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LEVEL 7 ASSESSMENT SPECIFICATION

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Programme:	**DBA**		
Module:	**Qualitative Research Methods**		
Module code:	**HKBM7003**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Dr. Tamara Savelyeva**	**Internal Verifier:**	
Assignment Title:	**Research Article**	**Word count (or equivalent):**	**7,500 words**
Submission deadline:	**November 2, 2020**	**Return date of provisional marks & written feedback:**	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Contents

LEVEL 7 ASSESSMENT SPECIFICATION 1
Contribution to Overall Module Assessment (%): 1
Part One 5
Research Proposal 5
Overall Abstract 5
Problem under investigation 5
The Research Question 6
Participant Information 6
Essential features of the study design 6
Keywords 6
Part Two 7
The article to be critiqued 7
Elements influencing believability of the research 7
Writing Style 7
Author 7
Article Title and Keywords 8
Abstract 8
Elements influencing robustness of the research 9
Statement of the phenomenon of interest 9
Purpose/significance of the study 9
Literature review 9
Theoretical framework 10
Research Design 10

Ethical considerations 10
Sample and Data collection/data analysis 10
Rigor 11
Findings/discussion 11
Conclusions/Implications and recommendations 11
References 12
Conclusion 12
Part Three 13
Research Proposal 13
Introduction 13
Theoretical Background 15
Theories used in the study 17
Methodology 18
The Research questions 18
Research design 18
Sources of Respondents 19
The Questionnaire and the Interview Questions 19
Data quality procedures 20
Data collection procedures 20
Ethical procedures 20
Data analysis procedures 20
Implications for Research 21
Significance of the Research 21
Recommendation for future research 21
Reference 22

Part One

Research Proposal

Overall Abstract

Title of your research: Case study on the pass down of abusive supervision with positive effect in Hong Kong

Problem under investigation

Abusive supervision is defined as subordinates' perceptions of the prolonged display of nonphysical hostile verbal and nonverbal behaviors by their supervisors – such as public ridiculing and belittling, taking credit for subordinates' work, giving subordinates the silent treatment, and invading subordinates' privacy. (Tepper, 2000) Research found that employees, who are lower in emotional stability or conscientiousness, have more chance to experience negative emotions, which in turn leads to higher levels of abuse. (Henle and Gross, 2014) Subordinates might have different feeling of the same behavior; one may consider a supervisor's behavior acceptable while another views it as hostile. Therefore, research on abusive supervision is about the measure of abuse from subordinates' angle versus the supervisor's because it is the subordinates' perceptions of supervisory behavior. (Mitchell and Ambrose, 2007) Therefore, the perceptions of the subordinate may change, and the abusive supervision may be gone. (Tepper, 2000)

Based on a study of Albert Bandura in 1961, employees experienced abusive supervision may transmit this abusive supervision to their own subordinates, that is, the abusive supervision may pass down. (Bandura *et al.*, 1961) On the other hand, in some cases, the abusive supervision may not pass down. (Mawritz *et al.*, 2012; Rice *et al.*, 2020)

Mawritz's found that abusive manager behavior is positively related to abusive supervisor behavior, which in turn is positively related to work group interpersonal deviance. In addition, hostile climate moderates the relationship between abusive supervisor behavior and work group interpersonal deviance such that the relationship is stronger when hostile climate is high. (Mawritz *et al.*, 2012) Tepper showed that abusive supervision will have negative effect on the subordinate. (Poon, 2011; Tepper, 2000) However, research also showed that abusive supervision may not have any negative effect and may even have positive effect on the subordinate. (Harvey *et al.*, 2007)

According to the definition of abusive supervision, the perception of the subordinate is an important factor for the existence of the abusive supervision, however, this perception may be moderated by some, but not all by the cultural values. (Kernan *et al.*, 2011) The Chinese have a comparatively large power distance between supervisor and subordinates, (Triandis and Hofstede, 1993) and was considered to be a collective society, so the extend of perception may not be the same with subordinates with different cultural values. (Xiaqi *et al.*, 2012) This study may provide a comparative study based on different cultural value.

The Research Question

The research questions for this study are:

1. What makes a negative effect of abusive supervision change to positive effect?
2. Will the change of the effect on a supervisor change the effect on the subordinates?
3. What is the time between the changes mentioned above?
4. Will there be any difference if the supervisor is or is not a local grown up Chinese?

Participant Information

Participants are employees who worked in at least an SME company with minimum 3 organizational levels. They need to response to a questionnaire and suitable respondents will be interviewed. Some of the participants will be the supervisors and some will be the subordinates. The participants will also be recorded whether they are Chinese in Hong Kong, as research showed that cultural values will affect the perception of abusive supervision.

Essential features of the study design

The study consists of online survey and face to face interview. As the study will involve sensitive data, ethical approval will be sought. Data and scripts will be stored in a facility with access control. Participants will be informed that they are voluntary to provide information. They will be allowed to review and change their interview scripts in 7 days.

Keywords

Abusive Supervision, Positive effect, Social Learning Theory, Employee Behavior, Interpersonal Skill

Part Two

The article to be critiqued

The article used is an article published in American Journal of Business Education, Third Quarter 2018, Volume 11, Number 3. Article name is "**When Leadership Fails – A View From The Lens of Four Employees**" written by Laurie L. Barnes and Janice M. Spangenburg. (Barnes and Spangenburg, 2018) References have been made to the structure suggested by Ryan. (Ryan *et al.*, 2007)

Elements influencing believability of the research

Writing Style

The author used a professional tone, such as passive voice, in the article, except in the conclusion, where author excessively used first person in stating their assertions, such as "We need to act now and act together to bear this bee and turn the stringer around on time." (line 6, para. 2, Conclusion) It is quite unexpected that there is a missing punctuation, a close bracket in the article. (line 6, para. 2, Review of Literature)

Author

The article is written by Laurie L. Barnes and Janice M. Spangenburg. Dr. Barnes has managed two consulting practices after working for over 13 years, then she also worked in a small retail business venture for various leadership and management roles. Furthermore, she worked in academic for more than 13 years, included teaching both undergraduate and graduate students on courses including Psychology, Leadership and Management, she also served as a mentor for years in different academic institutions. She trained and advised management in commercial and non-commercial organizations as consultant on business strategy, organizational diagnosis, and change leadership.

Dr. Spangenburg worked in the military and federal government over 24 years. She has served as one of the Directors for a Credit Union and has led two successful management consulting practices. She is currently the Director of the Association of Accredited Small Business Consultants. She has held various functions in higher education for over 18 years, including both administrative and teaching. She has been participated in both graduate and undergraduate courses, including teaching and mentoring. She has also involved in equipping transformative and

innovative educational products in academic institutions. Both authors are experienced consultants and academics.

Article Title

The title of the article is When Leadership Fails – A View From The Lens Of Four Employees. The title can have many meanings for "When Leadership Fails":

1. Asking for the time or the condition that the leadership fails.
2. Asking the consequences or what we can do if the leadership fails.

The content of the article, using the words from the author, is actually to show some of the examples of abusive leadership. In these examples, the interviewees are mostly describing the situation and less focus on the consequences of the abusive supervisory of their supervisor. Therefore, the title will be more appropriate to remove "When Leadership Fails".

The use of leadership in the title should mean abusive leadership as it is also used as a keyword, however, in the context it is discussing about the abusive supervision. The term "abusive leadership" only used 8 times in the whole article, however, the term "abusive supervision" is used 20 times in the article, including the references. It is also surprised that no title of even a single article in the references used "abusive leadership". According to the definition in Global Encyclopedia of Public Administration, Public Policy, and Governance, abusive leadership does not equal to abusive supervision, they only overlap to a certain degree. (Liang and Brown, 2016) So taking these two terms as the same may not be appropriate.

Keywords Used

The keywords used are leadership behavior, organizational conflict, leadership styles, abusive supervision, and abusive leadership. These keywords are probably chosen and are able to reflect the study areas.

Abstract

The abstract has discussed the leadership in general and then the importance of appropriate leadership to enable positive organizational outcomes. The author stated that there are a few causes of failed leadership, abusive leadership is one of them. The author did not try to find out why there is abusive leadership or any special characteristics that a supervisor may potentially be a abusive supervisor, but stated that abusive supervisors did not consider the negative effect of the breakdown of loyalty and job satisfaction of the employees. Instead, the author tried to look into a

few cases to state the situations and feelings of the employees. The author also did not attempt to solve any problem or propose any corrective action. The abstract fully described the coverage of the research and showed a high-level picture.

Elements influencing robustness of the research

Statement of the phenomenon of interest

The author has precisely described the phenomenon of interest, that is, the case study of abusive supervision. In the abstract, it is clear that the author will state the situation "as-is", in order to let the readers to understand the situation happened to the four interviewees.

Purpose/significance of the study

The purpose of this study is to demonstrate the situation of 4 employees who are under abusive supervision. The author has mentioned in the article that "Despite years of research, theory and analysis, perhaps the greatest insight is gained through the lens of the employee". The significant of the study is it illustrates the situation directly from the employees. It is a key definition of the abusive supervision is it is the feeling of the employees and is not the intention of the supervisor. The article adds the case studies to the theory.

Literature review

A major effort is used in the literature review. The author has stated that the justice literature is the most often cited and the author further expressed that the issue of fairness seems to be the root of the problem. The author tried to analysis the causes of the abusive supervision in the literature review. Abusive supervision has been existed in organizations for a long time, but just because it has recently been surfaced and evidenced so it catches the public attention. Tepper's study on the justice theory explored the consequences of abusive supervision. The study indicated that the more abusive the behavior, the higher chance that the subordinate would quit. However, for those who decided to remain in the job, they resulted in conflict between work and family, psychological stress and lower employment commitment. These effects, together with other outcomes, do frequently occur. The author further stated that employees may stay with the company because they need the job. The author has outlined the background and consequences of abusive supervision, so that the readers will get an overall picture for occurrences, the causes, the actions, and the consequences of abusive supervision.

Theoretical framework

The theoretical framework has been discussed in the literature review, referring to some research articles. The framework for abusive supervision is quite strange forward, and researches in the field are referred, such as, Maslow Hierarchy of Needs (Maslow, 1970), and Tepper's Consequences of abusive supervision. (Tepper, 2000). Appropriate frameworks are used for this research.

Research Design

The research is carried out by a number of interviews. 156 employees were emailed and there are 84 responses. Only 10 response answered yes to confirm they have experienced abusive supervision in their workplace. Interviews were carried out using online survey engine to capture the responses for further analysis and comparison. 4 individuals are interviewed in this study. Open ended surveys with 5 questions are used. These open-ended questions gave the respondents to freely share as they wanted. Responses from each respondent were transposed into scenario descriptions. The interview questions were shown below:

1. Describe the scenario in which you perceived that you were the victim of abusive leadership, including the actions of the leader.
2. Did this change your perception of your leader and/or the organization? Explain.
3. How did you respond to this situation?
4. Have things improved since this scenario? Explain.
5. From your perspective, what changes in leader behavior would have been most helpful?

Ethical considerations

In view of the sensitivity of the data, all responses would remain anonymous and all respondents are voluntary. All responses are summarized in paragraph format and any identifying information related to the participating parties are removed to protect both the employees and the organizations. Some respondents answered all the questions while the others only answered most of the questions in different details.

Sample and Data collection/data analysis

The data is collected from interviews by email. The strategy for sampling is not stated in the article, so there is no indication on how the group of potential respondents are selected, such as the industry, region, or other detail. The author has mentioned that 156 employees in different leadership role

within their own company are emailed, however, whether only one employee from a company is emailed is not mentioned, otherwise, two responses may be referring to the same supervisor. 10 responses are replied with a yes to the question regarding abusive supervisory, however, only 4 are interviewed. The author did not mention why only 4 are interviewed, so it is unknown for the reason not to interview the other 6 individuals. The interviews are based on email and survey monkey, it is surprised that why direct communication, such as phone call or video conference is used, so as to avoid misunderstanding. It is also not mentioned in the article whether data saturation is achieved. So, the sampling and data collection is not properly documented.

Rigor

Rigor in documentation

The author did not document in detail about the data collection and sampling. The selection of the email recipients, the selection of the interviewee is not documented.

Procedural rigor

As the data collection and sampling is not documented, it is not possible to tell whether any reflective/critical component in order to reduce bias and misinterpretations.

Ethical rigor

Unlike the documentation rigor and procedural rigor, the ethical rigor is ensured. The author has stated that, all responses would remain anonymous and all respondents are voluntary. All responses are summarized in paragraph format and any identifying information related to the participating parties are removed to protect both the employees and the organizations. Some respondents answered all the questions while the others only answered most of the questions in different details.

Findings/discussion

The article is to present a few case studies. The findings are presented appropriately, and the original purpose of the study been adequately addressed, except, the responses from two cases are quite similar in that both respondents are restricted to get certain information for their job.

Conclusions/Implications and recommendations

The author has concluded the information in the literature review and emphasis that employees will seek for empowerment and meaning in their job. (Sosik, 2005) The author then voices out in first person tone to object to abusive supervision in the workplace and stated that the negative outcome will last for a long time. (Thau *et al.*, 2009) The author further stated that as more educated workforce in the organization, then abusive supervision should reduce. The author further

said that abusive supervision is not acceptable and should not exist in modern organizations. As a research article, using first person tone may not be appropriate, at least it is quite rare to find research paper in human resources is in first person tone. The conclusion has no reference to the findings.

The author has not mentioned about the limitation of the study and also the recommendation for further study. Even though this paper is very brief, the paper has no indication for further research in that area.

References

The author only used 10 references, however, some of these references are the key papers in this field, such as "Consequences of abusive supervision" from Tepper. (Tepper, 2000) and "Motivation and personality" from Maslow. (Maslow, 1970) All the references are accurately referenced.

Conclusion

The article is very brief; however, it has covered each step of a case study qualitative research. An overall review of the literature has been performed with solid references to popular articles in this field. The author has stated that there are quite a number of the articles in abusive supervision already, however, case study is rare. This is the reason for the author to perform this study. The author has also sent more than 100 of emails inviting responses and 4 out of 10 respondents who experienced abusive supervision are interviewed. The interview results are summarized with identifiable information of the respondents and their organizations are removed.

However, the limitations/improvements of this study are also reviewed. These improvements include the following:

- The title is not clear enough and will lead to misunderstanding, the use of the "When Leadership Fails" may have different meanings and should be removed.
- The use of abusive leadership in the article is not appropriate. The author referred to abusive leadership in the title, however, the content of the article is referred to abusive supervision, which is not exactly the same, although they have some overlap. (Liang and Brown, 2016)
- The sampling method is not disclosed as how the 100 email recipients are selected.
- Whether only one recipient per organization is selected is not disclosed, so that no two interviews are in fact pointing to the same supervisor are ensured.

- There are 10 respondents experienced with abusive supervision in their organization, and 4 of them are interviewed, there is no documentation on how and why these 4 respondents are selected and the other 6 are not selected. Only 4 interviews are not sufficient to show a solid picture of the study. The author should increase the email sent, so as to increase the number of interviews.
- Two of the four interviews captured in this article are related to restricted access to necessary information, so the cases reported in the article are less representative and may mislead the reader to think abusive supervision means restriction to information access. Therefore, data saturation is not achieved in this article.
- The interviews are carried out using email and survey monkey, it may be questioned why a direct communication using phone is not used. As the questions for the study are open ended, it is quite hard to obtain the sufficient coverage, depth and detail by using email and survey monkey. Direct communication for the interviews will also ensure there is no misunderstanding. It is not suitable to assume the respondents are familiar with the terms of abusive supervision, the study objective, and the literature review supporting the study.
- The conclusion did not relate much on the interview results and the first-person tone is used. It seems to be personal expression against the abusive supervision instead of summarizing of the findings.
- The author did not provide any limitation of the study and recommendation for further study. It provides no indication for future research direction.

Part Three

Research Proposal

Introduction

Abusive supervision is defined as subordinates' perceptions of the prolonged display of nonphysical hostile verbal and nonverbal behaviors by their supervisors – such as public ridiculing and belittling, taking credit for subordinates' work, giving subordinates the silent treatment, and invading subordinates' privacy. (Tepper, 2000) Research found that employees, who are lower in emotional stability or conscientiousness, have more chance to experience negative emotions, which in turn leads to higher levels of abuse. (Henle and Gross, 2014) Subordinates might have

different feeling of the same behavior; one may consider a supervisor's behavior acceptable while another views it as hostile. Therefore, research on abusive supervision is about the measure of abuse from subordinates' angle versus the supervisor's because it is the subordinates' perceptions of supervisory behavior. (Mitchell and Ambrose, 2007) Therefore, the perceptions of the subordinate may change and the abusive supervision may be gone. (Tepper, 2000)

Based on a study of Albert Bandura in 1961, employees experienced abusive supervision may transmit this abusive supervision to their own subordinates, that is, the abusive supervision may pass down. (Bandura *et al.*, 1961) On the other hand, in some cases, the abusive supervision may not pass down. (Mawritz *et al.*, 2012; Rice *et al.*, 2020) However, there is no study on how long it takes the abusive supervision to pass down. Mawritz's found that abusive manager behavior is positively related to abusive supervisor behavior, which in turn is positively related to work group interpersonal deviance. In addition, hostile climate moderates the relationship between abusive supervisor behavior and work group interpersonal deviance such that the relationship is stronger when hostile climate is high. (Mawritz *et al.*, 2012) Tepper showed that abusive supervision will have negative effect on the subordinate. (Poon, 2011; Tepper, 2000) However, research also showed that abusive supervision may not have any negative effect and may even have positive effect on the subordinate. (Harvey *et al.*, 2007) Furthermore, there is no study on whether the change of perception will affect the abusive supervision pass down or how it will affect the abusive supervision pass down. There is also no study that if the abusive supervision of the manager has positive effect on the supervisor, whether it will also have positive effect on the subordinate or whether the abusive supervision will not pass down to the subordinate. (Mawritz *et al.*, 2012; Rice *et al.*, 2020)

In the business world, organizations may have many levels, however, in this study, we focus on any three consecutive organizational levels and simplify these levels as managers, supervisors and subordinates, even though the respondents may have other business titles.

According to the definition of abusive supervision, the perception of the subordinate is an important factor for the existence of the abusive supervision, however, this perception may be moderated by some, but not all by the cultural values. (Kernan *et al.*, 2011) The Chinese have a comparatively large power distance between supervisor and subordinates, (Triandis and Hofstede, 1993) and was considered to be a collective society, so the extend of perception may not be the

same with subordinates with different cultural values. (Xiaqi *et al.*, 2012) This study may provide a comparative study based on different cultural value.

Theoretical Background

Social Learning Theory will be used together with other knowledge in this research. Social Learning Theory proposed that new behaviors can be acquired by observing and imitating others. This behaviors can take place purely through observation or direct instruction. (Skinner, 1947)

A series of lectures on verbal behavior is delivered by B. F. Skinner in 1940, putting forth a more empirical approach to the subject than existed in psychology at the time. (Skinner, 1947) The use of stimulus-response theories to describe language use and development is proposed by Skinner. He mentioned that some forms of speech derived from words and sounds that had previously been heard (echoic response), and that reinforcement from parents allowed these 'echoic responses' to be pared down to that of understandable speech. While he denied that there was any "instinct or faculty of imitation", Skinner's behaviorist theories formed a basis for redevelopment into Social Learning Theory.(Skinner, 1947)

An American psychologist, Clark Lewis Hull , was a strong proponent of behaviorist stimulus-response theories at about the same time as Skinner, (Hull, 1930) Hull headed a group at Yale University with Neil Miller and John Dollard, both worked under him, aimed to come up with, in terms of stimulus-response, a reinterpretation of psychoanalytic theory. Published in 1941, the book “Social Learning Theory”, posited that personality consisted of learned habits.

“Social Learning and Clinical Psychology” was published in 1954 by Julian B. Rotter, a professor at Ohio State University. (Rotter and others, 1982) Moved away from the strictly behaviorist learning of the past, his theories considered instead the holistic interaction between the individual and the environment. In Rotter’s theory, probabilities of behavior were created by the social environment and individual personality. The reinforcement of these behaviors led to learning. He emphasized that the responses and effectiveness of reinforcement types were subjective. (Rotter and others, 1982) The focus on internal functioning and traits differentiated Rotter’s theories and can be seen as a precursor to more cognitive approaches to learning, even though his theory used similar vocabulary to that of behaviorism,.

Noam Chomsky published his book in 1959 to criticize (Chomsky, 1959) Skinner's book “Verbal Behavior”, extending Skinner's initial lectures. (Skinner, 1947) Chomsky’s argument contributed

significantly to psychology's cognitive revolution. In his theory, "human beings are somehow specially designed to" understand and acquire language, ascribing a definite but unknown cognitive mechanism (Chomsky, 1959)

Albert Bandura studied learning processes that occurred in interpersonal contexts and were not adequately explained by theories of operant conditioning or existing models of social learning. (Bandura and Walters, 1963) Specifically, Bandura argued that "the weaknesses of learning approaches that discount the influence of social variables are nowhere more clearly revealed than in their treatment of the acquisition of novel responses." (Bandura and Walters, 1963) Skinner's explanation of the acquisition of new responses relied on the process of successive approximation, which required multiple trials, reinforcement for components of behavior, and gradual change. (Skinner, 2005) Rotter's theory proposed that the likelihood of a behavior occurring was a function of the subjective expectancy and value of the reinforcement. (Rotter, 1954) This model assumed a hierarchy of existing responses and thus did not account for a response that had not yet been learned. Bandura began to conduct studies of the rapid acquisition of novel behaviors via social observation, the most famous of which were the Bobo doll experiments.

Bandura (1961) conducted a controlled experiment study to investigate if social behaviors (i.e., aggression) can be acquired by observation and imitation.

Bobo doll is an experiment that involved a group of boys and girls. A Bobo doll is used to illustrated certain performances to this group of children. The results from the Bobo doll are:

- Children who observed the aggressive model made far more imitative aggressive responses than those who were in the non-aggressive or control groups.
- There was more partial and non-imitative aggression among those children who had observed aggressive behavior, although the difference for non-imitative aggression was small.
- The girls in the aggressive model condition also showed more physical aggressive responses if the model was male, but more verbal aggressive responses if the model was female. However, the exception to this general pattern was the observation of how often they punched Bobo, and in this case the effects of gender were reversed.
- Boys were more likely to imitate same-sex models than girls. The evidence for girls imitating same-sex models is not strong.

- Boys imitated more physically aggressive acts than girls. There was little difference in the verbal aggression between boys and girls.

The conclusion from this experiment is that children learn social behavior such as aggression through the process of observation learning - through watching the behavior of another person. This experiment also showed that if a supervisor experienced abusive supervision from the manager, it is probably that the supervisor will use abusive supervision to the subordinates, although there are situations that supervisor may not pass down the abusive supervision. (Mawritz *et al.*, 2012)

Theories used in the study

Social Learning Theory

Social Learning Theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. As initially outlined by Bandura and Walters in 1963 (Bandura and Walters, 1963) and further detailed in 1977, (Bandura, 1971) key tenets of Social Learning Theory are as follows:(Grusec, 1992)

1. Learning is not purely behavioral; rather, it is a cognitive process that takes place in a social context.
2. Learning can occur by observing a behavior and by observing the consequences of the behavior (vicarious reinforcement).
3. Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (observational learning or modeling). Thus, learning can occur without an observable change in behavior.
4. Reinforcement plays a role in learning but is not entirely responsible for learning.
5. The learner is not a passive recipient of information. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).

Leader-member Exchange Theory

The leader-member exchange (LMX) theory is a relationship-based approach to leadership that focuses on the two-way (dyadic) relationship between leaders and followers. Previous research

shows that better LMX results in more resources being available to subordinates and restricted information. (Graen and Uhl-bien, 1995)

The goal of LMX theory is to explain the effects of leadership on members, teams, and organizations. According to the theory, leaders form strong trust, emotional, and respect-based relationships with some members of a team, but not with others. (Bauer and Erdogan, 2015) LMX theory claims that leaders do not treat each subordinate the same. The work-related attitudes and behaviors of those subordinates depend on how they are treated by their leader.(Rockstuhl *et al.*, 2012) Therefore, if under some reasons, the supervisor feel a positive effect from the abusive supervision from the manager, whether it will impact the subordinate, such as the original negative effect will change to positive effect is one of the objectives of our study.

Methodology

The methodology used is a qualitative research in case study approach. It aims to in-depth understanding of a current, real-life bounded systems (cases). It is believed that all extension of knowledge are extensions of existing common senses and some well-established theories. We plan to investigates a contemporary phenomenon, in this study it is the abusive supervision, in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. (Savelyeva, 2020)

The Research questions

The research questions for this study are:

5. What makes a negative effect of abusive supervision change to positive effect?
6. Will the change of the effect on a supervisor change the effect on the subordinates?
7. What is the time between the changes mentioned above?
8. Will there be any difference if the supervisor is or is not a local grown up Chinese?

Research design

The research will consist of two phases.

- Phase 1 is the research on an individual experienced with abusive supervision ("the supervisor"). Questionnaires are used to identify the supervisors experienced with abusive

supervision from their manager. These supervisors will be interviewed face to face or other telecommunication mean.

- Phase 2 is the research on the subordinate of the supervisors identified in phase 1 to see how the change of abusive supervision from negative effect to positive effect impacts the subordinates. The subordinates will receive questionnaires. The questionnaire for the supervisor and the subordinates is the same. Subordinates experienced with abusive supervision will be interviewed.

Sources of Respondents

A few business chambers, trade organizations, industrial associations and human resources organizations will be contacted to help to send email questionnaires to their members.

Respondents experienced positive effect under abusive supervision are invited for interview by face to face or telecommunication.

The Questionnaire and the Interview Questions

The questionnaire sent by email to potential respondents contains 3 questions:

- Did you experience any abusive supervision from your supervisor in your organization? (Yes/No)
- Whether it has positive or negative effect to you? (Yes/No)
- Whether there is a change from negative effect to positive effect to you? (Yes/No)
- Are you a Chinese raised up in Hong Kong or Greater China? (Yes/No)

The questions for the interview are:

- Please describe the scenario in which you perceived that you were the victim of abusive supervision, including the actions of your supervisor. (Open ended)
- Why did you feel there is a change from negative effect to positive effect from the abusive supervision to you? (Open ended)
- Where are you be raised up and be educated? (Open ended)
- Any other colleague has similar experiences as yours? (Open ended)
- Did you share your experiences with someone else? (Open ended)
- Did any of your colleague share similar experiences with you? (Open ended)

Data quality procedures

Focus group will be set up to ensure the email survey and the interview are properly set and meet the quality of the data collection.

Data collection procedures

The email survey will be set up on an online survey engine, such as Survey Monkey, and the email address will be upload to the engine for active invitations. Mass email will be sent by batch for email address from different organizations, as the cover email will be different for different organization. A dedicated survey webpage will be set up and the link will be passed to organizations helping the survey, so that they can put the link in their newsletter or organization portal instead of passing their members' email to us. Positive responses of the survey for both the present of abusive supervision and have changed to positive effect will be shortlisted for interview. The interview will be conducted face to face or over the phone or over the internet to ensure the interactivity of the interviewer and the interviewee, so that the responses from the interviewee can be clarified if needed.

Ethical procedures

All respondents are voluntary and would remain fully anonymous on the report. They will be reminded that all data that can be used to identify them, their organization and their supervisor will not be shown in the report. They also have the right to change their mind or review their scripts in the interview in 7 days. An ethical approval will be obtained before the survey starts. Data and scripts will be stored in a secured device for access control.

Data analysis procedures

The results from the interviews will be analyzed. The detail on the change from negative effect to the positive effect is recorded to analyze the key event and time the respondents consider there is a positive effect. The following factors will be analyzed:

- What abusive supervision is discovered? How it is discovered?
- The time between the discovery of abusive supervision and the time the respondents feel the positive effect.

- The reason the respondent consider it is a positive effect.
- Any other colleague has similar experiences?
- Has the respondent shared or be shared with similar experiences?
- Whether the change from negative effect to positive effect by the supervisor will have any relationship with the same change in the subordinate?

Implications for Research

This research will provide detail case studies of how and why the negative effect of abusive supervision turns to positive effect in Hong Kong. The research can further examine whether the change of negative effect to positive effect of someone experienced abusive supervision will pass this change to his/her subordinate with similar magnitude and the time lag.

Significance of the Research

The significant of this research is to uncover how the negative effect of the abusive supervision changed to positive effect and how this change pass along the organization, the magnitude, and the time lag in the Hong Kong.

Recommendation for future research

Future research may be on whether the pass along effect holds if the change is from positive effect to negative effect. The time lag of the pass along effect can be studied in further detail.

Reference

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