Impact of resonant leadership in reducing workplace bullying: A case from Sulaymaniyah chamber of commerce & industry

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crossref

ARTICLE INFO

Article history:
Received 16 July 2022
Received in rev. form 19 August 2022
Accepted 26 August 2022

Keywords:
Resonant leadership, Workplace bullying, Employees, Chamber of commerce and industry

JEL Classification:
O15

ABSTRACT

This empirical study seeks to examine the impact of resonant leadership characterized by sub-variables (mindfulness, hope, and compassion) in reducing workplace bullying in the Commerce and Industry Chamber in Sulaymaniyah City - Kurdistan Region - Iraq. For conducting this study, the data was collected through primary sources using a survey questionnaire collected data from a population consisting of (50) employees of the chamber and a sample size consisting of (45) employees. The obtained data were analyzed using statistical analysis tools by SPSS V.24. The results showed that resonant leadership has a significant negative impact on workplace bullying. This study recommends providing the appropriate organizational environment and culture in the workplace that works to reduce workplace bullying. The outcome of the research shows that the high existence of workplace bullying, meanwhile using resonant leadership reduces workplace bullying efficiently.

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Introduction

Employees are one of the most important assets in any organization as they can deliver a high quality service performance (Faeq, 2022). As a result, hiring and retention of qualified employees who can have high quality performance is critical for every company (Faeq et al, 2021). Organizations need to adopt a leadership style that possesses a pool of employees who can contribute to the organization through positive job outcomes (Hadžiahmetović et al., 2022). When employees are accepted and satisfied at work, this contributes to people being totally engaged in their employment, which leads to greater performance, including creative performance (Poturak et al., 2020; Faeq, 2022).

As a relatively emerging leadership style: Resonant leaders by controlling their own and others' emotions sympathize with and inspire their followers to achieve high levels of performance. (Tiwari &Lenka, 2015) are in harmony with others, think, feel and head towards their targets in the same way with them. They are emotionally in tune with the people around them (Taner, 2013). This leadership style differs from other leadership styles in that it emphasizes employees' emotional and social needs in order to encourage and engage people physically, emotionally, cognitively, and behaviorally. (Tiwari & Lenka, 2015). They are aware that fear or anger can engage people, but this form of activation will not be helpful in the long run, as the employees will feel less valuable, resulting in an organizational atmosphere in which they will not properly focus on organizational aims. (McKee and Smith, 2006:26).

Resonant leaders connect well with the people, with whom they work, allowing them to work together in harmony and share their thoughts and feelings about what to do and why to do it. Leaders who can build resonance either naturally or through hard work develop their emotional intelligence. Therefor this could contribute to found variety of forms of negative workplace phenomena like workplace bullying, abusive supervision, incivility, harassment, deviance, social undermining and emotional abuse (Zapf, 2004).
Among these, workplace bullying. Workplace bullying can be defined as a gradual process in which negative acts become more frequent and intense over time, making it more difficult for the target to defend him or her (Faeq, 2021)

Bullying in the workplace has established itself as a major research topic around the world (Akella, 2016). Among every three employees one of them is exposed to bullying (Dedyna, 2008). Especially, there is a void in current literature regarding the association between resonant leadership and workplace bullying. Informed by this, current study gauges the impacts of mindfulness, hope, and compassion on workplace bullying.

Most of the empirical studies in the current literature have dealt with an examination of resonant leadership and workplace bullying have been conducted in non-Asian nations (Rai & Agarwal, 2017). However, understanding these practices in Asian nations is relevant and significant because there may be differences in rules and regulation and culture when compared with the ones in developed countries (Kwan, Tuckey, & Dollard, 2014; Akella, 2016). To the best of authors’ knowledge, Kurdistan region of Iraq as one of the Asian countries is not represented by any empirical studies that center on employee’s perceptions of resonant leadership and workplace bullying. With this realization, we use data collected from employees in the Chamber of Commerce and Industry in Sulaimaniyah city- Kurdistan Region – Iraq

Most of the studies that are exist in the current literature investigated the consequences of bullying at the employees level (Rai & Agarwal, 2017; Tangem, 2017) for instance: employee work performance (Devonish, 2013; Robert, 2018), employees behavior (Naseer et al., 2018) employee wellbeing (Nelson, 2014), but little is known about the antecedent that reduce the bulling in the work place. Accordingly, we treat resilient leadership as independent variable to reduce workplace bullying as dependent variable.

Based on that the primary aim of this study is to analyze resonant leadership manifested by (mindfulness, hope, and compassion) in workplace bullying in Chamber of Commerce and Industry in Sulamania city, Kurdistan Region, Iraq. This objective can be achieved through the following:

i. To present a framework for resonant leadership (mindfulness, hope, and compassion) and workplace bullying. This aims to clarify the impact of resonant leadership on workplace bullying in chamber of Commerce and Industry in city- Kurdistan Region – Iraq.

ii. To presenting a model of the study system that measures the correlation and effect of resonant leadership on workplace bullying in chamber of Commerce and Industry in Sulamania city- Kurdistan Region – Iraq.

iii. To provide Recommendations that can be formulated and given by producing outcomes in order to support decision makers to encourage the resilient leadership in the chamber of Commerce and Industry to reduce and eliminate work place bullying,

**Literature Review**

**Theoretical and Conceptual Background**

**Resonant leadership**

Resonant leadership is a leadership style where leaders are mindful, optimistic, and show empathy by focusing on the social and emotional needs of their followers, resulting in positive work outcomes (Boyatzis & McKee, 2013). Resonant leaders express high level of emotional intelligence and are in tune with their employees’ emotions. They empathize and manage their own and others’ emotions to build cordial relations with each other (Tiwari & Lenka, 2015). Are in harmony with others, think, feel and head towards their targets in the same way with them. They are emotionally in tune with the people around them (Tane, 2013).

Resonant leaders are aware that their actions have the ability to impact others and use emotional intelligence to guide and help others (Sadq et al., 2021). The process of influencing the behavior of others to work willingly and enthusiastically, focusing on advancing them and building strong relationships with supporters in order to achieve predetermined goals (Budur and Poturak, 2021; Ahmed and Faeq, 2020). Such leaders build empathy and act in accordance with the information they collect through examining challenges from several angles (Budur and Dernir, 2022). They give others hope and encouragement by addressing their emotions and encouraging them to do their best and work with others (Boyatzis ve McKee, 2005; McKee and Smith, 2006). They’ve improved in areas like self-awareness (recognizing their own emotions, understanding their strong sides and limitations), self-management (controlling their emotions, flexibility, and adaptability), social awareness (empathy, organizational interest, and responsibility), and relationship management (Boyatzis and McKee, 2005).

Leaders with resonant leadership can create and nurture that environment. They send out their frequency by focusing on why and how they act, which resonates throughout the business, hit a nerve with people, and unites them behind a common goal.

Great leaders inspire us to perform and innovate in unexpected ways. They accomplish this through a unique relationship with us, in which they are in tune with us and we with them (Torlak et al., 2021). People who work with effective leaders (leaders who bring out the best in them) have established what is known as a resonant relationship.

Resonant leaders inspire others by displaying consistent, positive emotions and relationships. This is precisely what we mean when we say that someone assists us in transforming our organizations. When both the leader and their employees are being genuine, a
sense of mindfulness is required. Both parties are sincere and feel at ease with one another. Leaders must be transparent and encourage open communication with employees, particularly during times of transition. For leaders, this means focusing on two-way dialogue and inspiring others, rather than command and control. A context is required to learn and remember something. Effective leaders remind others of the organization’s mission on a regular basis. This is the reason the organization exists, not a goal or strategy. Resonant leaders keep reminding us of that purpose - and when that purpose is big and noble, it makes others feel valued and gives them hope for the future. It is critical to remind employees of the reasons for change and to bring them along on the transformation journey when undergoing transformation.

While we are tramping through the mud and muck of day-to-day challenges during a change effort, we need the big picture to provide direction, focus our attention, and provide hope. Compassion, caring, and understanding are characteristics of resonant relationships. Employees who develop trust in their boss are more likely to accept and contribute to the transformation. Simply put, when we believe someone cares about us, we tend to reciprocate. This mutuality ensures that everyone feels safe even as they engage in new and sometimes risky activities.

The positive emotional attractor should always be the starting point for performance improvement and development. To get people to improve, especially when it comes to building a culture of conversion, ask them to consider what they truly want from people’s lives and coach them to make that vision a reality. Positively frame the problem or event, or highlight an individual’s strengths. Others are more aware of the possibilities recommended when they are coached with compassion, and they will emotionally engage with each other. Motivating employees to bring their talents to work is crucial for organizational transformation success (Mohammed et al., 2020). Leaders should draw pleasant feelings patterns through their own perception, dreams, and memorable or influential personal experiences in order to be sustainable. Only then should leaders begin to shine and infect others (Torlak et al., 2020). In general, leadership can be explained as the method of directing a set of people or followers toward the achievement of common goals (Northouse, 2010:12).

Leadership, like so many other theories, is influenced by our world’s rapid change. It is unavoidable for leaders to change and hold different perspectives than before, especially when global capitalism affects as in almost every aspect of our lives; when environmental change is felt deeply at all levels of an organization; when innovation stands out; and when efficient and effective use of information and human resources is strategic. From this perspective, the relationship between leaders and followers is becoming more complex, as it is critical for organizations to benefit from their employees’ knowledge, skill, and talent (Demir et al., 2021). However, for the reasons stated, leadership cannot be reduced to simply influencing and directing people. Employees, like leaders, are evolving; their knowledge, skills, and talents are expanding, causing their demands to transform. They are obsessed with success, and they expect even more from their professions. They are dedicated not only to their own organizations, and even to their careers. Their view of management has shifted significantly from before. One of these novel strategies is “resonant leadership,” which is associated with the concept of emotional intelligence. Mindfulness, hope, and compassion are three aspects of resonant leadership that will be explained in the following.

Actually, it is possible to believe that all leaders must obtain some of these characteristics. However, what separates resonant leaders from others is their ability to use these through emotional intelligence (Lutz, 2005). Everybody experiences terrible situations throughout their lives, including losing a loved one, natural disasters, financial difficulties, illness, or workplace issues like shrinking (Madden, Duchon, Madden and Plowman, 2012:689; Lilius et al., 2008:193; Frost, 1999:128). People carry their sorrow and sadness with themselves everywhere they go, despite the expectation that they not bring their emotions to work. The current world’s transformation has an impact on leadership. One can anticipate the emergence of novel leadership paradigms in this situation. Resonant leadership, which would be founded on emotional intelligence, is one of these creative ideas. A resonant leader uses his emotional intelligence to connect with others. In this study, a model is built after a thorough investigation of the relationship between resonant leadership and compassion, one of its dimensions. The model identifies the criteria that must exist before resonant management and leadership compassion can emerge in the presence of all pertinent factors. It should be noted, nevertheless, that the research on these topics is quite recent. As a result, this model might need to be updated in light of forthcoming studies. The study’s goal was to draw attention to the ideas of organizational compassion and resonant leadership. Given that these ideas are crucial for the effective operation of organizations, it is suggested from this point of view that there is a significant have to operate on the impact of organizational kindness and resonant leadership upon the organizational context, organizational citizenship, organizational commitment, and on many other organizational problems.

**Sub variables of resonant leadership**

In their study, Boyatzis and McKee concluded that three concepts are needed to ensure and sustain resonance. These concepts are mindfulness, hope, and compassion. (Taner,2013).

**Mindfulness**

Mindfulness is defined as living a life in which one is fully aware of oneself, others, the environment, and one’s work. Indeed, it entails having a clear perception of oneself and the environment around us, or “being awake and aware.” (Boyatzis and McKee, 2005). Which is a type of acceptance and commitment therapy that aims to help people develop and increase their psychological, emotional, and behavioral flexibility hence emphasizing the importance of mental health (Giraud et al., 2021)? Thus, mindfulness
implies liberation from rigid mindsets and mental schemas, as well as illusionary constraints and a false sense of 'ego,' all of which are intimately tied to the conception of the global mindset (Chandwani et al., 2016).

Hope
As a personality trait, the term "hope" refers to a successful goal-oriented determination (agency) and strategy to achieve these objectives (Karatepe, 2014). Which is related to “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement” (Luthans, 2002). While attempting to achieve our goals, hope allows us to believe that they are attainable and to motivate and inspire others to do the same (Boyatzis and McKee, 2005). In this way, it is possible to be hopeful and motivating in the ever-changing commercial world. People may fantasize about a better and more attainable future, believe they can achieve it, and create a positive outlook (Zaim et al., 2020).

Compassion
Being moved by others' pain the empathetic way of relating with the other in pain and deeply sensed empathetic association through which people are internally forced to respond to other's pain in order to reduce it (Banker & Bhal, 2017). By comprehending others' wishes and needs, compassion allows people to engage their emotions in the process of thinking, choosing, and acting. They empathize by imagining themselves in the shoes of others. When faced with challenges or opportunities, one of the traits of resonant leaders is to treat both those they serve and those who serve them with empathy and compassion (Boyatzis and McKee, 2005).

Workplace Bullying
Workplace bullying can be defined as “regular and importunate psychological harassment involving condemnation and humiliation” (Gardner and Johnson, 2001). Can be considered as one of the “toxins” human resource personnel (HRP) are expected to manage and resolve (Frost, 2003; Kulik et al., 2009; Cowan and Fox, 2015). Bullying at work means harassing, offending, socially excluding someone or negatively affecting someone’s work tasks. In order for the label bullying to be applied to a particular activity, interaction or process, it has to occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g. about six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. A conflict cannot be called bullying if the incident is an isolated event or if two parties of approximately equal “strength” are in conflict (Einarsen et al., 2011). There are two key distinguishing features of bullying:

i. Persistency (repetition and duration) and power disparities (Hershcovis, 2011). Workplace bullying is a gradually evolving process (Einarsen, 2000) in which negative acts become more frequent and intense over time, whereby the target finds it increasingly difficult to defend himself/herself (Einarsen, Hoel, Zapf & Cooper, 2011).

ii. Representative behaviors include excessive workloads, persistent monitoring of work, personal jokes, gossip, insulting remarks and threats (Parzefall & Salin, 2010; Stouten et al., 2010).

Workplace bullying constitutes repeated and persistent negative actions aimed at one or more individuals, which results in the creation of a hostile working environment. “Bullying involves a desire to hurt, hurtful action, power imbalance, (typically) repetitive aggressor and a sense of being oppressed by the victim” (Rigby, 2002). Workplace bullying can be defined as repeated hurtful negative act or acts (physical, verbal, or psychological intimidation) that involve criticism and humiliation to cause fear, distress, or harm to the individual (i.e., victim). Workplace bullying is when your employer (or management), another person, or a group of people at work verbally, physically, socially, or psychologically abuses you. Any sort of workplace can experience bullying, including workplaces, retail establishments, dining establishments, workshops, community centers, and governmental agencies.

Volunteers, interns, work-study students, apprentices, casual and permanent employees are all susceptible to bullying at work making fun of your job or you as a person, or making repeated harsh statements or attacks (including your family, sex, sexuality, gender identity, race or culture, education or economic background) sexual harassment, in particular unwanted physical contact and sexually explicit remarks and requests that are upsetting excluding you from work or preventing you from participating in activities related to your job playing mind games with you, ganging up on you, or engaging in other forms of psychological harassment intimidation (making you feel less important and undervalued) assigning you worthless duties unrelated to your employment giving you tasks that are impossible to do within the allotted time or with the available resources.

Pushing, shoving, tripping, or snagging you in the workplace. Trying to attack or threatening with machinery, knives, guns, clubs, or other parts of objects that can be transformed into a weapon. Initiation or hazing, where you are forced to do embarrassing or improper things in order to be admitted as a member of the team.

Health Risks
Workplace bullying can have a range of negative effects. Research on bullying in the workplace quantifies the personal consequences for the victim and fiscal consequences that affect the company's bottom line. The effects of workplace bullying don’t end when you leave the office. Being a victim of bullying can cause physical and psychological health problems, including:
People who are bullied at work may also experience other physical symptoms such as headaches, muscle tension, and changes in appetite. It can also impact sleep quality and duration.

**Effect on Job Performance**

Bullied workers cannot perform their jobs to the best of their ability. Performance issues include:

i. An incapacity to work or concentrate
ii. A loss of self-esteem
iii. Having trouble making decisions
iv. Lower productivity
v. Bullied workers not only lose motivation, they lose time because they are preoccupied with:
   a. Avoiding the bully
   b. Networking for support
   c. Planning how to deal with the situation
   d. Ruminating about the situation
   e. Trying to defend themselves

Workplace bullying has detrimental effects on employers, not just the victim and their co-workers who witness it. In addition to disrupting the work environment and impacting worker morale it can also:

Create a hostile work environment

Impact workers compensation claims

Promote absenteeism

Reduce productivity

Result in costly, and possibly embarrassing legal issues

Other costly effects on the employer include:

i. Additional costs to recruit and train new employees
ii. Erosion of employee loyalty and commitment
iii. Increased use of sick leave, health care claims, and staff turnover
iv. Increased risk of legal action
v. Poor public image and negative publicity
Table 1: Empirical studies for resonant leadership

| Study number | 1 | 2 | 3 | 4 | 5 |
|--------------|---|---|---|---|---|
| **Name of researcher (year)** | (Braies, 2020) | (Alii, Kashif 2020) | (Parr, Teo, McLain 2020) | (Asghar, Oino 2018) | (Hassa, Qureshi, 2019) |
| **Place of study** | Karbala, Iraq | Pakistan | Urban New Zealand | UK | Pakistan |
| **Sample size** | Respondents' (n = 70) | Respondents' (n = 442) | Respondents' (n = 252) | Respondents' (n = 270) | Respondents' (n = 200) |
| **Aim** | This research aims to determine the impact of resonant leadership in support strategic supremacy. In order to achieve these two variables have been adopted which are resonant leadership as a one-dimensional variable and the dimensions of strategic supremacy | This study aims to empirically demonstrate the positive effects of resonant leadership, workplace friendship and serving culture on organizational commitment through a mediating role of compassion at work. | The aim of this study was to explore the effects of resonant leadership, leader/member exchange relationships and perceived organizational support on work engagement and unit-level patient outcomes. | The study that transformational leadership style has a positive effect on job satisfaction, whereas transactional leadership style has an insignificant effect on job satisfaction. Therefore, it can be argued that the transformational leadership style is more effective in the retail sector of Slough | his research aims to address this issue by investigating how resonant leadership influences employees’ attitude at workplace. |
| **Result** | First, Resonant leadership has become a necessity and commitment for organizations, for their contribution to ensuring the achievement of strategic supremacy, by influencing the behavior and performance of employees. Second, there is a relationship of direct effect between resonant leadership and strategic supremacy at the University of Karbala, | First, theoretically, we only took into consideration resonant leadership as a leadership style to study compassion at work. Second, we consider the positive role of friendship at work in this study. However, from a critical perspective, friendship at work can also affect healthcare service performance by distracting the attention of nurses and other frontline staff while serving patients. | First, Engagement and its antecedents have positive effects on perceptions of unit care quality, falls rates and Friends and Family Test. Second, A strength of the current study was the use of institutional data to evaluate the quality of care being provided as the predominant approach in the literature was to investigate nurse-sensitive indicators using nurse reported exposure to adverse events. | First, The inspirational motivation dimension of transformational leadership suggests that transformational leaders motivate and inspire their subordinates to complete challenging assignments by sharing their vision and strategies with employees. Second, Past research has argued that this leadership style may not be effective in all situations. | First, Resonant leaders’ positive influence on employees’ moods and emotions is translated into their work domain which results in increased job satisfaction. Second, as outlined by social exchange theory, employees tend to maintain the equilibrium of social exchange in response to positive emotional treatment from their leaders. |
Table 2: Empirical studies for reducing workplace bullying

| Study number | 1 | 2 | 3 | 4 | 5 |
|--------------|---|---|---|---|---|
| Name of researcher/year | (Coetzee, Oosthuizen, 2017) | (Eldeen, Barakat, Dar, 2017) | (Nauman, Malik, Jalil, 2019) | (Rai, Agarwal, 2017) | (Naseer, Raja, Syed, Bouckenooghe, 2018) |
| Place of study | South Africa | Egypt | Pakistan | India | Pakistan |
| Sample size | Respondents’ (n = 1373) | Respondents’ (n = 175) | Respondents’ (n = 211) | Respondents’ (n = 834) | Respondents’ (n = 873) |
| Aim | This study investigated work-role psychological flourishing effects on workplace bullying and job turnover. | The main aim of the study was to determine the impact of workplace bullying on employees’ morale, performance and turnover intentions. | This study examined the underlying mechanism through which workplace bullying (WB) affects employees’ life satisfaction via job-related anxiety and insomnia. | The present study aims to examine PCV as a mediator in bullying–work engagement relationship. Specifically, drawing on Social Exchange Theory | This research examines the detrimental effects of workplace bullying as a social stressor on employees’ job performance, organizational retaliatory behaviors, and organizational citizenship behaviors and how the availability of support can reduce the negative impact of bullying. |
| Result | Firstly, the results provided evidence in support of the study’s research hypothesis by showing that although strong perceptions of workplace bullying was related to high turnover intention. Secondly, psychosocial flourishing had a potential intervening (indirect) effect by partially explaining lower levels of turnover intent. | Firstly, people who are working in the hospitality industry are highly affected by bullying acts. Secondly, bullying acts have a negative impact on employees’ job performance due to the stressful working atmosphere and the creation of job dissatisfaction and consequently the loss of productivity for the organization. | Firstly, we have demonstrated that workplace bullying is a significant stressor that causes resource losses at multiple levels with spill-overs from one resource to the other. Secondly, workplace bullying significantly reduces life satisfaction and the effect is indirectly mediated by anxiety and insomnia. | Firstly, we found that PCV partially mediated bullying–work engagement relationship. Secondly, suggests that there are some other underlying mechanisms in the bullying–work engagement relationship and that PCV is an important additional underlying mechanism linking workplace bullying with engagement. | Firstly, stressful situations are more likely to result in resource depletion, whereas resources help individuals cope with these demands and diminish the likelihood of negative outcomes. Secondly, the relationship between bullying and OCBs was positive when POS was high, suggesting that those perceiving high organizational support are likely to exhibit more OCBs when bullying occurs. |

The benefit of the above empirical studies

The benefit of this table for research is more to find variables and resources because there are some resources we accessed through this table as well as taking advantage of the statistics used. However, after a long search for resonant leadership we understood that there are plenty of researches regarding this topic which shows that our topic is an interesting topic and we benefited from this table, one of the benefits was that through these articles we gained more and more knowledge about resonant leadership and workplace bullying which we could use to complete our research. Our difference with this article is that we used different variables and statistics, and many more differences

Research and Methodology

Research design

A survey questionnaire was used to collect primary data in order to complete the practical aspect of the study. The first section of the questionnaire contains the demographic information of the respondents as shown in Table 3 The second section contains (10)
questions related to the study independent variable (resonant leadership). Finally (21) questions related to study dependent variable (workplace bullying).

A five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used. The Back translation method was also used to translate the questionnaire from English to Kurdish and Arabic. SPSS V. 24 was used to test the hypothesis and examine the relationships between variables like leaner modeling (GLM) such as ANOVA or multiple regressions can be applied.

Table 3: Design of Questionnaires and References

| Parts   | Main Variables     | Sub Variables   | References       | Number of Items |
|---------|--------------------|-----------------|------------------|-----------------|
| First   | Personal demographic | Gender          | By researchers   | 2               |
|         |                    | Martial Statues |                  | 3               |
|         |                    | Age             |                  | 5               |
|         |                    | Education       |                  | 5               |
|         |                    | Experiences     |                  | 7               |
| Second  | Resonant leadership | Mindfulness     | Bawafaa, 2014    | 3               |
|         |                    | Hope            |                  | 3               |
|         |                    | Compass         |                  | 4               |
| Third   | Workplace bullying | NA              | Razzaghan and Ghani, 2014 | 21               |

Sample Size and Data Collection

The target population of the current study consists of all employees work in Chamber of Commerce and Industry in Sulaimaniyah city- Kurdistan Region – Iraq. At the time of conducting this study, there were employees as appeared in appendix no (1). questionnaires were distributed among employees out of which a total of were usable.

In order to avoid bias, the following steps were taken: firstly, informing questionnaire receivers by telephone, or a face to face conversation (Sadikoglu & Olcay, 2014). Secondly, sending questionnaires with a cover letter and using a face to face method for data collection (Baye & Raju, 2016; Budur et al., 2019). Thirdly, obtaining the response after one month vis a face-to-face meetin

Hypothesis

H: Resonant leadership has a negative significant effect on work place bullying.

H1a: Mindfulness has a negative significant effect on work place bullying.

H1b: Hope has a negative significant effect on work place bullying.

H1c: Compassion has a negative significant effect on work place bullying.

Analysis and Findings

Coding of variables, dimensions and items

Coding is a process used to clarify the translation of respondent information and question responses to specific categories for the analysis procedures (Kerlinger & Lee, 2000). Therefore, the coding of variables, dimensions and items is shown in the Table 4.

Table 4: Coding of Variables, Dimensions and Items

| Variable                  | Variable Code | Dimension | Dimension Code | Numbers of Items |
|---------------------------|---------------|-----------|----------------|-----------------|
| Resonant Leadership       | RL            | Mindfulness | M              | 3               |
|                           |               | Help       | H              | 3               |
|                           |               | Compassion  | C              | 4               |
| Workplace Bullying        | WB            |------------|------------|2                  |

Profile of respondents

According to a random sampling procedure, data for the study was collected from employees in Sulaymaniyah Chamber of Commerce & Industry in the Kurdistan Region of Iraq. The researcher distributed 50 questions, but just 45 questions were returned.
it appears that most of the respondent (71.1%) are male and their ages are between 36 to 45 years old as well as they are 71.1% of
the respondents have a bachelor’s degree.

**Dimensionality of the measurement instrument using exploratory factor analysis**

Before further tests were performed, the construct was subjected to validity and reliability tests. Factor analysis was carried out to
test the construct of the questionnaires. Basically, the purpose is “to identify small number of themes, dimensions, components or
factors underlying a relatively large set of variables” (Meyers et al., 2006). Exploratory Factor Analysis (EFA) is an interdependence
technique which primary purpose is to define the underlying structure among the variables in the analysis (Hair et al., 2017).

**Exploratory Factor Analysis of the Resonant leadership**

Based on SPSS V.24 results, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy at 0.897 indicates that factor analysis
can be conducted on the data. Moreover, Bartlett test of Sphericity was very large significant at $\chi^2 = 238.508$, with a $p < .000$. The
following Table 5 shows the results.

**Table 5: Kaiser-Meyer-Olkin of the Resonant Leadership (n=45)**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .897 |
|------------------------------------------------|-----|
| Bartlett's Test of Sphericity                   |     |
| Approx. Chi-Square                             | 238.508 |
| df                                              | 45  |
| Sig.                                            | .000 |

Furthermore, the outputs of Table 6 showed all ten items were known as an accurate tool to measure resonant leadership. The ten
items were known as an accurate tool to measure this variable, then conducted to determine which items should group to form
dimensions. They were grouped in three dimensions.

**Table 6: Exploratory Factor Loadings of the Resonant Leadership (n=45)**

| Item | Component 1 | 2   | 3   |
|------|-------------|-----|-----|
| M1   | .634        |     |     |
| M2   | .892        |     |     |
| M3   | .585        |     |     |
| H1   | .766        |     |     |
| H2   | .625        |     |     |
| H3   | .533        |     |     |
| C1   | .522        |     |     |
| C2   | .751        |     |     |
| C3   | .779        |     |     |
| C4   | .593        |     |     |

**Exploratory Factor Analysis of the Workplace Bullying**

Based on SPSS V.24 results, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy at 0.876 indicates that factor analysis
can be conducted on the data. Moreover, Bartlett test of Sphericity was very large significant at $\chi^2 = 907.784$, with a $p < .000$. The
following Table 7 shows the results.

**Table 7: Kaiser-Meyer-Olkin of the Workplace Bullying (n=45)**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .876 |
|------------------------------------------------|-----|
| Bartlett's Test of Sphericity                   |     |
| Approx. Chi-Square                             | 907.784 |
| df                                              | 210  |
| Sig.                                            | .000 |
Table 8: Exploratory Factor Loadings of the Workplace Bullying (n=45)

| Item | Component |
|------|-----------|
| WB1  | .538      |
| WB2  | .709      |
| WB3  | .834      |
| WB4  | .806      |
| WB5  | .607      |
| WB6  | .610      |
| WB7  | .780      |
| WB8  | .795      |
| WB9  | .593      |
| WB10 | .735      |
| WB11 | .613      |
| WB12 | .770      |
| WB13 | .824      |
| WB14 | .778      |
| WB15 | .590      |
| WB16 | .716      |
| WB17 | .811      |
| WB18 | .748      |
| WB19 | .560      |
| WB20 | .508      |
| WB21 | .748      |

Reliability of the measurement instrument

Reliability of a measure indicates the extent to which it is without bias (error-free), thus ensures measurement consistency across times and various items in the instrument. Reliability is a measure indicating the stability and consistency with which the instrument measures the concepts and helps to assess the “goodness” of a measure (Hair et al., 2017). According to (Sekaran & Bougie, 2016), Cronbach’s alpha can be considered a perfectly adequate index of the interim consistency reliability. It is considered that above 0.70 is acceptable. Table 9 summarizes the values of alpha for all variables in this research which are well above the 0.70 value using SPSS v24.

Table 9: Reliability Test Results of the Measurement Instrument (n=45)

| Variable       | Dimension | Cronbach’s alpha Value ≥ .70 |
|----------------|-----------|-------------------------------|
| Resonant Leadership | Mindfulness       | .79                           |
|                | Help       | .79                           |
| Workplace Bullying | Compassion     | .80                           |
|                |           |                               |

As shown in Table 9, the results showed a very good level for the strength of association among the items. Thus, the variables in perceived usefulness showed the high level of internal consistency reliability.

Hypotheses testing

correlation analysis

In this research, the correlation between variables has been examined between the independent variables using Pearson correlation as shown in Table 10.

Table 10: Pearson Correlations for Independent Variable and Dependent Variable

| RL | WB | M | H | C |
|----|----|---|---|---|
| RL | 1  |    |    |    |
| WB | -.814** | 1 |    |    |
| M  | .897** | -.746** | 1 |    |
| H  | .933** | -.700** | .794** | 1 |
| C  | .913** | -.781** | .694** | .778** |

Table 10 shows that indicate that there is a negative and significant relationship between resonant leadership and workplace bullying with a correlation of (-0.814). In addition, there is a negative and significant relationship between mindfulness and workplace bullying with a correlation of (-0.746). Moreover, it can be seen in Table 3.15 that hope is negatively significant correlated with workplace bullying with a correlation of (-0.700). Finally, the results show that there is a negative and significant relationship between compassion and workplace bullying with a correlation of (-0.781).
Hypotheses testing using regression analysis

Regression analysis is also undertaken in this study to determine if the variance in the dependent variable is explained by a set of independent variables. The direct effect hypotheses are as shown below.

H: The resonant leadership has a negative and significant effect on workplace bullying.
H1a: The mindfulness has a negative and significant effect on workplace bullying.
H1b: The hope has a negative and significant effect on workplace bullying.
H1c: The compassion has a negative and significant effect on workplace bullying.

The result in Table 11 shows a negative and significant effect of resonant leadership on workplace bullying (t = -9.204, p > .01). The result suggests that workplace bullying is expected to decrease when the resonant leadership has a beta value equals to -.870. Therefore, hypothesis (H1) is supported.

| Model | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|-------|-----------------------------|---------------------------|------|------|
|       |                             |                           |      |      |
|       | B                           | Std. Error                | Beta |      |
| I (Constant) | .480 | .334 | 1.437 | .158 |
| RL    | .870- | .095 | .814- | 9.204- | .000 |
| a. Dependent Variable: WB |

Moreover, the result in Table 12 shows a negative and significant effect of mindfulness on workplace bullying (t = -7.356, p > .01). The result suggests that workplace bullying is expected to decrease when the mindfulness has a beta value equals to -.705. Therefore, hypothesis (H1a) is supported.

| Model | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|-------|-----------------------------|---------------------------|------|------|
|       |                             |                           |      |      |
|       | B                           | Std. Error                | Beta |      |
| I (Constant) | 1.157 | .327 | 3.539 | .001 |
| M     | .705- | .096 | .746- | 7.356- | .000 |
| a. Dependent Variable: WB |

In addition, the result in Table 13 shows a negative and significant effect of hope on workplace bullying (t = -6.428, p > .01). The result suggests that workplace bullying is expected to decrease when the hope has a beta value equals to -.652. Therefore, hypothesis (H1b) is supported.

| Model | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|-------|-----------------------------|---------------------------|------|------|
|       |                             |                           |      |      |
|       | B                           | Std. Error                | Beta |      |
| I (Constant) | 1.214 | .364 | 3.336 | .002 |
| H     | .652- | .101 | -.700 | 6.428- | .000 |
| a. Dependent Variable: WB |

Finally, the result in Table 14 shows a negative and significant effect of compassion on workplace bullying (t = 8.196, p > .01). The result suggests that workplace bullying is expected to decrease when the compassion has a beta value equals to -.814. Therefore, hypothesis (H1c) is supported.

| Model | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|-------|-----------------------------|---------------------------|------|------|
|       |                             |                           |      |      |
|       | B                           | Std. Error                | Beta |      |
| I (Constant) | .598 | .361 | 1.660 | .104 |
| C     | .814- | .099 | -.781 | 8.196- | .000 |
| a. Dependent Variable: WB |
Conclusion

The concluding part of the research contributes to the research on workplace bullying by advancing the understanding of organizational factors that can influence bullying at work. It also discovers the relationship between resonant leadership and workplace bullying and that bullying behavior is considered very influential and effective behavior in the workplace. The result suggests that for the Sulaimaniyah chamber of commerce and industry to capitalize and benefit from positive workplace behavior, companies need to assess their capacities to absorb the positive behavior and their internal abilities to eliminate bullying. Resonant leadership requires a high level of emotional intelligence. The effort to engage employees in learning activities for further improvement activities of the chamber leads to making workplace behaviors positive. Only through the through-continuous positive behavior can improve the chamber’s ability to be more successful.

This research recommends that working to provide all incentives, whether material or moral, that would reduce workplace bullying in the workplace and providing the appropriate organizational environment and culture in the workplace that works to reduce workplace bullying while also looking for the reasons that led to the emergence of such behavior that works to create a negative work environment. Bullying should be eradicated at every organizational level, and the chamber should support a resonant leadership style; otherwise, bullying may increase. The chamber should develop policies and procedures that reflect its vision, values, and culture, as well as the needs of its employees.

Acknowledgement

Author Contributions: Conceptualization, Methodology, Data Collection, Formal Analysis, Writing—Original Draft Preparation, Writing—Review And Editing by authors with equal participation. All authors have read and agreed to the published the final version of the manuscript.

Institutional Review Board Statement: Ethical review and approval were waived for this study, due to that the research does not deal with vulnerable groups or sensitive issues.

Data Availability Statement: The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy.

Conflicts of Interest: The authors declare no conflict of interest.

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