Impact of Workplace Bullying on Employee Creativity. Role of Workplace Fear, Employee Silence, and Psychological Capital

Muhammad Rashid*, Syed Tahir Hussain Rizvi

Management Sciences, International Islamic University, Islamabad, Pakistan

A B S T R A C T

According to the transactional stress theory, the relationship between workplace aggression and employee creativity, using workplace fear and employee silence as a mediator has been examined. It also explored the role of psychological capital as a moderator between the relationship between workplace bullying and workplace fear. Data were obtained from the two cities of Rawalpindi and Islamabad. The Pearson correlation and macro PROCESS developed by Hayes and Preacher (2008) has been used. The findings of the study showed the negative impact of workplace bullying on employee creativity when workers have high psychological resources and then raise their voices against the perpetrator. On the other hand, employee creativity habits have also increased due to anxiety. Thus, the mediating role of fear at the workplace and the silence of employees has not been proved. The study also revealed the moderating effect of psychological capital that has not been demonstrated in the Pakistani context.

Keywords: Workplace bullying, workplace fear, employee silence, employee creativity, psychological capital.

1. INTRODUCTION

In the present rapidly changing and progressively aggressive workplace, employees are, as never before, expected to deliver novel and helpful thoughts on new procedures, services, and products (Zhou and Hoever, 2014). Creativity is important not only for increasing customer loyalty and satisfaction but also for organizational survival and success (Gumusluoglu and Ilsev, 2009). Organizations, therefore, are always ready to develop policies that can enhance the creativity of employees (Gong, Huang, & Farh, 2009). Almost every organization is stuck with the negative consequences of bullying and is attracted to the attention of research scholars because of its widespread behavior (Giorgi, Leon-Perez, and Arenas, 2015). In recent years, bullying in the workplace has attracted the attention of many research scholars from many countries, including Australia and Europe (Power *et al*., 2013). Bullying in the workplace has the same effect on reducing the productivity of any organization, whether large or small (Bergbom, Vartia, and Kinnunen, 2015). Workplace bullying has

a continuum of negative consequences, starting from criticism to physical torture (Neuman and Baron, 1998). There are many different names, including emotional abuse at work and mobilizing at work, which scholars use to elaborate on intimidation (Branch, Ramsay, and Barker, 2013).

Amabile (1996) defines creativity as a unique, less time-consuming, and quality-oriented process that can be a process, product, or service use for organizational innovation, productivity, and survival. Creativity is a social process and consists of three components, including motivation, skills, and will (Ambile, 1998). Workplace bullying is negatively related to many organizational outcomes, including employee performance, employment commitment, and organizational citizenship behavior, and virtually unaware of how bullying affects employee creativity, which is a blend of novel and useful ideas about procedures, products, and services (Ambile, 1988). It has become an area of research for both practitioners and scholars in recent years (Ambile and Pratt, 2016).

For this reason, the theoretical framework of the transactional stress theory (Lazarus and Folkman, 1984) in which different mechanisms exist and two primary mechanisms are adopted, the first is fear in which employees feel fear from the workplace and the second is the silence of employees that employees use to cope with the stressful situation by remaining silent. Lazarus and Folkman's theory suggests that when employees encounter stress from the organizational demanding nature of work and interpersonal conflict, they may experience fear and adopt appropriate coping mechanisms.

Besides, psychological capital (PsyCap) has been used as a moderator for the relationship between harassment at work and fear at work. PsyCap is a building block of resilience, hope, optimism, and efficacy (Luthans, Avolio, Avey, & Norman, 2007).

Relative to transactional stress theory, employees with a high PsyCap level will be better able to cope with bullying that reduces the level of fear than employees with a low PsyCap level. In this article, psychological capital as a moderator has been used to control the relationship between bullying at work and fear at work.

Research Model
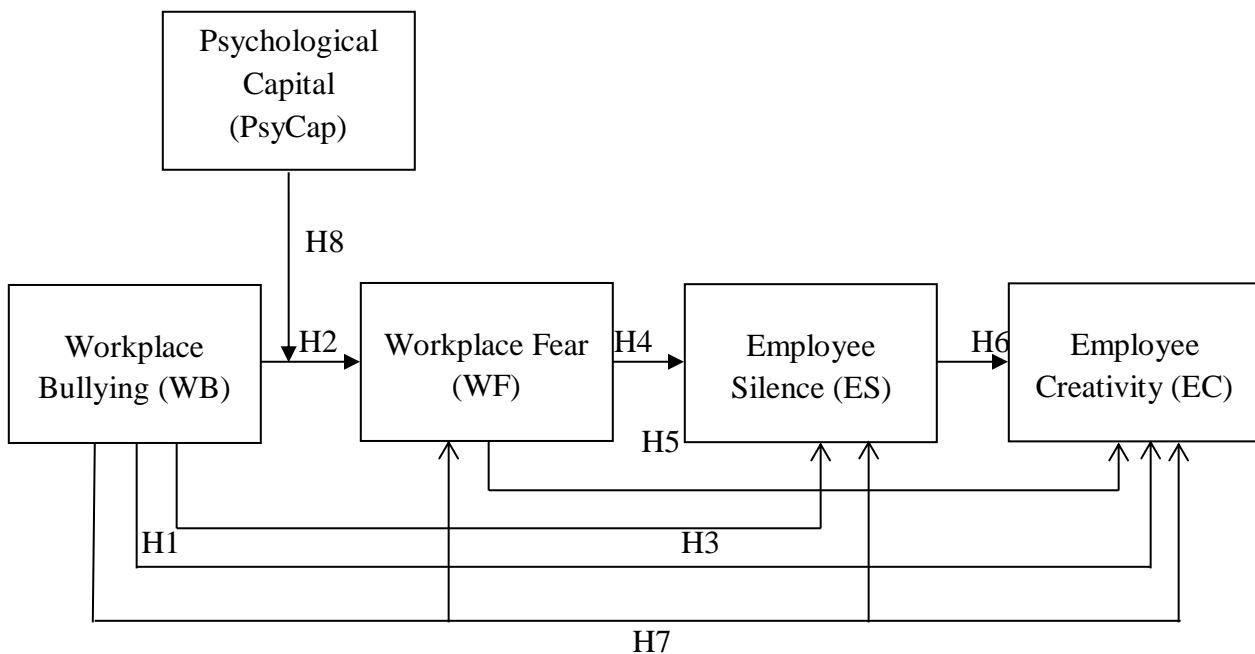
2. LITERATURE REVIEW

2.1. Workplace Bullying

Leyman (1990) was the first to publish a research paper on workplace bullying. After that, Leyman (1996) described bullying as a complex and different behavior that exists at different levels of the organization, including its culture, structure, style of leadership, management, and job design. Workplace bullying occurs when an individual encounters negative consequences daily and is unable to cope with these consequences (Einarsen, 2000).

There is a different type of bullying, one in which employees are subject to bullying, but others do not have that knowledge until they report it (Hood, Jacobson, and Buren, 2010). Previous studies have found that not only does bullying harm the victim and does not have an impact on individual performance, but also diminishes the overall performance of the organization (Ayoko, Callan, and Hrtel, 2003). In a university environment, there is bullying at the hierarchical level, where superiors are cheating their subordinates (N. Smith &Fredricks-Lowman, 2019). Victims of workplace bullying experience psychological disorder and personal harm, including depression, fear (Hansen, Hogh, Persson, Karlson, Grade and Orbaek, 2006).

2.2. Employee Creativity

The first definition of creativity defines the ability to develop advanced and new (Ambile, 1998), unique and easy (Zhou and George, 2001) ways to solve problems. Creativity is an intra-individual cognitive characteristic (Ambile, 1996) that breaks the usual procedures (Rank *et al*., 2004).

Creativity is an individual attribute that is personal, difficult to change, and to get through experience (Tien *et al*., 2019), but it can be fostered and developed through organizational support and enhanced through motivation and culture (Ambile, 1988). Past studies have shown that leadership empowerment behavior has a positive impact on employee creativity (Zhang *et al*., 2018). Evidence has shown that organizational cultural setting and supportive social structure (Hahn *et al*., 2015), supervision style (Oldham and Cummings, 1996), leadership, and a supportive environment enhance employee creativity. When employees are encouraged to take risks and make inherently motivated mistakes, provide sufficient freedom and resources, including time and money, to carry out the task, they can be more creative (Ambile, 1998).

2.3. Workplace Bullying and Employee Creativity

Workplace bullying can be found at any workplace as a low-intensity deviant behavior that hurts the employee (Andersson and Pearson, 1999). Sakurai and Jex (2012) described how workplace bullying can be started by supervisors, customers, and co-workers, and we define it as bullying supervisors, client bullying, and co-workers. Several studies are describing the negative effects of workplace bullying, but only a few studies focus on the relationship between workplace bullying and creativity practices (Sharifirad, 2016). Amabile (1996), defines creativity as unique, time-consuming, and quality-oriented processes that can be processes, products, or services, used for organizational innovation, productivity, and also necessary for its survival (Ambile and Pratt, 2016). The Componential Theory of Creativity shows that the organization can foster the creativity of employees, which has three components of intrinsic motivation, task-relevant expertise, and think about boxing skills that can reduce or produce creativity.

Bullying creates a frightening atmosphere in the workplace; because the employee does not participate in meetings and discussion sessions and the organization does not get a novel and unique idea (Pearson *et al*., 2001). The negative impact of bullying reduces the individual's inherent motivation, which hinders creative output. Such behavior reduces the creativity and competence of the organizational staff (Liao, Lui, and Lio, 2010). Workplace bullying, therefore, creates a negative environment that reduces the creative behavior of employees (Zhang *et al*., 2014). This, therefore, leads to the development of the first hypothesis of the study:

H1: Workplace bullying has a negative impact on employee creativity.

2.4. Workplace Fear

The first concept of fear has been initiated since the dates of Aristotle, Rhetoric II. The research defines fear as psychological and physical harm or disturbance that results from a mental image that appears to have unhealthy situations for victims and is unable to protect them (Aristotle, Barnes, and Smith, 1984). Fear is also a feeling that helps us to maintain our social personality and existence that is always ready to protect us from the crisis that others have faced (Ahmed, 2003).

When fear compares with its related emotions, including anxiety, it can easily distinguish between fear and the definition of fear, fear is an intrinsic emotion that is only for the shortest time, while anxiety prevails over other reactions, and its time is also longer than fear (Fischer, 1970), and the causes of fear have a recognizable stimulus that can be real or imaginary (Solomon, 2008). Fear develops from the surroundings, which can be dealt with perfectly, but anxiety cannot be easily overcome, and its effects continue to harm the victims (Ohman, 2008). The employee experienced an improper style of management fear (Guo *et al*., 2018; Bugdol; Bortniczuk, 2018).

2.5. Employee Silence

Employee silence may be defined as employees' retention of any form of the true expression of an individual's behavioral, cognitive and/or emotional assessment of his or her organizational circumstance to persons who are perceived to be capable of effecting change or redress (Pinder and Harlos, 2001).

The existence of employee silence in the workplace is not only a bad situation but also an alarming one for the organization (Morrison, 2014). Sharing ideas among members is a current issue that organizations bear today (Gagne *et al*., 2019; Ouakouak and Ouedraogo, 2019). Silence can lead to a lot of negative outcomes related to employee commitment, job satisfaction, cynicism, low motivation, and less creative practices (Knoll and Dick, 2013). Due to employee silence, the organization cannot get up-to-date and innovative ideas that harm the overall performance of the organization and cannot compete with environmental factors (Burmeister *et al*., 2019; Tangirala, and Ramanujam, 2008).

Taking the relationship of silence and bullying of employees in this study for investigation is based on a recent qualitative study by the Commission (Rai and Agarwal, 2017). This study described silence as the most common reactions that employees use to protect themselves from being victims of workplace bullying. Mostly, bullying is caused by a power imbalance between the victim and the victim who has senior positions in the organization (Einarsen *et al*., 2011). The power imbalance is the most common cause of bullying, as victims are not able to deal with it properly (Milliken *et al*., 2003).

2.6. Workplace Bullying and Workplace Fear

Previous research on workplace behavior refers to the fear of a psychological state of individual experience through different environmental factors. Physically and emotionally harassment has been reported in the education sector, involving teachers victimizing their students (Dworkin Haney and Telshow, 1988). Bullying develops destructive behavior, such as a conflict between teachers and a student's scenario, creating an atmosphere of fear for teachers (Kauppi and Porhla, 2012).

Sometimes abusive supervisors use their powers to manipulate and cheat employees daily (Tepper *et al*., 2009). This situation creates fear for employees and they are unable to report it, no one takes the risk of reporting due to the authority of the supervisor (Cortina and Magley, 2009). If any employee reports unfair behavior by the supervisor, the management does not take the necessary steps to reduce him or her, then the supervisor takes it personally and increases abusive behavior after no one has reported negative acts such as bullying due to negligence on the part of the management (Kish-Gephart, Detert, Trevino and Edmondson, 2009). This, therefore, leads to the development of the second hypothesis of the study:

H2: Workplace bullying has a positive impact on workplace fear.

2.7. Workplace Bullying and Employee Silence

Previous research described the primary cause of employee silence as the dysfunctional association of employees with their superiors (Morrison, 2014). Most sensitive employees are the targets of negative behavior and use silence as a coping mechanism (Detert and Burris, 2007) and hardly report and respond to the perpetrator because the perpetrator is well-positioned and can easily hit the victim (Xu *et al*., 2015) and the top management seems to be uncooperative (Roscigno *et al*., 2009). According to the Transactional Stress Theory (Lazarus and Folkman, 1984), this study aims to learn more about the relationship between workplace harassment and employee silence. Above the literature leads to the development of the third hypothesis of the study:

H3: Workplace bullying has a positive impact on employee silence.

2.8. Workplace Fear and Employee Silence

To protect themselves from external threats, anxiety, and depression, individuals adopt different strategies (Schlenker and Weigold, 1989). It may be one possible mechanism to remain silent. Employee silence defined a situation in which an individual "retains relevant ideas, information or opinions as a form of self-protection based on fear." Besides, employees' silence can be defined as a coping mechanism in which employees remain silent to protect themselves from different negative consequences (Oh and Farh, 2017). Due to fearful feelings, employee participation in the decision-making process has been reduced and management has not been able to develop new strategies for different operations. In short, employee silence can be defined as a fear-based coping mechanism that employees adopt by not providing relevant input to protect themselves from negative outcomes. We claim that a negative feeling such as fear can enhance the silence of employees, which directly influences the innovative behavior (creativity) of employees. Besides, we can argue that employee silence is a coping mechanism that creates a fearful environment that employees use to protect themselves from negative consequences based on a bully. Based on the literature, the following hypothesis has been developed.

H4: Workplace fear has a positive impact on employee silence.

2.9. Workplace Fear and Employee Creativity

At organizational meetings and discussion sessions where there is a need for information, ideas, strategies, and suggestions, employees do not speak out of fear. As Morrison described, "it is not just a lack of speech, as it cannot be spoken for many reasons, including having nothing meaningful to convey." If an employee does not have sufficient resources, such as hope and mental courage, to deal with fear at work, he or she cannot deliver creative ideas. Behavioral creativity requires thinking out of the box, taking new paths, and moving beyond their formal tasks (Neubert, Kacmar, Carlson, Chonko, and Roberts, 2008). Those employees are less creative and remain silent due to fear at work. According to Brinsfields, (2013) research, employees who feel fear use silence as a coping mechanism as a result of reduced creative behavior.

Generally, it can be said that workplace bullying creates fear as a result of employees taking silent behavior to reduce negative consequences. As a result, employees do not participate in any form of discussions and meetings; this reduces the creativity of employees and therefore the organization is unable to find the latest and new ways of doing things and procedures, leading to the development of the fifth hypothesis of the study,

H5: Workplace fear has a negative impact on employee creativity.

2.10. Employee Silence and Employee Creativity

In literature, many studies have described employee silence behaviors due to less information (Morrison, 2014), the burden of duty, anxiety, and fear of being criticized (Dyne *et al*., 2003). When employees perceived that the knowledge or ideas they presented were being used against their own sake by the recipient, the feeling of fear developed (Detert and Trevino, 2010). Other factors, including prior experience of injustice (Lu and Xie, 2013) and employee silence, are also increasing due to the fear that other employees will use their ideas and knowledge to become more competitive than themselves (Perry Smith, 2006). Intrinsically psychological change in individuals can also lead to silence in the behavior of employees (Perlow and Repenning, 2009). When an individual feels criticized, negative emotions such as anger, humiliation, and embarrassment are

raised, as a result of which employees believe that organizational disturbances have been a major reason to reduce productivity and creativity.

Employee silence behaviors have a negative impact on creativity that can be controlled or handled urgently (Morrison, 2014). Research has shown that, when employees do not share relevant information and ideas, this leads to a reduction in the whole process of creativity from all perspectives (Cerne *et al*., 2004). Strong research should be conducted on this behavior of employees. According to the cited literature, the sixth hypothesis of the study is as follows:

H6: Employee silence has a negative impact on employee creativity.

2.11. Mediating Role of Workplace Fear and Employee Silence

Based on previous literature, fear at work is, of course, a negative experience associated with negative environmental factors such as bullying at work. Bullying develops destructive behavior, such as a teacher conflict and a student scenario that creates an atmosphere of fear for teachers (Kauppi and Porhla, 2012). Individuals adopt different strategies to protect themselves from external threats, anxiety, and depression (Schlenker and Weigold, 1989). It could be one possible mechanism to remain silent.

Employee creative behaviors also decreased due to fearful feelings. Employee silence also increases due to the fear that other employees will use their ideas and knowledge to become more competitive than they do (Perry Smith, 2006). The seventh hypothesis of this study has been developed based on the above-mentioned literature:

H7: Workplace bullying has a negative impact on employee creativity through serial mediation of workplace fear and employee silence.

2.12. Psychological Capital

PsyCap is a building block of resilience, hope, optimism, and efficacy because it is an individual "positive assessment of the circumstances and the likelihood of success based on motivated effort and perseverance" (Luthans *et al*., 2007). Many studies have used psychological capital as a strong construction that has proved to help improve the psychological resources of employees rather than the other components (Luthans *et al*., 2007). Psychological capital is linked to an increase in positive employee behavior, performance, and attitudes (Luthans and Youssef-Morgan, 2017) as a positive demographic trait such as self-assessment and character (Luthans *et al*., 2015) that exists in western and non-western countries (Sun *et al*., 2012).

2.13. Moderating Role of Psychological Capital

According to the transactional theory of stress, individual personal characteristics can lessen the feelings of anxiety and stress that he perceived from the environmental factors (Lazarus and Folkman, 1991). We argue that psychological capital can be considered a strong resource that can reduce workplace bullying's harmful effects. Employees who have been affected by bullying behavior can use psychological capital as a coping mechanism to reduce the feelings of fear that is the main cause of employee silence and creativity reduction.

Employees with high psychological capital can perform better in stressful environments (Avey, Reichard, Luthans and Mhatre, 2011). Workplace bullying is viewed as negative behavior and understands as a significant stressor (Patrick, 2018), that affects the employee's emotions. Earlier literature defined that employees with high psychological capital can cope better with challenging circumstances and can better perform at any difficult scenario rather than those employees who have less psychological capital (Roberts, Scherer, and Bowyer, 2011). Employees whose psychological capital is low are more affected by the negative relationship with their colleagues and with their direct supervisors (Li *et al*., 2016). This leads to developing the eighth and final hypothesis of this study:

H8: Psychological capital moderates the relationship between workplace bullying and workplace fear.

3. RESEARCH METHODOLOGY

3.1. Research Design

In this research, data are collected from government and private sector employees of Rawalpindi and Islamabad to monitor the impact of workplace bullying on employee creativity. This is a cross-section and quantitative research. The data shall be collected in a single time frame using a questionnaire adopted. The sample size of the 400 respondents was therefore targeted. To obtain data, 400 questionnaires were distributed and 380 questionnaires were returned and 350 questionnaire data were available for final analysis. The response rate was therefore 87 percent. The SPSS 21 and AMOS 23 are used for data analysis and the following tests are carried out.

One-way ANOVA

Reliability analysis

Descriptive statistics (mean, standard deviation)

Confirmatory factor analysis (CFA)

Regression analysis through Preacher and Hayes process

3.2. Instrumentation

Response on the five-point Likert scale ranged from 1 to 5 for study variables including workplace bullying, workplace fear, employee silence, employee creativity, and psychological capital

3.2.1. Workplace Bullying

The Negative Acts Questionnaire (NAQ) was developed to measure workplace bullying (Einarsen, Hoel, and Notelaers, 2009). There were 22 items, including an analysis of the long-term problem of finding a solution to this work. The response has been received on the 5 points Likert scale, which includes 1 for never and 5 for daily. An analysis is also performed on 20 items because the loading factor of 2 items was less than 0.3. Alpha reliability for this scale was found to be 0.88.

3.2.2. Workplace Fear

The questionnaire was designed to measure the fears of the workplace, developed by (Ashkanasy, N. M., and Nicholson, G. J. 2003). There were 13 items, including a feeling of fear or anxiety at work." The response has been received on the 5 points Likert scale, which includes 1 for strong disagreement and 5 for a strong agreement. Alpha reliability for this scale was found to be 0.89.

3.2.3. Employee Silence

The questionnaire adopted was used to measure the silence of employees, developed by (Brinsfield2013). There were 10 items to speak up about, including dangerous ones. The response has received 5 Likert point scales, which include 1 for strong disagreement and 5 for a strong agreement. Alpha reliability for this scale was found to be 0.87.

3.2.4. Employee Creativity

The questionnaire adopted was used to measure the creativity of employees, developed by (Ettlie *et al*., 1982). There were 18 issues, including new ideas and new approaches to problems. The response was received on the 5 points Likert scale, which includes 1 for strong disagreement and 5 for a strong agreement. The analysis was performed on 14 items because the loading factor of 4 items was less than 0.3. Alpha reliability for this scale was found to be 0.90.

3.2.5. Psychological Capital

The questionnaire adopted was used to measure psychological capital, as developed by the Commission (Avey, Avolio, and Luthans, 2011). There were 12 items, including a confident analysis of the long-term problem of finding a solution to this work. The response was received on the 5 points Likert scale, which includes 1 for strong disagreement and 5 for a strong agreement. Alpha reliability for this scale was found to be 0.89.

4. RESULTS

4.1. Reliability Analysis

Crone Bach Alpha technique is used to check the internal consistency of the variables. If the value of Crone Bach Alpha is greater than 0.7, it is considered to be accepted and good reliability, whereas if the value of Crona Bach Alpha is less than 0.5, it is considered to be poor and unrecognized reliability. On the other hand, Crone Bach Alpha is considered more than 0.6 to be moderately reliable (Sekaran and Bougie, 2003).

Table 1. Reliability Analysis.

S. No.	Variables	No. of Items	Current Reliability
1	WB	20	0.88
2	WF	13	0.89
3	ES	10	0.87
4	EC	14	0.90
5	PC	12	0.89

WB= Workplace Bullying, WF= Workplace Fear, ES= Employee Silence, EC= Employee Creativity, PC= Psychological Capital.

Table **1** describes the current variables that are used in this study. Workplace bullying has 20 items and its reliability has been found to be 0.88. Workplace fear has 13 items and its reliability has been found to be 0.89. Employee silence has 10 items and its reliability has been found to be 0.87. Employee creativity has 14 items and its reliability has been found to be 0.90. Psychological capital has 12 items and its reliability has been found to be 0.89. All variable reliability has been found above 0.7, which shows the good reliability of all variables.

4.2. Demographic Statistics

Table **2** describes the demographics of the study including age, gender, organization, education and tenure.

Table 2. Demographic Statistics.

Demographics					
Age	18-25 (37.1%)	26-34 (45.7%)	35-45 (11.4%)	46-55 (2.9%)	above 56 (2.9%)
Gender	Male (54.3%)	Female (45.7%)			
Organization	Government (65.7%)	Private (34.3%)			
Education	Matric (5.7%)	Intermediate (8.6%)	Bachelors (22.9%)	Masters (62.9%)	
Tenure	Less than 1 year (20%)	More than1 and less than 5 years (57.1%)	More than 5 years (22.9%)		

4.3. Mean and Standard Deviation

Table **3** described the study variables mean, standard deviation. Workplace bullying (Mean = 3.99, S.td = 0.45), workplace fear (Mean = 3.86, S.td = 0.73), employee silence (Mean = 3.94, S.td = 0.53), employee creativity (Mean = 3.86, S.td = 0.56) and psychological capital (Mean = 4.67, S.td = 0.0.62).

Table 3. Mean and Standard Deviation.

	Mean	Standard Deviation
WB	3.99	0.45
WF	3.86	0.73
ES	3.94	0.53
EC	3.86	0.56
PC	4.67	0.62

WB= Workplace Bullying, WF= Workplace Fear, ES= Employee Silence, EC= Employee Creativity, PC= Psychological Capital.

4.4. Confirmatory Factor Analysis

Confirmatory factor analysis conducted through AMOS 23 to check the complete accuracy and fitness of the model. Various values (X2/DF, GFI, CFI, AGFI, NFI and RMSEA) are described in Table **4**.

Table 4. Confirmatory Factor Analysis.

Model	X2/DF	CFI	GFI	AGFI	NFI	RMSEA
5-Factor model	1.373	0.97	0.809	0.794	0.90	0.033
1- Factor model	4.717	0.65	0.617	0.583	0.65	0.11

Table **4** describes the acceptable 5-factor model fit statistics (X2/DF = 1.373, CFI = 0.97, GFI = 0.809, AGFI = 0.794, NFI = 0.90, RMSEA = 0.033) that support the 5-factor model. The value of X2/DF is 1.373, which is less than 3, the value of RMSEA is 0.033, which is less than 0.08, as described in previous research by Bentler and Hu, (1999), and is also related to the findings of Anderson and Babin (2010). The 1-factor model also runs and compares the results, but the 5-factor model provided more fit than the 1-factor model.

4.5. Correlation Analysis

Table 5. Correlation Analysis.

	WB	WF	ES	EC	PC
Workplace bullying	1				
Workplace fear	0.394**	1			
Employee silence	0.108*	0.189**	1		
Employee creativity	-0.496**	-0.146**	-0.159**	1	
Psychological capital	-0.099	-0.289**	-0.176**	0.019	1

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

* Correlation is significant at the level of 0.05 (2 tailed).

Table **5** describes the Pearson study variable correlation. When the correlation is significant at the level (P<0.01), the relationship shows (**) and when the correlation is significant at the level (P<0.05), the relationship shows (*). There is a negative correlation between workplace bullying and employee creativity (P<0.01, β =-0.496**). Workplace bullying and workplace fear as a positive significant correlation (P<0.01, β

= 0.394**). Workplace bullying has a significant positive correlation with employee silence (P<0.05, β = 0.108*). The correlation between employee fear and employee silence is also significant positive (P<0.01, β = 0.189**) as well as occupational fear (P<0.01, β =-0.146**) and employee silence (P<0.01, β =-0.159**) has a significant negative correlation with employee creativity.

4.6. Analysis of Preacher and Hayes Regression

To check the perfect analysis of mediation and moderation, we use the approach of the process method developed by (Preacher and Hayes, 2008). They have developed 74 models that can meet the requirements of approximately all the research models. This was the latest version 3.4 of the process and Model 6 was used for serial mediation and Model 1 for moderation.

4.6.1. Serial Mediation of Workplace Fear and Employee Silence Results

Table 6(**a**) describes the results of direct relationships between variables. This shows that the relationship between workplace harassment and employee creativity is negative, and the relationship between workplace harassment and workplace fear is positive, which supports our assumptions 1 and 2, while the relationship between workplace harassment and employee silence is positive but insignificant, which rejects Hypothesis 3.

The result shows that the relationship between fear at work and employee silence is positive, and the relationship between employee silence and employee creativity is also negative, which supports assumptions 4 and 6, while the relationship between fear at work and employee creativity is positive and insignificant, which rejects the hypothesis 5.

Table 6(a). Results of direct effects of workplace bullying, workplace fear, employee silence and employee creativity.

Variables	B	LLCI	ULCI	P	S.E	T
Direct Effects IV to DV						
WB to EC (H1)	-0.6404	-0.7637	-0.5171	0.00	0.0627	-10.21
IV to Mediator						
WB to WF (H2)	0.6378	0.4808	0.7948	0.00	0.0798	7.99
WB To ES (H3)	0.0469	-0.0870	0.1807	0.49	0.0681	0.688
Mediator to Mediator						
WF to ES (H4)	0.1272	0.0445	0.2098	0.00	0.420	3.026
Mediator to DV						
WF to EC (H5)	0.0603	-0.0168	0.1373	0.12	0.0392	1.538
ES to EC (H6)	-0.1239	-0.2210	-0.0267	0.01	0.0494	-2.507

Table 6(b). Results of indirect effects of workplace fear and employee silence between the relationship of workplace bullying and employee creativity.

Bootstrap for the indirect effects of workplace fear and employee silence of workplace bulling on employee creativity.

	B	Boot S.E	LLCI	ULCI
WB→ WF→ EC	0.0384	0.0191	0.0014	0.0755
WB → ES → EC	-0.0058	0.0086	-0.0236	0.0124
WB→WF → ES→EC	-0.0100	0.0054	-0.0221	-0.0012

N = 350, Unstandardized regression coefficients, Bootstrap = 5000, LLCI = Lower level confidence interval, ULCI = Upper level confidence interval, WB = workplace bullying, WF = Workplace fear, ES = Employee silence, EC = Employee creativity, PC = Psychological capital.

Table **6(b)** describes the results of the serial mediation that rejects our assumption no. 7 that workplace fear and employee silence will negatively mediate the relationship between workplace bullying and employee creativity. Indirect bootstrap results are shown (LLCI =-0.0221, ULCI =-0.001), LLCI and ULCI are shown to be zero, which reject hypothesis no 7.

4.7. Moderation Analysis

Hypothesis 8 describes the moderate interaction between workplace bullying and workplace fear, in which when psychological capital is high then workplace fear decreases and vice versa. Table **7** shows the result of interaction term which is also insignificant (P>0.05), as a result hypothesis 8 rejected, so the moderation findings did not support our predicted hypothesis no 8.

Table 7. Moderation Analysis.

Model Summary

R	R2	F	df1	df2	P
0.47	0.22	32.96	3.0	346	0.00

Path confidents

	B	S.E	T	P	LLCI	ULCI
Constant	8.02	3.91	2.05	0.04	0.34	15.71
Workplace bullying	-0.67	0.96	-0.69	0.49	-2.55	1.21
Psychological capital	-1.37	0.809	-1.69	0.09	-2.96	0.22
WB*PC	0.26	0.19	1.33	0.18	-0.127	0.653

Interactions: WB*PC					
	ΔR2	F	df1	df2	P
WB*PC	0.004	1.76	1.0	346	0.19

4.8. Proposed Hypothesis Results

Serial No.	Hypothesis	Results
H1: Workplace bullying has a negative impact on employee creativity.		Supported
H2: Workplace bullying has a positive impact on workplace fear.		Supported
H3: Workplace bullying has a positive impact on employee silence.		Unsupported
H4: Workplace fear has a positive impact on employee silence.		Supported
H5: Workplace fear has a negative impact on employee creativity.		Unsupported
H6: Employee silence has a negative impact on employee creativity.		Supported
H7: Workplace bullying has a negative impact on employee creativity by serial mediation of workplace fear and employee silence.		Unsupported
H8: Psychological capital moderates the relationship between workplace bullying and workplace fear.		Unsupported

5. DISCUSSION

5.1. Findings

Hypotheses 1 and 2 described workplace bullying have a negative impact on employee creativity, and workplace bullying has a positive impact on the fear of the workplace. Based on the results of the Pearson correlations and the Process Analysis, the projected hypothesis was supported. Finding from previous studies, describing the negative impact of bullying reduces the individual motivation that hinders creative output. Such behavior reduces the creativity and competence of the organizational staff (Liao, Lui, and Lio, 2010). Workplace bullying creates a negative environment that reduces the creative behavior of employees (Zhang e*t al*., 2014).

Hypothesis 3 predicted that workplace bullying had a significant positive impact on employee silence, but the result did not support the hypothesis due to its insignificant relationship. Although the findings are consistent with the few previous studies, more than 80 percent of the victims of bullying wanted to respond actively (Harlos and Knoll, 2018). In this study, we found high psychological capital in employees, which is consistent with previous findings (Abbas and Raja, 2015), that Pakistan's employees have high psychological capital and low job stress. Employees with high psychological capital do not remain silent (MacCurtain *et al*., 2018). Pakistan has a male dominant society and male participants were taller than female participants in this study. Previous research shows that women who have been victims of bullying are likely to remain silent, but men do not remain silent, they raise their voices against the perpetrators (Harlos *et al*., 2017). Therefore, due to high psychological capital and the high number of male participants in this study, bullying is not the cause of employee silence.

Hypothesis 4 is based on the assumption that fear at work has a positive impact on employee silence, in Hypothesis 6; employee silence is predicted to have a negative impact on employee creativity. The results of the Pearson Correlation and Process supported our proposed assumptions. The results of these hypotheses are related to previous studies. Individuals adopt different strategies to protect themselves from external threats, anxiety, and depression (Schlenker and Weigold, 1989). Remaining silent may be one possible mechanism, sometimes employees' silence increases when employees do not feel safe and use defensive mechanisms to maintain relationships with others and use pro-social silence mechanisms (Dyne *et al*., 2003). Furthermore, employees' silence can be defined as a coping mechanism in which employees remain silent to protect themselves from different negative co-operations (Oh and Farh, 2017).

Hypothesis 5 predicts that fear at work has a significant negative impact on employee creativity, but this hypothesis was not supported by the result. Although the findings are consistent with the few previous studies, fear and anxiety at work sometimes encourage employee creativity (Baas, *et al*., 2011). Workplace fear including anxiety, frustration fosters employee commitment and motivation to achieve goals such as promotion; we expect that the focus of promotion will enhance employee creativity (Carver, 2004). Although the previous finding described the fear and anxious behavior of the workplace led to more creativity than a relaxed and neutral feeling (Baas *et al*., 2011). So, it can be said that because of the Pakistani context, where the unemployment rate is high and the economy is also immature, employees are developing new ideas to save their jobs.

Hypothesis 7 is predicted, in which the fear of the workplace and the silence of employees seriously mediate the relationship between bullying in the workplace and the creativity of employees. This hypothesis was also rejected because hypothesis 3 that workplace bullying has a significant positive impact on employee silence and hypothesis 5 that workplace fear has a significant negative impact on employee creativity is both rejected based on the Pakistani context.

Moving towards the 8 hypotheses that psychological capital moderates the relationship between bullying at work and fear at work, however, the results of this study did not support the moderating impact of psychological capital. This may be because Pakistan is a developing country and that its economy is not well matured. Another cause of the unsupported relationship may be the increased unemployment rate in Pakistan, the increase in educated youth, but the potential for organizational work has not increased. Employees have high psychological capital but are unable to retaliate or quit because of low market jobs.

5.2. Practical and Managerial Implications

This study has different practical implications. Our findings show that negative behaviors such as bullying in the workplace reduce the creativity of employees, which is considered to be the most competitive advantage of any organization. Workplace bullying also increases fear in the workplace as a result of employees adopting different coping mechanisms, including remaining silent to protect themselves. When employees do not participate in organizational discussions and meetings due to fear, the overall organizational performance will have negative consequences. Organization management should encourage the feedback behavior of employees. The organization should conduct a variety of training sessions to educate those individuals with leadership positions on the importance of a friendly working environment and positive interpersonal relationships (Walumbwa, Hartnell, & Misati, 2017).

Creativity plays a vital role in the success of the organization; it should be encouraged by reducing bullying in the workplace (Gumusluoglu and Ilse, 2009). The findings of this study show that workplace bullying creates an unhealthful working environment; therefore, there should be a safer environment in which employees feel psychologically safe.

Top management implements employee-friendly policies in which an employee participates and makes suggestions to management without fear of being criticized (Mayer, Kuenzi, Greenbaum, Bardes, & Salvador, 2009). When the employee feels more psychologically safe, his ability has increased (Edmondson, 2003). Organizations provide training facilities in which employees learn more about how to protect themselves from the harmful behavior of harassment. The organization achieves output by enhancing the psychological capital of employees in whom each employee is better able to perform in uncertain and negative situations.

5.3. Limitations and Direction for Future Research

Culture is the first limitation of the study. The results of this study, based on a single culture, may be different from the diverse culture. Culture plays a vital role in the behavior of people (Shavitt *et al.*, 2008). Future studies could be conducted on the same variables based on different cultures.

Second, there is also a limitation on the sample size of the study; we collected data from only 400 respondents. A large sample size can be used to find a different scenario. We collect data on a time horizon; future researchers may research two-time horizons.

Third, psychological capital as a moderator is used between the relationship between bullying in the workplace and fear in the workplace, and future studies could examine the role of individual power distances and other personal resources as moderators.

Fourth, fear at the workplace and silence of employees is used as a serial mediator between the relationship between bullying at the workplace and employee creativity, and future research could take employee awareness as a mediator.

6. CONCLUSION

This study describes that harassment at the workplace reduces the creativity of employees. As a result of workplace harassment, employees develop feelings of fear as a result of their concentration on work reduction. If employees have high psychological capital, they can better cope with negative consequences and retaliate against the perpetrator by raising their voices mostly from the male side. This study explores the moderate impact of psychological capital that has not been demonstrated in the Pakistani context. This study also explores that sometimes fear of promotion can trigger employee creativity behaviors, so they take new ways to do the job they do.

DISCLOSURE

This paper is extracted from author's own research thesis.

REFERENCES

Abbas, M., & Raja, U. (2015). Impact of psychological capital on innovative performance and job stress. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, *32*(2), 128-138.

Avey, J. B., Reichard, R. J., Luthans, F., &Mhatre, K. H. (2011). Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviors, and performance. *Human resource development quarterly*, *22*(2), 127-152.

Avey, J. B., Avolio, B. J., &Luthans, F. (2011). Experimentally analyzing the impact of leader positivity on follower positivity and performance. The Leader Quarterly, 22, 282–294. http s://doi. org/10.1016 /j.leaq ua.2011 .02.004.

Ayoko, O. B., Callan, V. J., &Härtel, C. E. (2003). Workplace conflict, bullying, and counterproductive behaviors. *The International Journal of Organizational Analysis*, *11*(4), 283-301.

Ashkanasy, N. M., & Nicholson, G. J. (2003). Climate of fear in organisational settings: Construct definition, measurement and a test of theory. *Australian Journal of Psychology*, *55*(1), 24-29.

Andersson, L. M., & Pearson, C. M. (1999). Tit for tat? The spiraling effect of incivility in the workplace. *Academy of management review*, *24*(3), 452-471.

Aristotle, J., Barnes, J. A., & Smith, W. D. (1984). The Complete Works of Aristotle the Revised Oxford Translation/Edited by Jonathan Barnes.

Ahmed, S. (2003). The politics of fear in the making of worlds. *International journal of qualitative studies in education*, *16*(3), 377-398.

Amabile, T. M., & Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. *Research in Organizational Behavior*, *36*, 157-183.

Amabile, T. M. (1998). *How to kill creativity* (Vol. 87). Boston, MA: Harvard Business School Publishing.

Amabile, T. M. (1996). *Creativity in context: Update to the social psychology of creativity*. Hachette UK.

Amabile, T. M. (1988). A model of creativity and innovation in organizations. *Research in organizational behavior*, *10*(1), 123-167.

Brinsfield, C. T. (2013). Employee silence motives: Investigation of dimensionality and development of measures. *Journal of Organizational Behavior*, *34*(5), 671-697.

Baas, M., De Dreu, C. K., & Nijstad, B. A. (2011). When prevention promotes creativity: the role of mood, regulatory focus, and regulatory closure. *Journal of personality and social psychology*, *100*(5), 794.

Burmeister, A., Fasbender, U. and Gerpott, F.H. (2019), "Consequences of knowledge hiding: the differential compensatory effects of guilt and shame", Journal of Occupational and Organizational Psychology, Vol. 92 No. 2, pp. 281-304.

Bergbom, B., Vartia-Vaananen, M., & Kinnunen, U. (2015). Immigrants and natives at work: exposure to workplace bullying. *Employee relations*, *37*(2), 158-175.

Bugdol, M. and Bortniczuk, K. (2018), Normatywneispołeczneczynnikiwpływają̨cenapodejmowaniedziałąndoskonalą̨cych w systemiezarzą̨dzaniajako scią̨", in Skrzypek, E. (Ed.), Zarzą̨dzanieOrganizacją̨ W WarunkachR_o_znorodno_sci, UMSC, Lublin.

Branch, S., Ramsay, S., & Barker, M. (2013). Workplace bullying, mobbing and general harassment: A review. *International Journal of Management Reviews*, *15*(3), 280-299.

Carver, C. S. (2004). Negative affects deriving from the behavioral approach system. *Emotion, 4,* 3–22. doi:10.1037/1528-3542.4.1.3

Cortina, L. M., &Magley, V. J. (2009). Patterns and profiles of response to incivility in the workplace. *Journal of occupational health psychology*, *14*(3), 272.

Cerne, M., Nerstad, C. G., Dysvik, A., &Škerlavaj, M. (2014). What goes around comes around: Knowledge hiding, perceived motivational climate, and creativity. *Academy of Management Journal*, *57*(1), 172-192.

Dworkin, A. G., Haney, C. A., & Telschow, R. L. (1988). Fear, victimization, and stress among urban public school teachers. *Journal of Organizational Behavior*, *9*(2), 159-171.

Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open?. *Academy of Management journal*, *50*(4), 869-884.

Dyne, L. V., Ang, S., &Botero, I. C. (2003). Conceptualizing employee silence and employee voice as multidimensional constructs. *Journal of management studies*, *40*(6), 1359-1392.

Detert, J. R., & Treviño, L. K. (2010). Speaking up to higher-ups: How supervisors and skip-level leaders influence employee voice. *Organization Science*, *21*(1), 249-270.

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

Ettlie, J. E., & O'Keefe, R. D. (1982). Innovative Attitudes, Values, and Intentions in Organizations [1]. *Journal of Management Studies*, *19*(2), 163-182.

Edmondson, A. C. (2003). Speaking up in the operating room: How team leaders promote learning in interdisciplinary action teams. Journal of Management Studies, 40, 1419–1452.

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2011). The concept of bullying and harassment at work: The European tradition. *Bullying and harassment in the workplace: Developments in theory, research, and practice*, *2*, 3-40.

Einarsen, S. (2000). Harassment and bullying at work: A review of the Scandinavian approach. *Aggression and violent behavior*, *5*(4), 379-401.

Fischer, W. (1970).7'hem'es ofanxlety.New York Harper & Row.

Gumusluoglu, L., &Ilsev, A. (2009). Transformational leadership, creativity, and organizational innovation. *Journal of business research*, *62*(4), 461-473.

Gagne, M., Tian, A.W., Soo, C., Zhang, B., Ho, K.S.B. and Hosszu, K. (2019), "Different motivations for knowledge sharing and hiding: the role of motivating work design", Journal of Organizational Behavior, Vol. 40 No. 7, pp. 783-799.

Gong, Y., Huang, J. C., &Farh, J. L. (2009). Employee learning orientation, transformational leadership, and employee creativity: The mediating role of employee creative self-efficacy. *Academy of management Journal*, *52*(4), 765-778.

Guo, L., Decoster, S., Babalola, M.T., De Schutter, L., Garba, O.A. and Riisla, K. (2018), "Authoritarian leadership and employee creativity: the moderating role of psychological capital and the mediating role of fear and defensive silence", Journal of Business Research, Vol. 92, pp. 219-230.

Giorgi, G., Leon-Perez, J. M., & Arenas, A. (2015). Are bullying behaviors tolerated in some cultures? Evidence for a curvilinear relationship between workplace bullying and job satisfaction among Italian workers. *Journal of Business Ethics*, *131*(1), 227-237.

Hood, J. N., Jacobson, K. J., & Van Buren III, H. J. (2010). Creating ethical organisational cultures by managing the reactive and proactive workplace bully.International Journal of Economics and Business Research, 3(1), 29- 41.

Hansen, Å. M., Hogh, A., Persson, R., Karlson, B., Garde, A. H., &Ørbaek, P. (2006). Bullying at work, health outcomes, and physiological stress response. *Journal of psychosomatic research*, *60*(1), 63-72.

Hahn, M. H., Lee, K. C., & Lee, D. S. (2015). Network structure, organizational learning culture, and employee creativity in system integration companies: the mediating effects of exploitation and exploration. *Computers in Human Behavior*, *42*, 167-175.

Hu, L. T., &Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural equation modeling: a multidisciplinary journal*, *6*(1), 1-55.

Harlos, K., & Knoll, M. (2018). Employee Silence and Workplace Bullying. *Pathways of Job-Related Negative Behaviour; Handbooks of Workplace Bullying, Emotional Abuse and Harassment*.

Harlos, K., O'Farrell, G., PolcynSailer, E., Josephson, W., Tremblay, S., Tan, P., & Axelrod, L. (2017). *Employee silence and workplace bullying: Correlates and predictors of non-reporting*. Paper presented at the European Association for Work and Organizational Psychology Congress, Dublin.

Knoll, M., & Van Dick, R. (2013). Do I hear the whistle…? A first attempt to measure four forms of employee silence and their correlates. *Journal of business ethics*, *113*(2), 349-362.

Kauppi, T., &Porhola , M. (2012). School teachers bullied by their students: Teachers' attributions and how they share their experiences. Teaching and Teacher Education, 28(7), 1059_1068.

Kish-Gephart, J. J., Detert, J. R., Treviño, L. K., & Edmondson, A. C. (2009). Silenced by fear:: The nature, sources, and consequences of fear at work. *Research in organizational behavior*, *29*, 163-193.

Li, Y., Wang, Z., Yang, L. Q., & Liu, S. (2016). The crossover of psychological distress from leaders to subordinates in teams: The role of abusive supervision, psychological capital, and team performance. *Journal of Occupational Health Psychology*, *21*(2), 142.

Lu J., Xie X., 2013, Research on Employee Silence Behavior: A Review based on Chinese Family Enterprise, "Asian Social Science", 9.

Lazarus, R. S. (1991). Progress on a cognitive-motivational-relational theory of emotion. *American psychologist*, *46*(8), 819.

Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. New York, NY: Springer.

Luthans, F., & Youssef-Morgan, C. M. (2017). Psychological capital: An evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behavior*, *4*, 339-366.

Luthans, F., Youssef, C. M., &Avolio, B. J. (2015). *Psychological capital and beyond*. Oxford University Press, USA.

Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel psychology*, *60*(3), 541-572.

Leymann, H. (1996). The content and development of mobbing at work. *European journal of work and organizational psychology*, *5*(2), 165-184.

Leymann, H. (1990). Mobbing and psychological terror at workplaces. *Violence and victims*, *5*(2), 119-126.

Liao, H., Liu, D., &Loi, R. (2010).Looking at both sides of the social exchange coin: A social cognitive perspective on the joint effects of relationship quality and differentiation on creativity.*Academy of Management Journal*, *53*(5), 1090-1109.

Morrison, E. W. (2014). Employee voice and silence. *Annual Review Organizational Psychology and Organizational Behavior.*, *1*(1), 173-197.

MacCurtain, S.,Murphy, C., O'Sullivan, M.,MacMahon, J., & Turner, T. (2018). To stand back or step in?Exploring the responses of employees who observe workplace bullying.*Nursing Inquiry, 25*(1).

Mayer, D. M., Kuenzi, M., Greenbaum, R., Bardes, M., & Salvador, R. B. (2009). How low does ethical leadership flow? Test of a trickle-down model. *Organizational behavior and human decision processes*, *108*(1), 1-13.

Milliken, F. J., Morrison, E. W., &Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of management studies*, *40*(6), 1453-1476.

Neubert, M. J., Kacmar, K. M., Carlson, D. S., Chonko, I. B., & Roberts, J. A. (2008).Regulatory focus as mediator of the influence of initiating structure and servant leadership on employee behavior. Journal of Applied Psychology, 93, 1220–1233.

Neuman, J. H., & Baron, R. A. (1998). Workplace violence and workplace aggression: Evidence concerning specific forms, potential causes, and preferred targets. *Journal of management*, *24*(3), 391-419.

Ouakouak, M.L. and Ouedraogo, N. (2019), "Fostering knowledge sharing and knowledge utilization: the impact of organizational commitment and trust", Business Process Management Journal, Vol. 25 No. 4, pp. 757-779.

Oh, J. K., &Farh, C. I. (2017). An emotional process theory of how subordinates appraise, experience, and respond to abusive supervision over time. *Academy of Management Review*, *42*(2), 207-232.

Oldham, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. *Academy of management journal*, *39*(3), 607-634.

Ohman, A. (2008). Fear and anxiety. *Emotions*, 709.

Patrick, C. (2018). A Comparative Analysis: A Review of a Qualitative Approach and a Quantitative Approach to Examining Stress and Coping for Targets Enduring Workplace Bullying.

Pinder, C. C., &Harlos, K. P. (2001). Employee silence: Quiescence and acquiescence as responses to perceived injustice. Research in personnel and human resources management (pp. 331–369). Emerald Group Publishing Limited.

Perlow, L. A., &Repenning, N. P. (2009).The dynamics of silencing conflict. *Research in organizational behavior*, *29*, 195-223.

Preacher, K. J., & Hayes, A. F. (2008).Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior research methods*, *40*(3), 879-891.

Power, J. L., Brotheridge, C. M., Blenkinsopp, J., Bowes-Sperry, L., Bozionelos, N., Buzády, Z., & Madero, S. M. (2013). Acceptability of workplace bullying: A comparative study on six continents. *Journal of Business Research*, *66*(3), 374-380.

Pearson CM, LM Andersson, M Lynne and JW Wegner (2001) When workers flout convention: a study of workplace incivility. Human Relations 54(11), 1387–1419.

Perry-Smith, J. E. (2006). Social yet creative: The role of social relationships in facilitating individual creativity. *Academy of Management journal*, *49*(1), 85-101.

Roberts, S. J., Scherer, L. L., & Bowyer, C. J. (2011). Job stress and incivility: What role does psychological capital play?. *Journal of Leadership & Organizational Studies*, *18*(4), 449-458.

Rank, J., Pace, V. L., &Frese, M. (2004). Three avenues for future research on creativity, innovation, and initiative. *Applied psychology*, *53*(4), 518-528.

Rai, A., & Agarwal, U. A. (2017). Workplace bullying among Indian managers: prevalence, sources and bystanders' reactions. *International Journal of Indian Culture and Business Management*, *15*(1), 58-81.

Roscigno, V. J., Lopez, S. H., &Hodson, R. (2009).Supervisory bullying, status inequalities and organizational context. Social Forces, 87(3), 1561–1589. Summarized by Sidle, S. D. (2009). Is your organization a great place for bullies to work? Academy of Management Perspectives, 23(4), 89–91.

Smith, N., &Fredricks-Lowman, I. (2019). Conflict in the workplace: A 10-year review of toxic leadership in higher education. *International Journal of Leadership in Education*, 1–14. https://doi.org/10.1080/13603124.2019.1591512.

Sun, T., Zhao, X. W., Yang, L. B., & Fan, L. H. (2012). The impact of psychological capital on job embeddedness and job performance among nurses: a structural equation approach. *Journal of advanced nursing*, *68*(1), 69-79.

Sekaran, U., &Bougie, J. (2003).Data collection method. *Research Methods for Business, a skill building approach*, *4*, 218-261.

Shavitt, S., Lee, A., & Johnson, T. P. (2008).Cross-cultural consumer psychology. In C. Haugtvedt, P. Herr, & F. Kardes (Eds.), Handbook of consumer psychology (pp. 1103-1131). Mahwah, NJ: Erlbaum.

Sakurai, K., &Jex, S. M. (2012). Coworker incivility and incivility targets' work effort and counterproductive work behaviors: The moderating role of supervisor social support. *Journalof Occupational Health Psychology*, *17*(2), 150.

Sharifirad MS (2016) Can incivility impair team's creative performance through paralyzing employee's knowledge sharing? A multi-level approach.Leadership & Organization development Journal 37(2), 200–225.

Solomon, R. C. (2008). *True to our feelings: What our emotions are really telling us*. Oxford University Press.

Schlenker, B. R., &Weigold, M. F. (1989). Goals and the self-identification process: Constructing desired identities.

Tien, H.K., Chang, B.L. and Kuo, Y.K. (2019), "Does experience stimulate or stifle creativity?", European Journal of Innovation Management, Vol. 22 No. 3, pp. 422-425.

Tangirala, S., &Ramanujam, R. (2008). Employee silence on critical work issues: The cross level effects of procedural justice climate. *Personnel Psychology*, *61*(1), 37-68.

Tepper, B. J., Carr, J. C., Breaux, D. M., Geider, S., Hu, C., & Hua, W. (2009). Abusive supervision, intentions to quit, and employees' workplace deviance: A power/dependence analysis. *Organizational behavior and human decision processes*, *109*(2), 156-167.

Walumbwa, F. O., Hartnell, C. A., &Misati, E. (2017). Does ethical leadership enhance group learning behavior? Examining the mediating influence of group ethical conduct, justice climate, and peer justice. *Journal of Business Research*, *72*, 14-23.

Xu, A. J., Loi, R., & Lam, L. W. (2015). The bad boss takes it all: How abusive supervision and leader–member exchange interact to influence employee silence. *The Leadership Quarterly*, *26*(5), 763-774.

Zhou, J., &Hoever, I. J. (2014). Research on workplace creativity: A review and redirection. *Annu. Rev. Organ. Psychol. Organ. Behav.*, *1*(1), 333-359.

Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management journal*, *44*(4), 682-696.

Zhang, S.X., Ke, X.D., Wang, X.H.F. and Liu, J. (2018), "Empowering leadership and employee creativity: a dual-mechanism perspective", Journal of Occupational and Organizational Psychology, Vol. 91 No. 4, pp. 896-917.

Zhang, B., & Morris, J. L. (2014). High-performance work systems and organizational performance: Testing the mediation role of employee outcomes using evidence from PR China. *The International Journal of Human Resource Management*, *25*(1), 68-90.

Appendix

Workplace Bullying

1.   Someone withholding information which aspects your performance.
2.   Being ordered to do work below your level of competence.
3.   Having your opinions ignored.
4.   Being given tasks with unreasonable deadlines.
5.   Excessive monitoring of your work
6.   Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, and travel expenses).
7.   Being exposed to an unmanageable workload.
8.   Being humiliated or ridiculed in connection with your work.
9.   Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.
10.   Spreading of gossip and rumors about you.
11.   Being ignored or excluded.
12.   Having insulting or offensive remarks made about your person, attitudes or your private life.
13.   Hints or signals from others that you should quit your job.
14.   Repeated reminders of your errors or mistakes.
15.   Being ignored or facing a hostile reaction when you approach.
16.   Persistent criticism of your errors or mistakes.
17.   Practical jokes carried out by people you don't get along with.
18.   Having allegations made against you.
19.   Being the subject of excessive teasing and sarcasm.
20.   Being shouted at or being the target of spontaneous anger.
21.   Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, block your way.
22.   Threats of violence or physical abuse or actual abuse.

Workplace Fear

1.   I feel people aren't totally truthful with me because they worry about what they have to tell me.
2.   I feel that I can be totally honest with management on all work related issues."
3.   I feel fearful or anxious when I am at work.
4.   I feel comfortable about giving suggestions -they aren't treated as criticism."
5.   I feel uneasy at work because I do not receive all the information I need to do my job properly.
6.   When I make a mistake, I am confident about telling co-workers and would never lie about it.
7.   I dread repercussions at work because they are unpredictable.
8.   I do not feel apprehensive about discussing sensitive work issues with management.
9.   I feel anxious about speaking up in this organization, because you have to be able to prove all your remarks.
10.   I feel at ease in this workplace because punishment is only applied to those who have done something wrong.
11.   I feel so fearful when I make a mistake, that I would hide it from or lie about it to management.
12.   I feel safe discussing sensitive work issues with co-worker.
13.   I feel afraid at work because management comes down hard on mistakes as an example to others.

Employee Silence

1.   I felt it was dangerous to speak up.
2.   I remain silent to protect myself from harm.
3.   I felt it was risky to speak.
4.   I believed that speaking up may negatively impact my career.
5.   I was afraid of adverse consequences (e.g., being criticized, losing my job).
6.   I did not believe my concerns would be addressed.
7.   Management did not appear interested in hearing about these types of issues.
8.   No one was interested in taking appropriate action.

9.   I did not feel I would be taken seriously.
10.   I did not think it would do any good to speak up.

Employee Creativity

1.   I try new ideas and new approaches to problems.
2.   I take things or situations apart to find out how they work.
3.   I will be counted on to find a new use for existing methods or existing equipment.
4.   Among my colleagues and co-workers, I will be the first or nearly the first to try out a new idea or method.
5.   I demonstrate originality.
6.   I will work on a problem which has caused others great difficulty.
7.   I develop contacts with experts in my area located outside my firm.
8.   I budget funds for the pursuit of a risky idea.
9.   I make comments at staff meetings.
10.   If my co-workers were asked, they would say I am a wit.
11.   Stick to the rules and protocol.
12.   Encourage more formal meetings.
13.   I leave it to others to support a colleague's suggestions.
14.   I turn down risky assignments.
15.   I discipline people who depart from the accepted organizational routine.
16.   I will be known for the quantity of output when starting a new project rather than the quality of output.
17.   I will not be able to find enough variety of experience on my job.
18.   I am going to leave my job soon because I am unchallenged.

Psychological Capital

1.   I feel confident analyzing a long-term problem to find a solution regarding my work.
2.   I feel confident helping to set targets/goals in my work.
3.   I feel sure when sharing information about my work with other people.
4.   At the present time, I am energetically pursuing my goals.
5.   There are lots of ways around any problem.
6.   Right now, I see myself as being pretty successful in my work.
7.   Now, I am meeting the goals that I have set for myself.
8.   I can be "on my own," so to speak, if I should.
9.   I usually take stressful things of my work in stride.
10.   I feel I can handle many things at a time.
11.   Concerning my work, I'm optimistic about what the future offers me.
12.   I always look on the bright side of things.