**2022/2023 Summer Research Project Description**

Please use this template to create a description of each research project, eligibility requirements and expected deliverables. Project details can then be uploaded to each faculty, school, institute, and centre webpage prior to the launch of the program.

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| **Project title:** | **Bystander Responses to Dysfunctional and Abusive Workplace Behaviour: A Scoping Review** |
| **Project duration, hours of engagement & delivery mode** | Scholars will conduct 25 hours of research per week, for an 8-week period.  Successful scholars can complete the project from home or other remote settings, but they should make themselves available for weekly meetings in-person or via Zoom. |
| **Description:** | Dysfunctional and abusive workplace behaviour is an ongoing threat to the health and productivity of workplaces (Mikkelsen et al. 2020). Organisations, practitioners, and academics alike continue to seek methods for preventing and managing such behaviours. One area of intervention – bystander intervention – has received increased attention in recent years, spurred by social movements such as #metoo (Brown & Battle, 2019[[1]](#footnote-1); O’Neil et al 2019[[2]](#footnote-2)). Understanding how witnesses and bystanders are affected by poor workplace behaviours (Salin & Notelaers, 2018[[3]](#footnote-3); Sprigg et al., 2019[[4]](#footnote-4)), and how they respond to such behaviours (Li et al. 2019[[5]](#footnote-5); Ng et al. 2019[[6]](#footnote-6)) may form a solid foundation from which organisations can shape policy, procedure, and processes to tackle unwanted workplace behaviour. However, this field of research, especially in an organisational context, is segmented and piecemeal. A thorough evaluation and ‘stock take’ of existing scholarly investigations of bystander intervention is needed to provide (a) a robust evidence-base for organisations to draw upon and build policy, and (b) a basis for academics to continue contributing meaningfully to the scope of research. |
| **Expected outcomes and deliverables:** | The purpose of the literature review is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As such, literature reviews form a pivotal part of the research process.  This project is inherently suited to students who will complete a thesis/research portfolio during their university program.  Scholars will have the opportunity to conduct a scoping literature review from start to finish (i.e., identify keywords, identify databases, conduct searches, sort articles, extract and organise information). Scholars may elect to complete additional internal training sessions with the UQ library to enhance their skills and knowledge as part of the project scope. |
| **Suitable for:** | This project is best suited to students enrolled in a Psychology program who are currently in their second year onwards.  Students who are interested in research and collating literature are encouraged to apply. |
| **Primary Supervisor:** | Dr Annabelle Neall |
| **Further info:** | For further information about the project please contact Dr Neall at [a.neall@uq.edu.au](mailto:a.neall@uq.edu.au) |

1. Brown, S. E. V. & Battle, J. S. (2019). Ostracizing targets of workplace sexual harassment before and after the #MeToo movement. *Equality, Diversity and Inclusion*. doi: 10.1108/EDI-09-2018-0162 [↑](#footnote-ref-1)
2. O'Neil, A., Sojo, V., Fileborn, B., Scovelle, A. J., & Milner, A. (2018). The #MeToo movement: an opportunity in public health? *The Lancet, 391*(10140), 2587-2589. [↑](#footnote-ref-2)
3. Salin, D. & Notelaers, G. (2019). The effects of workplace bullying on witnesses: Violation of the psychological contract as an explanatory mechanism? *The International Journal of Human Resource Management*, 1-21. [↑](#footnote-ref-3)
4. Sprigg, C.A., Niven, K., Dawson, J., Farley, S. & Armitage, C. J. (2019). Witnessing workplace bullying and employee well-being: A two-wave field study. *Journal of Occupational Health Psychology, 24*(2), 286-296. doi: 10.1037/ocp0000137. [↑](#footnote-ref-4)
5. Li, X., McAllister, D., Ilies R, et al. (2019). Schadenfreude: A counter-normative observer response

   to workplace mistreatment. *Academy of Management Review 44*(2), 360–376. [↑](#footnote-ref-5)
6. Ng, K., Niven, K. & Hoel, H. (2019). ‘I could help, but . . .’: A dynamic sensemaking model of workplace

   bullying bystanders. *Human Relations*, ﻿1-29. doi: 10.1177/0018726719884617 [↑](#footnote-ref-6)