-0.346	
Boss' abusive supervision with					
Supervisors' job demand	0.025	0.051	0.627	0.064	
Supervisors' narcissism	0.022	0.015	0.152	0.165	
Neuroticism	0.037	0.023	0.109	0.273	
Implict person theory	0.021	0.023	0.363	0.223	
Supervisors' job demand with					
Supervisors' narcissism	0.010	0.014	0.470	0.092	
Neuroticism	-0.013	0.022	0.563	-0.114	
Implict person theory	0.023	0.017	0.176	0.289	
Supervisors' narcissism with					
Neuroticism	-0.019	0.010	0.052	-0.474	
Implict person theory	-0.018	0.006	0.005	-0.645	
Neuroticism with					
Implict person theory	0.012	0.011	0.267	0.423	
Intercept					
Unit performance	15.901	19.588	0.417	10.665	
Unit organizational citizenship behaivor	6.150	2.197	0.005	8.688	
Abusive supervision	6.528	4.239	0.124	33.371	
Psychological distress	-0.160	1.410	0.910	-0.533	
Variances					
Supervisors' family-work conflict	1.471	0.173	0.000	1.000	
Boss' abusive supervision	0.456	0.090	0.000	1.000	
Supervisors' job demand	0.321	0.054	0.000	1.000	
Supervisors' narcissism	0.038	0.005	0.000	1.000	
Neuroticism	0.041	0.019	0.030	1.000	
Implict person theory	0.019	0.013	0.132	1.000	
Residual variances					
Unit performance	1.379	0.581	0.018	0.620	
Unit organizational citizenship behaivor	0.412	0.080	0.000	0.821	
Abusive supervision	0.008	0.058	0.885	0.217	
Psychological distress	0.079	0.037	0.030	0.879	
Indirect effects (Neuroticism→Abusive supervision →Psychological distress)	0.041	0.016	0.013		

Mplus output for the choice of coping model

	Estimates	SE	p-value	STDYX	R^2
Within level					
Model to explain					
Ingratiation					0.127
Supervisor's abusive supervision	0.056	0.063	0.369	0.046	
Subordinates' neuroticism	0.326	0.055	0.000	0.334	
Direct communication					0.671
Supervisor's abusive supervision	2.718	0.167	0.000	0.714	
Subordinates' neuroticism	0.606	0.112	0.000	0.199	
Avoidance of contact					0.234
Supervisor's abusive supervision	0.329	0.067	0.000	0.292	
Subordinates' neuroticism	0.254	0.052	0.000	0.281	
Support-seeking					0.622
Supervisor's abusive supervision	2.555	0.198	0.000	0.700	
Subordinates' neuroticism	0.498	0.115	0.000	0.170	
Reframing					0.428
Supervisor's abusive supervision	0.618	0.073	0.000	0.444	
Subordinates' neuroticism	0.365	0.054	0.000	0.327	
Behavioral disengagement					0.737
Supervisor's abusive supervision	3.626	0.228	0.000	0.761	
Subordinates' neuroticism	0.719	0.123	0.000	0.188	
Supervisor's abusive supervision					0.185
Subordinates' neuroticism	0.344	0.047	0.000	0.430	
Direct communication with					
Ingratiation	0.900	0.089	0.000	0.940	
Avoidance of contact with					
Ingratiation	0.132	0.027	0.000	0.304	
Direct communication	0.290	0.060	0.000	0.349	
Support-seeking with					
Ingratiation	0.269	0.064	0.000	0.273	
Direct communication	0.732	0.167	0.000	0.388	
Avoidance of contact	0.801	0.081	0.000	0.938	
Reframing with					
Ingratiation	-0.069	0.028	0.016	-0.148	
Direct communication	-0.118	0.061	0.053	-0.134	
Avoidance of contact	0.056	0.025	0.024	0.140	
Support-seeking	0.095	0.058	0.103	0.104	
Behavioral disengagement with					
Ingratiation	-0.167	0.063	0.008	-0.155	
Direct communication	-0.190	0.140	0.176	-0.092	
Avoidance of contact	0.094	0.060	0.118	0.101	
	Estimates	SE	p-value	STDYX	R^2

	Estimates	SE	p-value	STDYX	R^2
Support-seeking	0.285	0.151	0.059	0.135	
Reframing	0.910	0.079	0.000	0.917	
Residual Variances					
Supervisor's abusive supervision	0.314	0.037	0.000	0.815	
Ingratiation	0.501	0.045	0.000	0.873	
Direct communication	1.833	0.209	0.000	0.329	
Avoidance of contact	0.376	0.038	0.000	0.766	
Support-seeking	1.940	0.204	0.000	0.378	
Reframing	0.428	0.035	0.000	0.572	
Behavioral disengagement	2.304	0.226	0.000	0.263	
Between level					
Model to explain					
Ingratiation					0.214
Supervisor's abusive supervision	0.110	0.318	0.729	0.100	
Subordinates' neuroticism	0.493	0.409	0.228	0.418	
Direct communication					0.769
Supervisor's abusive supervision	2.996	0.700	0.000	0.778	
Subordinates' neuroticism	0.886	0.841	0.292	0.216	
Avoidance of contact					0.379
Supervisor's abusive supervision	0.429	0.327	0.190	0.414	
Subordinates' neuroticism	0.367	0.399	0.357	0.333	
Support-seeking					0.777
Supervisor's abusive supervision	3.107	0.897	0.001	0.820	
Subordinates' neuroticism	0.586	1.043	0.574	0.145	
Reframing					0.534
Supervisor's abusive supervision	0.632	0.271	0.020	0.528	
Subordinates' neuroticism	0.452	0.305	0.139	0.354	
Behavioral disengagement					0.810
Supervisor's abusive supervision	3.731	0.643	0.000	0.835	
Subordinates' neuroticism	0.732	0.657	0.265	0.153	
Supervisor's abusive supervision					0.122
Subordinates' neuroticism	0.372	0.486	0.444	0.349	
Direct communication with					
Ingratiation	0.084	0.066	0.205	0.991	
Avoidance of contact with					
Ingratiation	0.030	0.020	0.144	0.798	
Direct communication	0.057	0.041	0.168	0.800	
Support-seeking with					
Ingratiation	0.059	0.045	0.188	0.719	
Direct communication	0.117	0.094	0.212	0.755	
Avoidance of contact	0.062	0.046	0.173	0.910	
	Estimates	*SE*	*p-value*	*STDYX*	*R^2*

Reframing with				
Ingratiation	0.034	0.021	0.097	0.911
Direct communication	0.063	0.041	0.124	0.890
Avoidance of contact	0.021	0.014	0.143	0.658
Support-seeking	0.044	0.031	0.163	0.638
Behavioral disengagement with				
Ingratiation	0.079	0.055	0.151	0.881
Direct communication	0.149	0.111	0.180	0.880
Avoidance of contact	0.044	0.038	0.245	0.585
Support-seeking	0.103	0.087	0.235	0.632
Reframing	0.073	0.048	0.124	0.979
Intercepts				
Supervisor's abusive supervision	1.077	1.066	0.312	4.976
Ingratiation	1.269	0.837	0.130	5.305
Direct communication	-2.671	2.048	0.192	-3.205
Avoidance of contact	0.075	1.033	0.942	0.337
Support-seeking	-3.766	3.118	0.227	-4.593
Reframing	-0.206	0.672	0.759	-0.796
Behavioral disengagement	-4.569	1.594	0.004	-4.723
Residual Variances				
Supervisor's abusive supervision	0.041	0.017	0.014	0.878
Ingratiation	0.045	0.035	0.201	0.786
Direct communication	0.160	0.132	0.224	0.231
Avoidance of contact	0.031	0.020	0.117	0.621
Support-seeking	0.150	0.116	0.194	0.223
Reframing	0.031	0.023	0.164	0.466
Behavioral disengagement	0.178	0.117	0.128	0.19

APPENDIX D continued

SAS Proc Mixed output

(1) abusive supervision*ingratiation

Fixed effect	Coefficient	S.E.	Pr > |t|
γ_{00} = intercept	1.888	0.425	<.0001
γ_{10} = coefficient of abusive supervision	0.356	0.076	<.0001
γ_{20} = coefficient of ingratiation	0.004	0.062	0.941
γ_{30} = coefficient of abusive supervision* ingratiation	0.124	0.091	0.172
γ_{01} = coefficient of group mean abusive supervision	-0.046	0.163	0.777
γ_{02} = coefficient of group mean ingratiation	0.093	0.140	0.507

Random Effect	Variance component	S.E.	Pr > Z
Level-two variances:			
τ_0^2 = var (U_{0j})	0.092	0.039	0.009
Level-one variances:			
σ^2 = var (R_{ij})	0.663	0.053	<.0001

(2) abusive supervision*direct communication

Fixed effect	Coefficient	S.E.	Pr > |t|
γ_{00} = intercept	2.004	0.329	<.0001
γ_{10} = coefficient of abusive supervision	0.310	0.082	0.000
γ_{20} = coefficient of direct communication	0.067	0.075	0.374
γ_{30} = coefficient of abusive supervision*direct communication	0.080	0.084	0.338
γ_{01} = coefficient of group mean abusive supervision	-0.063	0.174	0.717
γ_{02} = coefficient of group mean direct communication	0.088	0.157	0.573

Random Effect	Variance component	S.E.	Pr > Z
Level-two variances:			
τ_0^2 = var (U_{0j})	0.085	0.039	0.015
Level-one variances:			
σ^2 = var (R_{ij})	0.666	0.054	<.0001

(3) abusive supervision*avoidance of contact

Fixed effect	Coefficient	S.E.	Pr > |t|
γ_{00} = intercept	2.160	0.313	<.0001
γ_{10} = coefficient of abusive supervision	0.142	0.091	0.121
γ_{20} = coefficient of avoidance of contact	0.270	0.065	<.0001
γ_{30} = coefficient of abusive supervision*avoidance of contact	0.006	0.068	0.927
γ_{01} = coefficient of group mean abusive supervision	0.138	0.200	0.491
γ_{02} = coefficient of group mean avoidance of contact	-0.188	0.149	0.208

Random Effect	Variance component	S.E.	Pr > Z
Level-two variances:			
τ_0^2 = var (U_{0j})	0.101	0.040	0.006
Level-one variances:			
σ^2 = var (R_{ij})	0.629	0.051	<.0001

(4) abusive supervision*support-seeking

Fixed effect	Coefficient	S.E.	Pr > |t|
γ_{00} = intercept	2.216	0.329	<.0001
γ_{10} = coefficient of abusive supervision	0.216	0.086	0.013
γ_{20} = coefficient of support-seeking	0.201	0.063	0.002
γ_{30} = coefficient of abusive supervision*support-seeking	0.069	0.074	0.357
γ_{01} = coefficient of group mean abusive supervision	0.061	0.179	0.732
γ_{02} = coefficient of group mean support-seeking	-0.132	0.120	0.272

Random Effect	Variance component	S.E.	Pr > Z
Level-two variances:			
τ_0^2 = var (U_{0j})	0.097	0.04	0.007
Level-one variances:			
σ^2 = var (R_{ij})	0.645	0.052	<.0001

(5) abusive supervision*reframing

Fixed effect	Coefficient	S.E.	Pr > |t|
γ_{00} = intercept	2.283	0.389	<.0001
γ_{10} = coefficient of abusive supervision	0.354	0.082	<.0001
γ_{20} = coefficient of reframing	0.017	0.063	0.793
γ_{30} = coefficient of abusive supervision*reframing	-0.001	0.076	0.981
γ_{01} = coefficient of group mean abusive supervision	0.034	0.169	0.841
γ_{02} = coefficient of group mean reframing	-0.113	0.131	0.388

Random Effect	Variance component	S.E.	Pr > Z
Level-two variances:			
τ_0^2 = var (U_{0j})	0.093	0.040	0.010
Level-one variances:			
σ^2 = var (R_{ij})	0.666	0.054	<.0001

(6) abusive supervision*behavioral disengagement

Fixed effect	Coefficient	S.E.	Pr > |t|
γ_{00} = intercept	2.306	0.358	<.0001
γ_{10} = coefficient of abusive supervision	0.168	0.080	0.037
γ_{20} = coefficient of behavioral disengagement	0.340	0.063	<.0001
γ_{30} = coefficient of abusive supervision*behavioral disengagement	0.073	0.084	0.387
γ_{01} = coefficient of group mean abusive supervision	0.090	0.174	0.605
γ_{02} = coefficient of group mean behavioral disengagement	-0.200	0.150	0.181

Random Effect	Variance component	S.E.	Pr > Z
Level-two variances:			
τ_0^2 = var (U_{0j})	0.102	0.040	0.005
Level-one variances:			
σ^2 = var (R_{ij})	0.610	0.049	<.0001

APPENDIX E

UNIVERSITY OF HOUSTON

CONSENT TO PARTICIPATE (Supervisor) IN RESEARCH

PROJECT TITLE: Antecedents and outcomes of abusive supervision: Multi-level perspectives

You are being invited to participate in a research project conducted by Joon Hyung Park (a graduate student) from the University of Houston; Houston, Texas, USA, 77204. This study is part of a doctoral dissertation and is conducted under the supervision of Dr. Richard S. DeFrank, an Associate Professor in the Management Department, C.T. Bauer College of Business, University of Houston.

NON-PARTICIPATION STATEMENT

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question.

PURPOSE OF THE STUDY

This study will provide a better understanding on how leader behaviors impact subordinates and groups.

PROCEDURES

A total of 300 subjects at multiple locations will be asked to participate in this project.

Completion of the survey should take about 20 minutes.

IF YOU WOULD LIKE TO PARTICIPATE IN THIS RESEARCH STUDY, PLEASE FILL OUT THE SURVEY INSTRUMENTS. PLEASE DO NOT WRITE YOUR NAME ON ANY OF THE RESEARCH MATERIALS.

PLEASE COMPLETE THIS SURVEY AWAY FROM WORK.

PLEASE MAIL IT BACK TO THE PRINCIPAL INVESTOR.

Returning mailing address: KangNamGu Daichi-4dong 934-8 Grandvilla 302, Seoul, Korea

SAMPLE QUESTIONS

- Indicate the frequency with which your current supervisor engages in
    - Ridiculed me.
    - Blamed me to save himself/herself embarrassment.
    - Didn't give me credit for jobs requiring a lot of effort.
- To what extent does your job require your working hard?
- The demands of my family or spouse/partner interfere with work-related activities.
- Department employees help out others who have been absent and return to work.
- I feel uneasy about losing my job in the near future.

CONFIDENTIALITY

Please do not write your name on any of the research materials. Please complete this survey, place it into the postage paid envelope and mail it to the address indicated. Your participation in the study will remain confidential, and you responses will remain anonymous.

RISKS/DISCOMFORTS

There are no reasonable foreseeable risks, discomforts, or inconveniences in this survey.

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled.

BENEFITS

While you will not directly benefit from participation, your participation may help investigators better understand how leader behaviors impact subordinates and group.

ALTERNATIVES

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PUBLICATION STATEMENT

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If you have any questions, you may contact Joon Hyung Park at 02-501-9889 (Seoul, Korea); 001-1-713-743-4680 (U.S.A.). You may also contact Dr. Richard S. DeFrank, faculty sponsor, at 001-1-713-743-4678.

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Principal Investigator's Name: Joon Hyung Park_____

Signature of Principal Investigator: _____

UNIVERSITY of HOUSTON

Please indicate the degree to which you agree or disagree with the following statements. Use the following scale.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or Disagree	Somewhat Agree	Agree	Strongly Agree

1	My teammates are doing the best they can, given the circumstances.	1	2	3	4	5	6	7
2	If my teammates make mistakes, it's usually not their fault.	1	2	3	4	5	6	7
3	My teammates work just as hard as I do.	1	2	3	4	5	6	7
4	I feel concerned for my teammates if they are under pressure.	1	2	3	4	5	6	7
5	It pleases me to see my teammates doing well.	1	2	3	4	5	6	7
6	I understand the problems my teammates experience.	1	2	3	4	5	6	7
7	I can relate to my teammates when things go wrong.	1	2	3	4	5	6	7

Please read each statement and indicate the frequency with which your current supervisor engages in each of the five behaviors using the following response scale.

1	2	3	4	5
To A Very Small Extent	To a Small Extent	Somewhat	To a Great Extent	To a Very Great Extent

1	My department manager spends the time to form quality relationships with department employees.	1	2	3	4	5
2	My department manager's decisions are influenced by department employees' input.	1	2	3	4	5
3	My department manager tries to reach consensus among department employees on important decisions.	1	2	3	4	5
4	My department manager makes the personal development of department employees a priority.	1	2	3	4	5
5	My department manager works hard at finding ways to help others be the best they can be.	1	2	3	4	5

Please indicate the degree to which you agree or disagree with the following statements about your family and work. Use the following scale.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or Disagree	Somewhat Agree	Agree	Strongly Agree

1	The demands of my family or spouse/partner interfere with work-related activities.	1	2	3	4	5	6	7
2	I have to put off doing things at work because of demands on my time at home.	1	2	3	4	5	6	7
3	Things I want to do at work don't get done because of the demands of my family or spouse/partner.	1	2	3	4	5	6	7
4	My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.	1	2	3	4	5	6	7
5	Family-related strain interferes with my ability to perform job-related duties.	1	2	3	4	5	6	7

Please read each statement and indicate the frequency with which your current supervisor engages in each of the 15 behaviors using the following response scale.

1 "I cannot remember him/her ever using this behavior with me"
2 "He/she very seldom has used this behavior with me"
3 "He/she occasionally has used this behavior with me"
4 "He/she has used this behavior moderately often with me"
5 "He/she has used this behavior very often with me."

1	Ridiculed me.	1	2	3	4	5
2	Told me my thoughts or feelings were stupid.	1	2	3	4	5
3	Gave me the silent treatment.	1	2	3	4	5
4	Put me down in front of others.	1	2	3	4	5
5	Invade my privacy.	1	2	3	4	5
6	Remind me of my past mistakes and failures.	1	2	3	4	5
7	Didn't give me credit for jobs requiring a lot of effort.	1	2	3	4	5
8	Blamed me to save himself/herself embarrassment.	1	2	3	4	5
9	Broke promises he/she made.	1	2	3	4	5
10	Expressed anger at me when he/she was mad for another	1	2	3	4	5
11	Made negative comments about me to others.	1	2	3	4	5
12	Was rude to me.	1	2	3	4	5
13	Did not allow me to interact with my coworkers.	1	2	3	4	5
14	Told me I'm incompetent.	1	2	3	4	5
15	Lied to me.	1	2	3	4	5

How long have you worked with your boss? (   )

Please grade the performance of this work group in the light of established performance standards.

1	…	5	…	10
Very Poor		Neutral		Superb

1	The amount of work the team produces.	1	2	3	4	5	6	7	8	9	10
2	The quality of work the team produces.	1	2	3	4	5	6	7	8	9	10
3	Your overall evaluation of the team's effectiveness.	1	2	3	4	5	6	7	8	9	10

The next few items are concerned with various aspects of your work activities. Please indicate how much of each aspect you have on your job by circling a number in the space provided based on the following scale.

1	2	3	4	5
Never	Almost never	Occasionally / Sometimes	Almost every time	Every time

1	To what extent does your job require your working fast?	1	2	3	4	5
2	To what extent does your job require your working hard?	1	2	3	4	5
3	To what extent does your job require a great deal of work to be done?	1	2	3	4	5
4	To what extent is there not enough time for you to do your job?	1	2	3	4	5
5	To what extent is there excessive work in your job?	1	2	3	4	5
6	To what extent do you feel there is not enough time for you to finish your work?	1	2	3	4	5
7	To what extent are you faced with conflicting demands on your job?	1	2	3	4	5

In the past month, how often have you been . . .

1	2	3	4	5
Not at all	A little bit	Moderately	Quite a bit	Extremely

1	feeling fearful	1	2	3	4	5
2	feeling restless	1	2	3	4	5
3	feeling worthless	1	2	3	4	5
4	feeling in panic	1	2	3	4	5

Listed below are a number of statements concerning personal attitudes and traits.
Read each item and decide whether the statement is true or false as it pertains to your
personally. It's best to go with your first judgment and not spend too long mulling
over any one question.
True or false

1	Have there been occasions when you took advantage of someone?	Yes	No
2	Have you sometimes taken unfair advantage of another person?	Yes	No
3	Are you always willing to admit when you make a mistake?	Yes	No
4	Are you quick to admit making a mistake?	Yes	No
5	Do you sometimes try to get even rather than forgive and forget?	Yes	No
6	Do you sometimes feel resentful when you don't get you own way?	Yes	No
7	Are you always courteous, even to people who are disagreeable?	Yes	No
8	Are you always a good listener, no matter whom you are talking to?	Yes	No

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CONSENT TO PARTICIPATE (Supervisor) IN RESEARCH

PROJECT TITLE: Antecedents and outcomes of abusive supervision: Multi-level perspectives

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NON-PARTICIPATION STATEMENT

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PURPOSE OF THE STUDY

This study will provide a better understanding on how leader behaviors impact subordinates and groups.

PROCEDURES

A total of 300 subjects at multiple locations will be asked to participate in this project.

Completion of the survey should take about 20 minutes.

IF YOU WOULD LIKE TO PARTICIPATE IN THIS RESEARCH STUDY, PLEASE FILL OUT THE SURVEY INSTRUMENTS. PLEASE DO NOT WRITE YOUR NAME ON ANY OF THE RESEARCH MATERIALS.

PLEASE COMPLETE THIS SURVEY AWAY FROM WORK.

PLEASE MAIL IT BACK TO THE PRINCIPAL INVESTOR.

Returning mailing address: KangNamGu Daichi-4dong 934-8 Grandvilla 302, Seoul, Korea

SAMPLE QUESTIONS

- Indicate the frequency with which your current supervisor engages in
    - Ridiculed me.
    - Blamed me to save himself/herself embarrassment.
    - Didn't give me credit for jobs requiring a lot of effort.
- To what extent does your job require your working hard?
- The demands of my family or spouse/partner interfere with work-related activities.
- Department employees help out others who have been absent and return to work.
- I feel uneasy about losing my job in the near future.

CONFIDENTIALITY

Please do not write your name on any of the research materials. Please complete this survey, place it into the postage paid envelope and mail it to the address indicated. Your participation in the study will remain confidential, and you responses will remain anonymous.

RISKS/DISCOMFORTS

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BENEFITS

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Principal Investigator's Name: Joon Hyung Park_____

Signature of Principal Investigator: _____

Read each pair of statements below and place an "X" by the one that comes closest to describing your feelings and beliefs about yourself. You may feel that neither statement describes you well, but pick the one that comes closest. **Please complete all pairs**.

1. ___ I really like to be the center of attention
   ___ It makes me uncomfortable to be the center of attention

2. ___ I am no better or no worse than most people
   ___ I think I am a special person

3. ___ Everybody likes to hear my stories
   ___ Sometimes I tell good stories

4. ___ I usually get the respect that I deserve
   ___ I insist upon getting the respect that is due me

5. ___ I don't mind following orders
   ___ I like having authority over people

6. ___ I am going to be a great person
   ___ I hope I am going to be successful

7. ___ People sometimes believe what I tell them
   ___ I can make anybody believe anything I want them to

8. ___ I expect a great deal from other people
   ___ I like to do things for other people

9. ___ I like to be the center of attention
   ___ I prefer to blend in with the crowd

10. ___ I am much like everybody else
    ___ I am an extraordinary person

11. ___ I always know what I am doing
    ___ Sometimes I am not sure of what I am doing

12. ___ I don't like it when I find myself manipulating people
    ___ I find it easy to manipulate people

13. ___ Being an authority doesn't mean that much to me
    ___ People always seem to recognize my authority

14. ___ I know that I am good because everybody keeps telling me so
    ___ When people compliment me I sometimes get embarrassed

15. ___ I try not to be a show off
    ___ I am apt to show off if I get the chance

16. ___ I am more capable than other people
    ___ There is a lot that I can learn from other people

Please indicate the degree to which you agree or disagree with the following statements about your personality. Use the following scale.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

1	Is talkative	1	2	3	4	5
2	Does a thorough job	1	2	3	4	5
3	Is original, comes up with new ideas	1	2	3	4	5
4	Is reserved	1	2	3	4	5
5	Has a forgiving nature	1	2	3	4	5
6	Worries a lot	1	2	3	4	5
7	Has an active imagination	1	2	3	4	5
8	Tends to be lazy	1	2	3	4	5
9	Values artistic, aesthetic experiences	1	2	3	4	5
10	Is considerate and kind to almost everyone	1	2	3	4	5
11	Does things efficiently	1	2	3	4	5
12	Remains calm in tense situations	1	2	3	4	5
13	Is outgoing, sociable	1	2	3	4	5
14	Is sometimes rude to others	1	2	3	4	5
15	Gets nervous easily	1	2	3	4	5

Please indicate the extent to which your work group members (subordinates) have engaged in the following behaviors in the last year.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or Disagree	Somewhat Agree	Agree	Strongly Agree

1	Department employees help out others who have been absent and return to work.	1	2	3	4	5	6	7
2	Department employees help others who have heavy workloads.	1	2	3	4	5	6	7
3	Department employees help orient new members to the department.	1	2	3	4	5	6	7
4	Department employees willingly help others who have work-related problems.	1	2	3	4	5	6	7
5	Department employees are always ready to lend a helping hand to other employees around them.	1	2	3	4	5	6	7
6	Department employees develop and	1	2	3	4	5	6	7

	makes recommendations concerning issues that affect this work group							
7	Department employees speak up and encourage others in this group to get involved in issues that affect the group	1	2	3	4	5	6	7
8	Department employees communicate their opinions about work issues to others in this group even if their opinion is different and Others in the group disagree with theirs	1	2	3	4	5	6	7
9	Department employees keep well informed about issues where their opinion might be useful to this work group	1	2	3	4	5	6	7
10	Department employees get involved in issues that affect the quality of work life here in this group	1	2	3	4	5	6	7
11	Department employees speak up in this group with ideas for new projects or changes in procedures	1	2	3	4	5	6	7

Please indicate the degree to which you agree or disagree with the following statements.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or Disagree	Somewhat Agree	Agree	Strongly Agree

1	Leaving this community would be very hard.	1	2	3	4	5	6	7
2	People respect me a lot in my community.	1	2	3	4	5	6	7
3	My neighborhood is safe.	1	2	3	4	5	6	7

Circle or fill in the appropriate answer to each of the following questions.

1. What is your Age? (   ) Sex (   )

Marital Status □ Single □ Married □ Divorced / Separated □ Widowed

What is your education? (Highest grade Completed)
□ Elementary School □ Junior high (8th & 9th grade) □ High school
□ Junior College (1-2 yrs. College) □ College Graduate □ Graduate School

2. What is your job title? Please be specific.

3. What business is your company in (e.g., ship building, insurance, etc.)? Please be specific.

4. How long have you worked at current job?

5. How long have you worked?

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CONSENT TO PARTICIPATE (Subordinates) IN RESEARCH

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PROCEDURES

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SAMPLE QUESTIONS

- Indicate the frequency with which your current supervisor engages in
  - Ridiculed me.
  - Blamed me to save himself/herself embarrassment.
  - Didn't give me credit for jobs requiring a lot of effort.
- To what extent does your job require your working hard?
- The demands of my family or spouse/partner interfere with work-related activities.
- Department employees help out others who have been absent and return to work.
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Principal Investigator's Name: Joon Hyung Park_____

Signature of Principal Investigator: _____

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Please read each statement and indicate the frequency with which your current supervisor engages in each of the five behaviors using the following response scale.

1	2	3	4	5
To A Very Small Extent	To a Small Extent	Somewhat	To a Great Extent	To a Very Great Extent

1	My department manager spends the time to form quality relationships with department employees.	1	2	3	4	5
2	My department manager's decisions are influenced by department employees' input.	1	2	3	4	5
3	My department manager tries to reach consensus among department employees on important decisions.	1	2	3	4	5
4	My department manager makes the personal development of department employees a priority.	1	2	3	4	5
5	My department manager works hard at finding ways to help others be the best they can be.	1	2	3	4	5

Please read each statement and indicate the frequency with which your current supervisor engages in each of the 15 behaviors using the following response scale.

1 "I cannot remember him/her ever using this behavior with me"
2 "He/she very seldom has used this behavior with me"
3 "He/she occasionally has used this behavior with me"
4 "He/she has used this behavior moderately often with me"
5 "He/she has used this behavior very often with me."

1	Ridiculed me.	1	2	3	4	5
2	Told me my thoughts or feelings were stupid.	1	2	3	4	5
3	Gave me the silent treatment.	1	2	3	4	5
4	Put me down in front of others.	1	2	3	4	5
5	Invade my privacy.	1	2	3	4	5
6	Remind me of my past mistakes and failures.	1	2	3	4	5
7	Didn't give me credit for jobs requiring a lot of effort.	1	2	3	4	5
8	Blamed me to save himself/herself embarrassment.	1	2	3	4	5
9	Broke promises he/she made.	1	2	3	4	5
10	Expressed anger at me when he/she was mad for another	1	2	3	4	5
11	Made negative comments about me to others.	1	2	3	4	5
12	Was rude to me.	1	2	3	4	5
13	Did not allow me to interact with my coworkers.	1	2	3	4	5
14	Told me I'm incompetent.	1	2	3	4	5
15	Lied to me.	1	2	3	4	5

How long have you worked with your supervisor? (   )

Using the scale below, please indicate how frequently each statement described what you did after negative behaviors from a supervisor.

1	2	3	4	5
Never	Seldom	Occasionally	Often	Very often

1	I explain to others how my feelings are hurt by the supervisor's behavior.	1	2	3	4	5
2	I talk to other people about how the supervisor's behavior upsets me.	1	2	3	4	5
3	I convince myself that I do my job well, so that the supervisor can't harm me.	1	2	3	4	5
4	I avoid having to work together with the supervisor.	1	2	3	4	5
5	When I talk to the supervisor I ask him/her clearly to change his/her attitude.	1	2	3	4	5
6	I take every opportunity to be nice to the supervisor so that he/she will think I am a good friend.	1	2	3	4	5
7	I try to encounter the supervisor as little as possible.	1	2	3	4	5
8	I pour out my heart to others about the supervisor's behavior towards me.	1	2	3	4	5
9	I tell myself that I have a reasonable position, so I don't have to take the supervisor seriously.	1	2	3	4	5
10	I tell the supervisor directly and clearly that he/she must not treat me like that.	1	2	3	4	5
11	I talk to the supervisor about the problems in our relationship so that he/she will stop acting that way.	1	2	3	4	5
12	I relieve myself by talking to other people about the supervisor's behavior.	1	2	3	4	5
13	At meetings I try to sit as far from the supervisor as possible.	1	2	3	4	5
14	I support the supervisor in matters that are important to him/her, so that he/she will see I am on his/her side.	1	2	3	4	5
15	I Insist that the supervisor stop behaving like that towards me.	1	2	3	4	5
16	I offer to help the supervisor with tasks connected to work, so that he/she will behave better.	1	2	3	4	5
17	I try to have the least possible contact with the supervisor.	1	2	3	4	5
18	I behave in a friendly manner towards the supervisor so that he/she will stop acting like that.	1	2	3	4	5

19	Every time the supervisor behaves like that towards me I tell somebody.	1	2	3	4	5
20	I ask the supervisor politely to stop behaving like that.	1	2	3	4	5
21	I publicly express my belief in the supervisor in his/her presence so that he/she will feel that I'm on his/her side.	1	2	3	4	5
22	If I see the supervisor from a distance, I try to 'disappear', to prevent meeting him/her.	1	2	3	4	5
23	I remind myself that there are more important matters in my life.	1	2	3	4	5
24	I convince myself that this is a small, unimportant matter.	1	2	3	4	5
25	I tell myself that this is only a job and that there are other things in life to deal with.	1	2	3	4	5
26	I give up the attempt to get what I want.	1	2	3	4	5
27	I just give up trying to reach my goal.	1	2	3	4	5
28	I admit to myself that I can't deal with it, and quit trying.	1	2	3	4	5
29	I reduce the amount of effort I'm putting into solving the problem.	1	2	3	4	5

Using the scale below, please indicate how frequently each statement described what your coworker did after negative behaviors from a supervisor.

1	2	3	4	5
Never	Seldom	Occasionally	Often	Very often

1	They are not usually present in bullying situations	1	2	3	4	5
2	They stay outside the situation	1	2	3	4	5
3	They don't take sides with anyone	1	2	3	4	5
4	When they talk to the supervisor they ask him/her clearly to change his/her attitude.	1	2	3	4	5
5	They tell the supervisor directly and clearly that he/she must not treat his/her like that.	1	2	3	4	5
6	They ask the supervisor politely to stop behaving like that.	1	2	3	4	5
7	They take every opportunity to be nice to the supervisor so that he/she will think they are good friends.	1	2	3	4	5
8	They support the supervisor in matters that are important to him/her, so that he/she will see they are on his/her side.	1	2	3	4	5
9	They publicly express their belief in the supervisor in his/her presence so that he/she will feel that they are on his/her side.	1	2	3	4	5

Please indicate the degree to which you agree or disagree with the following statements.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or Disagree	Somewhat Agree	Agree	Strongly Agree

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UNIVERSITY OF HOUSTON

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- Indicate the frequency with which your current supervisor engages in
  - Ridiculed me.
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- I feel uneasy about losing my job in the near future.

CONFIDENTIALITY

Please do not write your name on any of the research materials. Please complete this survey, place it into the postage paid envelope and mail it to the address indicated. Your participation in the study will remain confidential, and you responses will remain anonymous.

RISKS/DISCOMFORTS

There are no reasonable foreseeable risks, discomforts, or inconveniences in this survey.

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled.

BENEFITS

While you will not directly benefit from participation, your participation may help investigators better understand how leader behaviors impact subordinates and group.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT

The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

If you have any questions, you may contact Joon Hyung Park at 02-501-9889 (Seoul, Korea); 001-1-713-743-4680 (U.S.A.). You may also contact Dr. Richard S. DeFrank, faculty sponsor, at 001-1-713-743-4678.

ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (001-1-713-743-9204).

Principal Investigator's Name: Joon Hyung Park_____

Signature of Principal Investigator: _____

UNIVERSITY of HOUSTON

Please indicate the degree to which you agree or disagree with the following statements about your personality. Use the following scale.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

1	Is talkative	1	2	3	4	5
2	Does a thorough job	1	2	3	4	5
3	Is original, comes up with new ideas	1	2	3	4	5
4	Is reserved	1	2	3	4	5
5	Has a forgiving nature	1	2	3	4	5
6	Worries a lot	1	2	3	4	5
7	Has an active imagination	1	2	3	4	5
8	Tends to be lazy	1	2	3	4	5
9	Values artistic, aesthetic experiences	1	2	3	4	5
10	Is considerate and kind to almost everyone	1	2	3	4	5
11	Does things efficiently	1	2	3	4	5
12	Remains calm in tense situations	1	2	3	4	5
13	Is outgoing, sociable	1	2	3	4	5
14	Is sometimes rude to others	1	2	3	4	5
15	Gets nervous easily	1	2	3	4	5

Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

1	The kind of person someone is, is something very basic about them and it can't be changed very much.	1	2	3	4	5
2	People can do things differently, but the important parts of who they are can't really be changed.	1	2	3	4	5
3	Everyone, no matter who they are, can significantly change their basic characteristics.	1	2	3	4	5
4	As much as I hate to admit it, you can't teach an old dog new tricks. People can't really change their deepest attributes.	1	2	3	4	5
5	People can always substantially change the kind of person they are.	1	2	3	4	5
6	Everyone is a certain kind of person, and there is not much that can be done to really change that.	1	2	3	4	5

7	No matter what kind of person someone is, they can always change very much.	1	2	3	4	5
8	All people can change even their most basic qualities.	1	2	3	4	5

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to your personally. It's best to go with your first judgment and not spend too long mulling over any one question.
True or false

1	Have there been occasions when you took advantage of someone?	Yes	No
2	Have you sometimes taken unfair advantage of another person?	Yes	No
3	Are you always willing to admit when you make a mistake?	Yes	No
4	Are you quick to admit making a mistake?	Yes	No
5	Do you sometimes try to get even rather than forgive and forget?	Yes	No
6	Do you sometimes feel resentful when you don't get you own way?	Yes	No
7	Are you always courteous, even to people who are disagreeable?	Yes	No
8	Are you always a good listener, no matter whom you are talking to?	Yes	No

The following 9 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or Disagree	Somewhat Agree	Agree	Strongly Agree

1	At my work, I feel bursting with energy.	1	2	3	4	5	6	7
2	At my job, I feel strong and vigorous.	1	2	3	4	5	6	7
3	I am enthusiastic about my job.	1	2	3	4	5	6	7
4	My job inspires me.	1	2	3	4	5	6	7
5	When I get up in the morning, I feel like going to work.	1	2	3	4	5	6	7
6	I feel happy when I am working intensely.	1	2	3	4	5	6	7
7	I am proud of the work that I do.	1	2	3	4	5	6	7
8	I am immersed in my work.	1	2	3	4	5	6	7
9	I get carried away when I'm working.	1	2	3	4	5	6	7

In the past month, how often have you been . . .

1	2	3	4	5
Not at all	A little bit	Moderately	Quite a bit	Extremely

1	feeling fearful	1	2	3	4	5
2	feeling restless	1	2	3	4	5
3	feeling worthless	1	2	3	4	5
4	feeling in panic	1	2	3	4	5

Please indicate the extent to which you have engaged in the following behaviors in the last year.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or Disagree	Somewhat Agree	Agree	Strongly Agree

1	I help out others who have been absent and return to work.	1	2	3	4	5	6	7
2	I help others who have heavy workloads.	1	2	3	4	5	6	7
3	I help orient new members to the department.	1	2	3	4	5	6	7
4	I willingly help others who have work-related problems.	1	2	3	4	5	6	7
5	I am always ready to lend a helping hand to other employees around them.	1	2	3	4	5	6	7
6	I develop and makes recommendations concerning issues that affect this work group	1	2	3	4	5	6	7
7	I speak up and encourage others in this group to get involved in issues that affect the group	1	2	3	4	5	6	7
8	I communicate my opinions about work issues to others in this group even if my opinion is different and others in the group disagree with theirs	1	2	3	4	5	6	7
9	I keep well informed about issues where my opinion might be useful to this work group	1	2	3	4	5	6	7
10	I get involved in issues that affect the quality of work life here in this group	1	2	3	4	5	6	7
11	I speak up in this group with ideas for new projects or changes in procedures	1	2	3	4	5	6	7

Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement.

1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither agree or Disagree	5 Somewhat Agree	6 Agree	7 Strongly Agree

1	I believe managers should make most decisions without consulting subordinates.	1	2	3	4	5	6	7
2	I believe it is frequently necessary for a manager to use authority and power when dealing with subordinates.	1	2	3	4	5	6	7
3	I believe managers should seldom ask for the opinion of employees.	1	2	3	4	5	6	7
4	I believe managers should avoid off-the-job social contacts with employees.	1	2	3	4	5	6	7
5	I believe employees should not disagree with management decisions.	1	2	3	4	5	6	7
6	I believe managers should not delegate important tasks to employees	1	2	3	4	5	6	7

Circle or fill in the appropriate answer to each of the following questions.

1. What is your Age? (   ) Sex (   )

Marital Status □ Single □ Married □ Divorced / Separated □ Widowed

What is your education? (Highest grade Completed)
□ Elementary School □ Junior high (8th & 9th grade) □ High school
□ Junior College (1-2 yrs. College) □ College Graduate □ Graduate School

2. What is your job title? Please be specific.

3. What business is your company in (e.g., ship building, insurance, etc.)? Please be specific.

4. How long have you worked at current job?

5. How long have you worked?

설문지 (팀장용)-1

안녕하십니까
본 설문은 리더와 부하직원의 행동양식에 관한 것입니다.
귀하의 귀중한 응답을 연구자료로써 사용하고자 하오니,
바쁘시겠지만 성의 있고 솔직한 답변을 부탁드립니다.
본 설문결과는 오직 저의 연구에만 순수하게 활용되며, 익명으로
처리함으로써 귀하의 설문결과에 대해 절대 비밀을 지킬 것을
약속드립니다.
연구자: University of Houston 경영학과 박준형
(jpark19@uh.edu)
University of Houston Richard S. DeFrank, Professor

설문지작성요령

본 설문을 마치는 데는 약 10 분이 소요가 됩니다.
직장 상사가 없는 곳에서 설문을 작성해주시기 바랍니다.

설문을 마치시고, 제시된 봉투에 설문지를 넣으시고,
반드시 봉인하여주시기 바랍니다.

귀하의 참여는 전적으로 자발적인 것이며, 귀하에게 불이익이나 벌칙이
가해진다고 생각할 때는 언제든지 참여를 거부하실 수 있습니다.
귀하가 이 연구에 참여하는 것은 익명성이 보장됩니다. 설문에 귀하의 이름을
기입하지 마시기 바랍니다.

휴스턴 대학교 (University of Houston)
연구 참여에 대한 동의서 (팀장용)

UNIVERSITY of HOUSTON

귀하는 휴스턴 대학교 경영학과에서 박사과정에 있는 박준형의 연구에
참여토록 요청받으셨습니다.
본 연구는 박사과정 중에 쓰고 있는 논문이며, 휴스턴 대학 경영학과
DeFrank 교수의 지도하에 있는 것입니다.

(불) 참여에 관한 성명서
귀하의 참여는 전적으로 자발적인 것이며, 귀하에게 불이익이나 벌칙이
가해진다고 생각할 때는 언제든지 참여를 거부하실 수 있습니다. 또한 질문에
대해서 거부 하실 수 있습니다.

연구의 목적
본 연구는 리더의 행동양식이 부하직원과 그룹에 영향을 미치는 지를 알고자
합니다. 또한 상위 그룹의 상사의 행동양식이 어떻게 하위 그룹의 상사와
부하직원에게 영향을 미치는 지를 연구합니다. 본 연구는 6 개월 정도 소요될
것으로 예상합니다.

절차
여러 지역에서 총 300 여명의 참여자가 있으며, 귀하는 지금 이곳에서 6 여명의
참여 중 한 사람입니다. 귀하는 본 설문에서 질문에 답하도록 요청받았습니다.
본 설문을 마치는 데는 약 15 분이 소요가 됩니다. 직장 상사가 없는 곳에서
설문을 작성해주시기 바랍니다.
설문을 마치시고, 제시된 봉투에 설문지를 넣으십시오.

샘플 설문문항
가정에서의 요구가 일과 관련된 것을 방해한다.
일상 생활 속에서 이유를 딱히 알수 없게 마음이 불안 한 적이 있습니까?
우리 팀원은 그들의 일에 대해서 성실하다.

기밀성에 관한 사항
귀하가 이 연구에 참여하는 것은 익명성이 보장됩니다. **설문에 귀하의 이름을
기입하지 마시기 바랍니다.**

위험/불쾌함에 관한 사항
본 설문에는 위험성이나 불쾌한 항목들이 없습니다. 귀하의 참여는 전적으로
자발적인 것이며, 귀하에게 불이익이나 벌칙이 가해진다고 생각할 때는
언제든지 참여를 거부하실 수 있습니다.

이익에 관한 사항
귀하께서 본 설문에 참여하셔서, 직접적인 이익이 없을 지라도, 리더의
행동양식을 연구하는 데 많은 도움이 될 것입니다.

대안에 관한 사항
본 연구에 참여하는 것은 자발적인 것이며, 다른 대안으로는 참여하지 않은
것입니다.

논문 발행에 관한 사항
본 연구의 결과는 전문인 잡지나 학회 저널에 발행될 수 있습니다. 또한 교육의
목적으로 연구의 내용이 발표될 수 있습니다. 그렇지만, 개인에 관한 사항은
밝히지 않습니다.

만일 질문이 있으시면, 박준형에게 다음의 연락처로 연락바랍니다
(jpark19@uh.edu / 02-501-9889 / 001-1-713-743-4680). 또한 DeFrank 교수에게
연락 바랍니다 (001-1-713-743-4678).
귀하의 정당한 권리에 관하여 질문하시고자 하면, 휴스턴 대학교 인권위원회로
연락 바랍니다 (001-1-713-743-9204).
연구자 성명: 박준형 (Joon Hyung Park)
연구자 싸인 또는 날인:

다음 문항을 읽고, 귀하의 생각에 가장 가까운 답을 하나만 표시하여 주십시오.

	설문문항	전혀 그렇지 않다	그렇지 않다	거의 그렇지 않다	보통	어느 정도 그렇다	그렇다	매우 그렇다
1	나의 부서 사람 (팀원)들은 어떤 상황에도 최선을 다한다.	□	□	□	□	□	□	□
2	나의 부서 사람 (팀원)들이 실수할 경우, 대개 그것은 그들의 잘못이 아니다.	□	□	□	□	□	□	□
3	나의 부서 사람 (팀원)들은 내가 열심히 일하는 것과 같이 열심히 일한다.	□	□	□	□	□	□	□
4	나는 나의 부서 사람 (팀원)들이 일의 압박을 받는 것을 볼 때, 그들을 염려한다.	□	□	□	□	□	□	□
5	나는 나의 부서 사람 (팀원)들이 일을 잘 처리하는 것을 볼 때, 나는 기쁘다.	□	□	□	□	□	□	□
6	나는 나의 부서 사람 (팀원)들이 겪고 있는 문제가 무엇인지 잘 이해한다.	□	□	□	□	□	□	□
7	나는 나의 부서 사람 (팀원)들의 일이 잘 안 풀릴때, 그들의 상황을 공감한다.	□	□	□	□	□	□	□

다음 문항을 읽고, 귀하의 직속상사의 행동양식을 가장 잘 나타내는 것을 판단하여, 적합한 번호에 하나만 골라 표시해주십시오. (현재 상사가 없는 경우, 과거의 상사를 떠올리시면서 응답바랍니다.)

	설문문항	아주조금	조금	보통	많이	아주많이
1	나의 상사는 부하직원들과 질적인 관계를 가지려고 시간을 쓴다.	□	□	□	□	□
2	나의 상사의 결정은 부하직원들의 생각이 포함되어 있다.	□	□	□	□	□
3	나의 상사는 중요한 결정사항에 부하직원들이 하나가 되도록 노력한다.	□	□	□	□	□
4	나의 상사는 부하직원의 자기 계발에 우선을 둔다.	□	□	□	□	□
5	나의 상사는 부하직원이 자신의 역량을 극대화시킬 수 있는 방안을 찾도록 최선을 다한다.	□	□	□	□	□

가정과 일에 관한 문항입니다. 귀하의 생각에 가장 가까운 답을 하나만 표시하여 주십시오.

	설문문항	전혀 그렇지 않다	그렇지 않다	거의 그렇지 않다	보통	어느 정도 그렇다	그렇다	매우 그렇다
1	가족 (또는 배우자)의 요구로 때문에 업무와 관련된 활동에 방해가 된다.	□	□	□	□	□	□	□
2	집안 일로 인한 요구 때문에 직장에서 할 일을 미룬다.	□	□	□	□	□	□	□
3	집안 식구 (또는 배우자)의 일로 때문에 내가 직장에서 하고자 하는 일을 끝내지 못한다.	□	□	□	□	□	□	□
4	집에서의 일이 직장에서의 책무에 방해가 된다. (예를 들어 정각에 출근하는 것, 매일의 업무를 완수하는 것, 야근하는 것등)	□	□	□	□	□	□	□

		1	2	3	4	5	6	7
5	집안에 관련된 스트레스가 일과 관련 된 업무를 수행하는 능력에 방해가 된다.	☐	☐	☐	☐	☐	☐	☐

다음 문항을 읽고, 제시된 문항이 귀하의 경험을 가장 잘 나타내는 것을 판단하여, 적합한 번호에 하나만 골라 표시해주십시오. (현재 상사가 없는 경우, 과거의 상사를 떠올리시면서 응답바랍니다.)

1 "나에게 이런 행동을 했는지 기억이 나질 않는다."
2 "나의 상사는 나에게 이런 행동을 거의 하지 않는다"
3. "나의 상사는 나에게 이런 행동을 종종 한다."
4. "나의 상사는 나에게 이런 행동을 자주 한다."
5. "나의 상사는 나에게 이런 행동을 아주 많이 한다."

	설문문항	1	2	3	4	5
1	나의 상사는 나를 비웃은 적이 있다.	☐	☐	☐	☐	☐
2	나의 상사는 나에게 나의 생각과 느낌이 어리석다고 말 한적이 있다.	☐	☐	☐	☐	☐
3	내 의견을 무시한 적이 있다.	☐	☐	☐	☐	☐
4	나를 다른 사람들 앞에서 무시한 적이 있다.	☐	☐	☐	☐	☐
5	나의 사생활을 침해한적이 있다.	☐	☐	☐	☐	☐
6	상사는 과거의 내 실수와 잘못을 상기시키곤 한다.	☐	☐	☐	☐	☐
7	상사는 내가 하고 있는 많은 수고가 필요한 일에 대해 공로로 인정하지 않았다.	☐	☐	☐	☐	☐
8	상사는 자신의 곤란함을 벗어나기 위해 나를 비난한적이 있다.	☐	☐	☐	☐	☐
9	약속한 것을 어긴 적이 있다.	☐	☐	☐	☐	☐
10	상사는 다른 이유로 화가 났음에도 나에게 화풀이한적이 있다.	☐	☐	☐	☐	☐
11	나의 상사는 나에 대해 좋지 않은 얘기를 다른 사람에게 한 적이 있다.	☐	☐	☐	☐	☐
12	나에게 무례하게 대했다.	☐	☐	☐	☐	☐
13	직장동료와 교류하는 것을 허락하지 않은 적이 있다	☐	☐	☐	☐	☐
14	나의 상사는 내가 능력 없다고 말한 적이 있다.	☐	☐	☐	☐	☐
15	나에게 거짓말을 했다.	☐	☐	☐	☐	☐

귀하의 상사와 함께 일한 기간은 총 몇년입니까? (　)년 혹은 (　　)개월

다음은 팀의 성과에 관한 것입니다. 적합한 번호에 하나만 골라 표시해주십시오.

1	…	5	…	10
아주형편없음		보통		대단히 훌륭함

1	팀이 내는 성과의 양의 정도	1	2	3	4	5	6	7	8	9	10
2	팀이 내는 성과의 질의 정도	1	2	3	4	5	6	7	8	9	10
3	전반적인 팀의 목표달성의 정도	1	2	3	4	5	6	7	8	9	10

다음은 귀하의 업무에 관한 것입니다. 적합한 번호에 하나만 골라 표시해주십시오

	설문문항	전혀	별로	때때로	거의 대부분	항상
1	귀하의 업무는 얼마나 신속하게 처리해야 합니까?	☐	☐	☐	☐	☐
2	귀하의 업무는 얼마나 열심히 일해야 합니까?	☐	☐	☐	☐	☐
3	귀하의 업무를 완수하는 데, 얼마나 많은 일이 요구됩니까?	☐	☐	☐	☐	☐

4	귀하의 업무를 완수하는 데, 시간이 얼마나 부족합니까?	□	□	□	□	□
5	귀하는 업무를 완수하기 위해, 얼마나 과도하게 일을 해야 합니까?	□	□	□	□	□
6	귀하의 업무를 완수하기 하는데, 얼마나 시간이 부족함을 느낍니까?	□	□	□	□	□
7	귀하는 업무를 하면서, 얼마나 많이 상충(상반)되는 요구를 받게 됩니까?	□	□	□	□	□

제시된 문항이 지난 한 달동안 귀하를 얼마나 잘 나타내고 있는지를 판단하여 가장 가까운 답을 하나만 골라 빈칸에 표시(☑)하여 주십시오.

설문문항	매우 드물 게	드물 게	보통	자주	매우 자주
1	지난 한 달동안 얼마나 자주 두려움을 느꼈습니까?	□	□	□	□	□
2	지난 한 달동안 얼마나 자주 불안함을 느꼈습니까?	□	□	□	□	□
3	지난 한 달동안 얼마나 자주 자신이 쓸모없다고 느꼈습니까	□	□	□	□	□
4	지난 한 달동안 얼마나 자주 당황스러움을 느꼈습니까?	□	□	□	□	□

다음 문항은 개인적 태도와 성향에 관한 것입니다. 다음 문항을 읽고, 귀하의 성격과 관련해서 "예" 또는 "아니오"를 표시해주시기 바랍니다. 질문에 정답이 없으니, 질문에 너무 오래 생각하지 마시고, 첫 번째 떠오른 것을 표시하시면 됩니다.

설문문항	예	아니오
1	어떤 사람과 대화를 하든지, 항상 그들의 말을 잘 경청하십니까?	□	□
2	때때로 다른 사람을 부당하게 이용한 경우가 있습니까?	□	□
3	당신은 당신이 잘못했을 때, 항상 잘못했음을 인정할 수 있습니까?	□	□
4	자신의 실수를 곧바로 인정하는 편입니까?	□	□
5	당신은 때때로, 용서하거나 잊어버리기보다, 되갚아 주려고 합니까?	□	□
6	일이 뜻대로 안 될때, 종종 분해(억울해)하십니까?	□	□
7	무례한 사람들에게도 항상 정중하게 대하십니까?	□	□
8	다른 사람을 이용한 경우가 있었습니까?	□	□

설문지 (팀장용)-2

안녕하십니까
본 설문은 귀하의 성격과 인적사항에 관한 것입니다.
귀하의 귀중한 응답을 연구자료로써 사용하고자 하오니,
바쁘시겠지만 성의 있고 솔직한 답변을 부탁드립니다.
본 설문결과는 오직 저의 연구에만 순수하게 활용되며, 익명으로
처리함으로써 귀하의 설문결과에 대해 절대 비밀을 지킬 것을
약속드립니다.
연구자: University of Houston 경영학과 박준형
(jpark19@uh.edu)
University of Houston Richard S. DeFrank, Professor

설문지작성요령

본 설문을 마치는 데는 약 10 분이 소요가 됩니다.
직장 상사가 없는 곳에서 설문을 작성해주시기 바랍니다.

설문을 마치시고, 제시된 봉투에 설문지를 넣으십시오.
설문을 마치시고, 제시된 봉투에 설문지를 넣으시고,
반드시 봉인하여주시기 바랍니다.

귀하의 참여는 전적으로 자발적인 것이며, 귀하에게 불이익이나 벌칙이
가해진다고 생각할 때는 언제든지 참여를 거부하실 수 있습니다.
귀하가 이 연구에 참여하는 것은 익명성이 보장됩니다. 설문에 귀하의 이름을
기입하지 마시기 바랍니다.

다음의 짝지어진 두 문장을 읽고 자신에 대해 가장 잘 표현 한 문장을 골라주시기
바랍니다.
두 문장 중에 고르기 어려울 경우에는 두 문장 중에 가장 가까운 것에 하나만
표시해주시면 됩니다.

예:
√   나는 관심의 중심이 되길 좋아한다.
___   나는 군중 속에 섞이는 것을 더 좋아한다.

1	___ 나는 주목 받는 것을 좋아한다. ___ 주목의 대상의 되는 것이 편하지 않다.
2	___ 나는 대부분의 사람들과 별단 다를 바가 없다. ___ 나는 나 자신을 특별한 사람이라고 생각한다.
3	___ 모두가 나의 이야기 듣는 것을 좋아한다. ___ 때때로 나는 재미있는 이야기를 한다.
4	___ 나는 보통 마땅히 받아야 할 존중을 받는다. ___ 나는 내가 받아야 할 존중함을 요구한다.
5	___ 나는 지시에 따라는 것에 거부감이 없다. ___ 나는 사람들을 지휘하는 것을 좋아한다.
6	___ 나는 대단한 사람이 될 것이다. ___ 나는 내가 성공하기를 바란다.
7	___ 사람들은 때때로 내가 그들에게 말하는 것을 믿는다. ___ 나는 누구든지 어떤 것에 대하여 믿게 할 수 있다.
8	___ 나는 다른 사람들에게 많은 것을 기대한다. ___ 나는 다른 사람을 위해 무언가를 하는 것을 좋아한다.
9	___ 나는 관심의 중심이 되길 좋아한다. ___ 나는 군중 속에 섞이는 것을 더 좋아한다.
10	___ 나는 다른 모든 사람들과 비슷하다. ___ 나는 대단한 사람이다.
11	___ 나는 항상 내가 무엇을 해야 하는 지 알고 있다. ___ 때때로는 내가 뭘 해야 할 지 모를 때가 있다.
12	___ 나는 다른 사람들을 조종하는 것을 좋아하지 않는다. ___ 나는 쉽게 다른 사람들을 조종할 수 있다.
13	___ 권위자가 되는 것은 나에게 큰 의미가 없다. ___ 사람들이 항상 나의 권위를 인정한다.
14	___ 나는 내가 착하다 것을 모두가 끊임없이 말해준다. ___ 사람들이 나를 칭찬해줄 때, 나는 대개 쑥스러워한다.
15	___ 나는 자랑하지 않으려고 노력한다. ___ 기회가 있을 때 나는 과시하고 싶어한다.
16	___ 나는 다른 사람들보다 더 유능하다. ___ 다른 사람들에게 배울 만 것이 많다.

제시된 문항이 귀하를 얼마나 잘 나타내고 있는지를 판단하여 적합한 번호에 하나만
골라 표시해주십시오.

	설문문항	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1	나는 말하기를 좋아한다.	□	□	□	□	□
2	나는 확실하게 일처리를 한다.	□	□	□	□	□
3	나는 독창적이고, 새로운 아이디어를 제안한다.	□	□	□	□	□
4	나는 내성적이다.	□	□	□	□	□
5	나는 너그러운 성격이다.	□	□	□	□	□
6	나는 걱정을 많이 하는 편이다.	□	□	□	□	□
7	나는 상상력이 풍부하다.	□	□	□	□	□
8	나는 게으른 편이다.	□	□	□	□	□
9	나는 어떤 대상을 감상하고 지각하고 즐기는 경험 (심미적 경험)을 가치있다고 생각한다.	□	□	□	□	□
10	나는 대부분의 사람들에게 배려하고, 친절히 대한다.	□	□	□	□	□
11	나는 능률적으로 일을 한다.	□	□	□	□	□
12	나는 긴장된 상황에서 평정을 유지한다.	□	□	□	□	□
13	나는 외향적이고, 사교적이다.	□	□	□	□	□
14	나는 때때로 다른 사람들에게 무례한 행동을 하기도한다	□	□	□	□	□
15	나는 쉽게 불안해 한다.	□	□	□	□	□

지난 1년간 동안 귀하의 부서 또는 팀 멤버들이 행동양식에 관한 것입니다. 적합한
번호에 하나만 골라 표시해주십시오.
나의 부서 사람 (팀원)들은..

	설문문항	전혀 그렇지 않다	그렇지 않다	거의 그렇지 않다	보통	어느 정도 그렇다	그렇다	매우 그렇다
1	결근했다가 복귀한 동료를 도와준다.	□	□	□	□	□	□	□
2	과중한 업무를 맡은 동료를 도와준다.	□	□	□	□	□	□	□
3	신입사원이 적응할 수 있게 도와준다.	□	□	□	□	□	□	□
4	업무와 관련된 일에 어려움을 겪고있는 사람들을 기꺼이 도와준다.	□	□	□	□	□	□	□
5	언제나 주위에 있는 동료를 도와 줄 준비가 되어 있다.	□	□	□	□	□	□	□
6	이 부서 (팀)에 영향을 줄 사안(이슈)에 관해서 개선방안을 제시한다.	□	□	□	□	□	□	□
7	자신의 의견을 소신있게 말하고, 부서 (팀)에 영향을 줄 (이슈)에 대하여 사람들이 적극적으로 참여할 것을 독려한다.	□	□	□	□	□	□	□
8	비록 업무와 관련하여서 자신의 의견이 동료와 다르고, 자신의 생각에 그들이 동의하지 않더라도, 그들과 의논(커뮤니케이션) 한다.	□	□	□	□	□	□	□
9	어떤 아이디어나 의견이 이 부서 (팀)에 유용할 될 만한 것인지에 대하여 잘 알고 있다.	□	□	□	□	□	□	□
10	이 부서 (팀)의 근무생활의 질에 영향을 주는 사안에 대해 참여하고 있다.	□	□	□	□	□	□	□
11	부서의 새로운 프로젝트 또는 절차의 변화의 필요성에 대하여 소신있게 그들의 생각을 말한다.	□	□	□	□	□	□	□

귀하의 생각과 일치하는 곳이나 가장 유사한 곳에 표시(○)해 주십시오.

설문문항		전혀 그렇지 않다	그렇지 않다	거의 그렇지 않다	보통	어느 정도 그렇다	그렇다	매우 그렇다
1	내가 살고 있는 지역 (예: 성북구)을 떠나기가 어렵다.	□	□	□	□	□	□	□
2	나의 이웃주민들은 나를 존중한다.	□	□	□	□	□	□	□
3	나의 이웃 주민과 주변환경은 안전하다.	□	□	□	□	□	□	□

인적사항

1. 귀하의 일반적인 인적사항입니다.
연령: 만 (　) 세
성별: [　]남 [　]여
결혼여부: [　]미혼 [　]기혼 [　]이혼 또는 별거중 [　] 사별
최종학력: [　]초등학교 [　]중학교 [　]고등학교 [　]전문대학 [　]일반대학 [　]대학원

2. 귀하의 직급은 무엇입니까?
① 사원 ② 대리 ③ 과장 / 차장 ④ 부장 ⑤ 기타

3. 귀하는 어떠한 직종에 속하십니까?
① 인사 ② 총무 ③ 재경 ④ 전산 ⑤ 경영기획 ⑥ 구매 ⑦ 생산 ⑧ 물류 ⑨ 고객상담실 ⑩ 홍보 ⑪ 영업지원 ⑫ 영업 ⑬ 연구기획/개발 ⑭ 기타

4. 귀하의 현재 직장에서의 근무기간 얼마입니까? : (　　)년 (　　)개월

5. 지금까지 직장생활을 한 햇수는 총 몇 년입니까? (　　) 년 (　　)개월

설문지 (부하용)-1

안녕하십니까
본 설문은 리더와 부하직원의 행동양식에 관한 것입니다.
귀하의 귀중한 응답을 연구자료로써 사용하고자 하오니,
바쁘시겠지만 성의 있고 솔직한 답변을 부탁드립니다.
본 설문결과는 오직 저의 연구에만 순수하게 활용되며, 익명으로
처리함으로써 귀하의 설문결과에 대해 절대 비밀을 지킬 것을
약속드립니다.
연구자: University of Houston 경영학과 박준형 (jpark19@uh.edu)
University of Houston Richard S. DeFrank, Professor

설문지작성요령

본 설문을 마치는 데는 약 10 분이 소요가 됩니다.
직장 상사가 없는 곳에서 설문을 작성해주시기 바랍니다.

설문을 마치시고, 제시된 봉투에 설문지를 넣으시고,
반드시 봉인하여주시기 바랍니다.

귀하의 참여는 전적으로 자발적인 것이며, 귀하에게 불이익이나 벌칙이
가해진다고 생각할 때는 언제든지 참여를 거부하실 수 있습니다.
귀하가 이 연구에 참여하는 것은 익명성이 보장됩니다. 설문에 귀하의 이름을
기입하지 마시기 바랍니다.

휴스턴 대학교 (University of Houston)
연구 참여에 대한 동의서 (부하용)

UNIVERSITY of
HOUSTON

귀하는 휴스턴 대학교 경영학과에서 박사과정에 있는 박준형의 연구에
참여토록 요청받으셨습니다.
본 연구는 박사과정 중에 쓰고 있는 논문이며, 휴스턴 대학 경영학과
DeFrank 교수의 지도하에 있는 것입니다.

(불) 참여에 관한 성명서
귀하의 참여는 전적으로 자발적인 것이며, 귀하에게 불이익이나 벌칙이
가해진다고 생각할 때는 언제든지 참여를 거부하실 수 있습니다. 또한 질문에
대해서 거부 하실 수 있습니다.

연구의 목적
본 연구는 리더의 행동양식이 부하직원과 그룹에 영향을 미치는 지를 알고자
합니다. 또한 상위 그룹의 상사의 행동양식이 어떻게 하위 그룹의 상사와
부하직원에게 영향을 미치는 지를 연구합니다. 본 연구는 6 개월 정도 소요될
것으로 예상합니다.

절차
여러 지역에서 총 300 여명의 참여자가 있으며, 귀하는 지금 이곳에서 6 여명의
참여 중 한 사람입니다. 귀하는 본 설문에서 질문에 답하도록 요청받았습니다.
본 설문을 마치는 데는 약 15 분이 소요가 됩니다. 직장 상사가 없는 곳에서
설문을 작성해주시기 바랍니다.
설문을 마치시고, 제시된 봉투에 설문지를 넣으십시오.

샘플 설문문항
가정에서의 요구가 일과 관련된 것을 방해한다.
일상 생활 속에서 이유를 딱히 알수 없게 마음이 불안 한 적이 있습니까?
우리 팀원은 그들의 일에 대해서 성실하다.

기밀성에 관한 사항
귀하가 이 연구에 참여하는 것은 익명성이 보장됩니다. **설문에 귀하의 이름을
기입하지 마시기 바랍니다.**

위험/불쾌함에 관한 사항
본 설문에는 위험성이나 불쾌한 항목들이 없습니다. 귀하의 참여는 전적으로
자발적인 것이며, 귀하에게 불이익이나 벌칙이 가해진다고 생각할 때는
언제든지 참여를 거부하실 수 있습니다.

이익에 관한 사항
귀하께서 본 설문에 참여하셔서, 직접적인 이익이 없을 지라도, 리더의
행동양식을 연구하는 데 많은 도움이 될 것입니다.

대안에 관한 사항
본 연구에 참여하는 것은 자발적인 것이며, 다른 대안으로는 참여하지 않은
것입니다.

논문 발행에 관한 사항
본 연구의 결과는 전문인 잡지나 학회 저널에 발행될 수 있습니다. 또한 교육의
목적으로 연구의 내용이 발표될 수 있습니다. 그렇지만, 개인에 관한 사항은
밝히지 않습니다.

만일 질문이 있으시면, 박준형에게 다음의 연락처로 연락바랍니다
(jpark19@uh.edu / 02-501-9889 / 001-1-713-743-4680). 또한 DeFrank 교수에게
연락 바랍니다 (001-1-713-743-4678).
귀하의 정당한 권리에 관하여 질문하시고자 하면, 휴스턴 대학교 인권위원회로
연락 바랍니다 (001-1-713-743-9204).
연구자 성명: 박준형 (Joon Hyung Park)
연구자 싸인 또는 날인:

다음 문항을 읽고, 귀하의 직속상사의 행동양식을 가장 잘 나타내는 것을 판단하여,
적합한 번호에 하나만 골라 표시해주십시오.

	설문문항	아주조금	조금	보통	많이	아주많이
1	나의 상사는 부하직원들과 질적인 관계를 가지려고 시간을 쓴다.	☐	☐	☐	☐	☐
2	나의 상사의 결정은 부하직원들의 생각이 포함되어 있다.	☐	☐	☐	☐	☐
3	나의 상사는 중요한 결정사항에 부하직원들이 하나가 되도록 노력한다.	☐	☐	☐	☐	☐
4	나의 상사는 부하직원의 자기 계발에 우선을 둔다.	☐	☐	☐	☐	☐
5	나의 상사는 부하직원이 자신의 역량을 극대화시킬 수 있는 방안을 찾도록 최선을 다한다.	☐	☑	☐	☐	☐

다음 문항을 읽고, 제시된 문항이 귀하의 경험을 가장 잘 나타내는 것을 판단하여,
적합한 번호에 하나만 골라 표시해주십시오.

> 1 "나에게 이런 행동을 했는지 기억이 나질 않는다."
> 2 "나의 상사는 나에게 이런 행동을 거의 하지 않는다"
> 3. "나의 상사는 나에게 이런 행동을 종종 한다."
> 4. "나의 상사는 나에게 이런 행동을 자주 한다."
> 5. "나의 상사는 나에게 이런 행동을 아주 많이 한다."

	설문문항	1	2	3	4	5
1	나의 상사는 나를 비웃은 적이 있다.	☐	☐	☐	☐	☐
2	나의 상사는 나에게 나의 생각과 느낌이 어리석다고 말 한적이 있다.	☐	☐	☐	☐	☐
3	내 의견을 무시한 적이 있다.	☐	☐	☐	☐	☐
4	나를 다른 사람들 앞에서 무시한 적이 있다.	☐	☐	☐	☐	☐
5	나의 사생활을 침해한적이 있다.	☐	☐	☐	☐	☐
6	상사는 과거의 내 실수와 잘못을 상기시키곤 한다.	☐	☐	☐	☐	☐
7	상사는 내가 하고 있는 많은 수고가 필요한 일에 대해 공로로 인정하지 않았다.	☐	☐	☐	☐	☐
8	상사는 자신의 곤란함을 벗어나기 위해 나를 비난한적이 있다.	☐	☐	☐	☐	☐
9	약속한 것을 어긴 적이 있다.	☐	☐	☐	☐	☐
10	상사는 다른 이유로 화가 났음에도 나에게 화풀이한적이 있다.	☐	☐	☐	☐	☐
11	나의 상사는 나에 대해 좋지 않은 얘기를 다른 사람에게 한 적이 있다.	☐	☐	☐	☐	☐
12	나에게 무례하게 대했다.	☐	☐	☐	☐	☐
13	직장동료와 교류하는 것을 허락하지 않은 적이 있다	☐	☐	☐	☐	☐
14	나의 상사는 내가 능력 없다고 말한 적이 있다.	☐	☐	☐	☐	☐
15	나에게 거짓말을 했다.	☐	☐	☐	☐	☐

귀하의 상사와 함께 일한 기간은 총 몇년입니까? (   )년 혹은 (   )개월

다음 문항은 상사의 행동에 대해서 어떻게 대처하였는 지 알아보고자 제작된 것입니다.
귀하의 생각에 가장 가까운 답을 하나만 골라 빈칸에 표시(☑)하여 주십시오.

	설문문항	매우 드물게	드물게	보통	자주	매우 자주
1	나는 상사의 행동으로 인해 어떻게 기분이 상했는지 다른 사람들에게 설명하였다.	☐	☐	☐	☐	☐
2	나는 어떻게 상사의 행동이 나를 화나게 했는지 다른 사람들에게 이야기하였다.	☐	☐	☐	☐	☐
3	내 업무를 잘하고 있기 때문에, 상사가 나에게 손해를 입히지 못할 것이라고 나 자신에게 확신시켰다.	☐	☐	☐	☐	☐
4	상사와 함께 일하는 것을 피했다.	☐	☐	☐	☐	☐
5	상사와 이야기하여, 그가 그의 태도를 변하길 요구하였다.	☐	☐	☐	☐	☐
6	나는 상사에게 최대한 친절하게 하여, 그가 나를 그의	☐	☐	☐	☐	☐

	편이라고 생각하도록 노력하였다.					
7	최대한 상사와 맞주치지 않도록 노력하였다.	☐	☐	☐	☐	☐
8	나는 다른 사람에게 나를 향한 상사의 행동에 대해서 마음을 쏟아냈다.	☐	☐	☐	☐	☐
9	직장내 나의 위치가 확고하기에, 상사에 대해서 크게 신경쓸 필요가 없다고 내 자신에게 되내었다.	☐	☐	☐	☐	☐
10	직접적으로 그가 그렇게 나를 대하지 않았으면 좋겠다고 말하였다.	☐	☐	☐	☐	☐
11	나는상사가 더 이상 그렇게 행동하지 않도록, 그와 우리의 관계에서의 문제를 이야기하였다.	☐	☐	☐	☐	☐
12	상사의 행동에 대해서 다른 사람과 이야기하는 것으로 답답함을 풀었다.	☐	☐	☐	☐	☐
13	회의 때, 최대한 상사와 멀리 앉으려고 노력하였다.	☐	☐	☐	☐	☐
14	상사에게 중요한 일들에게 대해서 그를 지지해서, 상사가 내가 그 사람의 편이라고 생각하도록 노력하였다.	☐	☐	☐	☐	☐
15	나는 상사가 그런 식으로 행동하지 않도록 주장하였다.	☐	☐	☐	☐	☐
16	상사가 나에게 좀 더 나은 행동을 하도록 업무와 관련된 부분에서 그를 도와주었다.	☐	☐	☐	☐	☐
17	상사와 최소한으로 접촉하려고 노력하였다.	☐	☐	☐	☐	☐
18	그가 그런 행동을 멈추도록 그를 우호적으로 대하였다.	☐	☐	☐	☐	☐
19	매번 상사가 나에게 그렇게 대할 때, 난 다른 사람에게 이를 이야기 했다.	☐	☐	☐	☐	☐
20	나는 상사에게 예의 있게 더 이상 그렇게 행동하지 말 것을 요구하였다.	☐	☐	☐	☐	☐
21	나는 내가 상사의 편이라고 느끼도록, 상사가 있는 곳에서 공개적으로 상사에 대한 나의 생각을 말했다.	☐	☐	☐	☐	☐
22	멀리서 상사가 있는 것을 보면, 그와 만나지 않도록 피했다.	☐	☐	☐	☐	☐
23	내 삶에 더 중요한 것들이 있다고 내 자신을 일깨워주었다.	☐	☐	☐	☐	☐
24	이런 것은 아주 작고 중요치 않은 것이라고 내 자신을 설득했다.	☐	☐	☐	☐	☐
25	이것은 단지 일 일뿐이고, 삶에는 다른 것들도 있음을 내 자신에게 말했다.	☐	☐	☐	☐	☐
26	문제의 해결을 위해 내가 얻고자 했던 것을 포기한다.	☐	☐	☐	☐	☐
27	문제의 해결을 위해 달성하고자 했던 목표를 포기한다.	☐	☐	☐	☐	☐
28	그 문제를 해결하기 어렵다는 사실을 인정하고, 더 이상 시도를 하지 않는다.	☐	☐	☐	☐	☐
29	문제를 해결하기 위해서 쏟은 노력을 줄인다.	☐	☐	☐	☐	☐

다음 문항은 상사의 부정적 행동에 대해서 직장동료들은 어떻게 대처 하였는지 알아보고자 제작된 것입니다.
귀하의 생각에 가장 가까운 답을 하나만 골라 빈칸에 표시(☑)하여 주십시오.

	설문문항	매우 드물게	드물게	보통	자주	매우 자주
1	직장동료들은 이런 상황에 함께 않으려 하였다.	☐	☐	☐	☐	☐
2	직장동료들은 그런 상황을 최대한 멀리하였다.	☐	☐	☐	☐	☐
3	직장동료들은 어느 누구의 편도 들지 않았다.	☐	☐	☐	☐	☐
4	직장동료들은 상사와 이야기하여, 그가 그의 태도를 변하길 요구하였다.	☐	☐	☐	☐	☐
5	직장동료들은 직접적으로 그가 그렇게 대하지 않았으면 좋겠다고 말하였다.	☐	☐	☐	☐	☐
6	직장동료들은 상사에게 예의 있게 더 이상 그렇게 행동하지 말 것을 요구하였다.	☐	☐	☐	☐	☐
7	직장동료들은 상사에게 최대한 친절하게 하여, 상사가 자기편이라고 생각하도록 노력하였다.	☐	☐	☐	☐	☐
8	직장동료들은 상사에게 중요한 일들에게 대해서 그를 지지해서, 상사 이라고 생각하도록 노력하였다.	☐	☐	☐	☐	☐
9	직장동료들은 그들이 상사의 편이라고 느끼도록, 상사가 있는 곳에서 공개적으로 상사에 대한 그들의 생각을 말했다.	☐	☐	☐	☐	☐

귀하의 생각과 일치하는 곳이나 가장 유사한 곳에 표시해 주십시오.

	설문문항	전혀 그렇지 않다	그렇지 않다	거의 그렇지 않다	보통	어느 정도 그렇다	그렇다	매우 그렇다
1	내가 살고 있는 지역 (예: 성북구)을 떠나기가 어렵다.	□	□	□	□	□	□	□
2	나의 이웃주민들은 나를 존중한다.	□	□	□	□	□	□	□
3	나의 이웃 주민과 주변환경은 안전하다.	□	□	□	□	□	□	□

	설문문항	전혀 그렇지 않다	그렇지 않다	거의 그렇지 않다	보통	어느 정도 그렇다	그렇다	매우 그렇다

나의 이웃주민들은 나를

설문지 (부하용)-2

안녕하십니까
본 설문은 리더와 부하직원의 행동양식에 관한 것입니다.
귀하의 귀중한 응답을 연구자료로써 사용하고자 하오니,
바쁘시겠지만 성의 있고 솔직한 답변을 부탁드립니다.
본 설문결과는 오직 저의 연구에만 순수하게 활용되며, 익명으로
처리함으로써 귀하의 설문결과에 대해 절대 비밀을 지킬 것을
약속드립니다.
연구자: University of Houston 경영학과 박준형 (jpark19@uh.edu)
University of Houston Richard S. DeFrank, Professor

설문지작성요령

본 설문을 마치는 데는 약 10 분이 소요가 됩니다.
직장 상사가 없는 곳에서 설문을 작성해주시기 바랍니다.

설문을 마치시고, 제시된 봉투에 설문지를 넣으십시오.
우편발송료가 이미 지불되었습니다.
아래의 주소로 보내주시기 바랍니다.
주소: 서울 강남구 대치 4 동 934-8 그랜드빌라 302 호 박준형

귀하의 참여는 전적으로 자발적인 것이며, 귀하에게 불이익이나 벌칙이
가해진다고 생각할 때는 언제든지 참여를 거부하실 수 있습니다.
귀하가 이 연구에 참여하는 것은 익명성이 보장됩니다. 설문에 귀하의 이름을
기입하지 마시기 바랍니다.

제시된 문항이 귀하를 얼마나 잘 나타내고 있는지를 판단하여 적합한 번호에 하나만 골라 표시해주십시오.

	설문문항	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1	나는 말하기를 좋아한다.	□	□	□	□	□
2	나는 확실하게 일처리를 한다.	□	□	□	□	□
3	나는 독창적이고, 새로운 아이디어를 제안한다.	□	□	□	□	□
4	나는 내성적이다.	□	□	□	□	□
5	나는 너그러운 성격이다.	□	□	□	□	□
6	나는 걱정을 많이 하는 편이다.	□	□	□	□	□
7	나는 상상력이 풍부하다.	□	□	□	□	□
8	나는 게으른 편이다.	□	□	□	□	□
9	나는 어떤 대상을 감상하고 지각하고 즐기는 경험 (심미적 경험)을 가치있다고 생각한다.	□	□	□	□	□
10	나는 대부분의 사람들에게 배려하고, 친절히 대한다.	□	□	□	□	□
11	나는 능률적으로 일을 한다.	□	□	□	□	□
12	나는 긴장된 상황에서 평정을 유지한다.	□	□	□	□	□
13	나는 외향적이고, 사교적이다.	□	□	□	□	□
14	나는 때때로 다른 사람들에게 무례한 행동을 하기도한	□	□	□	□	□
15	나는 쉽게 불안해 한다.	□	□	□	□	□

사람의 성향에 대한 귀하의 의견에 대한 문항입니다. 귀하의 생각에 가장 가까운 답을 하나만 골라 빈칸에 표시(☑)하여 주십시오.

	설문문항	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1	어떤 종류의 사람인지는 아주 근본적인 것으로 쉽게 변화하지 않는다.	□	□	□	□	□
2	어떤 일을 다르게 처리 할 수 있지만, 사람의 본성을 변화시키기 어렵다.	□	□	□	□	□
3	모든 사람은 그가 어떤 사람이라 할지라도, 가장 근본적인 성향을 상당히 변화시킬 수 있다.	□	□	□	□	□
4	인정하기는 싫지만, 고루한 생각에 굳어버린 사람에게 새로운 것을 가르치는 것은 어렵다. 사람은 그들의 아주 깊은 속성은 변화하지 못한다.	□	□	□	□	□
5	그가 어떤 성향의 사람인지에 대해서 그는 상당히 변화 할 수 있다.	□	□	□	□	□
6	모든 사람은 어떤 성격을 가지고 있고, 그것을 고칠 수 없다.	□	□	□	□	□
7	어떤 성격을 가진 소유를 가졌더라도, 언제나 변화될 수 있다.	□	□	□	□	□
8	모든 사람은 아주 근본적인 됨됨이를 고칠 수 있다.	□	□	□	□	□

다음 문항은 개인적 태도와 성향에 관한 것입니다. 다음 문항을 읽고, 귀하의 성격과 관련해서 "예" 또는 "아니오"를 표시해주시기 바랍니다. 질문에 정답이 없으니, 질문에 너무 오래 생각하지 마시고, 첫 번째 떠오른 것을 표시하시면 됩니다.

	설문문항	예	아니오
1	다른 사람을 이용한 경우가 있었습니까?	□	□
2	때때로 다른 사람을 부당하게 이용한 경우가 있습니까?	□	□
3	당신은 당신이 잘못했을 때, 항상 잘못했음을 인정할 수 있습니까?	□	□
4	자신의 실수를 곧바로 인정하는 편입니까?	□	□
5	당신은 때때로, 용서하거나 잊어버리기보다, 되갚아 주려고 합니까?	□	□

6	일이 뜻대로 안 될때, 종종 분해(억울해)하십니까?	☐	☐
7	무례한 사람들에게도 항상 정중하게 대하십니까?	☐	☐
8	어떤 사람과 대화를 하든지, 항상 그들의 말을 잘 경청하십니까?	☐	☐

제시된 문항이 귀하를 얼마나 잘 나타내고 있는지를 판단하여 가장 가까운 답을 하나만 골라 빈칸에 표시(☑)하여 주십시오.

설문문항		전혀 그렇지 않다			보통 이다			매우 그렇다
1	직장에서 나는 에너지가 넘친다.	☐	☐	☐	☐	☐	☐	☐
2	나의 일에 있어서, 나는 힘차고, 활기가 있다.	☐	☐	☐	☐	☐	☐	☐
3	나는 나의 일에 대해 열정적이다.	☐	☐	☐	☐	☐	☐	☐
4	나는 나의 일을 통해 영감을 받는다.	☐	☐	☐	☐	☐	☐	☐
5	아침에 일어났을 때, 일하러 가고 싶다고 느낀다.	☐	☐	☐	☐	☐	☐	☐
6	열정적으로 일할때, 나는 행복감을 느낀다.	☐	☐	☐	☐	☐	☐	☐
7	내가 하는 일에 대해서 자부심을 갖는다.	☐	☐	☐	☐	☐	☐	☐
8	나는 내 일에 몰입한다.	☐	☐	☐	☐	☐	☐	☐
9	일을 할 때는 일에만 열중한다.	☐	☐	☐	☐	☐	☐	☐

제시된 문항이 지난 한 달동안 귀하를 얼마나 잘 나타내고 있는지를 판단하여 가장 가까운 답을 하나만 골라 빈칸에 표시(☑)하여 주십시오.

설문문항		매우 드물게	드물게	보통	자주	매우 자주
1	지난 한 달동안 얼마나 자주 두려움을 느꼈습니까?	☐	☐	☐	☐	☐
2	지난 한 달동안 얼마나 자주 불안함을 느꼈습니까?	☐	☐	☐	☐	☐
3	지난 한 달동안 얼마나 자주 자신이 쓸모없다고 느꼈습니까?	☐	☐	☐	☐	☐
4	지난 한 달동안 얼마나 자주 당황스러움을 느꼈습니까?	☐	☐	☐	☐	☐

지난 1 년간 동안 귀하의 행동양식에 관한 것입니다. 적합한 번호에 하나만 골라 표시해주십시오.

설문문항		전혀 그렇지 않다	그렇지 않다	거의 그렇지 않다	보통	어느 정도 그렇다	그렇다	매우 그렇다
1	나는 결근했다가 복귀한 동료를 도와준다.	☐	☐	☐	☐	☐	☐	☐
2	나는 과중한 업무를 맡은 동료를 도와준다.	☐	☐	☐	☐	☐	☐	☐
3	나는 신입사원이 적응할 수 있게 도와준다.	☐	☐	☐	☐	☐	☐	☐
4	나는 업무와 관련된 일에 어려움을 겪고있는 사람들을 기꺼이 도와준다.	☐	☐	☐	☐	☐	☐	☐
5	나는 언제나 주위에 있는 동료를 도와 줄 준비가 되어 있다.	☐	☐	☐	☐	☐	☐	☐
6	나는 이 부서 (팀)에 영향을 줄 사안(이슈)에 관해서 개선방안을 제시한다.	☐	☐	☐	☐	☐	☐	☐

7	나는 나의 의견을 소신있게 말하고, 부서 (팀)에 영향을 줄 (이슈)에 대하여 사람들이 적극적으로 참여할 것을 독려한다.	☐	☐	☐	☐	☐	☐	☐
8	나는 비록 업무와 관련하여서 나의 의견이 동료와 다르고, 나의 생각에 그들이 동의하지 않더라도, 그들과 의논(커뮤니케이션) 한다.	☐	☐	☐	☐	☐	☐	☐
9	나는 어떤 아이디어나 의견이 이 부서 (팀)에 유용할 될 만한 것인지에 대하여 잘 알고 있다.	☐	☐	☐	☐	☐	☐	☐
10	나는 이 부서 (팀)의 근무생활의 질에 영향을 주는 사안에 대해 참여하고 있다.	☐	☐	☐	☐	☐	☐	☐
11	나는 부서의 새로운 프로젝트 또는 절차의 변화의 필요성에 대하여 소신있게 나의 생각을 말한다.	☐	☐	☐	☐	☐	☐	☐

귀하의 생각과 일치하는 곳이나 가장 유사한 곳에 표시해 주십시오.

설문문항		전혀 그렇지 않다	그렇지 않다	거의 그렇지 않다	보통	어느 정도 그렇다	그렇다	매우 그렇다
1	나는 상사가 부하직원과의 상의 없이 대부분의 결정을 내려야 한다고 생각한다.	☐	☐	☐	☐	☐	☐	☐
2	나는 부하직원을 다룰 때 대부분 상사는 그의 권한과 지휘권을 사용하는 것이 필요하다고 생각한다.	☐	☐	☐	☐	☐	☐	☐
3	나는 상사가 부하직원의 의견을 거의 물어볼 필요가 없다고 생각한다.	☐	☐	☐	☐	☐	☐	☐
4	나는 상사가 부하직원의 직무 외적인 사교적 연락은 피해야 한다고 생각한다.	☐	☐	☐	☐	☐	☐	☐
5	나는 상사가 경영진의 결정에 동의해야 한다고 생각한다.	☐	☐	☐	☐	☐	☐	☐
6	나는 상사가 중요한 일은 부하직원에게 위임하지 말아야 한다고 생각한다.	☐	☐	☐	☐	☐	☐	☐

인적사항
1. 귀하의 일반적인 인적사항입니다.

연령: 만 (   ) 세
성별: [ ]남 [ ]여
결혼여부: [ ]미혼 [ ]기혼 [ ]이혼 또는 별거중 [ ] 사별
최종학력: [ ]초등학교 [ ]중학교 [ ]고등학교 [ ]전문대학 [ ]일반대학 [ ]대학원

2. 귀하의 직급은 무엇입니까?
 ① 사원 ② 대리 ③ 과장 / 차장 ④ 부장 ⑤ 기타

3. 귀하의 회사는 무엇을 하는 곳입니까? (예: 조선소, 보험회사 등) 구체적으로 기입해 주십시오.
　[　　　　　　　　　　　　　　　]
4. 귀하의 현재 직장에서의 근무기간 얼마입니까? : (　　)년 (　　)개월

5. 지금까지 직장생활을 한 햇수는 총 몇 년입니까? (　) 년 (　　)개월

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