

ASSESSMENT OF BOSSING IN SECONDARY SCHOOL ENVIRONMENT OF THE SLOVAK REPUBLIC IN CATEGORY SOCIAL RELATIONS AREA AND AREA OF WORKING LIFE

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Abstract

The concept of 'bossing', a psychological terror at work, carried out by the superior over the subordinates, is a pathological phenomenon and by its existence negatively affects a variety of factors in the organization, such as the work performance of the subordinates, their health status, the quality of the working atmosphere, the reputation of the organization, etc. That is why the aim of the paper to analyse the occurrence of bossing in the secondary school environment in the Slovak Republic in the categories 'social relations area' and 'health area'. Three methods were used to analyse this phenomenon: empirical, analytical and mathematical-statistical methods. The data obtained by the questionnaire technique allowed to evaluate the problems associated with bossing. The survey was carried out during 2017 and included the necessary number of 393 respondents from secondary schools. Research has confirmed that bossing does not occur in the examined categories. However, the results, which are within accepted tolerance, indicate that the absence of bossing is not definite. Research has several implications. First, it confirmed that bossing does not occur in the examined categories. Secondly, the observed values indicate that this phenomenon needs to be periodically monitored in the future as it tends to expand in the European area.

Keywords: social relations, work life, mobbing, bossing.

Classification JEL: D70 – Analysis of Collective Decision-Making: General; M19 – Business Administration: Other.

1. Introduction

Significant knowledge, which is accounted for by an increasing number of executives and staff experts of small, medium and large organizations, is that human potential is the only dynamic assumption and creator of present and future development (*Blašková, 2006: 10*). Human resources, human potential, affect the level of all other managerial components (*Vágner, 2006: 244*). This is closely related to the quality of interpersonal interactions. The quality of interpersonal relationships in the organization is an important part of the personnel management and significantly influences the work performance of employees. These relationships are mainly influenced by professional and psychosocial leadership, the quality of communication and the motivation system, the level of self-employment, the level of social care, adequate resolution of conflicts, problems and misunderstandings among employees (*Hirigoyenová, 2001: 7*).

On the other hand, conflicts, problems, misunderstandings and tensions between employees are perceived as normal (essentially normal) phenomena that are present in almost every work group. These are negative and dangerous if the frequency of their occurrence is high, they have a long-term effect, they concern permanently the same employees, or the problems are not solved. From this point of view in personnel practice of organizations the terms like mobbing or its derivatives, e.g. bossing, staffing, bullying, harassment are more and more frequent. These dangerous phenomena ultimately have a negative impact on both the individual and the organization. The bad working atmosphere lowers motivation and often leads to "inner resignation". Work is an inevitable evil (*Jaššová & Kománková, 2000: 19*). The key role of personnel work in an organization is to assess the competences – the professional and psychosocial competencies of the employee to perform a particular job position (*Fornés et al., 2011: 190*). Developments in recent years have shown that working with people is becoming

one of the most important management issues at all levels of corporate governance (*Hittmár & Veselý, 2011: 8*). The issue of mobbing (bossing) is of a specific importance for the pedagogical staff of secondary schools as they educate the younger generation. The generation that, among other things, is very sensitive and truthful to the atmosphere and relationships in the pedagogical organization. In this paper, the emphasis is placed on bossing (*Pomffyová & Bartková, 2016: 350*).

2. Mobbing

The term ‘mobbing’ is based on the English word ‘to mob’ and its content is hostile, disgusting and unethical behaviour, carried out systematically and purposefully by one or more persons against another person or group of persons who, due to such behaviour get into a defensive position (*Civilidag & Sargin, 2013: 57*). Psychological terror, therefore, represents inappropriate behaviour in the form of verbal or written taunts, meaning gestures and activities that disrupt the dignity and physical and psychological integrity of a people. It endangers their work performance and significantly contributes to the deterioration of the overall workplace atmosphere (*Erturk, 2013: 170*). The bad working atmosphere is motivated by employee motivation (*Kratz, 2005: 77*). This negative phenomenon has been registered in human behaviour since the 1960s of the 20th century. In the 1990s, the Swedish physician and psychologist H. Leymann started to deal with this phenomenon and he was the pioneer of its identification and description. Gradually, experts from other disciplines, for example, doctors, sociologists, psychologists and managers were paying attention to it as well, since the negative effects of mobbing interfere with the integrity of the whole person (*Madzik, 2017: 79*).

The term mobbing has a lot of synonyms such as psychological terror, psychological abuse, psychological violence (*Daňková et al., 2017: 310*). The authors compare mobbing to psychological murder, wild hyenas, modern cholera, and plague, and conclude that mental illness at the workplace is reaching epidemic proportions. The purpose of mobbing is to force the victim to resign herself and leave the job as a result of hostilities (*Svobodová, 2008: 79*). Whatever the mobbing is, it is a discriminatory expression, undesirable aggression, and a pathological phenomenon (*Özyer and Orhan, 2012: 515*).

3. Bossing – a derivative of mobbing

Bossy people are usually people suffering from complexes, feelings of inferiority, fear of threat of their position, decision and recognition, they are mentally unstable, paranoid. Another cause can be social and corporate pressure on the employee, high demands and expectations of perfect performances (*Szarková, 2010: 147*). Bossing is a specific form of mobbing where the aggressor is the manager or executive (*Frankovský et al., 2015: 60*). Attacks are targeted at his subordinates in the form of pressure to enforce their obedience, respect and adaptation, possibly enforcing the "voluntary" resignation of a subordinate from the workplace (*Topa & Moriano, 2013: 27*).

3.1. Formation of bossing

Bossing itself is not the source of the leaders themselves (*Huberová, 1995: 55*). Bossing arises under certain specific conditions (causes) that ‘create’ executives due to mistakes they make in their work (they may be caused by their lack of professional competence or insufficient psychosocial competence), (*Kavenská et al., 2011: 59*). The most common mistakes of executives in performing their work are: 1. Unclear management policy and absence of management rules; 2. Unclear competencies and chaotic decision-making; 3. Determination of meaningless (unreal) tasks; 4. Only some employees are always overtasked (usually those who are able and willing to work, etc.); 5. Forgetting (ignoring) the needs of employees; 6. Constant

issuing of new circulars, directives, and constant organizational changes; 7. Subjective, non-transparent and inadequate assessment system; 8. Lack of tolerance, empathy and abilities (unwillingness) to resolve conflicts; 9. The destructive handling with of employees' mistakes and failures; 10. Unfair measure of criticism (*Madzík & Chocholáková, 2016: 40*).

The rise of bossing is also conditioned by a number of subjective and objective causes (*Di Martino, 2007: 4*). The most common causes that condition bossing formation include: 1. Insufficient qualification (unwillingness) of managers and executives for leadership (authoritative style of leadership); 2. Low ability of management to solve the conflict (little knowledge, concerns about its solution, etc.); 3. Permanent pressure to increase performance and reduce costs; 4. Corporate culture with a low level of ethics; 5. Shortcomings in internal company structures; 6. Fear of loss of employment; 7. Hatred among employees; 8. Lack of mutual tolerance among employees; 9. Destructive handling with employees' mistakes; 10. Structure of the personality of both the boss and the bossy (*Droppa, 2013: 77*).

According to H. Leymann, a person is considered to be mobbed if at least once a week during 3-6 months one or more activities occur in one of the following five categories (LIPT Questionnaire – Leymann's inventory of psychological terror): 'Communication area', 'Social Relations area', 'Area of Reputation, Respect and Seriousness', 'Area of working Life' and 'Health area' (*Leymann, 1990: 97*).

3.2. Typical characters, methods, consequences of bossing

According to professor Leymann, the typical signs of bossing include: 1. Aggressive manipulation, hostile and unethical communication; 2. Long-term and continuous attacks targeting a particular individual; 3. Regularity, repeatability, systematism of attacks and their targeting; 4. Threats are indirect and hidden, so it's hard to recognize that something is happening; 5. Refinement, enthusiasm, active and sustained pressure; 6. Despair, indignity, inhumanity; 7. There are persistent signs of hostility and aggression. A key role in eliminating bossing conditions is played by the personality of the executive. He should have the knowledge of psychological terror in the workplace and should have the ability and willingness to avoid the above mentioned mistakes in his work (*Yapıcı-Akar et al., 2006: 185*).

Bosseri will carefully think about the **methods** they will use against subordinates (*Einarsen, 2000: 377*). The most commonly used methods by the bossy people include: 1. Method of absurdity: Victims are given difficult tasks that makes no sense; 2. Method of small requirements: The assigned tasks do not correspond to the current qualifications and abilities of the victim; 3. Method of excessive requirements: Victims are allocated jobs that they are unable to handle; 4. Achilles heel method: the victim must principally preferentially handle the tasks that are the most unpleasant; 5. Sustained control method: activities and presence are controlled beyond the normal business environment; 6. Method of surprising decisions concerning the victim – they are being done so that the concerned people do not know about them; 7. Competence clearing method: The current work area of the affected person is systematically more and more limited; 8. Method of isolation: victims are not invited to attend the meetings, retention of important information, space isolation; 9. Method of attack on health: victims are forced to do harmful work; 10. Method of taunts concerning the mental condition: Victims are said to suffer from mental illnesses and psychiatric disorders. If an employee fails to meet society's expectations adequately, he may feel his own failure and incompetence that he compensates externally with offensive behaviour, giving him a false sense of strength and success (*Čarnogurský et al., 2015: 245*).

The **consequences** of bossing are always negative for both his victim and the organization on several levels. Therefore, very strong consequences should be drawn to its actors (*Adamková, 2001: 5*).

3.2.1. Consequences of bossing for the victim

An employee who has become a victim of bossing is behaving similar to stress in several levels: performance level (decrease in working tempo, decreased performance, increased number of mistakes and accidents, absenteeism), psychic level (concentration disturbances, irritability, depression, inferiority, states of fear and anxiety, psychiatric symptoms, suicidal ideas) and psychosomatic level (heart and breathing disorders, headaches, stomach disorders, skin diseases, sleep disorders). The result is psychological and physical exhaustion of the employee, which affects negatively not only work but also personal life. Ignoring such cases can lead to extreme solutions – suicide (*Leymann, 1996: 170*).

Psychological terror at work often leads to complete mental and physical exhaustion. Victims of mobbing (bossing) are seriously disturbed mentally and socially. In many cases, the victims see the only way out of taking their lives. According to Swedish research, psychological terror is the cause of 10–20% of all suicides. The treatment of the consequences of bossing requires a long-term and comprehensive treatment, the success of which is also questionable (*Beño, 2003: 17*).

3.2.2. Consequences of bossing for the organization

On the other hand, bossing has negative consequences for the organization, especially on three following levels:

- The level of the victim – increasing sickness absence or incapacity for work, decreasing the quality and quantity of the employee's performance by 1/4 to 1/2 of his previous performance;
- The level of bossing – the attacker devotes about 5% of the total productive time to the bossing activities;
- The working environment level – the deterioration of the atmosphere in the group weakens motivation and creativity, work becomes an obligation.

The negative impact is also reflected in the deterioration of cooperation and communication throughout the working group. The economic consequences of bossing can be expressed in the form of a lost workforce, lost working time, higher fluctuation and higher production costs.

3.3. Protection against bossing

The problem of bossing and its negative consequences must also be addressed at the level of the whole society. Bossing, in its substance and effect, negatively affects the inner psycho-moral side of its victim (*Celik & Peker, 2010: 1619*). This personality component is the holder of significant social and legal characteristics, which the legal order recognizes and protects within the framework of the so-called personality law. Individual personal values can be divided into values of physical nature (life, health, physical integrity) and values of psycho-moral nature (freedom, honour, dignity, inner intimate sphere). Unauthorized interference with these personal values results in a violation of the basic personality right.

According to the Labour Code, labour protection is an inseparable part of labour relations. It is the duty of the employer to ensure the safety and health of employees at work. Discrimination of employees is dealt with by Act no. 365/2004 of the Collection of Laws. It defines (among other things) direct and indirect discrimination, harassment, sexual harassment, and encouragement for discrimination. It also deals with ensuring equality, ways of legal protection, court enforcement, counting non-cash damage. It claims that the employer and the trade union body that has concluded collective agreements are obliged to bring the provisions of the collective agreements into compliance with the Anti-Discrimination Act. This Act also takes over the legal acts of the European Communities and the European Union. An employee

may, according to the Complaints Act 9/2010 of the Collection of Laws file a complaint requesting the protection of their rights or legitimately protected interests if they have been broken. The Anti-Discrimination Act provides the possibility to seek legal remedies if it considers that these rights have been violated and the organization has not acted to solve adequate, legal procedures. In the Slovak Republic since 2002, there is the 'Public Defender of Rights' institute, where employees can also address the problem of bossing.

4. Material and methods

The main objective of the presented research was to find the perception of the occurrence of bossing as an undesirable phenomenon in the secondary school environment in category Social Relations area and Area of working Live depending on the length of practice of the respondents.

4.1. Research methodology

For the purposes of the presented research, the original methodology aimed at evaluating of decision-making indicators was used. The questionnaire consisted of 12 items that allow you to judge the occurrence of bossing from different perspectives. The items were evaluated on a 5-point Likert scale where: 1 – I fully agree; 2 – rather agree; 3 – I do not agree or disagree; 4 – rather disagree; 5 – I totally disagree. Unambiguous absence of bossing corresponds to the value of '5' (in terms of the essence of each question).

The average values and differences (deviation from value 5) are shown in Table 1 and were calculated according to (1) and (2). The representativeness of selection: According to the Statistical Yearbook, 20,232 registered teachers was as a secondary school pedagogical a full-time employee in the Slovak Republic in September 2017. According to this calculation, the recommended minimum sample size is 383 respondents with 5% margin of error and 95% confidence level and assuming uniform distribution of responses. The range of our sample of 393 persons with selective tolerance of 4.2% therefore we considered as adequate. These calculations were performed in the Own elaboration. These calculations were performed in the IBM SPSS STATISTICS statistical program.

$$\bar{\phi}_i = \frac{1}{393} \sum_{i=1}^{393} x_i \quad (1)$$

where:

$\bar{\phi}_i$ – average value of i -th question;

x_i – the value assigned to – by the respondent;

$i = 1, 2, 3, \dots, 393$ (number of respondents).

$$\Delta_i = 5 - \bar{\phi}_i; \quad (2)$$

where:

Δ_i – the average value of the i -th deviation from the value '5';

i – question number (1–30);

$\bar{\phi}_i$ – average value of i -th question.

The average deviation value in category Social Relations area $\bar{\phi}_{\Delta_{SR}}$ (Table 2, Figure 1) and the average deviation value in category Area of working Live $\bar{\phi}_{\Delta_{WL}}$ (Table 3, Figure 2), for each category of respondents, were calculated according to (3) and (4). Total average deviation value overall average by order $\bar{\phi}_o$ (Table 5) for each category of respondents was calculated by (5):

$$\phi_{\Delta sr} = \frac{1}{6} \sum_{i=7}^{12} \Delta_i \quad (3)$$

$$\phi_{\Delta wl} = \frac{1}{6} \sum_{i=9}^{24} \Delta_i \quad (4)$$

where:

Δ_i – the average i -deviation value;

i – question number.

$$\phi_o = \frac{1}{2}(\phi_{\Delta sr} + \phi_{\Delta wl}) \quad (5)$$

where:

ϕ_o – the total average value of the deviation is in the category of respondents;

$\phi_{\Delta sr}$ – average deviation value in the Social Relations area category;

$\phi_{\Delta wl}$ – average deviation value in the Area of working Live category.

4.2. Research sample and questions

Number and gender: N = 393 respondents; of which there were 62 men (15.8%) and 331 women (84.2%). From the viewpoint of practice, ‘up to 5 years’ were 40 (10.2%) respondents; ‘6 to 10 years’: 108 (27.5%); ‘11 to 15 years’: 88 (22.4%); ‘6 to 20 years’: 52 (13.2%); and ‘over 20 years’: 105 (26.7%).

Respondents were acquainted with the attributes of bossing (frequency of attacks) and answered the following questions:

Social Relations area (Questions 7 to 12): 7. The supervisor does not ask me to attend informal meetings of the working team; 8. The supervisor organizes an absurd and unjustified relocation of my job against my will; 9. From the leader’s side, I have been the object of verbal attacks (shouting, spontaneous anger...); 10. I am criticized by my superior for my political, religious and other convictions; 11. In the case of failures in the workplace, he makes me to feel like a ‘whipping-boy’; 12. Other discriminatory activities are led by my supervisor.

Area of working Life (Questions 19 to 24): 19. The supervisor allocates me jobs that do not match my qualification; 20. The supervisor, if necessary, takes away competencies from me. 21. My supervisor checks my performance, presence at work more closely than of other colleagues; 22. The supervisor does not allow to attend training courses; 23. The superior has repeatedly reminded me of all my mistakes and exaggerates them excessively; 24. Other discriminatory activities are being led by my supervisor. Important note: Questions are not numbered in order.

4.3. Results and discussion

Based on the methods used, the following results were obtained:

The rating of ‘5’ (unambiguous absence of bossing) was not attributed to any category of respondents in the surveyed Social Relations area and Area of working Life categories.

Category Social Relations area. In this category, the value of ‘5’ (unambiguous absence of bossing) was most closely attributed to the respondents category ‘up to 5 years’ with a value of 4.537. Least closely to the value ‘5’ was the ‘16 to 20 years’ category with a value of 4.343. The difference in the assigned values between these two categories of respondents is 0.194.

Category Area of working Life. In this category, the value of ‘5’ (unambiguous absence of bossing) was most closely attributed to the respondents category 11 to 15 years’ with a value

of 4.571. Least closely to the value '5' was the '6 to 10 years' category with a value of 4.342. The difference in the assigned values between these two categories of respondents is 0.229.

Table 1. Average values and differences (own study)

Question	Q 07	Q 08	Q 09	Q 10	Q 11	Q 12	Q 19	Q 20	Q 21	Q 22	Q 23	Q 24
Average/ ϕ_i	3.74	4.54	4.59	4.79	4.45	4.65	4.24	4.41	4.49	4.51	4.45	4.68
Difference/ Δ_i	1.26	0.46	0.41	0.21	0.55	0.35	0.76	0.59	0.51	0.49	0.55	0.32

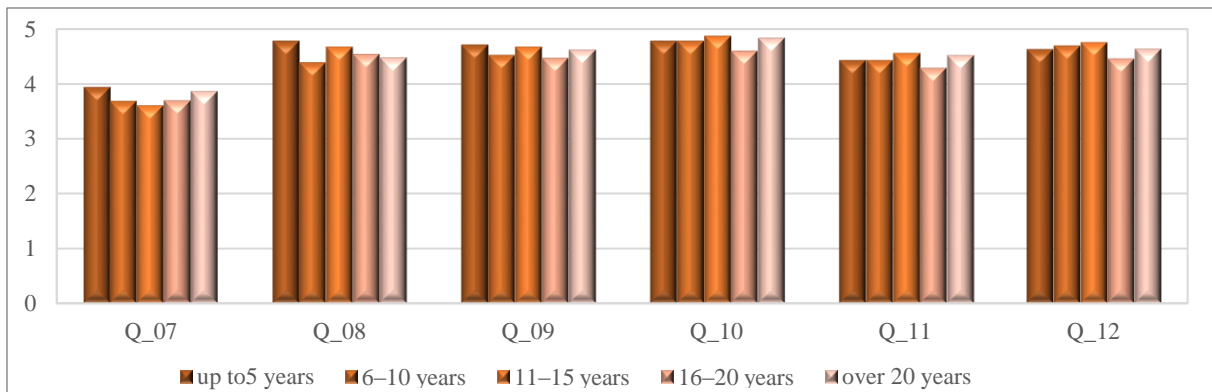


Figure 1. Values in the category Social Relations area (own study)

Table 2. Differentiation of values in the category Social Relations area (own study)

Practice (years)	Δ_{07}	Δ_{08}	Δ_{09}	Δ_{10}	Δ_{11}	Δ_{12}	$\phi_{\Delta_{sr}}$	Average values	R_{sr}^*
'up to 5'	1.075	0.225	0.300	0.225	0.575	0.375	0.463	4.537	1.
'6 to 10'	1.315	0.620	0.482	0.232	0.574	0.315	0.590	4.410	4.
'11 to 15'	1.386	0.330	0.330	0.125	0.443	0.250	0.477	4.523	2.
'16 to 20'	1.308	0.462	0.519	0.404	0.712	0.539	0.657	4.343	5.
'over 20'	1.149	0.515	0.396	0.168	0.485	0.366	0.513	4.487	3.

* R_{sr} – Ranking of respondents' categories according to their bossing assessment

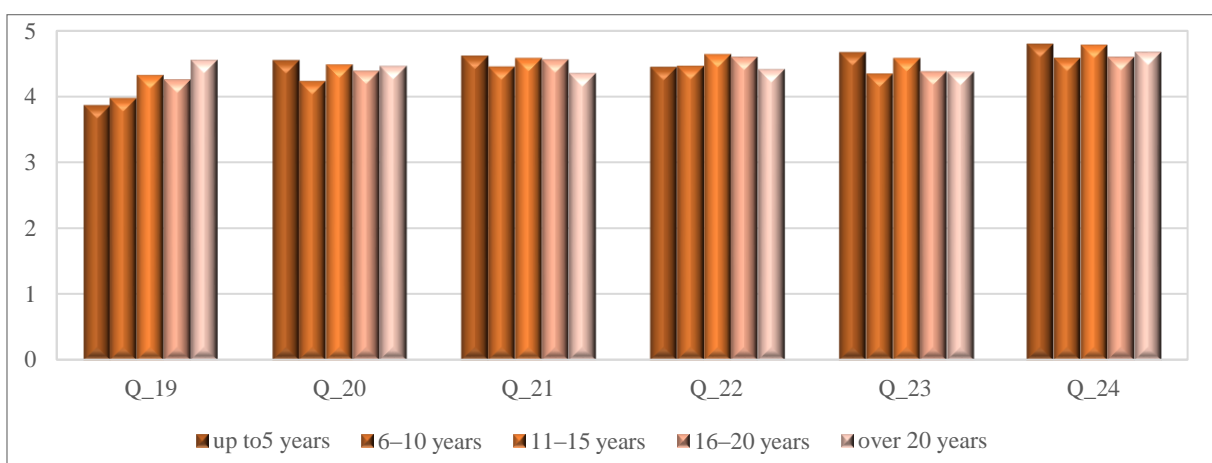


Figure 2. Values in the category Area of working Life (own study)

Table 3. Differentiation of values in the category Area of working Life (own study)

Practice (years)	Δ_{19}	Δ_{20}	Δ_{21}	Δ_{22}	Δ_{23}	Δ_{24}	$\emptyset_{\Delta_{sr}}$	Average values	R_{wr}^*
'up to 5'	1.125	0.450	0.375	0.550	0.325	0.200	0.504	4.496	2.
'6 to 10'	1.028	0.759	0.546	0.528	0.667	0.417	0.658	4.342	5.
'11 to 15'	0.671	0.523	0.409	0.352	0.409	0.207	0.429	4.571	1.
'16 to 20'	0.731	0.596	0.423	0.404	0.615	0.404	0.529	4.471	4.
'over 20'	0.446	0.535	0.634	0.584	0.624	0.327	0.525	4.475	3.

* R_{wr} – Ranking of respondents' categories according to their bossing assessment

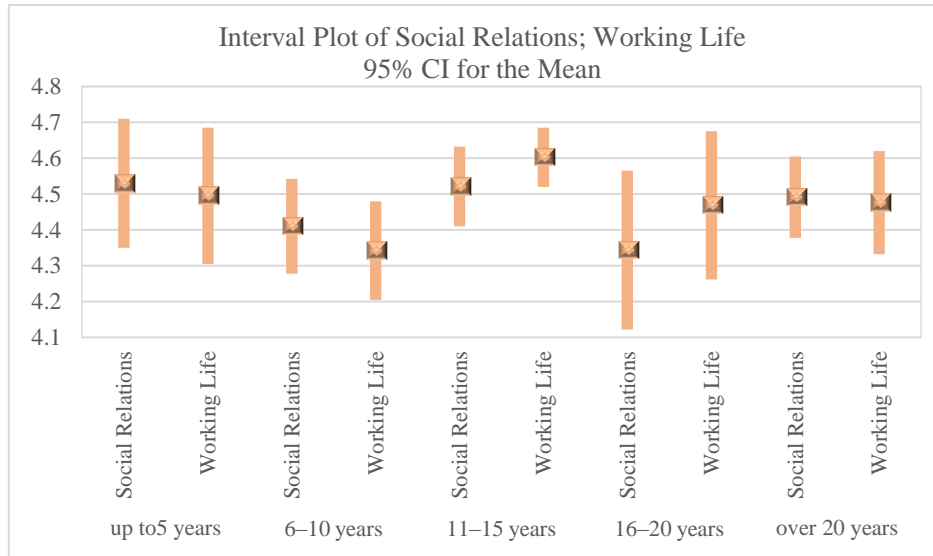


Figure 3. Average values awarded by respondents in the categories in the categories Social Relations area and Area of working Life (own study)

Table 4. The results of the correlation analysis after participation in the category Social Relations area and Area of working Life (own study)

Pearson Correlation	Q 07	Q 08	Q 09	Q 10	Q 11	Q 12	Q 19	Q 20	Q 21	Q 22	Q 23	Q 24
Q 07	1	0.112*	0.141**	0.152**	0.194**	0.159**	0.111*	0.294**	0.217**	0.138**	0.182**	0.194**
Q 08	0.112*	1	0.462**	0.378**	0.352**	0.432**	0.116*	0.325**	0.346**	0.287**	0.437**	0.397**
Q 09	0.141**	0.462**	1	0.419**	0.485**	0.642**	0.242**	0.439**	0.358**	0.357**	0.502**	0.545**
Q 10	0.152**	0.378**	0.419**	1	0.516**	0.505**	0.157**	0.324**	0.390**	0.370**	0.503**	0.450**
Q 11	0.194**	0.352**	0.485**	0.516**	1	0.548**	0.291**	0.424**	0.498**	0.435**	0.515**	0.461**
Q 12	0.159**	0.432**	0.642**	0.505**	0.548**	1	0.095	0.383**	0.444**	0.373**	0.511**	0.612**
Q 19	0.111*	0.116*	0.242**	0.157**	0.291**	0.095	1	0.487**	0.280**	0.286**	0.313**	0.245**
Q 20	0.294**	0.325**	0.439**	0.324**	0.424**	0.383**	0.487**	1	0.550**	0.403**	0.547**	0.490**
Q 21	0.217**	0.346**	0.358**	0.390**	0.498**	0.444**	0.280**	0.550**	1	0.522**	0.684**	0.520**
Q 22	0.138**	0.287**	0.357**	0.370**	0.435**	0.373**	0.286**	0.403**	0.522**	1	0.477**	0.433**
Q 23	0.182**	0.437**	0.502**	0.503**	0.515**	0.511**	0.313**	0.547**	0.684**	0.477**	1	0.586**
Q 24	0.194**	0.397**	0.545**	0.450**	0.461**	0.612**	0.245**	0.490**	0.520**	0.433**	0.586**	1

When analysing *correlation*, Table 4 is symmetrical according to the main diagonal. Each value contained in the table represents the relationship of a pair of variables. Due to the positive

values, the value of the second variable changes as well. In the case of one asterisk, the statistical significance is 95%, in the case of two ones, the statistical significance is 99%.

The larger the Pearson coefficient, the more intense is the relationship between the two variables. For example, the relationship between Q 07 („The supervisor does not ask me to attend informal meetings of the working team”) and Q 22 (“The supervisor does not allow to attend training courses”) has a value of 0,138, but the relationship between Q 12 (“Other discriminatory activities are led by my supervisor”) and Q 23 (“The superior has repeatedly reminded me of all my mistakes and exaggerates them excessively”) has a value of 0.511. Thus, the relationship between Q 12 and Q 23 is more intense than the relationship between Q 07 and Q 22. If the stars are not the result, the relationship is not significant.

When analysing the ranking of respondent categories according to their average values, Table 5 (R) shows the order of the respondent categories for the both categories examined. The respondent category ‘11 to 15 years’ was most closely to the value ‘5’, with a value of 4.547. Least closely to the value ‘5’ was the ‘6 to 10 years’ category with a value of 4.376. The difference in the assigned values between these categories of respondents is 0.171.

Table 5. Ranking of respondent categories according to their average (own study)

Practice (in years)	Φ_{Asr}	$\Phi_{\Delta wl}$	Φ_o	Average value	R
‘up to 5’	0.463	0.504	0.484	4.516	2.
‘6 to 10’	0.590	0.658	0.624	4.376	5.
‘11 to 15’	0.477	0.429	0.453	4.547	1.
‘16 to 20’	0.657	0.529	0.593	4.407	4.
‘over 20’	0.513	0.525	0.519	4.481	3.

According to research, in the UK, up to 53% of employees have become victims of mobbing at work, and up to 78% have witnessed this. Workplace mobbing is becoming a problem in many countries (such as Australia, Austria, Denmark and Germany). In the Czech Republic, a civil association ‘Work and Relations’ was established to help victims of mobbing and bossing. The authors believe that it is therefore time to monitor this pathological phenomenon continuously. The authors also consider the factor of a certain degree of repression as a significant factor, as the quality of interpersonal relationships at workplaces (not only) has fallen sharply in the last two decades. In many cases, people experience burnout syndrome, protectionism, family life, corruption, unfairness in evaluation, indifference, apathy, intrigue, defamation, envy, and – for these reasons – are subject to immoral practices.

5. Conclusion

In the future, despite the positive results that have been identified, i.e. the incidence of bossing has not been confirmed, it is necessary to put an emphasis on prevention. Education in this area should be key.

Based on the results achieved (none of the respondents attributed the value of ‘5’, which is an unambiguous absence of bossing), and on the basis that bossing tends to expand in Europe, it would be appropriate to put periodic training on it. A good system of education, prevention, identification of bossing attributes, transparent criteria, practices, and possibly repression could help to solve this – rather complicated – problem.

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