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Part1

Methods

1. Study Design

This study uses a qualitative research method to analyze workplace bullying among faculty in higher education institutions. Since the research focuses on personal experiences, emotional impact, and workplace effects, it relies mainly on language and text data rather than traditional numerical statistics.

The study applies Thematic Analysis with the help of NVivo software for data coding and visualization. The key research questions include:

- Which groups are most likely to experience workplace bullying?
- What are the main forms of bullying in the workplace?
- How does bullying affect faculty members' job performance, mental health, and career plans?
- What actions should institutions take to reduce workplace bullying?

Since the study focuses on analyzing interview content and text data rather than numerical variables, it does not involve hypothesis testing or complex statistical models. Instead, it identifies patterns of bullying behavior and explores its impact on individuals and organizations.

2. Data Sources

The study collects data using two main methods:

Online Survey

- Conducted by Dr. Cleveland and Dr. Dyches via an online platform.
- Participants voluntarily shared their experiences, the impact of bullying, and suggestions for institutional policies.

Face-to-Face Interviews

- One-on-one interviews with participants to gather detailed bullying experiences.
- Discussions focused on bullying forms, effects, and coping strategies.
- Interview transcripts were analyzed and coded using NVivo software.

Sample Information:

- 14 interview transcripts from faculty members of different positions, ages, and genders.
- Data collection period: March 2024 – November 2024.

3. Variables Definition

The study defines key variables in the interview questionnaire, including:

- Incivility: Negative comments, intentional misunderstanding of instructions, spreading rumors.
- Workplace Bullying: Public humiliation, blocking access to important information, false accusations.
- Mobbing: Long-term hostile behavior, social exclusion, or harmful communication.

Additionally, the study collects background information such as gender, age, position, and administrative role to examine differences in bullying experiences across different groups.

4. Data Cleaning & Preprocessing

Since this study focuses on qualitative analysis, it does not involve missing value handling, outlier removal, or numerical standardization. However, to ensure data consistency, the following steps were taken:

Coding Framework Development

- Researchers created classification labels (Nodes) in NVivo to categorize interview content into different themes.
- Example: If an interviewee says, "My supervisor ignored my complaints," it is categorized under "Poor Management."

Theme Categorization

- Researchers followed existing literature definitions to maintain consistent classification across interviews.
- Example: The "Lack of Respect" category includes cases of "Ignoring contributions," "Publicly undermining," and "Dismissing complaints."

Role of NVivo Software:

- NVivo automatically counts data within each theme and generates visualizations (bar charts, word clouds, etc.).
- Researchers can identify bullying patterns using frequency analysis.

5. Data Analysis Methods

This study combines descriptive statistics and thematic analysis:

NVivo Thematic Analysis

- Interview texts are categorized based on a predefined coding framework.
- NVivo automatically detects keywords, such as "poor management" or "social exclusion."
- Using NVivo's visualization tools, the most common bullying patterns are identified.

Descriptive Statistical Analysis

- NVivo calculates the frequency of different bullying types.
- Example:
    - "Management ignores bullying" appeared 15 times.
    - "Verbal abuse" appeared 10 times.

Example: Analyzing "Who Experiences Bullying the Most?"

- Interview statements are categorized into:
    - Managerial Bullying → Cases of supervisors mistreating employees.
    - Peer Bullying → Cases of colleagues excluding or harassing others.

- NVivo counts occurrences and generates bar charts to show bullying patterns.

6. Ethical Considerations

Participant Privacy Protection

- Interview data is anonymized (no names or contact information collected).
- Only the research team has access to the data; it is not shared with third parties.

Data Usage Statement

- Participants were given an informed consent form explaining how the data would be used.
- Participants could withdraw their data at any time upon request.

7. Limitations

Despite collecting rich workplace bullying cases, the study has several limitations:

Small Sample Size

- Only 14 participants, which may not represent the entire higher education sector.

Possible Bias in Responses

- Participants' answers may be affected by recall bias (difficulty remembering past events accurately).
- Some participants may withhold information due to fear of retaliation.

Subjectivity in Qualitative Analysis

- Since the study relies on interview texts, researchers' personal interpretation may influence the analysis.
- Although a standard coding framework is used, theme categorization still has some subjectivity.

Conclusion

This study applies qualitative analysis using NVivo software for thematic analysis and data visualization.

- Data sources include 14 interview transcripts and online survey responses from faculty members.
- Methods ensure consistency by using a structured coding framework and visual analysis tools.
- Ethical considerations protect participants' privacy.
- However, small sample size and subjectivity in qualitative analysis remain key limitations.

A Personal Narrative of My Research and Analysis Journey

This section is different from the first part. Instead of being strictly logical and formal, it takes a storytelling approach, gu

Step 1: Starting with an Interview at a Coffee Shop

Before diving into data analysis, I participated in a face-to-face interview with Dr. Cleveland and Dr. Dyches. That day, we met at a coffee shop near campus to conduct a one-on-one interview with a participant.

Dr. Cleveland and Dr. Dyches led the interview, following our pre-designed questionnaire. They asked the questions one by one and provided clarifications when necessary. As a research assistant, I took notes by hand and used mind maps to organize the participant's responses, which helped me see the connections between different concepts.

After the interview, the three of us compared our notes, cross-checking the details to ensure that all key information was recorded accurately. These notes later became one of the most important materials for my data analysis.

That interview gave me a strong realization of how common workplace bullying is. The participant not only shared their personal experiences but also mentioned similar incidents involving their colleagues. This strengthened my determination to identify bullying patterns through data analysis and provide valuable recommendations.

Step 2: Collecting and Organizing Data

In addition to the face-to-face interview records, Dr. Cleveland and Dr. Dyches provided me with additional data:

- Their own interview notes (which I compared with mine to fill in any gaps).
- An Excel spreadsheet containing:
    - Basic participant information (gender, position, management role).

- Description of bullying experiences (types of bullying, who the perpetrators were, etc.).
- Participants' suggestions for institutional policies.

Looking at the spreadsheet, I noticed some interesting trends:

- Certain positions (such as associate professors and lecturers) seemed to experience more workplace bullying than administrative staff.
- Female participants reported more bullying incidents than male participants.

My first task was to import these data into NVivo, preparing for the thematic analysis.

Step 3: Importing Data into NVivo and Building the Analytical Framework

I imported both interview transcripts and Excel text data into NVivo and established a coding framework based on the research objectives.

Key Steps in Building the Coding Framework:

1. Defining Core Themes (Nodes)
    a. Forms of bullying (verbal aggression, social exclusion, workplace isolation, poor management, etc.).
    b. Perpetrators (supervisors, colleagues, subordinates).
    c. Effects of bullying (mental health, career development, financial impact).
    d. Institutional responses (formal complaints, informal discussions, no action taken).
2. Classifying Text Data

a. I carefully read each interview transcript and assigned key sentences to the corresponding themes.
b. For example, if a participant said:
    i. *"My supervisor never handled my complaints and even suppressed me,"*
    ii. I categorized it under “Poor Management.”
c. If a sentence involved multiple themes, I applied cross-coding to ensure no data was overlooked.

This process deepened my understanding of participants’ experiences and helped me identify emerging bullying patterns.

Step 4: Data Analysis and Visualization

NVivo’s visualization tools allowed me to clearly observe the frequency of different themes.

Key Data Visualization Methods I Used:

- Word Cloud → Identified the most frequently mentioned keywords (e.g., "ignored by management," "isolation," "verbal aggression").
- Bar Chart → Measured the occurrence rates of different bullying types, revealing the most common forms.
- Matrix Coding Query → Cross-analyzed participants’ gender, position, and bullying experiences.

Initial Findings:

- The most common bullying behavior was management ignoring complaints, followed by social exclusion and spreading malicious rumors.
- Associate professors and lecturers reported higher rates of bullying compared to senior administrative staff.
- Female participants experienced more workplace bullying than male participants, especially in social isolation and emotional abuse.

These findings not only supported our initial hypotheses but also revealed new trends I hadn't noticed before.

Step 5: Organizing Findings and Writing the Report

After several weeks of data analysis, I compiled all my findings into a research report and submitted it to Dr. Cleveland and Dr. Dyches for review.

Key Steps in Writing the Research Report:

1. Describing the data collection and analysis process, similar to the methodology section.
2. Presenting data visualizations to support analytical conclusions.
3. Interpreting findings in relation to existing literature and providing research recommendations.
4. Discussing research limitations, such as:
    a. The small sample size (only 14 participants), which may not fully represent the industry.
    b. Recall bias, as participants might not remember or fully describe past experiences.
    c. The study focuses primarily on qualitative analysis, lacking in-depth quantitative validation.

When I finally completed the report, I felt a great sense of accomplishment. This project was not just an academic task—it was a journey that helped me grow in data analysis and workplace research.

Reflections on My Research Journey

Looking back on the past few months, I gained more than just technical skills. I not only learned how to conduct qualitative analysis but also improved my data visualization and research writing abilities. More importantly, I became more aware of workplace bullying as a widespread but often overlooked issue. I hope this study can contribute valuable insights to future workplace policies.

Step 6: Learning NVivo—From Beginner to Practical Application

Before starting the actual data analysis, I spent a significant amount of time learning NVivo. At first, I had almost no experience with this software, and my data analysis skills were limited. NVivo is a specialized tool for qualitative data analysis, but its interface and workflow are not very intuitive for beginners. It took me time to familiarize myself with its features and operations.

Phase 1: Self-Learning NVivo and Building the Framework

Before receiving the data, I watched NVivo's official tutorials, which gave me a basic understanding of its core functions. To help myself grasp the concepts, I created a mind map summarizing NVivo's key features:

1. NVivo has two major functions:

    a. Text Analysis (Coding & Classification) → Similar to breaking down an article and categorizing its sections, like cutting a large piece of meat into different portions.
    b. Data Visualization → Using statistical tools (such as word frequency analysis, matrix analysis, and bar charts) to identify patterns and trends in the data.

2. Basic NVivo Workflow:

    a. Importing data (interview transcripts, survey responses).
    b. Creating a coding framework (like a mind map structure).
    c. Classifying text data (breaking down text into small segments and assigning them to specific categories).
    d. Generating visual insights (identifying frequently mentioned keywords, the most common bullying types).

At this stage, my biggest realization was that NVivo is essentially a text-based data analysis tool. It helps researchers structure large amounts of interview data and make the findings more intuitive through visual representations.

Phase 2: Hands-on Practice to Understand NVivo

Even after watching tutorials, NVivo still felt complex. So, I started experimenting with the software using my own study materials:

- Imported text documents, such as class notes and book summaries, to see how NVivo could help categorize information.
- Created nodes (themes) to break down articles into different topics and manually classified them.
- Generated simple visualizations, such as tracking how often certain topics appeared in texts.

Through this process, I realized how NVivo differs from traditional data analysis tools like Excel or Python:

- Excel is primarily used for numerical data, while NVivo focuses on text-based analysis.
- Python is excellent for large-scale data processing, but NVivo is more suited for interviews and qualitative data.
- NVivo aligns more with qualitative analysis (understanding patterns and meanings) rather than quantitative analysis (statistical testing and numerical calculations).

At this stage, I began to appreciate NVivo's strengths. It is not just a classification tool—it is a powerful method for extracting patterns and trends from text data.

Phase 3: Real-World Application and Troubleshooting

By the time I started working with real research data, I was comfortable with basic NVivo operations. However, I still encountered challenges, such as:

- How should I define "nodes" (themes)?
    - Participants' stories were complex, often involving multiple themes in a single response.

  - Should I categorize data by bullying type (verbal aggression, social exclusion) or by perpetrator identity (supervisor, colleague)?

- How should I interpret NVivo's statistics?
  - NVivo could automatically count word frequencies, but how do these numbers translate into meaningful conclusions?
  - If "management ignoring complaints" appeared 15 times, does that mean it is the most common bullying type?

- How do I create effective visualizations?
  - NVivo generated intuitive charts, but how could I ensure they told a clear story rather than just presenting numbers?

To solve these issues, I turned to YouTube and Bilibili tutorials, learning how other researchers used NVivo for qualitative analysis. During this process, I discovered new techniques, such as:

Using NVivo's Query Tool to automatically filter specific keywords.
Using Matrix Coding Queries to analyze bullying patterns across different participant groups.

Using Word Frequency Queries to identify the most commonly mentioned words in participant responses.

Through continuous learning and hands-on practice, I realized that NVivo is not a tool you master in one session. Instead, it requires ongoing experimentation and adjustments to fully unlock its analytical potential.

Phase 4: Conducting the Formal Analysis with NVivo

Once I had a solid understanding of NVivo, I began importing the research data into the software and followed these steps for analysis:

1. Importing Interview Transcripts and Survey Data
    a. Manually checked the data format to ensure there were no encoding errors or missing information.
    b. Labeled data with participant IDs for clear tracking and organization.
2. Establishing the Coding Framework
    a. Adopted a “broad to specific” strategy—starting with major categories (e.g., bullying types, perpetrator identities) and refining them into subcategories.
    b. For example, "Management Ignoring Complaints" was classified under the broader category of "Bullying Types."
3. Manual Coding
    a. Read through the interview transcripts and assigned relevant sentences to corresponding nodes.
    b. Example: *“My supervisor never handled my complaints”* → Categorized under "Poor Management."
4. Running Query Tools
    a. Used word frequency analysis to identify the most commonly mentioned terms.
    b. Used matrix coding to cross-analyze relationships between participant characteristics (e.g., gender, job position) and bullying types.

5. Data Visualization

    a. Created bar charts to compare the frequency of different bullying behaviors.

    b. Generated word clouds to highlight the most frequently discussed keywords.

Key Findings from NVivo Analysis

Through this structured analysis, I discovered several significant trends:

- "Management inaction" was the most common form of workplace bullying.
- Associate professors and lecturers experienced bullying more frequently than administrative staff.
- Female participants reported higher rates of bullying, particularly in cases of social exclusion.

Conclusion: NVivo is More Than Just a Tool—It Changed My Analytical Thinking

My journey with NVivo taught me important lessons:

- Qualitative data analysis is not just about categorization—it's about identifying patterns and trends.
- Data visualization is a powerful way to present bullying behaviors in a clear and compelling manner.
- Hands-on practice is the best learning method—trial and adjustment were key to mastering NVivo.

If NVivo were a knife, then data would be the raw ingredients—my task was to use this tool to transform unstructured data into meaningful research insights.

Phase 5: Formal Analysis—From Chaos to Structure

After completing data collection and learning NVivo, I was ready to start the actual analysis. However, at first, I found myself completely lost. Unlike numerical data, qualitative data cannot be directly calculated—it requires breaking down, categorizing, structuring, and interpreting before meaningful conclusions can be drawn. This process was both an exploration and a constant refinement of my approach.

Step 1: Breaking Down Interview Notes from Scratch

I started by testing my coding approach on a single interview transcript to see how NVivo could assist with manual categorization. However, I quickly encountered challenges:

- My classification framework was disorganized → The content was fragmented, and I struggled to decide where certain excerpts belonged.
- Low coding efficiency → Given the large volume of data, manually assigning every segment felt time-consuming and error-prone.
- Lack of clear analytical logic → My initial framework did not fully capture the complexities of workplace bullying, leading to inconsistent results.

Step 2: Redesigning the Classification Framework—Starting with the Survey Questions

At this point, I realized my original coding framework was flawed and needed a more structured foundation. I revisited our survey questionnaire and had an important realization:

The survey questions themselves formed a logical research framework!

- Each survey question was carefully designed to target a specific research theme.
- The interview responses were answers to these questions, meaning my analysis framework should be aligned with the survey structure rather than a loosely constructed system.

The New Coding Framework (Aligned with Survey Questions)

1. Types of Bullying
    a. Verbal Aggression
    b. Social Exclusion
    c. Management Inaction
    d. Work Deprivation
2. Consequences of Bullying
    a. Psychological Impact
    b. Physical Health Effects
    c. Career Development
3. Coping Strategies
    a. Formal Complaints
    b. Informal Communication
    c. Silence (No Action Taken)
4. Policy Recommendations

a. How institutions can improve the workplace environment
b. Participants' feedback on school management

Advantages of the New Framework

More efficient categorization → Since participant responses naturally aligned with the survey structure, data could be sorted quickly.
Avoided chaotic segmentation → Every data point had a clear place, reducing confusion.
Maintained research integrity → Ensured that findings matched the original research objectives.

By applying this framework, I transitioned from randomly categorizing interview data to a structured, logical approach, making my findings more reliable and actionable.

Step 3: Dynamically Adjusting the Framework for Continuous Optimization

Although the new framework made my analysis more systematic, I encountered additional challenges during the actual coding process:

- Some common themes were not included in the original framework.
    - For example, "poor management" was not explicitly listed in the survey but frequently appeared in interviews.
- Participant responses did not always fit neatly into a single category.
    - Some experiences involved both "verbal aggression" and "social exclusion," and a simple classification approach risked losing important details.

Solution: Adjusting the Framework Dynamically

- Added new classification nodes (e.g., "poor management") to capture the data more comprehensively.
- Allowed cross-coding, meaning a single interview response could be categorized under multiple themes to prevent information loss.

Rather than rigidly following the original plan, I iterated on the framework throughout the process. In the end, I developed a classification system that was both aligned with the survey structure and flexible enough to accommodate new insights.

Step 4: Visualizing the Data—Letting the Findings Speak for Themselves

After completing most of the coding work, I used NVivo's visualization tools to extract key findings. The main methods I used were:

1. Word Frequency Analysis

Purpose: Identify the most frequently mentioned keywords and determine the core issues in bullying cases.

Findings:

- "Management inaction" was one of the most common keywords, indicating that many bullying incidents were not effectively addressed by leadership.
- "Social exclusion" also appeared frequently, suggesting that many victims not only faced direct aggression but were also isolated by colleagues.

2. Matrix Coding Query

Purpose: Analyze how different groups (e.g., by gender, job position) experienced different types of bullying.

Findings:

- Associate professors and lecturers were more likely to experience work deprivation and verbal aggression than administrative staff.
- Female participants reported significantly more cases of social exclusion than male participants, suggesting that gender could be an important factor in workplace bullying experiences.

3. Cross-Tabulation Analysis

Purpose: Compare different variables to identify relationships and patterns.

Findings:

- Victims who attempted to file complaints were more likely to leave the institution, suggesting that the complaint process might be ineffective or even make the situation worse.
- Those who did not file complaints tended to adopt a "silent endurance" strategy, but this had a severe impact on their mental health.

By using these visualization tools, I was able to move beyond individual stories and quantify the patterns and trends within the data.

Step 5: Unexpected Challenge—The Issue of Accidentally Deleted Data

During the analysis process, I faced a serious problem: I accidentally deleted part of my coded data.

While attempting to create a new visualization, I mistakenly removed a portion of my coding, which led to:

- Loss of some coded data, requiring me to redo the classification.
- Disruption of completed visualizations, which needed to be adjusted again.

Solution:

- I initially searched for NVivo's data recovery options but found that it did not have an automatic backup feature (or I might have missed it at the time).
- I had no choice but to manually recode the affected data, which took considerable time.

Lesson Learned:

Always back up the original data before making significant changes in NVivo to prevent data loss due to accidental errors.

Conclusion: From Chaos to Structure—Data Analysis is a Process of Continuous Refinement

Throughout this research phase, I went through several key stages:

- Initial confusion → Fragmented interview breakdowns led to an inefficient and unstructured classification process.

- Reconstructing the classification framework → Using the survey structure as a guide made the analysis more systematic.
- Continuous adjustments and optimization → Updating the framework whenever new patterns emerged improved the completeness of the analysis.
- Using visualization tools to extract insights → Allowing the data to "speak" helped identify the core issues of workplace bullying.
- Overcoming technical challenges → The experience of losing data taught me the importance of maintaining backups.

This process taught me a valuable methodological lesson:

Qualitative analysis is not a linear process but a cycle of continuous refinement and optimization.

Part 4: Data Visualization – Making Research Findings Visible

After completing the data classification and coding, I moved on to the data visualization phase. The goal of this step was to:

- Examine the overall analysis to check for any missing insights.
- Clearly present patterns and trends in workplace bullying.
- Extract the most critical findings to support research conclusions.

NVivo provides multiple data visualization tools. After exploring different methods, I chose word frequency analysis (Word Frequency Query) and bar charts (Bar Chart) as the primary visualization techniques.

Step 1: Exploring NVivo's Data Visualization Tools

At first, I experimented with several visualization methods offered by NVivo:

- Word Frequency Query → Identifies the most frequently mentioned words, helping uncover hidden patterns.
- Bar Chart → Compares the frequency of different bullying types to determine which are most common.
- Tree Map → Attempts to analyze the hierarchical relationship between different types of bullying.
- Matrix Coding Query → Cross-analyzes bullying experiences across different participant groups.

Key Insights from This Exploration:

- Word frequency analysis revealed important hidden information. For example, participants frequently used words such as "helpless," "isolated," "management," and "ignored complaints." This highlighted both the psychological impact of bullying and the severity of management inaction.
- Bar charts proved to be the most effective tool, as they clearly displayed which bullying behaviors were most common and which management issues were most severe.
- Tree maps were less useful because my focus was on analyzing the frequency and distribution of bullying types rather than hierarchical relationships.

Step 2: Word Frequency Query – Identifying Patterns in Participants' Language

Word frequency analysis is a powerful tool in NVivo that extracts the most frequently occurring words from all interview transcripts and survey responses. This helped me identify:

- Common language patterns used by participants when describing their experiences.
- Key themes frequently mentioned in bullying incidents.

Analysis Process:

1. Ran Word Frequency Query in NVivo, selecting all interview data for analysis.
2. Extracted the top 50–100 most frequently occurring words, filtering out common but irrelevant words (such as "I," "the," "is").
3. Generated a word cloud to visually represent word frequency, where the size of each word indicated its occurrence rate.

Findings:

- The most frequently mentioned words included "management," "complaints," "helpless," "isolation," "stress," "health," and "leadership."
- Participants were more likely to discuss management inaction rather than conflicts among colleagues, suggesting that how leadership handles bullying is a key issue.
- This analysis revealed new areas of concern, such as "ignored complaints" and "psychological impact," which led me to include additional coding categories in later analysis.

By using this method, I discovered new perspectives and ensured that no significant bullying patterns were overlooked.

Step 3: Bar Charts – Quantifying the Frequency of Bullying Types

While word frequency analysis helped identify important themes, bar charts provided a structured way to quantify and compare different types of bullying. They helped answer key questions such as:

- Which bullying behaviors are most common?
- Which management issues (e.g., unfair policies vs. leadership inaction) are most severe?

Analysis Process:

1. Counted the number of times each bullying category was coded (i.e., how often NVivo detected a particular theme in the data).
2. Generated bar charts comparing the frequency of different bullying types.
3. Analyzed trends to identify the most serious problems.

Findings:

- Within the "Incivility" category:
    - "Disrespectful behavior" was the most frequently reported issue, followed by "verbal aggression" and "social exclusion."
- Within the "Management Inaction" category:
    - "Ignoring complaints" was the most common issue, followed by "unfair leadership practices" and "retaliation after complaints."

Using bar charts, I was able to visually present the patterns of workplace bullying and clearly communicate which issues were most serious.

Step 4: Exporting Data Visualizations for the Final Report

After completing the analysis, I exported all visualization data to include in the research report. The final materials included:

- Word Frequency Table (showing the most frequently mentioned words).
- Word Cloud (illustrating keyword frequency distribution).
- Bar Charts (displaying the most common bullying behaviors and management issues).

To ensure clarity and consistency:

- I originally coded data in both Chinese and English, but later standardized everything in English for uniform formatting.
- I carefully checked all coding and classifications to ensure that no data was missing or miscategorized.

Conclusion: Data Visualization Transformed My Research from Subjective Descriptions to Objective Insights

Through this process, I learned that:

- Word frequency analysis helped uncover hidden patterns → What words did participants use most frequently? What themes emerged from their descriptions?
- Bar charts provided a clear way to present findings → What types of bullying were most common? Which management issues were the most serious?

- Data visualization was not just a presentation tool—it was part of the analysis itself → By visualizing data, I identified new trends that I had not noticed before, leading to further refinement of my coding framework.

Part 5: Research Summary and Report Writing

After completing all data analysis and visualization, I did not immediately start writing the research report. Instead, I first had a formal meeting with my advisors, Dr. Cleveland and Dr. Dyches, to present my research findings. This discussion helped me organize my thoughts and refine the direction of my final conclusions.

Step 1: Research Discussion with Advisors

During the meeting, I provided a detailed explanation of my analysis process, focusing on the key findings from data visualization. I presented the following insights:

- Most common forms of workplace bullying
    - Bar charts showed that "management ignoring complaints" and "social exclusion" were the most frequently reported bullying behaviors.
- Main recommendations from participants
    - Many respondents suggested that institutions should establish more transparent complaint mechanisms and provide better psychological support.
- Who were the main perpetrators of bullying?

  - Matrix coding analysis revealed that managers (supervisors) were the primary source of workplace bullying, while bullying among colleagues was relatively lower.

Advisor Feedback and Suggestions:

After reviewing my analysis, my advisors provided several suggestions for further improvement:

- Can the data reveal bullying patterns across different job positions?
  - For example, are supervisors more or less likely to be bullied than lecturers or teaching assistants?
- Besides students, which groups are most vulnerable to workplace bullying?
  - Did participants mention that certain job roles were targeted more often?
- Can more literature be included to support the findings?
  - The report should reference more academic studies to strengthen the credibility of the analysis.

Key Takeaways from the Meeting:

- Helped me identify additional areas for analysis, such as bullying differences across job positions.
- Guided me on how to clearly express the significance of my findings and ensure adequate literature support.

Step 2: Writing the Research Report

After incorporating my advisors' feedback, I officially began writing the research report, using a combination of text and data visualizations to ensure that my findings were well-supported.

Key Elements of the Writing Process:

1. Structured Presentation of Findings
    a. Each section was supported by data visualizations with detailed explanations.
    b. For example, in discussing types of workplace bullying, I inserted a bar chart showing frequency comparisons, followed by an analysis of each category.
2. Defining Key Terms and Adding References
    a. I expanded the definition section to include new terms such as "secondary victimization", which refers to the additional stress or retaliation victims face after filing a complaint.
    b. I formatted citations using APA style and added references to existing academic research to strengthen the report's credibility.
3. Ensuring Data Accuracy and Consistency
    a. Exported all visualizations from NVivo and double-checked that the data aligned with my findings.
    b. Verified that all coding categories were accounted for to prevent missing key insights.

Final Report Structure:

- Introduction – Background and purpose of the study.

- Methods – Description of data collection, coding process, and analysis methods.
- Results & Analysis – Detailed explanation of bullying types, affected groups, impacts, and institutional responses, supported by visualizations.
- Discussion – Interpretation of findings, comparison with previous research.
- Conclusion & Recommendations – Summary of key findings and policy suggestions for reducing workplace bullying.

Step 3: Submitting and Refining the Report

First Submission

Once the report was complete, I emailed it to Dr. Cleveland and Dr. Dyches. They carefully reviewed it and provided additional feedback:

- Could the report more clearly highlight which job roles face the highest risk of bullying?
- Could there be more data on the psychological impact of bullying?
- Should some terms be more precisely defined?

Final Revisions and Second Submission

After receiving their feedback, I made the following improvements:

- Reviewed NVivo data again to extract specific bullying statistics for different job positions.
- Added more literature on the psychological effects of workplace bullying to strengthen the analysis.
- Refined terminology to ensure all definitions were clear and aligned with academic standards.

Finally, I submitted the revised version, which was approved by my advisors, marking the completion of the final report.

Final Reflections: A Complete Research Journey from Data to Conclusions

Looking back on the entire research process, I learned several important lessons:

- Data visualization is not just for presentation—it is a tool for deeper analysis.
    - Using NVivo, I was able to discover patterns I had not noticed before and quantify participants' experiences of workplace bullying.
- Research writing must be supported by data.
    - Every conclusion needed to be backed by data or academic references, rather than personal interpretation.
- Advisor feedback is crucial.
    - Their insights helped me identify blind spots and made the research more comprehensive and precise.
- Research is an iterative process.
    - From data collection to analysis, visualization, and report writing, every step required continuous improvement and refinement.

This was not just a research project—it was an in-depth learning experience on how to conduct research systematically and translate findings into meaningful insights.