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Culinary Employees' Lived Experiences of Abusive Leadership and Perspectives of Its Impact on Individual and Organizational Performance

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This is to certify that the doctoral dissertation by

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has been found to be complete and satisfactory in all respects,
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Walden University
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Abstract

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by

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MPhil, Walden University, 2020

MS, Florida International University, 2013

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Dissertation Submitted in Partial Fulfillment

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Management

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Abstract

More than half of U.S. employees will have an abusive manager at some point in their careers. Although the adverse impacts of an abusive leader on organizations have been well established, much less is known about the phenomenon in the culinary industry specifically and how experiences of abusive leadership affect employees in the sector. The purpose of this qualitative interpretative phenomenological study was to understand the lived experiences of culinary employees who are affected by abusive leadership relationships and the impact of such leadership on individual and organizational performance. The conceptual framework used in this study included those pertaining to the problems of poor leadership, which has been found to negatively affect the individual and organizational performance. Ten employees from the culinary industry who either directly experienced or witnessed abusive leadership relationships shared their experiences through in-depth, online interviews. Data were coded and analyzed using hand-coding and computer-assisted software. The four main themes that were identified were the abusive behavior of leaders, the individual effects on employees, the organizational effects sustained by organizations, and the coping strategies that employees used to manage situations. Leaders in the culinary management industry may be able to apply the study findings to decrease turnover rates, increase productivity, and improve working environments, which may promote positive social change.

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Dedication

I am dedicating this research study to my fearless mother; without her, this would never have been possible. She was my internal strength to keep going, revision after revision. While she did not get to see my work published, I believe her values are what drove me to persevere. This was really hard without you, but I finally did it!

Acknowledgments

I would like to acknowledge my husband, Joshua, for his continuous support for my education. At some points, you believed in me more than I did myself. I will forever be grateful for you. To my daughter, Madison, thank you for trying your best to be quiet when I was writing. The occasional break to learn about your Minecraft world was very appreciated, as were the hugs when I received tough feedback. My favorite was the encouraging note that said, "You can do it, Lou!" To my Bittys, friends, and family, thank you for understanding the multitude of times I had to cancel or not attend plans because I had to write (and for the Grey's Anatomy breaks when they were needed).

I would also like to acknowledge the memory of my dear colleague and friend, Dr. Michael Lynch, who first challenged me as a student then fostered my passion for the culinary industry and love of education. Mikey, you gave me the opportunity to grow, and I'm so thankful for our time together. To celebrate, I will toast a bottle with a fuller body and some long legs, just for you.

Dr. Mancini, I appreciate the last-minute phone calls to talk me off a ledge, being tough on me when I needed it, and your constant reassurance that I would get there. Thank you for always believing in me. Dr. Schulz, thank you for the valuable guidance and advice; I've grown as a researcher tremendously because of you.

Lastly, I am forever grateful to everyone else I did not mention but contributed in some fashion to the successful completion of this dissertation.

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Chapter 1: Introduction to the Study

Half of all employees in the United States can expect to work under an abusive leader at some time in their career (Mullen et al., 2018). There are high costs to the organization when employees work under abusive leadership, as it affects the individual and the team environment (D'Cruz & Noronha, 2019; Tepper, 2007). In this qualitative, hermeneutic phenomenological study, I explored abusive management in organizations. I incorporated research from the management field, such as Gonzalez-Morales et al. (2018), Seo and Chung (2019), and Mullen et al. (2018).

This chapter starts with the background of the topic, which includes discussion of the different concepts of effective leadership. Next, I state the research problem, the purpose of the study, and the research questions (RQs). The concepts that ground the study are discussed in the Conceptual Framework section. In the Nature of the Study section that follows, I explain the hermeneutic phenomenological approach that I used in gathering and analyzing data. Next, essential definitions are provided, and assumptions about the research are discussed. Last, I explored limitations to the research and its significance for practice, theory, and social change.

Background of the Study

My specific focus was on culinary organizations. Due to high turnover rates in the culinary industry, restaurants are experiencing detrimental effects when employees are subjected to abusive leadership (Wang et al., 2022). These effects include employee silence (Lam & Xu, 2019), decreased productivity (Biscontini, 2018), and destructive

culture (Reed & Norton, 2016). The gap in the literature is the experiences of culinary industry workers with abusive leadership. I addressed this gap by conducting in-depth interviews with employees in which I asked probing questions to explore their experiences of abusive leadership. The findings of this study may further knowledge in the management field of abusive leadership in the culinary industry.

There is extensive research on the concepts of effective leadership by seminal authors such as Bass (1985) and Burns (1978) as well as newer research by Barnett (2017), Bolman and Deal (2017), and Kark et al. (2018). Researchers have conceptualized two primary approaches to leadership behavior: transformational or transactional (Bass, 1985; Burns, 1978). Researchers who study transformational leadership explore the effect on followers from the behaviors of their leaders. This body of research focuses more on identifying ways to increase the motivation and morale of workers (Kendrick, 2011). A transformational leadership approach asserts that both individual and organizational performance improves by developing positive, self-reinforcing relationships between leaders and followers within the organization (Bass & Riggio, 2006).

Transactional leadership contrasts with transformational leadership. This conception of leadership relationships focuses on how authority is derived from positions and rules, which also motivate performance (Bass, 1985; J. M. Burns, 1978). Transactional leaders believe that given directions should be followed without hesitation or question (Barnett, 2017). This type of leader thinks employees are motivated by their

self-interest instead of a passion for the job (Kark et al., 2018). Biscontini (2018) explained that when employees are exposed to a constant threat or lack of praise, they have lower job satisfaction, which may result in low retention rates for their organization.

There are several reasons why abusive leadership behavior persists in the culinary industry. First, some excuse the behavior because they believe it builds them into a better and tougher employee (Liang et al., 2022). Second, some employees think that harsh motivation is responsible for their success (Einarsen et al., 2007; Watkins et al., 2019). Finally, employees who experience abusive leadership often fear retribution or rejection from their team, causing them to remain silent (Lam & Xu, 2019).

Some leaders believe that the only way to get results from their employees is to act abusively (Watkins et al., 2019). Leaders who exhibit this leadership style believe that employees do not respond well to positive reinforcement, so instead, they use negative reinforcement to reach their goals. As a result, leaders may think they are not misbehaving because they gain positive outcomes for the organization and are positively supported by their leaders. Researchers have explained that there are damaging effects for employees when exposed to abusive leadership (Gonzalez-Morales et al., 2018; Mullen et al., 2018). Emotional exhaustion, depression, reduced performance, lack of control, and decreased trust are just some of the effects of abusive leadership (Mackey et al., 2017; Yang et al., 2019).

My focus in this study was the culinary industry. The U.S. culinary industry had a turnover rate of 74.9% in 2018 (National Restaurant Association, 2019a). The year

before, it was 72.5%. There is a need to address the existing gap in the literature because few researchers have focused on the experiences of culinary employees who are affected by abusive leadership relationships, according to my review of the literature. Also, the culinary industry in the United States alone is responsible for employing 15.3 million employees and is projected to create 1.6 million new jobs by 2029 (National Restaurant Association, 2020). Because of its size and stressful working environment, this sector merits further investigation.

Problem Statement

As noted in the introduction, half of all United States employees can expect to work under an abusive leader at some point in their career (Mullen et al., 2018). In addition, there are high costs to both the individual and the organization when employees work under abusive leadership as it affects the individual and the team environment (D'Cruz & Noronha, 2019; Tepper, 2007). Individual effects include depression (Yang et al., 2019), trauma (Freyd, 1998), and negative coping skills (Shigihara, 2020).

Abusive leadership is defined as nonphysical displays of hostility by leaders towards their employees (D'Cruz & Noronha, 2019; Tepper, 2007). Examples of abusive leadership behavior include explosive outbursts, undermining, invasion of privacy, criticism, ridicule, or public humiliation in an ongoing setting (Mawritz et al., 2012; Tepper, 2007; Xu et al., 2020). Even with the negative impact, abusive leaders regularly emerge in high-power positions because of their positive traits (e.g., charm, confidence, and humor). However, the initial positive impression does not last, and in most cases,

abusive leadership leads to flawed individual and organizational outcomes (Nevicka et al., 2018).

Research by Epitropaki et al. (2020), for example, shows that when supervisors treat their employees poorly, there is a more significant negative effect than if it were coming from a coworker. Negative effects included decreased employee retention and excessive turnover (Mullen et al., 2018). As time progresses, employees become more aware of the negative characteristics and are less likely to tolerate the leaders' behavior (Ong et al., 2016). Yet, as Nevicka et al. (2018) explained, abusive leaders may persist in an organization because they often conduct themselves with confidence, humor, and charm. Communication barriers and decreased productivity can occur in the organization when the abusive leader dismisses the advice of other employees (Cortina et al., 2017; Kausel et al., 2015).

There are several additional consequences, such as emotional exhaustion, depression, and reduced performance, when employees are exposed to abusive leadership (Cortina et al., 2017; Mackey et al., 2017). Winn and Dykes (2019) explained how stressors like these cause debilitating and long-lasting effects, just like other workplace hazards. Furthermore, employees who exhibit abusive leadership traits are not working towards the common goals of the organization. They are instead working for their gain (Winn & Dykes, 2019). Expanding research in this management area to include the culinary industry will provide a needed perspective on the phenomenon of abusive managers in organizations.

Researchers have explored the effects of abusive leadership in other industries but have not addressed the culinary industry via in-depth interview data collection, according to my review of the literature. I sought to understand the experiences of culinary industry employees who are exposed to abusive leadership relationships. To better understand the phenomenon of abusive leadership and expand knowledge of its impact on individuals and organizations, I explored the lived experiences of those directly involved in abusive leadership relationships as employees. Specifically, I explored the lived experiences of employees within the culinary industry who had been exposed to toxic leadership and the abusive behaviors and relationships it entails.

Purpose of the Study

The purpose of this qualitative hermeneutic study was to improve the understanding of the lived experiences of culinary industry employees who are affected by abusive leadership relationships and better understand the impact of such leadership on organizational performance.

Research Questions

RQ1: What are the lived experiences of culinary industry employees who have experienced abusive leadership?

RQ2: How do culinary industry employees experience the impacts of abusive leadership on their and their organization's professional performance?

Conceptual Framework

The concepts that grounded this study included those pertaining to the problem of poor leadership, which has been found to negatively affects individual and organizational performance (Lyu et al., 2016). Toxic leadership (Alvarado, 2016) is a subset of poor leadership and consists of many elements. A subset of toxic leadership is abusive leadership, which encompasses nonphysical displays of hostility such as explosive outbursts, critiques, and humiliation (D'Cruz & Noronha, 2019; Xu et al., 2020). I focused on toxic leadership in this study.

Toxic leadership was a pertinent concept because of the particular characteristics of the culinary industry, such as long grueling hours, high stress, and a fast-paced environment, all of which are conducive to the formation of abusive leader-follower relationships (Allen & Mac Con Iomaire, 2017). I used Alvarado's (2016) Work Environment Scale of Toxicity (AWEST) to understand the impact of abusive leadership, as it is experienced by employees within the culinary setting, and to identify ways to reduce the negative effects on people and organizational performance. Alvarado's triangular model of workplace toxicity focuses on the toxic environment, subordinates,

and leadership. Alvarado developed AWEST to measure toxicity in the workplace. Four factors emerged from Alvarado's research: perceived threat, favoritism, bullying, and organizational climate. These factors were used to evaluate the interview responses from participants.

Nature of the Study

To address the RQs in this qualitative study, I conducted an interpretative, hermeneutic phenomenological study (Gadamer, 1998; Lopez & Willis, 2004; Moustakas, 1994; Peoples, 2020; van Manen, 2017). I conducted individual, in-depth interviews with culinary industry employees who have experienced an abusive leadership relationship. I used pattern matching as part of the qualitative data analysis.

Qualitative researchers use a phenomenological design to improve understanding of the world through the analysis of people's experiences as they relate to a specific phenomenon. By rigorously exploring people's experience of the same phenomenon, researchers can make generalizations based on the multiple accounts (Moustakas, 1994). In this study, I focused on the experiences of employees who have worked for abusive management within the culinary industry context, not on their opinions or perspectives (Peoples, 2020).

I collected primary data by conducting in-depth individual interviews with participants. The participants self-identified as meeting the inclusion criteria of having experienced an abusive leadership relationship within the culinary industry context. Participants were required to be between 21 and 65 years old. Participants also had to

have worked in the culinary industry as a paid employee in at least two organizations to be included in the study. The participants could not be associated with Walden University in any employment capacity. The last criterion was that participants should have either experienced what they believed to be an abusive leadership relationship or witnessed an abusive leadership relationship happen to a colleague. Interviews were conducted online through a media collaboration platform, which allowed the participants to retain safety within their environment and establish a level of trust (see Laverty, 2003). I asked participants for permission to record their interviews. The data included the deidentified verbatim transcripts of participants' responses to interview questions.

There are two main frameworks used in phenomenological studies. Researchers draw from the philosophies of Husserl for transcendental studies and Heidegger for hermeneutic studies. I used Heidegger's (1977) foundational philosophy for this study. Many studies support the effectiveness of bracketing, but Heidegger asserted that there is no way for individuals to separate themselves from the world.

Heidegger (1977) introduced the term *dasein*, which refers to being there in one's existence. The solution Heidegger developed to learn the essence of a phenomenon is the hermeneutic circle. Using foresight during the interpretation process allows individual biases to be revised. In the data analysis process, I used the hermeneutic circle to first understand the entire transcript. Second, I developed codes and themes. Similar to a sphere, in contrast to being a linear process, the hermeneutic circle involves repeatedly moving through both the coding and data analysis processes simultaneously, as the

researcher develops understanding of the parts and whole. This understanding continues to evolve as new data are entered into the circle. Using this process required the researcher to be explicit about their personal biases by journaling before starting the analysis process (Peoples, 2020).

Definitions

Abusive leadership: Employees' perceptions of hostile verbal and nonverbal contact (other than physical) from supervisors (Tepper, 2007).

Bullying: Aggressive behavior that is applied in a physical, verbal, or psychological manner by one or more people against another (Sultana et al., 2020).

Coping strategies: The unconscious defense reaction that an individual uses when engaging with a stressor (Carver & Connor-Smith, 2010).

Derailed leadership: Leadership that occurs when leaders display a negative view of the organization and the employees' behaviors (Aasland et al., 2010).

Laissez-faire leadership: Leadership that occurs when leaders use only some of their authority or accountability to fulfill their responsibilities (Ågotnes et al., 2018).

Tyrannical leadership: Leadership that occurs when leaders act destructively towards employees by using nonphysical forms of behavior such as belittlement, nonverbal aggression, or intimidation (Ashforth & Schinoff, 2016).

Assumptions

Assumptions are defined as anything involved in the research process that cannot be proven but is logically expected (Locke et al., 2014). Assumptions are out of the

researcher's control but play a key role in the study. As the primary data collection tool, I strove to be cognizant of my biases and assumptions to protect against misinterpretation of findings (see Osborne, 2013).

The first assumption I had is that the participants would be honest during the interview by providing rich, detailed responses. I believed that they would be truthful because they would find value in the outcome of this study and its potential to provide information that could improve the culinary industry by mitigating abusive leadership behaviors. To support honesty in this study, I took measures to ensure the confidentiality for the participants. Participants were also informed that they were volunteers and could leave the study at any time, without any ramifications.

Second, I assumed that researcher bias might be evident during data analysis, specifically that the emotions, knowledge, and experiences I have of the culinary industry and with abusive leadership situations could influence participants' responses or data analysis (see Rivera, 2018). I employed reflective journaling to mitigate bias, so preconceived notions would not interfere with my interpretations of findings (Bashan & Holsblat, 2017; Ravitch & Carl, 2016). Reflective journaling allowed me to express my emotions prior to, during, and after the interview sessions to mitigate their effect on the outcome. This tactic also improves the quality and rigor of qualitative research (Johnson, 2020). I also used an interview protocol guide to ask the same questions of each participant. Doing so prevented me from leading the conversation and helped to keep the participant on topic. I also used audio recording, transcription, and member checking of

the transcripts to mitigate bias and ensure accuracy. In addition, participants chose the

setting for their interview, which was conducted using an online platform.

Scope and Delimitations

Six leaders from different culinary organizations participated in the study sharing

a total of 10 experiences. I used purposive criterion sampling to select only those who

met the set criteria relevant to the study (see Patton, 2015). Palinkas et al. (2015)

explained that this is an excellent process to ensure that participants with different

demographic characteristics (e.g., gender, age, and employment length) are included in

research. I also used snowball technique to recruit potential participants by word-of-

mouth reference (see Naderifar et al., 2017).

The inclusion criteria for this study specified that participants needed to be

between 21 and 65 years old. Next, participants were required to have worked as a paid

employee in at least two organizations and not be associated with Walden University in

any employment capacity. The last requirement was that participants have experience

with what they believed to be an abusive leadership relationship.

The study was delimited to the workplace environments of various culinary

industry organizations. I did not design this study to focus on any specific organization

but to be more generalizable to the entire culinary organization. The results may be

valuable to organizations and leaders to improve their training, hiring, and management

practices and procedures. By interviewing employees who had experienced an abusive

leadership relationship and who met the other eligibility criteria, I sought to provide meaningful data to explore the study phenomenon.

Limitations

Marshall and Rossman (2015) defined limitations as elements to the research design that can influence the outcome, such as time, place, or condition. Coffie (2013) explained that limitations such as the sample size, type, or geographical location could affect the study. One limitation of this study was the sensitivity of the topic being about abusive leadership relationships. The nature of the topic may have deterred honest participation, for instance, if participants believed that career reprisals might be a possibility. To combat this potential limitation, I conducted online audio interviews at a location of the participants' choosing to allow participants to be more comfortable and less likely to withhold information. Online interviews offered a safe location, I believe, so that participants would not fear retribution from their organizations' leadership.

A second limitation was that the participants did not fully understand abusive leadership and whether they should participate. I addressed this limitation by defining abusive leadership relationships during my initial phone calls to determine if interested individuals qualified for the study. A third limitation was that I only interviewed people who experienced or witnessed abusive leadership relationships and not abusers, so my study did not reflect the perspectives of leaders.

I limited the study to the culinary industry and employees who have experienced or witnessed an abusive leadership relationship. The findings may not be generalizable to

other industries. Furthermore, the views expressed by participants varied and do not

encompass the views of organizational leaders. I addressed issues of bias by journaling

and suspending my prior knowledge of the culinary industry during the collection of data

and analysis (Bashan & Holsblat, 2017; Moustakas, 1994). Ravitch and Carl (2016)

explained that using reflective journaling allows researchers to be mindful of their

preconceived notions, so they do not interfere with the study. Understanding my bias was

critical to the quality, rigor, and validity of this study (see Johnson et al., 2020; Maxwell,

2013). An additional measure to mitigate bias was the use of an interview protocol (Flick,

2018).

Significance of the Study

This study may fill a gap in understanding by providing insight on the lived

experiences of culinary industry employees who have been exposed to abusive leadership

relationships and the impacts these relationships have on individual and organizational

performance. Abusive management is damaging to both the health of the employee and

the organization, research shows (Biscontini, 2018; Tepper et al., 2017; Yang et al.,

2019). Employing an abusive leader can be costly in terms of a loss of reputation and

decreased profits (Mullen et al., 2018). Abusive managers work to further their own

goals, not their organization's goals, which results in a dysfunctional environment (Winn

& Dykes, 2019). One of the few suggestions to effect positive social change in the

culinary industry is to provide more in-depth training for leaders so that they are aware of

inappropriate behaviors and their costs.

This research may advance social scientific knowledge of the concepts of toxic and abusive leadership. In so doing, this study may make an original contribution to the field of management research and to practice in the culinary industry. Abusive leadership is becoming more prevalent in organizations with one in five leaders exhibiting abusive leadership traits (Veldsman, 2016). There is a need to understand the dynamics of abusive leadership and the effects on employees.

Significance to Practice

This study may benefit future researchers interested in expanding the body of knowledge on abusive leadership relationships to include the perspectives of employees in the culinary industry. This study may help organizational leaders to better understand employees' lived experiences. The results from this study could inform organizations' policies and leadership practices. By understanding employees' lived experiences, organizational leaders can begin to build strategies and make positive choices to protect their employees and address future abusive leadership situations.

Significance to Theory

This study may contribute to the existing body of knowledge through its exploration of participants' experiences when employed under an abusive leader. For this qualitative study, I conducted one-on-one interviews with participants who believed that they had experienced an abusive leadership relationship. In reviewing the literature, I did not find other studies of abusive leadership in the culinary industry from the perspective of employees.

Significance to Social Change

Abusive management is damaging to the health of both employees and organizations. Employing an abusive leader can be costly from a loss of reputation and decreased profits. One of the few suggestions to effect social change in the culinary industry is to provide more in-depth training for leaders so that they are aware of inappropriate behaviors and their costs. Researchers have also suggested that organizational leaders should add a no-tolerance policy to their employee handbooks to protect subordinates.

Summary and Transition

Organizations hire abusive leaders because they present as charming and confident and make a good first impression (Nevicka et al., 2018). In this qualitative phenomenological study, I used a hermeneutic approach to contribute new knowledge to the management literature. The social problem is that half of all employees can expect to be regularly exposed to explosive outbursts, undermining, or public humiliation by their supervisors (Tepper, 2007). In this chapter, I provided the background, problem, purpose, RQs, and conceptual framework for this study. I also reviewed the nature of the study and defined key terms. The assumptions, scope and delimitations, limitations, and significance of this study were also discussed.

Chapter 2: Literature Review

The literature review highlights previous research in the field of leadership generally and toxic and abusive leadership, specifically. The problem identified in this study is the prevalence of abusive leaders and relationships, which, research shows, have a negative effect on the organization, causing, for example, frequent turnover and low morale. The purpose of this qualitative, context-specific, interpretative hermeneutic phenomenological study was to provide a deeper understanding of abusive leadership research through in-depth examination of the lived experiences of employees exposed to toxic leadership and abusive relationships. The context was specific to the culinary industry because the long hours, high levels of stress, and fast-paced environment are conducive to abusive leader-follower relationships (Allen & Mac Con Iomaire, 2017).

Given the prevalence of abusive leadership relationships (Milosevic et al., 2020; Xu et al., 2020; Yu et al., 2020), there has been an increased focus on abusive leadership research in recent years. Compared to previous years, the quantity of published research in this area increased tenfold (Tepper et al., 2017). Most of the researchers have used qualitative research designs and focused on increased stress, exhaustion, depression, and reduced performance (Cerasa et al., 2020; Mackey et al., 2017; Yang et al., 2019). In regard to abusive leadership, the meta-analyses have yielded a few conclusions.

In this chapter, I reviewed research about various approaches to leadership, with a particular focus on toxic leadership and abusive leadership behavior and styles. I also explored the effects of these toxic leadership styles and the strategies employees used to

cope with the abuse. Last, I addressed the costs for organizations when they employ abusive leaders. I began the chapter by discussing the literature search strategy and conceptual framework of the study.

Literature Search Strategy

I searched for literature on various topics such as workplace aggression, narcissistic leaders, destructive/toxic leaders, and workplace bullying. To find studies, I searched the databases Education Source, Academic Search Complete, and PsycINFO, as well as Walden University's Thoreau Multi-Database Search. The keywords searched were *abusive leadership*, *abusive management*, *toxic leaders*, and *toxic leadership*.

Although there is significant research in abusive leadership, toxic leaders, and narcissism, I started the search narrowly focusing on the culinary industry. Kitterlin et al. (2016), provided a wealth of knowledge, finding that 48.8% of food service workers have experienced inappropriate teasing. As part of their quantitative survey research, they investigated workplace bullying behaviors by surveying 440 food service workers and found that workers are exposed to exclusion, verbal abuse, inappropriate jokes, pranks, teasing, and intimidation. Kitterlin et al. recommended further research from a qualitative perspective using interviews. I responded to their call for further research by conducting the present investigation.

In 2016, Alvarado created a scale model of toxicity in the workplace known as the AWEST by employing a mixed-method approach. She discussed the triangle formed between the toxic employee, toxic leader, and toxic environment. In the qualitative

section of their research, they identified aspects of toxic work environments, such as bullying, hostile work environments, and psychological insecurity, that merited further investigation. I used Alvarado's triangle to develop the interview questions and guide the analysis for this study.

Mullen et al. (2018), in their quantitative survey research on workplace aggression, concluded that 50% of employees can expect to be employed under abusive leadership. They examined both the positive and negative outcomes of abusive leadership and supervisor workplace incivility. In addition, the authors completed two studies, one was exploring the effect of inconsistent leadership on employees. The second was on transformational leadership and leader incivility that they reported on in one publication. The results help to explain the effects of different leadership styles on employees, which is pertinent to this study.

Mullen et al.'s (2018) findings supported those of Cortina et al. (2017). In their quantitative survey research on organizational behavior, stress, and workplace incivility, Cortina et al. found that abusive leadership often accompanies organizational communication barriers. The authors also found that decreased productivity can occur when employees are under the influence of abusive leadership. The researchers examined only the negative outcomes of abusive leadership and produced a workplace incivility scale for analysis. This scale was helpful in my study to aid in the analysis of research data. The findings also support the need for further research on abusive leadership and decreased productivity.

Burns (2017) reviewed the literature on ineffective leadership styles. These styles included abuse, bullying, and toxicity. Their research focused on the challenges and desired results of a positive working environment for employees and how to create one. Burns looked at both negative and positive behavior and organizational outcomes. I used Burns' findings to identify and group leadership traits.

Mackey et al. (2017) also reviewed the literature focusing specifically on abusive leadership. Their meta-analysis explored the connection between what is perceived to be abusive leadership and different demographic and outcome variables. They concentrated solely on subordinate relationships in their study. Mackey et al. found that there are several negative effects of abusive leadership on the employee. Adding demographic data similar to this research to the interviews for my study added another level of depth when I moved into the analysis phase.

Nevicka et al. (2018) used a quantitative research method featuring surveys to determine how narcissists become leaders inside an organization. They analyzed both subjective and objective outcomes. The researchers explored narcissism inside organizations using longitudinal objective indicators and multisource data of followers' perceptions. Their overall goal was to determine if narcissistic leaders are either an asset or a liability to the organization. Using the leader distance theory, Nevicka et al. explained potential behavioral traits and organizational outcomes, which were helpful to my study.

A culinary industry study focusing on employing abusive educators researched by Lee et al. (2018) provides a few pieces of context-specific research. Educators are considered to be leaders within their field. They have the experience and education to teach others their trade. In many parts of the hands-on culinary world, your educator is your sous chef and your leader. This research explores both the positive and negative outcomes of abusive leadership. The research concluded that negative experiences outweigh those compared to positive experiences. The research provided insight into where leaders learn to be abusive and influenced interview questions for my study.

Winn and Dykes (2019) connected toxic leaders and their behaviors in creating a hostile work environment. The authors applied the stressor-stress-strain model for their analysis which examined negative outcomes for the organization. This research helped me to understand how organizational conditions allow leaders to become toxic. In my study, this had an impact on the interview questions and analysis.

Conceptual Framework

This study's conceptual framework provided an analytical context to understand better why studying abusive leadership relationships between culinary industry employees and their supervisors' matters and why the proposed design is both needed and appropriate (Ravitch & Riggan, 2017). Significant research was completed explaining the concepts and effects of positive leadership (Bass & Riggio, 2006; Kendrick, 2011). Other researchers have explored the dark side of leadership, focusing on authoritarian,

transactional, and abusive leadership traits (Biscontini, 2018; Kark et al., 2018; Watkins et al., 2019).

To lead the journey through the world on leadership, as shown in Figure 1, we begin with the two main types of effective leadership covered in the seminal work of James Burns (1978): transformational and transactional. These types and Bolman and Deal's Frames are used to clarify the opposing types of leadership to show the reader the distinct differences. These concepts also provide insight into the culinary industry, specifically Bolman and Deal's Frames are used to discuss the intricacies such as the Brigade System used in most restaurants.

Figure 1

Leadership Concepts Used in the Study
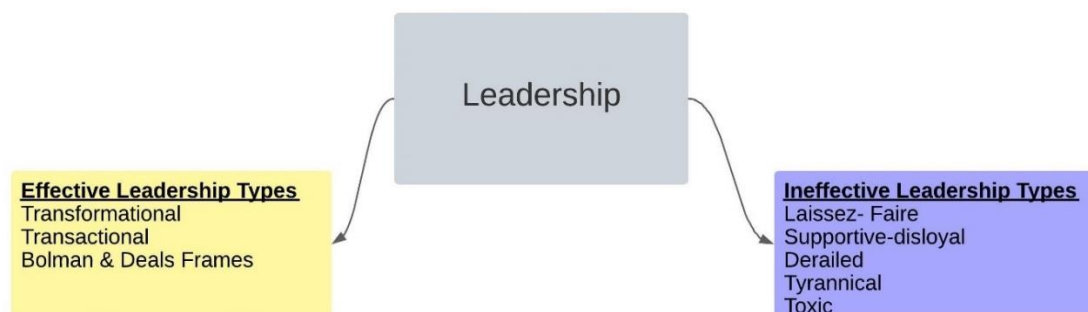
In contrast to effective leadership, several components are held under the ineffective leadership types which should be discussed. Lewin et al. seminal (1939) work covered Laissez-faire, supportive-disloyal, derailed, and tyrannical. Lipmen-Blumen (2006) was one of the first authors to discuss "toxic leadership." Ultimately, they found there are several areas where the ineffective leadership styles overlap each other.

As a subset of toxic leadership, this study will engage the concepts behind abusive leadership to explain the type, why it is prevalent in the culinary industry, and the effects, as shown in Figure 2. Using D'Cruz and Noronha's (2019) and Tepper's (2007) definition, abusive leadership is the non-physical display of hostility a leader shows towards their followers. Types of hostility include explosive outbursts, criticizing, and public humiliation in an ongoing setting (Mawritz et al., 2012; Tepper, 2007; Xu et al., 2020). A qualitative, hermeneutic phenomenology design is appropriate because I gained a shared meaning, described, and interpreted the data (Denzin & Lincoln, 2013). In addition, being completely immersed in the research, I gained a deeper understanding of culinary

industry employees' lived experiences who have experienced abusive leadership relationships (Babones, 2016).

Figure 2

Literature on Abusive Leadership as a Subset of Toxic Leadership
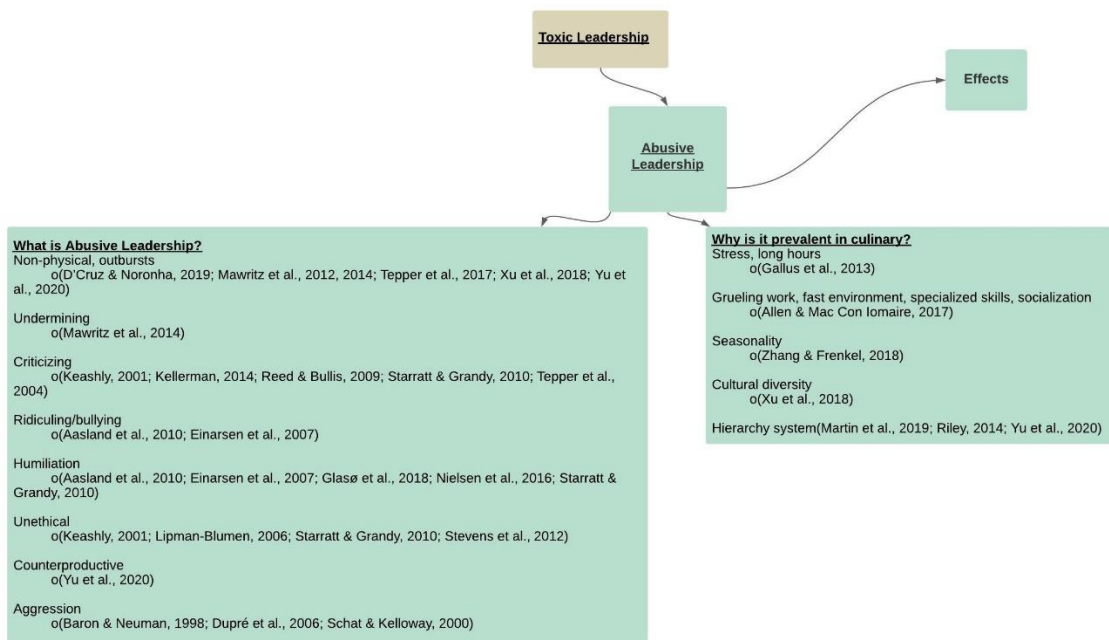
In the United States, the culinary industry is responsible for employing 15.3 million employees. It projects an additional 1.6 million jobs will be available by 2029 (National Restaurant Association, 2020). The data collected in this study may be cross utilized in other geographical areas of the culinary industry. Studying the culinary industry is a rich area to focus on due to the high amounts of stress, challenging work, and fast-paced environment. Culinary workers must have technical skills to prepare items and personal traits to communicate and effectively work among a team (Allen & Mac

Con Iomaire, 2017). Working nights, weekends, and holidays on their own create tension among employees and their relationships.

There are two types of effects we can expect from organizations with abusive leaders: individual and organizational, as shown in Figure 3. More than half of all employees can expect to work under an abusive leader (Mullen et al., 2018). In connection to abusive leadership, employees experience several adverse effects when exposed to an abusive leader on an individual level, such as exhaustion, depression, and reduced performance (Mackey et al., 2017; Yang et al., 2019). Additionally, employees can experience feelings of hopelessness (Reed & Norton, 2016), distress (Ferris et al., 2007; Gallus et al., 2013; Tepper et al., 2017), and a decrease in job satisfaction (Ferris et al., 2007; Gallus et al., 2013; Jowers, 2015; Tepper, 2000). Cerasa et al. (2020) studied occupational stress and its effect on the health of Italian chefs. They found that a higher level of occupational stress results in a lower quality of life. It is also associated with the prevalence of health complaints.

Figure 3

Literature on Individual and Organizational Effects of Abusive Leadership
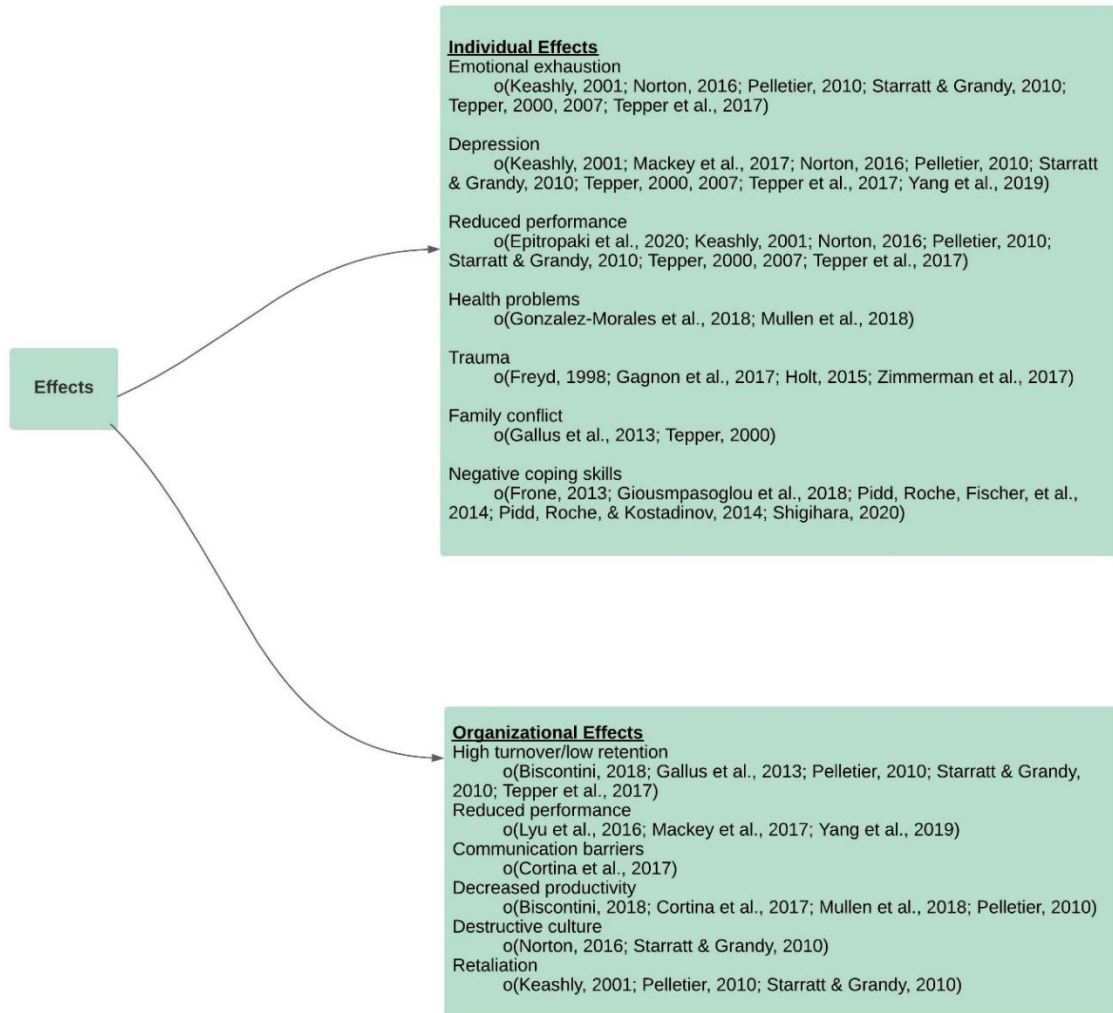
Organizations can also see a negative impact due to their employees being exposed to abusive leadership. Increased turnover (Gallus et al., 2013; Pelletier, 2010; Tepper, 2000), destructive culture (Reed & Norton, 2016), and retaliation (Keashly, 2001) are significant issues felt by the organization. Pelletier (2010) and Gallus et al. (2013) also explored the reduced bottom line, and organizational commitment issues organizations face. While the adverse effects of abusive leaders are proven in other industries, such as healthcare (Trépanier et al., 2019), there is a need to address the literature gap of culinary industry employees' in-depth lived experiences.

In response to the negative impacts, individuals typically respond with a coping mechanism. Haan (1977) defined coping strategies as choices made in the present and are made for a specific purpose. Teoh et al. (2019) explained two kinds of coping mechanisms: problem-focused and emotional-focused. Many of the coping mechanisms discussed throughout this research fall under the emotional-focused mechanisms. Several authors have cited different mechanisms such as denying the situation, escaping from the situation by drug or alcohol dependence, and employee silence, as shown in Figure 4.

Figure 4

Research and Theories Related to Use of Coping Mechanisms

Individual & Organizational Effects

Coping Strategies
Drug use
　　o(Giousmpasoglou et al., 2018; Hight & Park, 2018; Kaliszewski, 2020; Kaminski et al., 2019; Kitterlin et al., 2016; Pidd, Roche, Fischer, et al., 2014; Pidd, Roche, & Kostadinov, 2014; Shigihara, 2020)

Alcohol
　　o(Bamberger & Bacharach, 2006; Gallus et al., 2013; Gauthier et al., 2019; Giousmpasoglou et al., 2018; Grazioli et al., 2018; Kaliszewski, 2020; Vogel & Bolino, 2019)

Deny situation, conflict resolution
　　o(VanMeter et al., 2020)

Employee silence
　　o(Chen & Hou, 2016; Lam & Xu, 2019; Morrison, 2014; Norton, 2016; Pelletier, 2010)

Theories
Betrayal Trauma Theory
　　o(Freyd, 1998; Gagnon et al., 2017; Platt et al., 2017; Platt & Freyd, 2015; Zimmerman et al., 2017)

Conservation of Resources Theory
　　o(Fatima et al., 2018; Hobfoll et al., 2018; Modrzyński, 2018; Reina et al., 2018; Sender et al., 2017)

Stress Appraisal Theory
　　o(Crum et al., 2020; Epel et al., 2018; Fatima et al., 2018; Kabat-Farr et al., 2019; Lazarus & Folkman, 1984)

Understanding the Impact
Alvarado's Toxicity Scale
o(Alvarado, 2016)

There are three central theories that apply to this research. First, the betrayal trauma theory (BTT) proposed by Freyd (1998) focuses on the idea that trauma occurs when an individual is dependent on another individual which violates them significantly. This theory has a unique view of understanding clinical symptoms based on exposure, intensity, processing, and recall. Second, the conservation of resources (COR) theory is used to understand different stress areas such as trauma, job loss, and detachment using a job-demands resource model. Lastly, the stress appraisal theory contrasts with the COR theory because it explains that individuals can decide what is genuinely stressful based on their judgment. This theory is thought to blame victims and then changes their appraisal based on their perception.

All the prior research works together to create the conceptual framework for this study. As a final piece of analysis, Alvarado's (2016) AWEST was used to connect the working environments and responses of potential abusive leadership. This scale uses qualitative and quantitative data collection and steered the interview questions and data collection methods.

Literature Review

The conceptual framework presented above provides a concise and focused view of the core concepts and behaviors at the heart of abusive leadership relationships, which will guided much of this research project. However, this framework exists within a larger, more general understanding of leadership. In the remainder of this chapter, I explored

theories and concepts which also inform this research and its place in the field of study in leadership.

Effective Leadership Models and Theories

The seminal work by James MacGregor Burns (1978) explored the concept of leadership being either transformational or transactional. Transactional leadership focuses on social change, such as politicians offering housing or tax cuts to receive election votes in return (Dvir et al., 2002). It upholds the idealism of positive rewards for positive outcomes and restriction for adverse outcomes. Transformational leadership, however, focuses on four basic elements: "idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration" (Bass, 1985). This leadership theory supports high levels of creativity and meaningful management actions (Gong et al., 2009; Yukl, 1999). Ethical behavior, which is contradictory to abusive leadership behaviors, is a crucial factor in several leadership theories, such as transformational, where the stress is on leader integrity and ethical treatment for all employees.

Transformational Leadership

Transformational leadership theory is defined in effect experienced by followers from their leaders and the behavior used to give this result (Yukl, 1999). This style enhances morale and increases the motivation of workers (Bass, 1985; Kendrick, 2011). It also creates a sense of identity between the employee and the organization, which shows improved performance (Bass & Riggio, 2006; Dvir et al., 2002).

This style breeds leaders who support creativity, provide resources, train new skills, and focus on motivating their staff (Gong et al., 2009; Yukl, 1999). Leaders with these traits tend to generate a ripple effect because, in turn, their employees absorb and display the same qualities (Barsade, 2002). Followers present specific behavioral responses motivated to go above and beyond due to their leaders' actions, such as respect, devotion, appreciation, and trust (Yukl, 1999). Bass and Riggio (2006) explained employees under transformational leaders would be more likely exposed to extraordinary outcomes, development of their leadership capacity, growth, empowerment, and increased commitment to the organization. Positive outcomes, such as these, can decrease turnover, conflict, exhaustion, and depression for employees. Overall, this could have a positive result for the organization, such as increased sales, growth, and productivity.

Transactional Leadership Model

Bass (1985) also contributed, but in contrast to transformational leadership, transactional leadership focuses on authority to motivate subordinates. Leaders believe that their directions should be followed as they are told, without question or challenge. Leaders believe they are only responsible for the delegation and supervision of tasks (Barnett, 2017). This leader style deems that the subordinates will be best motivated by punishment because they are only working for their self-interest rather than a passion for the job (Kark et al., 2018).

Biscontini (2018) explained that when employees are exposed to a constant threat or lack of praise, the organization often has low retention rates and lowered job

satisfaction. Employees can also be motivated by an offer of exchange of a benefit after a completed task as a contingent reward but are otherwise expected to perform in the correct way (Kark et al., 2018). The transactional leadership approach aligns with the principal-agent logic meaning the leaders monitor the employees' performance to determine when the employees are not performing correctly before taking corrective action (Taylor, 2017). Transactional leadership theory is relevant to the RQs because it sets the environment for the average culinary industry. When workers are involved in such fast-paced, high-stress work, it is unlikely that leaders will have time or feel the need to add praise to the employee. However, when there is a problem, for example, an undercooked steak, it causes a considerable halt in production, resulting in increased ticket times and the kitchen slowing down. In conclusion, when this happens, there are severe consequences or behavior exhibited towards the employee who caused the problem, such as outbursts, criticizing and ridicule.

Bolman and Deal's Use of Frames

Bolman and Deal (2017) discuss four frames of mind used to create a versatile and effective leader. structural, human resources, symbolic and political frames all have their viewpoints and focuses. The individuality of the frames makes it essential to utilize all four when making decisions. Good leaders reframe their problems until they find a solution rather than only looking through one lens. Frames are described as a set of beliefs which help us to understand our situation and determine how to react. Put simply, a frame which works for one leader in a specific situation may not work for another

leader in a completely different situation. Still, it is worth looking through an alternative lens for clarity.

Structural focuses on the architecture of the organization. Specifically assessed are the goals, structure, tasks, and technology which make up the organizational chart. This frame is referenced as the "machine or factory." It is often found that organizations who use this frame do not have alignment with their current objectives resulting in ineffective leadership. Hierarchies, procedures, and rules are given particular importance over other traits (Bolman & Deal, 2017).

One essential hierarchy is used widely in the culinary industry based on French Chef Escoffier's kitchen brigade system. Almost all culinary organizations use this system, in some form, to highlight the central positions. The brigade system results in employees precisely knowing their role and allows the organization to become a well-oiled and effective working machine. Escoffier used his military experience to transform the kitchen into 20 specific positions for maximum efficiency. There are five prominent roles which every organization needs or has adopted in some aspect. First, chef executif, commonly known as the executive chef, is a senior kitchen leader, business orientated, and the highest-level role in the kitchen. The second in command is the chef de cuisine, also called the head chef, who runs day-to-day operations and maintains smooth running order. Next is the sous-chef de cuisine, known as simply the sous chef, who acts as an intermediary between each station within the kitchen and the chef de cuisine. Fourth in line is the chef de partie, an experienced chef who can work any station but specializes in

one specific area within the kitchen. Chef de partie is responsible for making sure anything which leaves their station meets the standards of the executive chef. Lastly, and youngest position is the commis chef. This position is commonly referred to as a cook. This position floats around to all the stations as needed and is believed to be the best way to train a budding chef.

The human resources frame emphasizes the importance of understanding people and their relationships within the organization. Knowing your employees' fears, needs, and prejudices can help determine if the organization is a good fit for them. This frame focuses on meeting the employees' individual needs and keeping them happy. Human resources is also referred to as the "family" because the job gets done by someone who enjoys their work (Bolman & Deal, 2017). Those you work with become your "family" in the culinary industry because, while stressful and exhausting, we love our work. More often than not, we spend more time in the restaurant than we do at home, creating work families. When exploring the emotional attachment between employees, you can see a few leading roles, just as those in the family. The father figure (executive chef) makes the final decisions and is not to be questioned. He has the most consistent schedule and workload. The mother figure (sous chef) assists wherever needed, supports the family emotionally, and tends to bear the brunt of the father figures' rage when something goes wrong. Her dedication to making the organization run smoothly is seen when she takes on additional duties and does not complain. Lastly, the children in the family scenario, or the new cooks within the organization, are expected to do as they are told, train, and

improve their skills. They tend to cause the most trouble, are inefficient, do not follow the rules, and are a large part of high turnover within the industry.

Under the symbolic frame, rules and policies matter much less. The emphasis is the ritual, ceremony, and play. Employees can act out their drama by using culture, symbols, and spirit to create effectiveness within the organization. This frame looks for the beauty, faith, and meaning within the employees' actions rather than focusing on production. The purpose is more important than the results (Bolman & Deal, 2017). Having a sense of purpose drives most long-term culinary employees—giving meaning to your work results in a motivating vision. Many employees can find the purpose in their jobs if they are provided with the proper equipment to help them excel. A typical celebration of excellent performance is purchasing new equipment, pots, pans, whisks, anything shiny which motivates kitchen employees to work harder. Additionally, it is not uncommon to hear of an end of the evening beer with your employees. The organization buys the first round of drinks as a celebration of a completed night of service.

Lastly is the political frame. The political frame is where I feel most management teams put their focus. This mindset is thought of as a jungle. There are scarce resources, and due to that, conflict is inevitable. Power, competition, and organizational politics are emphasized by developing an organizations' plan and power base. With this frame, power is often concentrated in the wrong place making the environment full of rampant conflict, bargaining, negotiating for control, struggles, and competition (Bolman & Deal, 2017). Misguided power leads to a constant struggle within the kitchen because on one

side, you have the cook, who is new to their position, wanting to make a name for themselves and thinks outside the box to add additional ingredients to a set recipe to make it "their own." And on the other side, you have the experienced chef, who knows precisely how processes should work, for example, following a recipe, and has not budgeted their food cost to absorb the additional ingredients the cook wants to use. Menu prices are based on the cost of ingredients and the desired food cost percentage which covers the other organizational costs. When cooks are not respectful of the predetermined recipes from which the menu prices have been set, it results in a hostile power struggle between creativity and profit.

Mindset of Abusive Leaders

Some leaders believe that acting abusively towards their employees is the only way to gain results. Several studies have examined the positive situations which can occur due to abusive leadership, including temporarily increased motivation and work performance (Einarsen et al., 2007; G. R. Ferris et al., 2007; M. Kets de Vries, 2004; M. F. R. K. Kets de Vries & Miller, 1985). Unfortunately, those which do, engage in more abuse than their peers. Ultimately, abusive leadership is a behavior used to gain high performance (Watkins et al., 2019).

Mackey et al. (2017) explained that abusive managers' perceptions come from their thoughts of supervisory injustice. Transgressions such as supervisory injustice can cause irreparable damage to workplace relationships such as well-being, performance, and turnover (Epitropaki et al., 2020; Gallus et al., 2013; Olekalns et al., 2020; Starratt &

Grandy, 2010; Tepper et al., 2017). In addition, the power asymmetries can explain the

relationship between leaders and subordinates because of hierarchal status differences

(Martin et al., 2019). For example, the higher the power, such as an EC, the less likely

they will forgive and more likely to seek revenge against the lower level culinary

employees.

Abusive Leadership Models

Abusive leadership can be divided into four categories: Laissez-Faire, Supportive-

disloyal, derailed, and tyrannical. Aasland et al. (2010) explain that Laissez-faire

leadership is the policy of withholding intervention from management leaders and is the

only passive style. The other three are actively active destructive. Supportive-disloyal

cares for the well-being of the employee at the expense of the organization. This trait can

be seen in management leaders who tolerate employees stealing from the organization.

Derailed leadership can be seen in managers who complete as little work as possible. It

works against the employees' well-being by increasing others' workload and the

organization by reducing productivity. Lastly, tyrannical leadership supports the business

at the employees' expense, such as long hours, denied break time, and uncompensated

time.

Lewin's Laissez-Faire Leadership Model

Lewin's seminal work described laissez-faire as one of the three primary

leadership types (Lewin et al., 1939). Laissez-faire is defined as a passive-avoidant

hands-off approach where employees can govern themselves and make their own

decisions (Ågotnes et al., 2018). Laissez-faire leadership allows the employee to operate freely with little interruption or guidance and is often referred to as "the absence of leadership" (Wong & Giessner, 2018).

For experienced employees, this style allows them to do their job as they best see fit. In contrast, an inexperienced employee could require more guidance, which is missing. Laissez-faire leadership lacks leadership support and attributes like an absence of meeting expectations (Buch et al., 2015). This style provides the environment for abusive leadership to thrive and can be seen as a passive form of aggression because it could easily be misinterpreted as condoning abusive behavior (Ågotnes et al., 2018). Laissez-faire leadership yields a sign that abusive behavior is perceived as acceptable due to low levels of intervention from management (Glambek et al., 2018).

As Baron and Neuman (1998) studied, workplace aggression focused on the aggressors intent to harm the employees. Participants were asked to consider intent as a critical factor in workplace aggression. Using a qualitative approach and applying the contemporary theories of human aggression, they found that most aggressive acts in a working environment are not physical, which challenges the widespread belief but are verbal, covert, or passive. Baron and Neuman ultimately defined workplace aggression as efforts by individuals to harm others which they are employed with intentionally.

Harm may not be physical in every situation. For example, stealing a cooks tools or equipment or simply hiding them can harm their professional career and morale or, at the least, result in a bad night of service. These acts are noted in many cooks' tales of

hazing when they first began working for a new organization, which is also considered a form of abusive leadership and workplace aggression. Schat and Kelloway (2000) also studied workplace aggression by applying exploratory and confirmatory factor analyses. They hypothesized that somatic health, fear, neglect, emotional well-being, and perceived control all play a part in the outcome of workplace violence. The authors concluded that direct and indirect violence were adverse effects mediated through the fear of a future incident. Improved emotional well-being was associated with perceived control and resulted in reduced fear.

Dupre et al.'s (2006) quantitative study expanded research on young employees' interpersonal justice, aggression, and abusive leadership. The authors used the multiple regression analysis from 119 teenaged employees to explore why they would maintain their job in the face of abusive leadership. The findings were that teenagers engage in aggression towards supervisors comparable to that which adults engage. In addition, solid financial responsibilities and personal fulfillment were found to be reasons why teenage employees felt trapped in their jobs and responded with aggression. Ultimately, they found that workplace aggression is an outcome of abusive leadership resulting in intentional harm.

Supportive-Disloyal Leadership

Supportive-disloyal leaders show concern for people, which makes them pro-subordinate. In contrast, they show little regard for the business aspect, making them anti-organization. The real reason behind the apprehension for employees is the

accomplishment of their personal goals. Supportive-disloyal leaders often support

employee misconduct and lack of production (Einarsen et al., 2007). There are two types

of employees who typically follow supportive-disloyal leaders: conformers and colluders.

Conformers follow without hesitation because they are immature and need to feel

fulfilled. Colluders follow just for the sake of their self-promotion (Milosevic et al.,

2020). Conformers are the very essence of what a quality "cook" is. Since the higher-

level executive chef makes all the decisions, a worker is needed who will follow without

hesitation. Colluders sometimes do not have another good option for employment. Many

organizations hire less than stellar employees who may have a criminal record or

addiction problem. But these workers have little to no choice due to the lack of jobs

available to them. If they find an organization which will hire them, they tend to be more

concentrated on their personal goals than the organizations' goals. Misconduct can take

the form of more than just words. They are knowingly allowing employees to act in an

anti-organizational fashion, such as working while intoxicated, doing drugs or repeated

absences decreases organizational growth.

Gallus et al. (2013) explained that recent research shows other constructs beyond

the typical view of abusive leadership. The focus of their study was the impact on

military units and service members of toxic leadership. The authors concluded that

adding self-promotion as a component, such as seen in supportive-disloyal leadership

styles, provides a clear understanding of the various behaviors. Also, adding an

unpredictability construct portrays the subtle actions exhibited by leaders.

Derailed Leadership

Derailed leadership is another leadership style grouped within abusive leadership (Zamir, 2019). Derailed leaders display anti-organizational behavior as well as anti-subordinate behavior. Leaders may engage in bullying, humiliation, or manipulation while also exhibiting anti-organizational behavior such as fraud (Aasland et al., 2010; Einarsen et al., 2007). Personality traits, such as being self-centered or omnipotent, are often found in destructive leaders (Arnulf & Gottschalk, 2013).

These traits lead to immoral decision-making skills and precursor impending derailed leadership (Stevens et al., 2012). Johnson (2020) explained that derailed leaders act against the organizations' best interest and the subordinate employees, creating a hostile working environment. Shackleton (1995) and Conger (1990) discuss leaders' failure to adapt to changes within the organization. A lack of strategic vision, communication, and management skills significantly contribute to a leader becoming derailed.

In the culinary industry, it is unlikely that someone would challenge the actions of an executive chef (EC). The EC is responsible for the overall success and profitability of the organization. And if they are making a sizeable profit, there are little to no other questions which would be raised against them. Seeing an EC leave with a bottle of wine does not support questioning them because there are some situations where this is acceptable, i.e., a wine distributor gave them a free bottle to try their new product. When combined with the precursor of potential immorality, derailed leaders create a hostile

working environment as employees feel their power allows them to gain additional bonuses above others.

Tyrannical Leadership

Ashforth (1997) defines petty tyranny as the inclination of someone to hold their power over another through authority and oppression. Tepper (2000) defines abusive leadership as employees' perceptions of how leaders display hostile behaviors with the exclusion of physical contact. Einarsen et al. (2007) all have similar concepts. They involve volatile actions by a leader and are thought to be obstructive and employee orientated. Examples of this behavior include criticizing and belittling subordinates but still excluded physical contact. Both tyranny and abusive leadership are concepts of Schyns and Schillings' (2013) definition of destructive leadership.

Abusive leadership was examined by Tepper et al. (2011) by comparing 183 supervisor and employee pairs in several healthcare organizations. The employees' positions included technician, nurse, and food service. That study did not look exclusively at food service employees, but it does provide evidence that abusive leadership exists among those professions.

Tyrannical leadership is a more active form of negative leadership behavior (Trépanier et al., 2019). This approach aims to satisfy the organizations' goals at the cost of the employees' health. Tyrannical leaders tend to use aggressive behaviors such as humiliation and manipulation to force employees into meeting the goals (Glasø et al., 2018; Nielsen et al., 2016). This results in weakened motivation (Reed & Norton, 2016)

and employee satisfaction (Gallus et al., 2013). Tyrannical leadership undermines the employees' well-being, job satisfaction, and motivation while still behaving with the organizations' goals in mind (Einarsen et al., 2007). Leaders inappropriately believe that if they act aggressively towards employees by belittling or manipulating, it will increase their productivity.

Leaders who use this leadership style create unrealistic expectations for employees, give them unreasonable deadlines, exhibit control, stigmatize behaviors, and create an intimidating and fearful environment (Keashly, 2001; Kellerman, 2014). Exposure to this leadership style can result in repression of emotions because the victimization is highly traumatic and memorable (Holt, 2015). Pu (2019) explained that tyrannical leadership is considered untrustworthy but consistent and is one of the worst scenarios employees can face.

Just like any professional, the culinary industry is bound to have situations where an employee is sick and cannot come to work. There are many ways where this situation could turn into tyrannical leadership. Some leaders believe it is appropriate to call the employee and tell them they have to come to work, guilt them into working because they do not have anyone to cover the position or threaten them with repercussions if their demands are not met.

Due to the constraints of the seasonality of the culinary industry, leaders tend to schedule employees to take their earned vacation time when it is most convenient for the organization. For example, if it is the slow season, and the business cannot give the

employee 40 hours' worth of work, they may schedule them to use their vacation time to compensate. Doing so helps the organization because the vacation time is debited from a different financial account than everyday labor, so the organization reduces its labor costs. This can be seen as a highly effective way of saving money on labor when the revenue stream is low. Still, it can keep the employee on as a worker for the future when work is available. And additionally, leaders deny an employees' request for time off if it coincides with the busy season. The act of having power over an earned incentive which is not paid out through the culinary budgeted labor costs shows the level of power control culinary leaders are willing to take to support the organizational goals at the outcome of victimizing their employees.

Lipman-Blumen (2005) was one of the first authors to explore toxic leadership. In their study, they focused on the followers of toxic leadership. They found considerable overlap between the concepts of toxic, tyrannical, unethical, and destructive leadership styles. The author was the first to describe the multi-dimensional framework of leader toxicity. In addition, they found that toxic leadership contravenes fundamental human rights. Lastly, Lipman-Blumen noted that one constructive outcome of toxic leadership is that employees can develop higher self-esteem.

Einarsen et al. (2007) also supposed four similar groups: constructive, supportive-disloyal, derailed, and tyrannical. Their study established boundaries between what is thought constructive and what is referred to as destructive leadership. They found some conceptual overlap between terms, but there is no clear definition, which makes it

challenging to evaluate similarities and differences between studies. The creation of their model provides a taxonomy of behaviors which are clearly defined and differentiated.

Effects of Abusive Leadership Styles

Organizations work environment can have a significant effect on both the physical and mental wellbeing of its employees. If it were meaningful and constructive, it could provide several positive benefits to the employee (Pidd et al., 2014a). In contrast, some work environments can lead to adverse outcomes such as employee dependency on alcohol and other drug use (Frone, 2013). For example, due to their difficult working conditions, hospitality workers have a much higher prevalence of alcohol and drug use when compared to other occupations (Pidd et al., 2014b).

The concept used in this study is abusive leadership. Tepper (2000) defines it as a perception from the employees' view of how the supervisor engages in hostile non-verbal and verbal actions. There are several aspects of the culinary industry which make it rich in abusive leadership relationships. Starting with the organizational structure, the requirement of coordinating with others, labor intensity, and the hierarchy system of authority emphasizes an imbalance of power and tends to involve more abusive leadership (Riley, 2014; Yu et al., 2020).

Seasonality has an enormous impact on the staffing needs of the culinary industry. Peak seasons mean an influx of business and the need for hiring temporary help. Supervisors are more likely to be abusive towards their employees if they know they are temporary and limit seeking help. Depending on the permanency of the employees'

position alters the responses to abusive leadership. Zhang and Frenkel (2018) explained that temporary employees have a lesser connection to the organization, which helps them cope with abusive leadership.

Xu et al. (2018) explained that the rich cultural diversity within the culinary industry is closely related to abusive leadership. Employees who come from different backgrounds yield different responses to the same behavior. Internationally, culturally diverse employees are valued because they can identify with a multitude of cultures. In contrast, those without cultural diversity cannot identify with others as well.

Individual-Level Effects

On an individual level, the employee faces significant outcomes when exposed to an abusive leadership relationship. Reed and Norton (2016) explained that feeling hopeless and experiencing emotional distress is a typical reaction. Research has also revealed a low satisfaction with life (Gallus et al., 2013; Jowers, 2015; Tepper, 2000), drug and alcohol abuse (Giousmpasoglou et al., 2018; Shigihara, 2020), and depression (Mackey et al., 2017; Yang et al., 2019).

Researchers have discovered the damaging effects of abusive leadership on employees' physical and mental health in organizations (Gonzalez-Morales et al., 2018; Mullen et al., 2018). Emotional exhaustion, depression, reduced performance, and family conflicts are top effects (Keashly, 2001; Pelletier, 2010; Reed & Norton, 2016; Starratt & Grandy, 2010; Tepper, 2000, 2007; Tepper et al., 2017). For example, a recent study

found that chefs' high occupational stress level is associated with higher reports of health problems and a lesser quality of life.

Further psychological stress is placed on employees when organizations do not support a safe working environment, provide the needed equipment, and insist on irrational deadlines (Cortina et al., 2017; Keashly, 2001). These performance demands lead to abusive treatment from leaders and the perceived lack of control and decreased trust from employees (Mackey et al., 2017). Employees are more concerned with satisfying their supervisor and the organizations' needs above taking care of their health (Lopez et al., 2019).

Organizational-Level Effects

According to the National Restaurant Association, the culinary industries' turnover rate for 2018 continued to climb to a post-recession high of 74.9%, which topped 2017's 72.5% (National Restaurant Association, 2019a). There are several reasons why this number is so astronomically high compared to other private sections at 48.9% in 2018 (National Restaurant Association, 2019b). For example, the culinary industry allows those without prior experience to enter their first employment, such as the 1.7 million teenage restaurant workers. They then move on to other careers or employers (National Restaurant Association, 2020). In addition, the U.S. Census Bureau's 2017 American Community Survey (ACS) explained that 28% of restaurant employees are students that are not employed in a whole year schedule in addition to seasonal staffing levels, which add to turnover rates (U.S. Census Bureau, 2017). Self and Gordon (2019)

explained that upper-level management influences employees, but supervisors and co-workers impact whether the employee leaves the organization.

Coping Strategies

Coping strategies are defined by a seminal psychologist, Norma Haan, in her book *Coping and Defending* (1977), separate from defense mechanisms. Coping strategies involve making choices in the present and are purposeful. In contrast, defense mechanisms are focused on the past and distort the present (Sharma, 2019). There are two forms of coping strategies: problem-focused coping and emotion-focused coping (Teoh et al., 2019). Problem-solving coping uses problem-solving skills, information, and conflict resolution to determine the stressor. Examples include following prescribed medical treatment, scheduling, or prioritizing tasks.

Emotional-focused strategies focus on how the individual thinks and feels about the stressor. For example, the individual could deny the situation, look for a hidden positive trait, or make social comparisons at this thought-process level. Examples of emotional-focused strategies are seeking social support, exercise, religion, and escaping the situation using drugs or alcohol. The situation determines the appropriate response. The problem-focused strategy is more suitable for conditions which can be changed and emotional-focused for problems which cannot be changed. Employees who have experienced more than one type of stressor respond by using the emotion-focused coping strategy (VanMeter et al., 2020). The strategies are found to be either healthy, unhealthy,

or neither. Coping mechanisms are necessary for employees' longevity and reducing emotional stressors (Jeung et al., 2018).

Coping Strategies Used by Employees

Alcohol Use. Already harsh working conditions such as heat, long hours, and stress combined with abusive leadership can result in alcohol consumption used as a coping mechanism (Gallus et al., 2013). As mentioned previously, it is a long-standing tradition for the organization to buy the first round of drinks at the end of a busy night. Subjective reasoning as to why individuals consume alcohol is commonly explained to cope with negative emotions and situations (Gauthier et al., 2019) and is commonly encouraged. Research shows that exposure to traumatic relationships such as abusive leadership can result in a lifelong disorder (Vogel & Bolino, 2019) due to the exposure to negative coping strategies.

Bamberger and Bacharach's (2006) study explored subordinate drinking problems using hierarchical regression analysis. The authors found a link between abusive leadership and excessive drinking. The association may be explained in the way of stress-coping skills used by the subordinate to cope with the experiences. Subordinates who worked under abusive leadership were significantly more likely to report experiencing problems with drinking to deal with stress.

Grazioli et al. (2018) explained a direct relationship between drinking to cope with adverse situations and suicide attempts. Also, compulsive heavy alcohol use is linked to other medical consequences such as liver cirrhosis or injury (Carvalho et al.,

2019). While all these connections have been made, the culinary industry culture still provides a productive ground for alcohol use as self-medication to cope with stressors (Giousmpasoglou et al., 2018).

Drug Use. Hospitality workers tend to use alcohol and other drugs as a means of self-medication in an attempt to cope with stressors such as heat, long hours, and high-quality production daily (Giousmpasoglou et al., 2018). These stressors combine with unsociable working hours, high adrenaline, peak physical and emotional demand, resulting in the need for coping mechanisms not seen in other industries. The culinary industry has additional stressors because it employs a relatively young labor pool, pays low wages, and requires irregular work schedules (Kaliszewski, 2020). Shigihara (2020) concluded that the restaurant industry culture normalizes negative health behaviors such as substance and drug use for its employees.

The coping process can be explained in psychology research as the transactional coping process in which the resources of an individual are depleted, but they attempt to manage the situation (Kristiansen & Roberts, 2010). Research from Kaminski et al. (2019) found that illicit drug use is a major issue in the culinary industry. However, many of the participants felt it is not a problem, nor were there adverse outcomes. This research compared participants from the culinary industry against other workplaces. They found that prevention efforts are less known in the culinary industry than they are in other industries. In similar research, Hight and Park (2018) found that the culinary industry has higher levels of substance abuse when compared to other industries.

In Giousmpasoglou et al.'s (2018) study, participants made statements supporting the use of marijuana to relax after a difficult day, make themselves more social, and "switch off" from work mode. Participants also shared the commonality of stimulant use when they were exhausted and needed a boost to complete their tasks. One was even encouraged to take cocaine and amphetamines because they performed better under the influence. Pidd et al. (2014b) research also supports the everyday use of drugs and alcohol in hospitality, affecting employees' performance and well-being.

This research is consistent with the findings from Kitterlin and Erdem (2009), who concluded that illicit drugs are used in the restaurant industry to enhance the performance of employees. This view places operational performance over the health and wellbeing of the individual. When an organization tolerates the use of drugs by their employees, they create a hostile environment with several implications. Low productivity, high turnover, bullying, and addiction are just some of the many outcomes when using drugs as a coping mechanism (Giousmpasoglou et al., 2018). The Substance Abuse and Mental Health Services Administration found the culinary industry at the highest risk for illicit drug use and the third highest for excessive alcohol use (Kaliszewski, 2020).

Employee Silence. Employee silence (E.S.) is a conscious act from an employee to not disclose potentially vital information to applicable leaders (Morrison, 2014). E.S. is a worldwide action used by employees to cope when exposed to abusive leaders (Lam & Xu, 2019). Substantial research shows the organizations' adverse effects when employees

remain silent. Employees tend to experience a lack of innovation and fail to report severe problems (Pelletier, 2010; Reed & Norton, 2016). For example, a culinary industry employee exposed to abusive leadership would be less likely to report a severe problem, like a faulty or hazardous piece of equipment.

Starratt and Grandy (2010) used a qualitative research design to explore the high associated costs of employee turnover, retaliation, and distancing. The authors used the grounded theory method and found that it is imperative to focus on the organizational outcomes of employees who experience abusive leadership. Contrary to Einarsen and Skogstad (2007), Kellerman (2014), Kets de Vries and Miller (1985), and Kets de Vries (2004), this study found very little evidence that abusive leadership could be constructive.

Lam and Xu (2019) shared the example of well-known tragedies such as the United States Challenger disaster and the Japanese nuclear radiation disaster Fukushima are related to employee silence. Morrison (2014) explained that much of the published research focuses more on promoting employees to disclose information than the factors which defeat their willingness to share information. Chen and Hou (2016) explained a strong relationship between an employees' tendency to share information and ethical leadership practices. In contrast, the relationship between an employees' lack of disposition to share information is linked to unethical leadership practices.

Theories of Trauma and Stress

Betrayal Trauma Theory

Trauma exposure ranges from the physical and sexual nature to psychological. Gagnon et al. (2017) explained that exposure to interpersonal trauma could be related to an extensive range of mental and physical health issues such as posttraumatic stress disorder, depression, and physical pain. The BTT, proposed by Freyd (1998), states that trauma happens when a person on which someone depends to survive violates them significantly. The theory offers a unique theoretical lens to explore the outcomes of clinical symptoms based on exposure. BTT explores the idea that if a person depends on another, like an employee does on their leader, and experiences abuse, there will be a different outcome compared to traumas that do not include harm or betrayal by someone they are close with (Zimmerman et al., 2017). Given the formulation of "families" within culinary organizations and the likelihood of emotional abuse for uncontrollable actions, such as being sick, employees are violated by the organization or leader who they rely on to survive.

BTT believes that traumas are varied in the intensity of betrayal and is supported by how trauma is processed and recalled. If the trauma results in greater betrayal levels, it is related to an increase in the severity of posttraumatic stress disorder, anxiety, and depression (Platt & Freyd, 2015). Due to the relationship between a leader and their employee, the introduction of abuse creates an environment where the victim feels they need to adapt and accept the abuse to maintain the relationship and, ultimately, their job

(Platt et al., 2017). Betrayal dynamics allow the dependent to minimize their cognitive awareness of the abuse, thus maintaining the relationship and employment.

Conservation of Resources Theory

COR theory is a widely implemented theory used to understand many different stress areas, such as burnout or traumatic stressors (Hobfoll et al., 2018). However, COR theory is mainly used to explore stressors at the work level and uses a job demands-resources model such as job loss and detachment (Reina et al., 2018; Sender et al., 2017). COR theory states that employees seek to attain, hold, adopt, and protect the things they genuinely value (Modrzyński, 2018). Due to this, employees will feel stressed when the resources are threatened, lost, or cannot gain the resources after substantial effort (Fatima et al., 2018). Using this motivational theory, I plan to explain part of managers' human behavior towards employees because of the evolutionary need to conserve resources.

Stress Appraisal Theory

In contrast to the COR theory, Lazarus and Folkman's (1984) stress-appraisal theory states that whatever is genuinely stressful is perceived as such. The theory means that the individual can determine if the situation is stressful based on their judgment (Crum et al., 2020; Epel et al., 2018). This theory is limited because its basis is in action, and the situation must pass to determine if it is stressful (Fatima et al., 2018). The stress-appraisal theory blames the individuals who experience the stress and then adjust their appraisals based on their perception. Kabat-Farr et al. (2019) explained that individuals take an initial assessment of the situation to determine if it is a threat, then a second

appraisal to determine if their resources can be used to cope with the stressor. Depending on the type, the use of resources in culinary organizations can result in the increased use of alcohol or drugs to help the employee cope with the victimization.

Summary and Conclusions

This literature review presented research on the topic of abusive leadership. Different leadership models were reviewed, such as transformational, transactional, and abusive leadership styles. The effects these styles of leadership have on employees, by way of coping mechanisms, were discovered. Lastly, this chapter explained the costs associated with organizations when they employ abusive leaders.

The purpose of this literature review is to present current research to identify an existing literature gap. The perceived problem of this study is there is a prevalent number of abusive leaders employed in organizations. These leaders hurt the organization and the employee. The literature gap is a lack of deep understanding of culinary industry employees' lived experiences using in-depth, lived experiences of employees exposed to toxic leadership and relationships. There is a context-specific focus on this study's' culinary industry because research shows the environment is conducive to abusive leadership due to the long hours and high stress.

To address the research gap and potentially answer the RQs, this study employed an interpretative, hermeneutic, phenomenological approach (Gadamer, 1998; Lopez & Willis, 2004; Moustakas, 1994; Peoples, 2020; van Manen, 2017). The study used individual, in-depth interviews with culinary industry employees who have experienced

an abusive leadership relationship. The qualitative analysis used pattern matching to improve the depth of understanding of the lived experiences of culinary industry employees who have experienced an abusive leadership relationship. The next chapter explores the research design in detail, including the method, rationale, potential participant selection, and the data analysis plan.

Chapter 3: Research Method

The purpose of this qualitative, hermeneutic phenomenological study was to improve the understanding of the lived experiences of culinary industry employees who are affected by abusive leadership and better understand the impact of such leadership on organizational performance. The RQs for the study concerned the lived experiences of culinary industry employees who have experienced abusive leadership over time and the perceived impacts of abusive leadership on their and their organizations' professional performance. In this chapter, I explored the research design and rationale; my role in the research; and the methods I used to collect, analyze, synthesize, and summarize the data. Regarding the study's research design, I conducted an extensive and rigorous interview process, which allowed me to examine the lived experiences of culinary industry employees exposed to abusive leadership relationships (see Peoples, 2020). In this chapter, I also addressed issues of trustworthiness related to credibility, transferability, confirmability, dependability, and ethical procedures.

Research Design and Rationale

For this study, I used a phenomenological research design because it allowed me to probe the lived experiences of culinary industry employees. The participating employees reported personally experiencing an abusive leadership relationship or had witnessed someone else experiencing it while working in the culinary industry. Researchers use a phenomenological study when they want to explore peoples' experiences to learn more about the essence of a specific phenomenon. By studying

people who have experience of the same phenomenon or have witnessed other having

these relationships, researchers are able to interpret the multiple accounts to derive

understanding (Moustakas, 1994). In this study, I focused on the lived experiences of

employees who had had relationships with abusive leaders or had witnessed these

relationships, not on their opinions or perspectives, per the research design (Peoples,

2020). The following are the RQs that were addressed in this study.

RQ1: What are the lived experiences of culinary industry employees who have

experienced abusive leadership?

RQ2: How do culinary industry employees experience the impacts of abusive

leadership on their and their organizations' professional performance?

There are several different choices within phenomenology: transcendental,

hermeneutic, or existential. I chose hermeneutic because I focused on the subjective

experiences of individuals as illustrated by their lifeworld stories. Formal analysis of

these subjective experiences of individuals revealed the nature of the phenomenon as

experienced by the participants. The use of the hermeneutic circle helped me to generate

the best interpretation of participants' experiences.

Several other research designs could have been selected for this study. I opted

against ethnography because it entails identifying patterns of cultural groups, involves

participation and observation over a period of time (Denzin & Lincoln, 2013), and my

study did not focus on culture nor was I able to observe the relationships. I also

considered a case study approach because it would allow for the detailed analysis of cases

(Yin, 2014). I decided not to use this design because it would not illuminate the lived

experiences of participants.

I followed an interpretative phenomenological research paradigm by addressing

the world as others experience it. Interpretivists believe that there are many intangible

realities, and reality is, therefore, mind dependent (van Manen, 2017). They also support

the belief that truth lies within human experiences. Some statements may be universal,

but most are context dependent. The overall purpose of phenomenology is to understand

the participants' experiences (Mills et al., 2010). To achieve this purpose, I conducted the

interviews for this study in a natural setting of the participants' choice, where they were

comfortable, via an online collaboration platform subject.

Role of The Researcher

My role in this study was that of the researcher. For this qualitative study, I was

the primary data collection instrument. As the primary instrument, I observed nonverbal

communications during the interviews to combine and add depth to the recorded

interviews (Patton, 2015). I collected primary and secondary data by first conducting a

telephone interview with potential participants. Then, I invited those who met the

requirements for an in-depth interview. I then analyzed and reported the data. In

collecting and analyzing the data, I clarified my assumptions about the study and took

steps to mitigate personal bias.

I anticipated having some type of prior academic, professional, or personal

relationship with some of the participants. I used a reflective journaling process to

evaluate my bias and effectively remove it (Bashan & Holsblat, 2017). Journaling helped me to be mindful of my preconceived notions and not allow them to interfere with my research (Ravitch & Carl, 2016). I documented if any participant divulged that they had previously or currently worked for one of my employers. Understanding one's biases is critical to quality rigor in qualitative research (Johnson et al., 2020). By using reflective journaling, I sought to avoid bias stemming from existing personal or professional relationships. As an additional safeguard, I employed the hermeneutic circle of reviewing the entire transcript first, then going back a second time to identify the main themes, and again a third time to confirm my findings. I repeated this process with the interview transcripts, the themes outlined in the literature review, and again with the themes found in Alvarado's (2016) AWEST.

Methodology

Participant Selection Logic

I used a purposive sampling strategy, which is among the most popular strategies because it entails selecting samples that meet predetermined criteria relevant to the study (Patton, 2015). Purposive samples are used by researchers who want to construct a complete understanding of a phenomenon based on predetermined criteria. By setting specific inclusion and exclusion criteria for participants, I was able to analyze findings individually and as a whole. By using predetermined criteria, I ensured that I selected participants with different characteristics like gender, age, and employment length

(Palinkas et al., 2015). In addition, I used snowball sampling because participants could have made referrals to others interested in contributing to the study (see Peoples, 2020).

I used the following criteria to confirm participant eligibility for the study. First, participants were required to be between 21 and 65 years old. Second, they must have been employed as a paid employee in the culinary industry in at least two organizations of any size. Third, participants had to agree to participate in recorded audio and visual interviews via an online collaboration platform and provided demographic data. Fourth, they should not have been associated with Walden University in an employment capacity. Last, they must have directly experienced what they perceived to be an abusive leadership relationship or witnessed one within an organization. I did not consider single incidents or events to be abusive leadership because I explored abusive leadership relationships. I completed a short phone qualification interview with potential participants before scheduling the recorded interview.

Peoples (2020) explained that the ultimate goal in qualitative research is to reach the saturation of concepts and ideas during analysis. The typical range of participants in phenomenological work is between 8 and 15, but if more are needed to reach saturation, the researcher should interview accordingly. The concept of "data saturation" is explained simply as information redundancy or the point in the research where there are no new themes or codes present in the data (Braun & Clarke, 2013; Saldaña, 2016; Vasileiou et al., 2018). Two criteria need to be met to reach saturation. The first is that the continued data analysis does not provide any new information. And the second is

there are no unexplained phenomena in the data. To achieve the second requirement, enough data must be collected to answer the RQs (Burkholder, 2020). For this research, I interviewed six participants who met the eligibility criteria and shared a total of ten experiences as employees. I reached saturation with the ten experiences that were shared, with no new themes emerging from the data, and I was able to answer the RQs so I ceased collection of data.

I recruited participants online through the social media page for the Cooks Club of Tampa Bay. Based on the criteria, participants had worked in an organization within the United States for at least 2 years. I used the online social media platform to access the culinary industry population who may have experienced an abusive leadership relationship. For the participants who agreed to a phone interview, I asked them to pass my contact information to their colleagues or friends who have also had abusive leadership relationships. Due to the necessity to meet predetermined criteria, I used purposive sampling to begin. Additionally, I used the snowball technique to increase participants' numbers by word-of-mouth reference (Peoples, 2020).

Instrumentation

Moustakas (1994) explained that phenomenology research's primary data collection tool is in-depth individual interviews. The interviews are analyzed individually then the shared experiences are presented via the repetition of themes within the interviews. The interviews were semi-structured and guided by the interview guide, which contained demographic and open-ended questions. The researcher was familiar

with the guide but could change the sequence of questions and segment them as

necessary to each participant. Data also came from interviews with participants who

witnessed an abusive leadership relationship. Collecting data using the interview method

allowed me to focus on the participants' perspective of the relationship and potentially

highlight an unfound issue (Young et al., 2018).

Follow-up interviews were expected but not needed as the study progressed. For

example, descriptions provided by participants did not need to be clarified or expanded

based on emerging themes from other interviews. Peoples (2020) explained that after the

first data reflection, the researcher would often find something that needs further

clarification, which can be completed via follow-up interviews. The researcher then

employed the hermeneutic circle to reevaluate the data.

I requested that participants permit me to share the data results with the university

and allow for publication, subject to de-identification procedures (Resnik, 2020). I

obtained the participants' case number, email address, and telephone number, which I did

not share with any other entity (Ibbett & Brittain, 2020). I coded the participants' names

to protect their identity by assigning a case number. I gathered demographical data on the

participants and ensured it was coded by the case number only based on the topic's

sensitive nature. Coding by case number reduced any fears of retaliation from the abusive

leader or organization (Mozersky et al., 2020). I required participants to sign a consent

agreement electronically before the recorded audio, and visual interview occurred to

maintain confidentiality. I requested written consent from the Cooks Club of Tampa Bay

and posted the study description with my contact information to their social media site. I electronically obtained permission through email.

Procedures for Recruitment, Participation, and Data Collection

I collected data for this qualitative phenomenological study through telephone and online collaboration platform interviews with study participants (Namey et al., 2020). Jenner and Myers (2019) stated that telephone and online meeting interviews, as opposed to face-to-face interactions, have many advantages, such as increased confidentiality for sensitive topics, reduced time, and travel costs. In addition, it did not restrict the development of rapport with participants. However, it did yield some disadvantages, such as visual responses to questions and missing natural encounters with the participants. To combat the potential disadvantages of missing visual responses, I asked participants to allow a video recording of the interview. I first made a connection call, built rapport, and confirmed they met the criteria for inclusion. At this time, I set up a specific interview time and provided them with details to access the online collaboration platform.

Being the research instrument and using an interview protocol as a guide, I scheduled and conducted the interviews for each participant individually at the set date and time of their choosing. I collected data from ten experiences purposively chosen based on the predetermined criteria who had or currently work in the culinary industry. The data collection period was 3 months. The interview guide consisted of demographic questions and open-ended questions about the abusive leadership relationship and yielding behavior.

The optional demographic data collected helped me to put the information into the context of the relationship's environment and circumstances. Demographic details collected and shared in the study were coded as not to render participants identifiable. The open-ended questions helped promote a detailed description of experiences directly from the participants (Peoples, 2020; Rubin & Rubin, 2012; Saldaña, 2016).

I scheduled the participants for the first phone discussion after receiving responses to a participation email request. At that time, I obtained the participants' demographic information and determine their inclusion criteria for the study. I informed them that they could stop or leave the study at any time. If they had chosen to leave, I would have asked for a brief explanation, but this did not occur. During the interviews, I asked the participants not to divulge the specific organization or names of leaders for their privacy. If that did happen, I would have removed the information from the transcript and note it for confidentiality, but this did not occur. During the interview, I intended to describe the abusive leadership relationship and understand how they felt and what the effects were, if any. To add the triangulation of data, I also interviewed witnesses to abusive leadership relationships. During those interviews, I aimed to gain the same information.

A professional transcription service was used to transcribe the recorded interview data, and the participants' identities remained anonymous. I kept an electronically signed copy of the consent forms, the digital interview files, and my records transcripts. The data remained in my possession or was securely stored on an external hard drive which was

password protected. I locked the hard drive which contained the consent forms, interview files, transcripts, and any other printed files in a locked, fire-resistant safe in my home. Only I had the key to the safe. At the end of 5 years, I will manually delete the audio recordings via the recording software. I will also sanitize the digital hard drive to remove all data permanently. In addition, I will delete any electronic communication on my local hard drive and the Walden University server. Finally, I will destroy all hard copies of study materials via paper shredding.

Data Analysis Plan

This study's data analysis steps began with reviewing the entire transcript from one participant to understand the overall picture. In this step, I also removed the filler language which is commonly added during spoken conversations, such as "well," "uh," and "um." Peoples (2020) explained that the second step was to create primary meaning by determining the meaning themes and focusing on those most relevant to the study. The next step was to take the preliminary meaning themes, create a final meeting theme, and place them under each interview question. Fourth, the researcher reiterated each participants' data using thematic organization by using direct quotes from the interview questions. Next, I used the situated narratives created in step four to create a general narrative. This general narrative unified all the descriptions and data provided by all participants into one story. The last step was creating the general description. The goal was to discuss the themes in all or most of the participants' transcripts describing their experiences. Figure 5 illustrates the data analysis process for this study.

Figure 5

Data Analysis Flow Chart
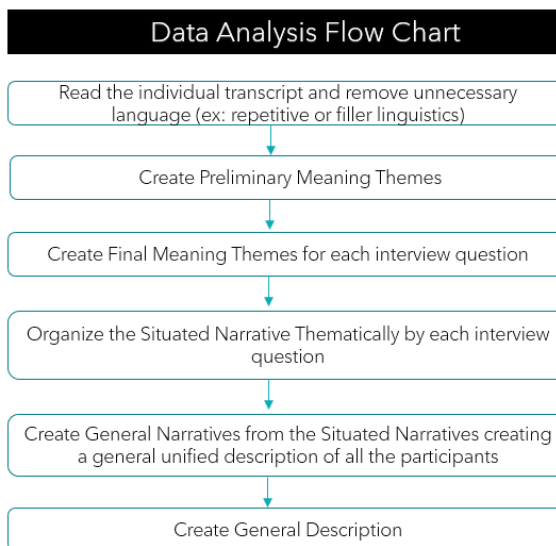
To support the hermeneutic phenomenology research design, I used the

hermeneutic circle during data analysis. The hermeneutic circle is a process by which the

reader creates an understanding first of the transcript text as a whole. Then it was

referenced to the individual parts, and each parts understanding is related to the whole.

Finally, the hermeneutic circle was completed by journaling to create a constant route of

a renewed understanding of the phenomenon. Follow up interviews were not needed but

they would have been completed at that time.

Journaling is a type of reflection used in the hermeneutic analysis. Since I am the

main instrument used in the study, my bias and projection outcomes need to be shared

explicitly using journaling. During the data collection period, I must know that my

understandings may change as I become more ingrained in the data. Journaling my thoughts will create a timeline to show their progress from one concept to another.

Using follow-up interviews is another part of the analysis used to clarify misunderstandings or preconceptions so the data can be used. If follow-up interviews were needed, I should challenge my current beliefs and biases which have formed throughout the data collection process. Follow-up interviews were an additional opportunity to ask questions of the participant and gain in-depth data but were not needed.

As described by Smith (2011), the key elements led me to the process for data collection and analysis. First, I recorded and completed the interview, transcribed the audio files verbatim and printed a copy of the transcripts. Next, I highlighted key phrases and wrote comments in the margins to help me summarize the key phrases into codes. From there, I created a coding matrix and matched each code to a category. Lastly, I combined similar categories and themes for a representation of the actual data.

I used NVivo 11 to help with data analysis. NVivo is a software program which organized and analyzed the collected data (QSR International, 2020). It also helped to develop scalable research. While it stores and analyzes various documents for patterns and themes, I used it specifically for audio, PDFs, and Microsoft Word documents. I used multiple reviews of the data for additional codes at different times. Based on the changing themes, the conceptual framework also changed. The predicted themes were perceived threat, ethics, favoritism, and bullying.

Issues of Trustworthiness

Credibility

Rubin and Rubin (2012) explained that credibility is achieved by interviewing experts knowledgeable about the research problem. Credibility is also be achieved by gaining detailed descriptions and concrete details (Conrad & Serlin, 2011; Tracy, 2010). For example, I made sure to speak with those who had experienced an abusive leadership relationship. I confirmed they met the initial contact selection criteria before setting up the interview to be cautious of everyone's time. To ensure the selected participants are telling the truth, I probed the conversation, as necessary, and explored their statements for clarity and reliability. Another way the study gained credibility was by being transparent about the data analysis and collection to the reader.

Transparency allowed the reader to evaluate the thoroughness and potential bias. I upheld this concept in my research by keeping the recordings and interview notes protected to confidentiality but so anyone can review them if they choose. The four inquiry elements identified that enhanced reliability in qualitative studies are systematic, in-depth fieldwork, systematic and conscientious analysis of data, the inquirers credibility, and the philosophical belief in qualitative studies (Patton, 2015). Other recommendations were to look for alternative explanations and cross-reference with the case data, which showed I was not only looking at one result. Random sampling, triangulation, and frequent debriefing sessions also increased the research study credibility (Shenton, 2004).

Transferability

Shenton (2004) explained that the steps to gain transferability in a qualitative research study are to provide background data to give the reader the context in which the study was performed. I provided a detailed description so the reader could make their comparisons. Tracy (2010) stated that transferability is added to a research study because the readers feel they identified with the situations context as they have experienced it themselves. Transferability was achieved because the study could be duplicated within another setting or group (Conrad & Serlin, 2011).

Dependability

Detail played a significant role in the dependability of the study (Shenton, 2004). The goal was for a future researcher to repeat the study based on detailed information, which made it reliable (Conrad & Serlin, 2011). There are a few sections suggested which I included in my study. Sections devoted to research design & implementation and data gathering were used to provide the information necessary to gain dependability. An additional section I added to the appendixes was the reflective journal used during the project to evaluate how effective my process was.

Confirmability

Confirmability addresses the steps taken to ensure the study results were the participants' thoughts and experiences and were not influenced by my preferences (Shenton, 2004). Triangulation was used to reduce the likelihood of researcher bias. This section is also very detailed in explaining my decisions as a researcher, why I made them,

what other options I could have chosen, and why I did not choose them known as an audit trail. These details allowed someone outside the study to confirm the data and the amount of applied bias (Conrad & Serlin, 2011). A way to combat this issue was to allow for member-checking. Multiple researchers would review the information independently and then combine their information as a group to discuss differences.

Ethical Procedures

In this study, I used human subjects, so I first obtained approval from Walden University's Institutional Review Board before any data collection began. Once I obtained approval from the Institutional Review Board to start this study, I contacted the organizations' leaders through a letter of invitation to participate in this study. I asked that the participants reply with letters of cooperation. I assured the participants that their participation was voluntary, and they could withdraw from the study if they chose to, and they would not receive any consequences.

I also assured the participants that the data collection method will address all ethical procedures to protect against harm. I required participants to sign the informed consent which explained the purpose of the research study, their role, and what they could expect before conducting interviews. Participants were not compensated for their time in the study. I utilized pseudonyms to ensure the identities of the participants remain excluded. I used a professional service to transcribe the interviews and maintained confidentiality. I retained a copy of the informed consent from each participant, the digital audio files, and transcripts for my records.

Utilizing a qualitative phenomenological research design, the goal was to examine the individuals' experiences, so I used an online collaboration platform to conduct and record the interviews. An online platform allowed the participants to be in a location of their choosing, where they felt safe and were more likely to share intimate details of their experiences. In addition, using an audio recorder allowed me to capture and review the participants' explicit statements to prevent misinterpretation which could challenge the study's rigor.

The data collected during this study remained in my possession on a Walden University server for email correspondence or securely stored on a password-protected external hard drive. This hard drive was locked inside a safe which only I had the key. At the end of 5 years, I will manually delete the data on the recording software storage. I will also sanitize the hard drive to remove all data permanently. I will remove any communication on the Walden University server and destroy any hard copies of materials via paper shredding.

Summary

Chapter 3 explored the research design, method, rationale, the researcher's role, and methodology. The chapter also explored trustworthiness about credibility, transferability, confirmability, dependability, and ethical procedures. The research design for this study is a qualitative phenomenology study which allowed me to examine the experiences of culinary industry employees exposed to abusive leadership.

This study involved human subjects, so I applied and secured Institutional Review Board approval before data collection (no. 09-17-21-0989888). After obtaining approval, I recruited six culinary industry professionals who stated that they had worked for an abusive leader or had witnessed an abusive leadership relationship. To collect data, I conducted in-depth, audio and visual-recorded interviews via an online collaboration platform.

To uphold this study's qualitative rigor, I made sure to follow all ethical guidelines about bias, confidentiality, and privacy. I also used the strategies discussed to engage this study's credibility, transferability, and confirmability. Finally, the study findings are presented in Chapter 4.

Chapter 4: Results

The purpose of this qualitative hermeneutic study was to improve the understanding of the lived experiences of culinary industry employees who are affected by abusive leadership relationships and better understand the impact of such leadership on organizational performance. The RQs were

RQ1: What are the lived experiences of culinary industry employees who have experienced abusive leadership?

RQ2: How do culinary industry employees experience the impacts of abusive leadership on their and their organization's professional performance?

In this chapter, I will discuss the research setting, demographics of participants, and data collection and analysis methods. I also provide evidence of trustworthiness and present the study results. The chapter concludes with a summary of key points.

Research Setting

The primary research setting to collect data was a one-on-one recorded meeting with each participant using the GoToMeeting online platform. The participants met the inclusion criteria and agreed to the informed consent protocols. I used the online platform, which offered video and audio recording, to see participants' facial language cues during the interviews.

The initial call for participants occurred through a post on the social media page for the Cooks Club of Tampa Bay and the monthly newsletter of the American Culinary Federation local chapter. Unfortunately, the American Culinary Federation was not able

to post the invitation in its newsletter, so I relied only on The Cooks Club of Tampa Bay.

I posted the initial invitation to the club's Facebook wall and followed up on inquiries via

personal direct messages. I then proceeded with the informed consent protocols and

scheduled an in-depth phone interview. During the phone call, I reviewed the informed

consent protocols and screened the participants based on the eligibility criteria (i.e., aged

between 21 and 65, have worked in at least two culinary organizations as a paid

employee, have experienced what they believe is an abusive leadership relationship, are

willing to be recorded and not associated with Walden University in any way). I made an

initial phone call introduction, confirmation of their inclusion criteria and collected

demographic information. During this phone call, I scheduled an audio and video

recorded interview for a later time of their convenience.

The recorded interviews lasted, on average, 2 hours and delivered a total of 316

pages of transcripts to analyze. The longest transcript was 77 pages, and the shortest was

39 pages. The word count for the transcripts totaled 46,104 words. I securely stored the

data on an external hard drive, which is password protected and accessible only by me.

The hard drive, which contains the consent forms, interview files, transcripts, and any

other printed files, is stored in a locked, fire-resistant safe in my home. Only I have the

key to the safe.

Demographics

For this study, I used a purposive sampling strategy because it allowed me to

include only participants which match the predetermined criteria relevant for the study. I

assigned each participant a numerical number ranging from 1 to 6. Those who shared

multiple experiences received an alphabetic notation such as A, B, or C to separate each

experience. This method allowed participants to share all their relevant experiences while

also keeping the demographic data separate for analysis. For example, Participant 1 has

worked in the culinary industry for a total of 17 years. This long employment history

resulted in the participant sharing three separate experiences. During one experience they

were 30 years old and the during the second they were 31 years old. Within these two

experiences they worked at a fast/casual restaurant as an assistant general manager

employed under a general manager. Their experiences yielded different transcript files,

and therefore experiences, because during experience one and two they worked for

different general managers at the same location. I labeled their first and second shared

experiences A and B. In their third shared experience, labeled C, they were 35 years old,

worked at a high-end resort as a cook, and were employed under an executive chef.

Table 1

Participant Characteristics

Participant identifier	Gender	Age when abuse occurred	Education	Time employed in culinary (total years)	Types of organizations	Position of participant	Position of leader
1A	M	30	Undergrad	17	Fast/casual restaurant	Assistant general manager	General manager
1B	M	31	Undergrad	17	Fast/casual restaurant	Assistant general manager	General manager
1C	M	35	Undergrad	17	High end resort	Cook	Executive chef
2	F	18	Undergrad	4	Fast/casual restaurant	Cook/prep	Store manager/supervisor
3	F	35	Graduate	25	Education	Instructor	Executive chef
4A	F	18	Undergrad	18	Fast/casual restaurant	Cook	Store manager/supervisor
4B	F	19	Undergrad	18	High end resort	Pastry chef	Store manager/supervisor
5	F	17	Undergrad	19	High end resort	Pantry cook	Executive chef
6A	M	34	Graduate	49	Corporate food service	Supervisor	Executive chef
6B	M	43	Graduate	49	Corporate food service	Director	Vice president

Data Collection

I collected primary data from in-depth interviews that I conducted with six

participants. The participants shared a total of ten abusive leadership relationships. I had

an initial phone call that lasted approximately five minutes with each participant within a

3-week period. I then conducted the in-depth recorded audio and visual interviews. The

interviews averaged about 2 hours. Each participant was interviewed immediately

following the return of their informed consent form. After I received consent from the

participants, I recorded audio and visuals during the duration of the interviews. I used the

media collaboration platform GoToMeeting to meet with the six participants and record

their interviews. Of the six interviews, five participants used their own personal

webcams, and one used my iPhone camera to record. There were no variations in the data

collection from the plan presented in Chapter 3. There were also no unusual

circumstances encountered in the data collection process. The interviews were semi

structured and based on the interview guide, which contained demographic and open-

ended questions. I was able to change the sequence of questions and segment them as

necessary to each participant. The participants responses informed my follow-up

questions.

The data was captured using the online platform GoToMeeting. I recorded both

visual and audio data which was then transcribed by the GoToMeeting software. During

the interviews I kept notes of the specific times of important phrases I wanted to review

and made notes, so I knew what to look for during analysis. Saldana (2016) explained

that data analysis is comprised of two major stages of cycles which begins with priori codes. During the interviews, a part of my notes became words which were frequently repeated. This resulted in a list of 30 words and phrases which emerged from the literature review, RQs, and conceptual framework (see Appendix A).

I interviewed six adults who shared a total of 10 lived experiences. The participants included two males and four females. The ages of the males were 36 and 62. The four females were 22, 36, 37, and 41 years old. All participants had at least an undergraduate degree, while two had graduate degrees. Of the six participants, four were married, and two were single. When asked the title of the leaders involved in their experiences, 40% of participants stated that they worked for an executive chef, whereas 30% reported working for a store manager/supervisor, 20% for a general manager, and 10% for a vice president. There were several different types of organizations inside the culinary industry that participants had experiences working for; these included four fast/casual restaurants, three high-end resorts, two corporate food services, and one culinary school. At the time of the study, all of the participants stated that they worked in some type of the culinary industry, and half of them indicated that they had more than one experience with an abusive leadership relationship. I verified that none of the participants worked for Walden University in any capacity. Table 1 provides a summary of participant characteristics.

The participant information was immediately deidentified and I assigned a number (1-6) and corroborating letters (A, B, or C) if the participant shared more than

one experience. The interviews yielded a total of 316 single spaced pages of raw

transcripts in six separate transcript and video files. From there I sent a copy of the

transcripts to the participants to review and did not receive any requests to change the

data given. Then, I reviewed the transcript and audio together to confirm accuracy by

replaying and rereading the transcript line by line. Once I was satisfied with the accuracy

of the transcripts, I began to follow the data analysis flow chart (as discussed in Chapter

3). I began with reading the individual transcripts and removed any unnecessary language

such as repetitive or filler linguistics. When doing so, I yielded 300 pages of data for

analysis and coding. When the transcript was ready, I uploaded a copy into the NVivo

Software under projects.

Data Analysis

Hermeneutical phenomenology involves interpretation and description of

individuals' lived experiences. Van Manen (1997) explained that it is descriptive because

you want to see how things appear and allow the experiences to speak for themselves

without adding or misconstruing their messages. It is also hermeneutic, or interpretive

because it "claims there are no such things are uninterpreted phenomena" (van Manen,

1997, p.180).

Van Manen (1994) explained that hermeneutics is the practice and development

of theory of interpretation. Interpreting the interviews, isolating the themes,

understanding, and creating meaning within the phenomena. Each step was repeated

several times for each of the evaluation themes to support the hermeneutic circle. Laverty

(2003) explained the process of interpreting transcripts occurs in a circle, the hermeneutic circle. I moved several times, back and forth between the parts and whole of the experience to increase the depth of understanding of the text. Themes came from the Alvarado AWEST, the literature review, and the interviews themselves. Through multiple analysis, I was able to uncover common themes which were shared by the participants. In this phenomenological study, I applied Heidegger's hermeneutic circle process. Heidegger's data analysis plan provided the opportunity to obtain meaning and context behind the semi-structured in-depth interviews. Heidegger (1977) believed that to learn the essence of a phenomenon you must use foresight during the interpretation process to allow our biases to be resolved.

Interpretive Phenomenology. Ironside (2005) explained that interpretive phenomenology come from the leaders Heidegger and Gadamer. These authors focused on understanding the meaning of being in the world. A primary concept of interpretive phenomenology is *situated freedom*. Lopez and Willis (2004) explained that *situated freedom* focuses on how to explain the meaning of the individuals in "their world" and how the meanings effect the decisions which are made. Polit and Beck (2012) explained that the primary focus is to interpret and understand the human experiences rather than just describing it. Wrathall (2005) described we are not free to decide the way and how things matter to us, but instead the world decides how it is arranged and how we are placed within it. Within this, moods create a unified feeling about the world they are in. We have limited control over what we encounter in our lives. For an employee who is

exposed to abusive leadership their state of mind, or mood, pertains to their feelings such as being uncomfortable, having low job satisfaction and embarrassment.

A second important concept of Heidegger's is *co-constitutionality*. *Co-constitutionality* states that the meanings arrived at by the researcher and shared by the participant are blended within the focus of the study (Lopez & Willis, 2004). The researcher's knowledge of the specific phenomenon is valuable to guide the study to produce useful data (Wrathall, 2005). Without it, important information could be missed during the interviews if I did not direct the conversation.

Employees who are subjected to abusive leaders suffer a trauma. When their life suddenly changes due to the trauma, the "*dasein*", or understanding of the world is broken. Wrathall (2005) explained that trauma survivors find themselves experiencing a new "*thrownness*". Heidegger's term "*thrownness*" refers to how we are thrown into a situation where we are not in control. The context of the situation has changed. The employees once knew how to act and how they were expected to be treated. They are now entering a new situation where they have no context of what is considered acceptable there.

Circumspection is another concept of Heidegger's which means that everyday experiences of employees can be clouded by what they were exposed to. This creates a "mood" which is a response to the exposure. Employees who are exposed to abusive leaders have shown to avoid certain situations which felt similar to the ones they have experienced.

The initial stage of data analysis focused on counting the number of times a phrase or word was repeated in the data. This is easily done with NVivo due to the immediate quantitative focused view on the main page. This is useful for a high-level overview but was not the primary process. This was combined with the underlying essence after a refocus was completed of the data.

The use of technology to assist in data analysis is becoming more widely used. For this study, I chose to use NVivo for basic mechanical procedures like sorting and reorganizing. Paulus et al. (2017) explained that researchers should provide details about their experiences with software to better support their data analysis. NVivo is a software program produced by QSR International which assists with data analysis. For this study, I was able to import the Microsoft Word file of transcripts for each participant and separated them by their experiences. Doing so resulted in ten separate transcript files. Using the software, I organized the data and began exploring themes.

There are several advantages to using this type of software. First, organizing and storing large amounts of data can be difficult in qualitative studies because of its sheer volume (García-Horta & Guerra-Ramos, 2009). The use of software allowed me to move through transcripts when searching quickly and efficiently for a common theme, or to make changes. Zamawe (2015) explained that the use of software works well with most qualitative designs and eases the burden of "copy-cut-paste" redundancy of the manual process.

As useful as this software was, there were a few disadvantages. I found there was a large learning curve which required time and training to understand the intricacies of the program and how it could best be used (Basit, 2003). A common pitfall of using computer software is that I will rely too much on the quantitative data which is produced on the main page to lead their analysis. This is a large problem because a theme could be mentioned only once, but still be found to be extremely important and worthy of discussion. Zamawe (2015) stated that the computer process could create distance between the researcher and the data. While I do not agree with their statement. I believe it created a deeper bond between myself and the data and allowed me to work efficiently between coding lens such as Alvarado's AWEST and themes from the literature review. Lastly, the multidimensional nature of the data which was collected spanned across several parameters. There was a diverse education level, age level and amount of time in the field between all participants. Having the multiple attributes to compare allowed me to look at both the individual and the cumulative data collected during the interviews (Mattimoe et al., 2021). By creating different nodes, or overarching themes, I could conduct multiple queries to address the RQs and extract relevant quotes to support the data.

All responses which pertained to the interview questions, and which related to the themes were listed and considered. Repetitive statements were removed as to not confuse the recurrence of themes. During this time relevant themes were noted as they paralleled

among different participants. Using the NVivo software, I was able to conclude which themes occurred in which transcripts.

To begin analysis, I followed the six-phase process created by Braun and Clarke (2006). The first step is to become familiar with the data. Upholding the hermeneutic circle beliefs, Braun and Clarke (2006) states that the transcripts should be read and re-read by the researcher. During this time, I wrote down my initial ideas in the reflective journal. Then, I imported the ten Microsoft Word document files into NVivo for assistance with the data management process.

During the interviews, the participants shared their lived experiences of working for an abusive leader in the culinary industry. During the data collection I reflected on my own experiences to direct the interview but used the interview guide as a baseline. In reviewing their accounts, I also reflected on my own experiences in the culinary industry and came to an understanding of the phenomenon with the culinary world context. There were several cycles of this process completed to create a throughout understanding to identify themes. These themes were then compared across all of the participants experiences to find commonality. This circle continued as new patterns emerged during each analysis. This process does not have a set number of steps, it instead occurred, fluidly, until no new themes emerged, and saturation was reached.

Phase 1:
Familiarizing yourself with the data

Phase 2:
Generate initial codes (30 codes generated)

- Raw Interview Data
- Read and re-read
- Write in reflective journal
- Import into Nvivo

Counter productive	Health problems	Emotional Exhaustion	Depression	Family conflict	High turn over
Playing favorites	Name calling	Drug use	Swearing	Illegal practices	Alcohol use
Putting employees down	Feeling hopelessness	Public criticism	Undermining	Talking being backs	Distancing
Blurring lines	Humiliation	Making threats	Giving dirty work	Aggression	Unethical
Telling lies/rumors	Disregard for authority	Bullying	Non-physical outbursts	Communication Barriers	Binge eating

The next step in the Braun and Clarke (2006) process is to create initial descriptive codes. During this phase, I deconstructed the data apart from its original chronology of the transcripts. This process resulted in 30 priori codes from the interview transcripts (see Appendix A).

To categorize and pattern these codes, I used the code types of negative emotions, processes, and descriptors (see Appendix B). The processes and descriptors need more for a pattern code and usually consist of four interrelated summaries, themes, or explanations (Miles et al., 2020). This resulted in the creation of three clusters. Cluster 1 included the themes unethical, disregard for future, and justifying retaliation. These have in common that they were all noted in the transcript data when participants were giving examples of behaviors and is such labeled "Behavior of the Leader." Cluster 2 included themes destructive culture, reduced performance, and decreased productivity labeled. These have in common that they have a negative effect on the organization and were experienced by the participant in response to the behavior of their leaders and is labeled

"Organizational Effects." Cluster 3 included themes denying the situation, venting, and employee silence which were all strategies mentioned by participants which they used to continue their employment under the abusive leader and are labeled "Coping Strategies." Cluster 4 remained "Negative Emotions."

The third step is to create a preliminary meaning schema by seeking to identify themes and focusing on those most relevant to the study. During this process I used open coding, merged similar concepts, re-named the themes, and created broader categories of codes. This resulted in 10 themes and 55 subthemes (see Appendix B). The 10 themes are negative behavior of the leader, coping strategies, feelings, individual effects, organizational effects, length of employment for the company, length of employment for the leader, resulting leadership abilities, reoccurrence, and type of organization.

Four constitutive patterns emerged from the participants interviews. These themes were: a.) the negative behavior of leaders, b.) the harmful individual effects, c.) the destructive organizational effects and d.) damaging coping strategies. There were six interview participants which yield a total of 10 experiences. Each theme has subthemes and were discussed among the interviews. During the first cycle of coding, using the NVivo software, I created a list of codes initially assigned to the data from the transcripts. These were different, mix and match approaches of the main themes found in the data collection. From here I was able to transform the themes and subthemes into a more specific list of patterns (see Appendix C) based on which themes emerged the most frequent in the interview data and assigned a respective data unit to each theme.

The fourth step in the Braun and Clarke (2006) analysis process is to review the themes. They call this "drilling down" where you recode the text, re-organize into a coding framework and break down the themes into subcodes. This helps to understand the meanings which are deeply embedded into the themes (see Appendix C).

The fifth step was to take those themes, define and name final themes and place them with each interview question. For this process, I used the NVivo qualitative analysis computer software to organize the preliminary and final themes with the interview answers. From there, I was able to use thematic organization by choosing the direct quotes from the interview questions and assign themes.

The next round of coding was done to compare the interview transcripts with the themes which are discussed in the conceptual framework of Alvarado (2016). There were four themes which transcript data was sectioned into: lack of engagement, lack of autonomy, lack of psychological safety, and lack of benefits. This coding was completed two separate times and a cumulation list was created. This yielded seven, single spaced pages of data (see Appendix D).

The last series of coding was completed comparing the data to the discussed literature review in Chapter 2. There were several pieces of data found to support the literature review themes (see Appendix E). This yielded a total of 12 single spaced pages.

Throughout the data collection process, I kept a Reflective Journal of my thoughts. This helped me to segregate my coding rounds daily by giving me a quick overview of the participants information. Immediately following every interview, I wrote

in the reflective journal. This helped to complement my analysis and assisted in me being

reflexive. I noted my honest objective assessment to each participant and summarized

their experience. I also noted specific quotes which I wanted to revisit. In the reflective

journal I explained the visual cues which were gained from the participant, showing the

importance and necessity of visual recording as well as audio in my process decision.

Lastly, I was able to make notes about how the interview went and any changes I should

consider making for the next one. This journal (see Appendix F) gave me a place to start

coding each individual interview and keep notes as I went along.
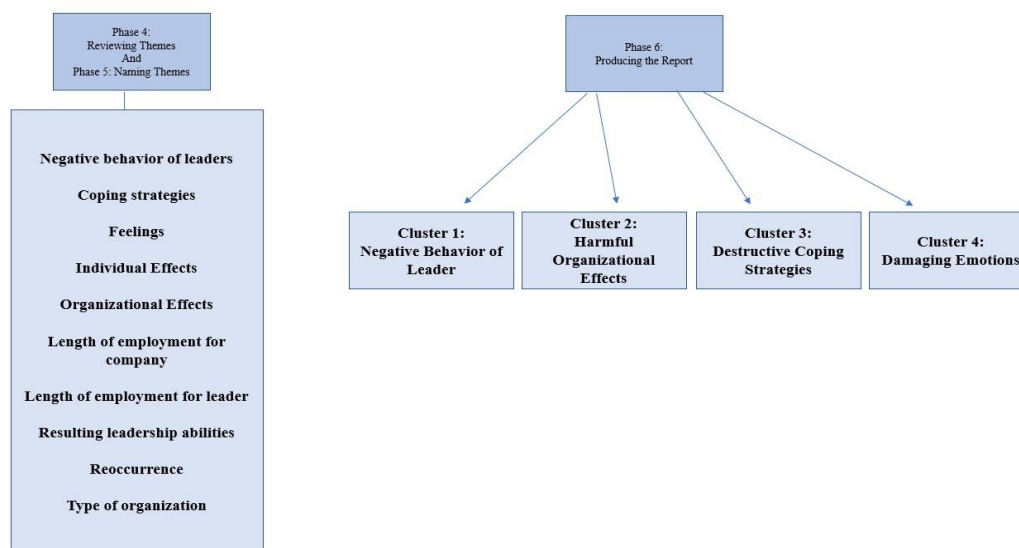
The final step is to produce the report. I used the situated narratives created in the

previous step to create a general narrative. The general narrative summarized the content

of each theme in all or most of the participants transcripts experiences. Finally, the

hermeneutic circle was completed by extensive journaling (see Appendix G). Follow-up

interviews were not needed.

Evidence of Trustworthiness

Credibility

Credibility was achieved by interviewing experts who were knowledgeable about abusive leadership relationships (Rubin & Rubin, 2012). Secondly, credibility was achieved by gaining detailed descriptions and concrete details from the participants (Conrad & Serlin, 2011; Tracy, 2010). When interested participants made inquiries about the research project, I asked them a series of questions to determine they were applicable to be included in the study and had experienced an abusive leadership event. During the conversation, I probed, as necessary, to explore their statements for clarity and reliability.

Transferability

The first step in transferability which I took was to give background information to the participants so they had a context for how the study would be conducted (Shenton, 2004). When the readers feel as though they can identify with the situations the research is exploring as they've experienced it themselves creates additional transferability (Tracy, 2010). Lastly, Conrad and Serlin (2011) stated that transferability is achieved when the study can be duplicated within another setting or group. I have outlined the procedures from start to finish for the research project so that it may be duplicated.

Dependability

Shenton (2004) explained in-depth detail plays a large role in the dependability of a study. There are several sections I have included to support the dependability of this study. The research design was discussed in detail, as well as the implementation steps.

The data gathering process was reviewed so that a future researcher may repeat the study (Conrad & Serlin, 2011).

Confirmability

In this study, I took several steps to ensure the study results are the participants true thoughts and experiences without the influence of my bias. The steps are very detailed in each section to explain my decisions, why I made them, and alternatives which could have been applied, known as an audit trail. This research study used triangulation which is a process of different source methods. The first step is the primary data collection, which were interviews. Second, observation occurred during the interviews to see the participants nonverbal cues during the conversations. Third, the review of the transcript documents which was completed separate from the interviews. I read the transcripts multiple times before coding the data into themes. These in-depth details would allow someone outside the study to confirm the research findings and determine the amount of applied bias (Conrad & Serlin, 2011). Member checking took place both during the collection process and the end of data collection. During the interviews I asked clarifying questions to ensure the credibility and accuracy of the collected data. At the end of data collection, I contacted the participant if I needed further clarification or follow up. The participants received a copy of their transcripts if they requested it to confirm validity.

Study Results

There were a total of four themes which emerged from the data which align with

the RQs. The four main themes are the negative behavior of the leader, damaging

individual effects felt by the employee, harmful organizational effects felt by the

organization, and coping strategies use by the employee. Figure 6 shows the intersections

between all 10 participant experiences and the themes presented among them all.

Figure 6

Conceptual Code Intersections Among Participants
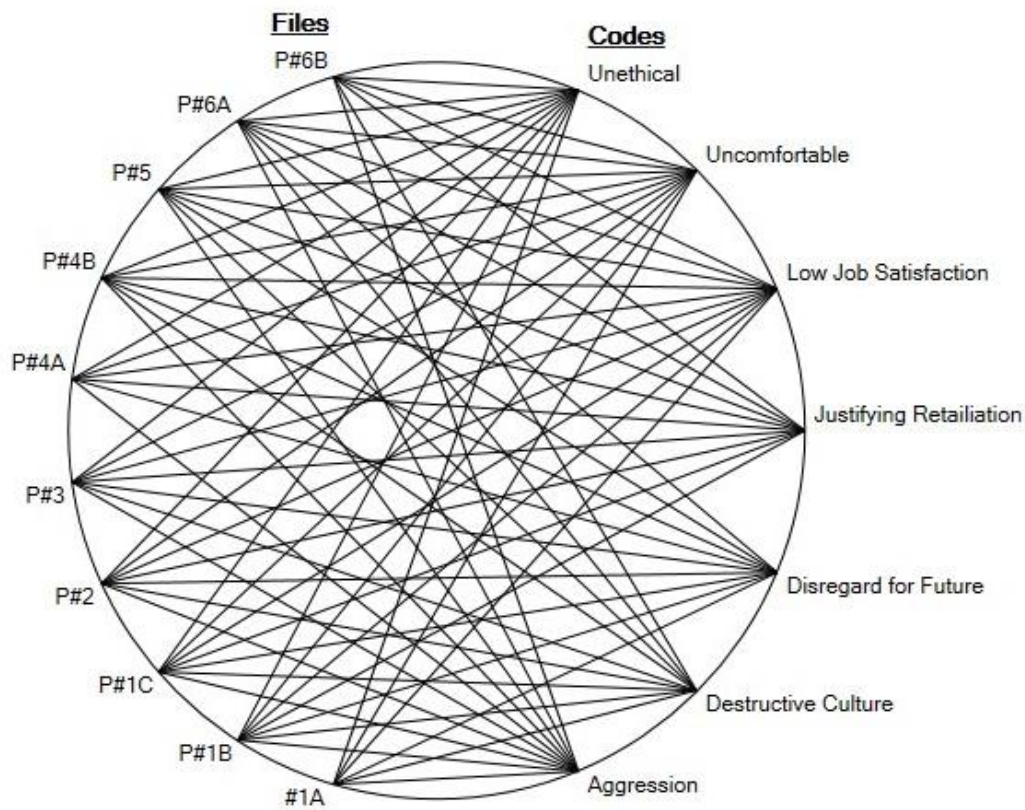
RQ1 asked, What are the lived experiences of culinary industry employees who have experienced abusive leadership? The themes which align with this RQ is the behavior of the leader specifically: The lived experience of participants within an abusive leadership relationship with their leader was aggressive, unethical, and inconsiderate for their future with the company.

RQ2 asked, How do culinary industry employees experience the impacts of abusive leadership on their and their organization's professional performance? There are three themes which align with this RQ. The first is the individual effects which the participants felt when being exposed to an abusive leadership relationship. They were uncomfortable, suffered from low job satisfaction and made justifications for retaliation. The second is organizational effects felt by the organization. Participants described a destructive culture, experienced a reduction in their performance quality, and decreased production quantity. The last theme was coping strategies which the participants experienced. They would deny the situation was happening, vent to their friends and families, and not speak up when someone was wrong.

Theme 1: Behavior of the Leader

Each participant shared their lived experiences while working with an abusive leader relationship in the culinary industry. The first theme and associated concepts revolve around the specific behaviors of the leader which lead to a perception that the leader is abusive. The following excerpts explore the topics of aggression, unethical practices, and disregard for the employee's future, all of which were important lived

experiences which the participants shared as essential to their perceptions of being part of

an abusive leadership relationship

Aggression

The APA Dictionary of Psychology entry written by VandenBos (2007) describes

aggression as behavior which is meant to harm others either physically or

psychologically. When the harm is intentional and aims to dominate the situation, it is

considered aggressive. Baron and Neuman (1998) defined workplace aggression as an

effort by an individual to harm someone they are employed with intentionally. Their

study revealed that most aggressive acts in the working environment are verbal, covert or

passive. Examples of aggression include but are not limited to intimidation, threatening,

yelling, name-calling, spreading rumor or lies, and passive-aggression. The following

statement from Participant 1A shows intimidating threats for isolation, humiliation, a

direct insult of name-calling, and deprecation.

Participant 1A was a 30-year-old man who worked in a fast/casual restaurant. His

position was an assistant general manager and he worked under the general manager

during this experience. Participant 1A explained the aggression he experienced:

>   "The GM took me, again, outside, out behind the restaurant, and said to me,
>
>   "What are you doing?" I explained I was doing my temperature checks and why.
>
>   He said, "No wonder why the log's not been looking good the last few days. You
>
>   don't check the temperatures; you just write them in." He said if he wanted

trained monkeys he would have gone to the zoo. And asked me why I was like

this? People in high school could do a better job. I kept doing the right thing,

taking the temperatures, so every two weeks, there'd be a situation that was

similar, and he'd take me in the office and shut the blinds and shut the door, or a

deserted hallway and started screaming."

Participant 2 was an 18-year-old female cook, working in a fast/casual pizza chain for a

store manager. She clarified that her experience was humiliating, and she felt he was

being aggressive towards her when she made a mistake:

> "It was him screaming at me from across the store with customers in the store as
>
> well."

Participant 3 was a 35-year-old female culinary instructor who worked for an executive

chef in an education organization who gave an example of what she experienced working

under an abusive leader. She felt intimidated by the clouded directions and insulted.

> "There was one incident that I remember where I was asked to do something, I
>
> followed up regarding the request, and I was then told that I wasn't good enough
>
> to then follow through with the action. They had found somebody else to replace
>
> me."

Participant 4B was a 19-year-old female pastry chef, working for an assistant chef in a high-end resort. She described that during her shift, standing in one place for too long was difficult because the company didn't use low impact mats so resting one knee by elevating your foot under the table was typical. She shared that she felt he was being aggressive, insulted her with name calling and physically assaulted her.

> "He came up to me one day, the assistant chef, and hit me in the back of the knee that I was standing on, and I almost fell on the ground. He said I must be an idiot right in front of everyone."

Participant 6A was a 34-year-old male supervisor working for an executive chef in a corporate food service organization. This participant felt de-valued as an employee and disrespected. When asked what his daily experiences were, he shared:

> "I was treated poorly, spoken to, and demeaned, in a demeaning way, the attitude of the chef with me was always short. He was always aggressive and very curt."

Unethical Practices

Unethical practices inside an organization spawn a variety of issues for management. Veetkazhi et al. (2020) explained that unethical behavior can be either consciously or unconsciously controlled but focuses on pro-self or pro-other behaviors. These are behaviors which violate societal or organizational norms. Ultimately, employees model their behaviors after what they have seen occur in the organization because it is seen as acceptable. Babalola et al. (2020) found that when an organization

has a disproportionate focus on the bottom-line, it will spark a self-interest behavioral response in employees which results in conducting unethical behaviors. In the excerpts below, participants explain their experiences with leaders such as co-worker undermining (Greenbaum et al., 2012), abusive supervision (Mawritz et al., 2017), and other behaviors.

Participant 1B was a 31-year-old man who worked in a fast/casual restaurant. His position was an assistant general manager and he worked under the general manager during this experience. Participant 1B explained the unethical practices which he saw happen numerous times related directly to pro self behavior of the leader.

> "There were drug interactions on the property, on the clock. Between the GM and staff, within view of camera, they were caught doing drugs. The GM has worked under the influence of not just drugs or alcohol multiple times."

Participant 3 was a 35-year-old female culinary instructor who worked for an executive chef in an education organization who shared that their job was like the "old west" in that you were on your own and if you did not shoot first, you would be shot. There was no camaraderie or teamwork, the leaders showed extensive pro self behaviors. She also explained that the senior leaders in the organization were involved in a scandal with personal and professional funds. This leader also blurred the lines of professional and personal relationships.

"There were no rules, we had a new sheriff in town every 6- 7 month. Everybody was out for themselves, you were a cowboy, or you were an Indian."

"It was like, all of the administration was in cahoots together. So, if one was doing it, it was feeding the other one's department to then come back to benefit this individual's department or this individuals' personal motivations and goals."

"He was romantically involved with an adult student, who then became an employee. He treated her great and treated us awful."

Participant 5 was a 17-year-old female pantry cook, working for an executive chef in a high-end resort. She described the daily behaviors of the kitchen staff she worked with which was perpetuated by the leader was unscrupulous and against her morals.

"And it was very much this culture that developed, where if you wanted to be part of the cool kids' club, you had to make fun of everybody. It was encouraged to call them derogatory, slang terms. Any gay behavior that you could display, they thought was funny."

Participant 6B was a 43-year-old male director working for a vice president in a corporate food service organization. This participant shared that they felt they were being forced to

quit or leave the organization. He attempted to discuss the pro self intentions of the leader in management and explains the outcome:

> "Well, at that point, they weren't speaking to me. They were irritated and administration marked me as a bad employee. It was difficult to do my job when management was ignoring me. Shortly after they gave me a severance to leave, I took it. I had to contact the management afterwards because I hadn't received my stock return check. They told me for two months straight, I made weekly phone calls, that they did not have my check. Turns out they did have my check and I believe they were purposely withholding it from me."

Disregard for the Employees Future

Few other industries take such high pride for customer service, as the culinary industry does. It strives to exceed the expectations of its clients and meet their satisfaction. Unfortunately, many organizations forget that for the client to receive this high level of service, the employee who provides it should also be satisfied. When an employee is satisfied, it results in a higher level of service to the client (Ahmad et al., 2012). Ali et al. (2020) explained that Maslow's hierarchy of needs applies for employees to give their best performance at work, their basic needs must be met. Both individual and family needs are included here.

For an employee to do their best, they must feel as though they are regarded for their future stake in the company. Tepper (2000) explains that behaviors such as disregard are woven inside abusive leadership and often cause employees to feel separated from the organization and unimportant. When employees feel disregard for their longevity, they will not be performing at the highest level. Cropanzano et al. (2007) found that employees are fulfilled when they are exposed to fair treatment, organizational inclusion and satisfied which in turn leads to positive organizational impacts. Rice et al. (2020) studied the relationship between abusive leadership and the feelings of separation inside an organization and found that there is a negative impact on organizational inclusion when exposed to abusive leadership. The excerpts that follow are taken from the interviews of culinary industry employees who have felt a disregard for their future in their organization.

Participant 1C was a 35-year-old man, working in a high-end resort for an executive chef and explains that the disregard for his position occurred not only from his immediate supervisor [executive chef] but from their director as well.

> "My boss and my boss's boss always seem to sweep me under the rug, whether or not it was intentional, it felt like it was."

Participant 3 was a 35-year-old female culinary instructor working in an education

organization who expressed her feelings about the executive chef. She explained that it

did not feel like they were a team, and her successes were disregarded.

"It wasn't about us as a team working together to promote our department, or to

promote a common goal. It was all about his personal success and not the success

of his department. And not the success of his employees, who are under him. It

was his well-being, his welfare, that was of utmost importance."

Participant 4A was an 18-year-old female cook, working for a store manager in a

fast/casual restaurant. She describes the unethical practices she experienced and the

disregard she felt for her future in the organization when a less qualified male employee

was promoted ahead of her:

"I would be made to clock out to go use the restroom. Because I was a woman

and "we took longer." Men didn't have to do that. If I didn't clock out, I would be

reprimanded in front of everybody."

"I was up for a new position, and he [the leader] actually told me that he was

passing me up for it because I wouldn't give it to his advances."

Participant 4B was a 19-year-old female pastry chef, working for an assistant chef in a

high-end resort. She explained her perception of her employer's disregard for her future:

by stating, "They were not promoting me when it was deserved and my turn to be

promoted."

Participant 5 was a 17-year-old female pastry chef working in a high-end resort as a

pantry cook. She expressed how she felt like her skills were not valued as an employee.

> "The men are getting praised and promotions, you know, the "good atta boys"
>
> because they're actually good at their job but I do the same job, just as well, but
>
> I'm only getting praise because I look good."

Theme 2: Individual Effects

The second theme shared by participants when exploring their lived experiences

within the culinary industry working with an abusive leader relationship was the

individual effects they experienced. The following excerpts explore the topics being

uncomfortable, low job satisfaction, and justifying retaliation.

Uncomfortable

A comfortable work environment has been proven to create enthusiasm among

employees and improve their performance (Putri et al., 2019). It is also one of the best

ways to build positive employee relations. In the culinary industry, the workplace tends

to be more demanding than others. It is typical to work over 8 hours a day, in a hot

kitchen, with poor ventilation. You're also expected to work quickly, with precision and

the highest possible quality. There are some people who believe this is an uncomfortable working environment but that is not the focus for this discussion. The other workers inside the organization also make up a part of the environment because employees are exposed to them daily and are expected to operate as a team with their influences. The following excerpts will explain the experiences of employees which made them feel uncomfortable in their positions. Some experiences are due to direct influence such as being told to not follow the rules or declined sexual advances. Other experiences are indirect for instance the overall portrayal of the leaders' character.

Participant 1A was a 30-year-old man who worked in a fast/casual restaurant. His position was an assistant general manager and he worked under the general manager during this experience. Participant 1A explained his feelings towards being forced to use the incorrect procedure for taking temperatures of chilled items, that could have resulted in a foodborne illness.

> "It made me feel uncomfortable, like, why were we doing the improper things? Why is it okay to break the rules, when it can hurt someone?"

Participant 2 was an 18-year-old female cook in a pizza chain. She described a situation which occurred with her store manager when he made a sexual advance and she declined:

> "The situation actually got worse because he thought I was playing hard to get. I was just incredibly uncomfortable. Then he said he didn't like my hair up in a bun,

because then he couldn't see it. He said you have such pretty blonde hair; you

should wear it down in a braid or something. I just felt gross, I was trying to

figure out what I was doing to encourage the behavior."

Participant 3 was a 35-year-old female culinary instructor working in an education

organization who expressed her feelings about the executive chef.

"You didn't know who you could trust, or if you could trust anybody. Then, just

being around certain individuals would just kind of give you the heebie jeebies."

Participant 5 was a 17-year-old female pantry cook in a high-end resort. She described

the weekly behaviors of her executive chef leader:

"It was very uncomfortable because he made the motion to come sit on his lap, to

discuss the schedule. I remember backing up trying to be as close to the door as

possible."

Low Job Satisfaction

Employees are one of the most valuable resources which exist in businesses.

Employees are the ones who drive creativity, acquire specialized skills, and create the

manpower possible to achieve organizational goals. Therefore, how these employees feel

about their jobs, or their level of satisfaction, must be taken into consideration. Maulana

et al. (2021) explained that job satisfaction is the positive feeling which an employee has

of love and satisfaction for the job they do. High job satisfaction results in high motivation, high loyalty, and low absenteeism. Low job satisfaction results in low motivation, low loyalty, and higher levels of absenteeism.

Participant 3 was asked how they felt when they were reporting to work. They explained their low job satisfaction and physical health issues:

> "Walking into the building would turn my stomach. It was a decent job in the sense that the pay was good. The benefits were good at the time. But going to work every day was dreadful."

Participant 4B was a 19-year-old female pastry chef, working for an assistant chef in a high-end resort. She described how when she entered the position, she was very excited to see her hobby turn into a profession but was disappointed with the relationship which developed with her chef.

> "You're so excited and passionate about something. You really enjoy it and you're turning something that's a hobby into a career. And you're excited to learn everything you can and absorb everything you can. And then, it just felt like a slap in the face every day when he [chef] came in, and I didn't already know how to do everything. If you didn't already have the super great techniques and skills, you weren't worth his time."

Participant 5 was a 17-year-old female pastry chef working in a high-end resort as a

pantry cook. She expressed how her satisfaction changed while she was employed under

this leader.

> "I did not want to go to work. I called out a few times because of it. I didn't care
>
> about showing up on time, I always wanted to leave early. I didn't always feel
>
> that way, though. There was a time when I enjoyed the work, but not with him
>
> [executive chef]."

Justifying Retaliation

Among the interviews with the participants of this study they shared multiple

encounters of receiving retaliation or having retaliation justified based on their responses.

For example, Participant 1C experienced being cut off the schedule for multiple days. He

went from working 40 hours a week to less than 20. This happened directly after an

incident occurred between him and the executive chef. Rather than work it out, the chef

retaliated against the participant. It was justified by saying that there was not enough

business to warrant his help. The participant described that the week in question had the

same occupancy percentage of several weeks when he was working over 40 hours,

making him feel as this was just an excuse and indeed retaliation.

Participant 5 had an experience with quid pro quo. Quid pro quo occurs when

someone in a position of power requires some type of sexual contact or favor from an

employee. She received an unwelcome sexual advance from her leader which she

described below. When she denied his request, she felt the need to transfer to another restaurant because he had cut her schedule before, after a similar situation. Due to the negative consequences, she faced because of denying his advances, it is now considered quid pro quo sexual harassment.

Participant 1C was a 35-year-old man, working as a cook for an executive chef in a high-end resort. When asked what it felt like when his weekly hours were cut, he explained:

> "I felt like I was nothing, like I was worthless. Like the two years that I've been working for the company didn't count for anything. He would justify cutting my hours by saying, "Well, there's too many people working and not enough guests in the resort"."

Participant 5 was a 17-year-old female pantry cook, working for an executive chef in a high-end resort. She described expecting retaliation following a sexual advance from her leader which she turned down:

> "He called me into the office to discuss my schedule, and it was very uncomfortable, because he made the motion to come sit on his lap, to discuss the schedule. I remember, backing up, trying to be as close to the door as possible. I moved to a different restaurant as soon as I could, I knew it would get worse from here, like when he cut my schedule."

Theme 3: Organizational Effects

The third theme shared by participants when exploring their lived experiences within the culinary industry working with an abusive leader relationship was the organizational effects they experienced. The following excerpts explore the topics destructive culture, reduced performance (quality), and decreased productivity (quantity).

Destructive Culture

McLaughlin and Osipove (2018) explained that the restaurant industry prizes physical and emotional toughness. This in turn creates a difficult environmental culture. Kitterlin et al. (2016) discovered that uncivil behaviors such as exclusion, inappropriate jokes, and abuse are believed to be acceptable and normal parts of working in the back of the house. The following excerpts made by participants in this study will support these claims. Participant 2 watched another employee be promoted because she gave in to the sexual advances of her leader. Participant 2 was also approached by the same leader, and many said it was the only way she would get into a management position quickly. Participant 5 shared her experiences being the only woman working in the kitchen. She had to create a persona of being tough to get through daily events and so she would be respected by the other staff. She also shared an example of how she would handle the situation if she needed to deflect attention off herself.

Participant 2 was an 18-year-old female cook, working for a store manager in a pizza chain. She was asked what the other employees said about her interaction with the leader.

She described the destructive culture as:

> "For me, I was told to just suck it up, because that's how I would get into management training within the first six months of being here, instead of waiting, a year or two years. She [another employee] got into management because she gave in to him. And that was her reward, she got into management, and then she was a manager of that store."

Participant 5 was a 17-year-old female pastry chef working in a high-end resort as a pantry cook. She expressed how she felt being the only woman in the kitchen.

> "I was hyper aware that I was the only female in the kitchen. And that sexual harassment was a huge issue. So, I developed this persona of the toughest, I have to have thick skin, nothing can affect me, I need to attack you first before being attacked. I had to be super aggressive. Super confident. All of these qualities are not who I am. But I had to show that in the kitchen to be respected.

> "If you think my butt looks good, I need to comment first on another girl's butt or something to deflect the attention off me. So, they think I'm OK with it, I'm cool with it, I'm one of the guys. There's an acceptable level of sexual harassment. You would expect to be objectified. To be treated differently, because you're female, not held to the same standards as the men."

Reduced Performance

The quality of employees work performance can be negatively affected by highly demanding job environments (Nguyen et al., 2018). The culinary industry is the epitome of demanding environments. To begin, the long and changing hours make it typical to work 10 or more hours a day, without any notice when you're scheduled for an eight-hour shift. The back of the house is usually very hot due to the many ovens, burners, flat top grills, and such which are constantly in use during the service time. Lastly, the amount of pressure put on your performance from the customer, other employees and your leader, can become frustrating especially if it's caused by someone you rely on for your career progress (Huang et al., 2019). In the following excerpts you will see statements from employees who are trying to follow company rules and food safety laws to keep themselves, other employees, and the customers safe without the support of their leaders.

Participant 1B, was a 31 year-old man employed as an assistant manager under a general manager in a fast/casual restaurant described his experience with reduced performance (quality):

> "It would never read the proper temperature. It could lead to freezer burn, maybe even allow the item to defrost. I would see things not fully cold, like they should be. I was told you can "cook the bacteria out of anything", but that's not true. We were lying about the temperature, so it didn't come down from management that were not doing our job properly and they didn't get in trouble."

Participant 2 was asked about the daily interaction with her leader, if she saw something was wrong or broken in the restaurant.

> "He labeled me, three days into the 10 days I was working there, he labeled me a complainer. Because I noticed there was something wrong with one of our ovens. And I said we need to call engineering so that they can fix that, and he said, it's not a big deal. It's been like that for a year "

Participant 3 was a 35-year-old female culinary instructor who worked for an executive chef in an education organization who shared her experiences with reduced performance:

> "This individual did not adhere to standards, did not adhere to job requirements, and or responsibilities. It was almost as if he was trying to get himself fired."

> "His behavior just worsened regarding how he respected the job number one and number two, how he respected his students."

Decreased Productivity

Employees who experience abusive leadership may have decreased productivity because they have limited engagement in work (Barnes et al., 2015). When the employees realize how disengaged they have become from their work, due to being exposed to an abusive leader, also creates more unwillingness to support the organization in its success (Kernan et al., 2016). In the following excerpts participants in this study

shared their experiences working under abusive leaders and having decreased
productivity. Participant 2 explained that during her shift, she was constantly looking
over her shoulder because she was trying to avoid her abusive leader. She mentions that
she was the fastest in her store but had slowed down considerably because of always
watching her surroundings. Participant 4 experienced transference of job duties which
changed frequently. Duties which were not a part of her job were being held against her,
if they weren't completed which gave the illusion that she was not being productive.

Participant 2 was asked to share if and how they experienced a decrease in their
productivity:

> "I honestly hated being there. I was looking over my shoulder all the time. It got
> to a situation where I wasn't working as fast. At my last store, I was one of the
> fastest workers, with our specialty pizzas, I could put together and stretch within a
> minute and a half. At the point when I'm looking over my shoulder, it was taking
> me probably three to four minutes, to even attempt to get stuff done."

Participant 4B was a 19-year-old female pastry chef employed under a store manager.
She explained her experiences with decreased productivity:

> "It was one of those situations where you would get in trouble for not completing
> tasks, but those tasks weren't yours to start with. Corrections like that made it look

like I wasn't doing my job."

Theme 4: Coping Strategies

The last theme shared by participants when exploring their lived experiences within the culinary industry working with an abusive leader relationship was the coping strategies they used. Coping mechanisms are defined by seminal authors Folkman and Lazarus (1980) as behaviors and mental processes individuals use when they are under stress either internally or externally. Coping mechanisms are split into several categories, one being maladaptive techniques such as those discussed below. The following excerpts explore the topics denying the situation, venting and employee silence as they are used for coping mechanisms.

Denying the Situation

One of the typical emotion-focused coping mechanisms used by stress-effected employees is to deny the situation is having an impact on them (Taylor & Swartz, 2021). Using this mechanism helps employees to compartmentalize their trauma feelings from those of everyday work. Denial is an emotion-focused coping mechanism which is generally used then employees who are stressed believe they have no control over their situation or its outcome (Lazarus & Folkman, 1984). Savitsky, et al. (2020), explained that employees who use denial as a coping mechanism are more likely to suffer from raised anxiety and increased levels of posttraumatic stress disorder (McNeill &

Galovski, 2015). In the following excerpts from the interviews participants will share

their experiences with this coping mechanism.

Participant 2 was asked if they had any coping mechanisms for handling the stress of

working for an abusive leader. They stated their method of coping with the situation was

to deny it had happened:

> "I tried to brush it off. I didn't want to respond, or encourage, or do anything. I
>
> was trying to ignore it and then stonewalling the situation."

> "I called my dad in tears, not knowing what to do."

Participant 5 described a similar experience to the same question:

> "I want to sweep it under the rug and pretend it didn't happen."

Venting

The second emotion focused coping style which participants discussed was

venting. This is a term used to describe when someone is experiencing a stressor, wants

to express their anger, and goes to another person to discuss their issues. In some

situations, they may be seeking advice or help, in others they are just needed someone to

listen to their problem which may result in a beneficial relief of their stressors (Graves et

al., 2021). This type of coping style is considered passive and recent research explained it

may exaggerate the individuals stress level (Kaholokula et al., 2017). Joshanloo (2018)

stated that even though the individual might experience relief form the symptoms, it does

not last long and results in an increase of stress. The following participants share their

experiences when they used venting as a coping mechanism.

Participant 3 explained their coping method was to vent to other employees who were

experiencing the same situation in an attempt to find clarity:

> "I would always talk to, you know, somebody about what was going on with
>
> work. Sometimes as co-workers would talk to each other and ask, are you seeing
>
> the same thing?"

Participant 4B was a 19-year-old female pastry chef, employed under a store manager.

She was asked about what coping mechanisms she used during this time:

> "Being young, and new to the workforce, in a corporate situation, I really just
>
> went to my family to discuss with them. My dad would give me advice."

Employee Silence

Finally, the last coping mechanism used by participants is employee silence.

Employee silence has a negative outcome on well-being and productivity (Harlos &

Knoll, 2021). Pinder and Harlos (2001) defined employee silence as an individual's

withholding of expression about their views of organizational circumstances from

someone who could effect change. In the following excerpts you will see multiple

examples of employees withholding their genuine expressions, even though it should be addressed. Participant 1 initially reported issues with equipment but since it was never fixed, they felt as though it did not matter, and stopped reporting the faulty equipment. Participant 2 felt it was important to notify her leader of faulty equipment which effected the quality of the product they were producing. She was then labeled as a "complainer" and her views were not taken seriously. Participant 3 explained that initially they, too, reported their views but it would be turned around on them or taken out of context to make them look bad, so they stopped.

Participant 1B was a 31-year-old man, working as an assistant general manager under a general manager was asked what they would do if they saw something was broken or needed to be fixed inside the restaurant:

> "I made multiple reports of issues with equipment, and nothing was ever done. At that point, I stopped reporting things because no one else cared."

Participant 2, an 18-year-old female cook in a fast/casual restaurant answered whether they would tell their boss if they saw something was wrong or broken within the restaurant.

"No. He labeled me a complainer. Because I noticed there was something wrong

with one of our ovens. And I said we need to call engineering so that they can fix

that and he said, it's not a big deal."

Participant 3 answered the same question and stated the changes in their behavior:

"I reported things in the beginning. And then I stopped because somehow it would

be turned around on me or taken out of connotation. It would be totally twisted."

Discrepant Cases

There were no discrepant cases in this study.

Summary

Peoples (2020) described that the goal for qualitative research is to achieve a

saturation of concepts and ideas during the analysis phase. I reached saturation with six

participants who shared a total of 10 experiences because the data analysis stopped

providing any new information and there was enough data collected to answer the RQs.

In this study, I explored the lived experiences of culinary industry employees who were

exposed to an abusive leadership relationship with their leader. The goal of this study was

to better understand the phenomenon of abusive leadership and expand our knowledge of

its impact on individuals and organizations. In Chapter 4, I provided the results of the

research study, demographics for the participants, discussed data collection and analysis

and the relevant themes which emerged from the data. In Chapter 5, I will conclude the

study with interpretation of the findings, limitations to the study, provide

recommendations for further research, and the implications of this study on social

change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative phenomenological study was to provide a deeper understanding of abusive leadership through in-depth exploration of the lived experiences of employees exposed to toxic leadership and abusive relationships. I selected phenomenology as the method because it helps the researcher to understand the world as humans perceive it. I conducted a context-specific, interpretative, hermeneutic phenomenological study (Gadamer, 1998; Lopez & Willis, 2004; Moustakas, 1994; Peoples, 2020; van Manen, 2017). To gather data, I conducted individual, in-depth interviews with culinary industry employees who have experienced an abusive leadership relationship. This study was focused on the culinary industry because of the prevalence of long hours, high levels of stress, and fast-paced environments, which are conducive to abusive leader-follower relationships (Allen & Mac Con Iomaire, 2017). The results of this study may provide a deeper understanding of abusive leadership as experienced by employees exposed to toxic leadership and abusive relationships. To guide my investigation, I developed the following RQs:

RQ1: What are the lived experiences of culinary industry employees who have experienced abusive leadership?

RQ2: How do culinary industry employees experience the impacts of abusive leadership on their and their organization's professional performance?

I uncovered the key findings of this research study by interviewing six employees who have experienced abusive leadership relationships within the culinary industry or

had witnessed others experiencing it. The six participants shared multiple ($n =10$)

experiences. When analyzing the data, I discovered four main themes: the abusive

behavior of the leaders, the individual effects on employees, the organizational effects

sustained by organizations, and the coping strategies that employees used to deal with the

situations. In Chapter 5, I will discuss and clarify the findings of this research study along

with the limitations of the study. I will also give my recommendations for future research

and explain the study's implications for positive social change.

Interpretation of Findings

The findings of this research study extend the knowledge of the abusive

leadership relationships in the culinary industry and the experience of those who have

lived it. D'Cruz and Noronha (2019) and Tepper (2007) defined abusive leadership as the

nonphysical display of hostility a leader shows towards their followers. Types of hostility

include explosive outbursts, criticism, and public humiliation that is ongoing (Mawritz et

al., 2012; Tepper, 2007; Xu et al., 2020). Although these themes were not the top three

that I discovered in this research study, all three themes were mentioned during the

interviews. Explosive outbursts were mentioned by four participants, criticizing was

mentioned by one participant, and public humiliation was experienced by all six

participants. These three themes are closely related to aggression which was one of the

top three themes found when discussing the behaviors of the leaders.

Mullen (2018) also found evidence of workplace aggression in their quantitative

study which showed that 50% of employees were employed under an abusive leader. This

research study supports Cortina's (2017) quantitative survey of organizational behavior, stress, and workplace incivility. Corina also discussed organizational communication barriers and decreased productivity, both of which were reflected in my interviews with participants. Four participants in the present study also noted decreased productivity, which I grouped under organizational effects.

Two of the participants used employee silence as a coping strategy. Lam and Xu (2019) explained that employee silence is a global action used to cope when employees are exposed to abusive leadership. Employee silence can result in the failure to report a severe problem, like faulty equipment, because the statements of the employees have been dismissed in the past.

My findings confirmed those of Biscontini (2018), who found that when employees are exposed to a constant threat or lack of praise, the result is often low retention rates for the organization and lowered job satisfaction for the employee. Low job satisfaction was cited by six participants of the present study a total of 13 times as a part of the individual effects experienced by employees. Low retention rates of other employees were not noted frequently, but each participant stated that they wanted to leave that specific job as soon as possible.

The construct of abusive leadership requires an ongoing setting of abuse. An occasional reprimand or a leader having a bad day were not experiences that qualified as abusive leadership for this study. The ongoing relationship of abusive treatment is important to delineate from discrete episodes (Goute et al., 2021). Abusive leadership is

difficult because each employee will react differently based on what they have experienced in their lives. What one person views as abusive could be viewed as minor to another. Tepper (2000) explained that subordinates who believe they are experiencing abusive leadership prefer to quit their job and if that is not possible, they experience psychological distress. Every participant in this study expressed experiencing psychological distress of some kind. The common experiences shared by participants were worsening or new health problems, stress, anxiety, depression, and disregard. For instance, P2 stated, "I had a little bit of a mental breakdown/anxiety attack," and P5 noted, "I was developing anxiety and depression." P3 offered additional insight, adding, "It made me slightly depressed because I value work, I value doing a good job."

Dupre et al (2006) found that young employees who have a financial responsibility often feel trapped in their abusive jobs. In this study, employees revealed that they had experienced abusive leadership due to their financial responsibilities. Their ages of the participants varied from 17 to 43, with 60% being over the age of 30. Younger and older employees in the study indicated that they felt as though they could not leave their job or could not leave without having another job to go straight into.

When comparing the findings of this research study to Alvarado's (2016) AWEST themes, I identified several overlaps. Alvarado focused on lack of engagement, autonomy, psychological safety, and benefits. The participants in the present study discussed these themes, as illustrated in their interview transcripts (see Appendix G).

Lack of engagement refers to an environment which is void of the emotional involvement which employees should feel at work. Alvarado (2016) gives some examples as a lack of teamwork, care, support, or trust. In the interviews there were several statements made by employees such as feeling unimportant, worthless, missing teamwork, and lack of camaraderie. The leaders they worked for were described as being unsupportive, creating animosity, self-centered, and self-motivated.

Lack of autonomy is an environment which does not have the typical freedom and liberties which employee experience in the workplace to make their own decisions. Alvarado (2016) shared examples being micromanaged, a deficiency of rules and lack of regulations which bring order to the organization. Participants gave examples of how policies were not followed within the organization they worked for. They were given explicit directions to not follow the specific rules or there would be consequences they would face.

Alvarado (2016) explored the theme of lack of psychological safety. This is a lack of feeling safe in the work environment and fearful of what may happen each day. Participants shared multiple accounts of feeling uncomfortable, hating being at work, and the emotional toll working at their organizations was doing to them. Participants were fearful of retaliation from their leaders and worried about being fired daily.

Lastly, Alvarado (2016) explored a lack of benefits in the organizations. This is an environment which does not have inform or formal, and physical benefits which an employee would see as beneficial or positive. Some examples of this would be a flexible

schedule or opportunities for growth within the organization. Several participants shared

the lack of opportunities to grow in their organization. They were told specifically

because they were not giving in to unwanted sexual advances, they were being passed up

for the promotions they earned. Some felt that the dedication and attention for perfecting

skills was spent on other employees, and not the participant, even though they asked for

additional training.

There are two theories that could apply and give an alternative perspective to this

study: COR and BTT. Biscontini (2020) explained that the COR theory is used by

researchers to understand human experiences and the reactions to stress. The main

principle of this theory is that humans strive to gain and protect resources. In this theory,

the resources can be anything that holds value to the person. As humans, we are always

trying to keep the resources that we have and gain more. Those that have a surplus of

resources find it easier to gain more. When resources are lost suddenly, it results in an

increase of stress of the person which creates trauma. This study revealed several themes

that fall into the categories of resources that are important to employees.

One of the most important resources for employees is working in an environment

that follows ethical guidelines. They do not want to be employed for leaders that make

unethical choices such as the participants described. Alvarado explained that an

environment has a lack of autonomy if it is missing the freedom and liberties that most

people are accustomed to in the workplace. They gave examples as being micromanaged,

and a lack of rules and regulations that would create order.

Participant 1A described how their leader frequently used drugs and alcohol with the other employees, while at work and on the clock. This same leader also insisted that the participant forgo food safety laws and document an incorrectly temperature. This created a fear of a consequence from upper management but more importantly put the lives of their guests in jeopardy. Food safety laws were created to give restaurants processes to follow to limit the growth of foodborne pathogens which can make people sick. Those with compromised immune systems, younger children and pregnant women have a high risk of being infected if the laws are not followed correctly.

> "She said we have to show the proper temperature or, or there will
> be consequences, from above that we're not doing our job properly.
> And I said "Well, we're not doing our job properly." She explained
> it looked bad on her to write in the actual temperature, so I had to
> make them up, and that was the final word." -P1A

"there was a drug interaction on the property, on the clock between the GM and staff within view of camera." -P1A

Participant 3 explained a serious situation that occurred with the disappearance of equipment, materials, and funds. Participant 4A brought up an interesting topic that deserves future study. She stated that she experienced what she felt was an unethical workplace because all women were required to clock out to use the bathroom, but men

were not. She also explained that she was passed up for promotions because she wouldn't give in to the unwanted sexual advances of the leader. Participant 4A stated, "By like publicly reprimanding them, things like making them clock out to go use the restroom in front of everybody." She also stated, "I was up for that position, and he actually told me that he was passing me up for it because I wouldn't give it to his advances."

A second highly discussed topic which can be considered a resource within the COR theory is engagement. Participants expressed a distinct lack of engagement from their leaders. A lack of engagement, as defined by Alvarado, is an environment that is missing the emotional involvement a worker should feel at work. They gave examples, which match those of participants as lack of trust, confidence, care, and teamwork. Participant 1B explained they always felt as though they were being disregarded, like they were not important. The participant shared they had an extreme success with revolutionizing one of the failing restaurants but still felt worthless at their job. They could not explain if this was an intentional action but regardless, it created an environment that was lacking basic involvement. Participant 1B shared, "I always seemed to be swept under the rug. My boss, and my boss's boss always seem to sweep me under the rug, whether or not it was intentional. I just wasn't important." They also shared, "I felt worthless. Like I didn't matter. Like the two years that I've been working for the company didn't count for anything. That the fact that I turned the restaurant around, doesn't matter. All the hard work put into that restaurant doesn't matter."

Participant 3 also expressed her experiences with a lack of involvement from her leader. She describes him as being self-centered and self-motivated. The lack of teamwork, or camaraderie created a situation where the leader only cared about himself. She explained that instead of being a supportive leader, he used his actions to create animosity among the other employees. She said her leader was "Self-centered, self-driven, self-motivated, and didn't matter whose feet, or who's toes he stepped on at the time, as long as he was getting what he wanted." She shared that, "Instead of being supportive, it was a way of creating animosity between co-workers." When discussing her leaders ethics she stated, "It wasn't about us as a team working together to promote our department, or to promote a common goal. It was his goals. It was what he wanted, and who he wanted on board with him."

Participant 5 shared similar experiences stating they felt they were excluded and not a part of the work family by stating, "it felt like I was an outsider, because I wasn't part of the family." Participant 6A also felt they were excluded and stated, "I was treated poorly, spoken to, and demeaned, in a demeaning way, the attitude of the chef with me was always short." This participant mentioned, "I wasn't included in meetings, and I had to work in an additional two hours unpaid, due to my being on the third shift." Participant 6A explained how they were treated differently than other employees and stated, "When it came to me, I was reprimanded instead of complimented, and, of course, didn't receive the same gifts, or monetary return stipend that other people did."

A final resource under the COR theory is the money or experience earned working at that job. In the culinary industry, working at a high end or specialty restaurant gives you the chance to learn innovation and exciting skills. For many, working at a low paying job that provides a lot of experience is worth it because it can be used to grow their career in the future. Participant 3 explained, "Walking into the building would turn my stomach, but it was a job." Participant 4A stated, ""I worried about getting fired." Participant 5 discussed an unwanted sexual advance she received from her leader. She stated, "I remember just trying my hardest to get out of that room, not try to upset him, because I wanted to keep my job." Participants 4A and 6B explained they were told they would not advance within the company with a promotion. Participant 4A was because they would not give in to sexual advances, she explains, "I was up for that position and told, physically told, that he was passing me up for it because I wouldn't give it to his advances." Participant 6B was told there was no chance of promotion for them. Participant 6B even asked for additional training, so they could improve their skills. They were denied that request, but their leader would spend time with other employees to help perfect their skills.

The foundation of COR theory came from Freyd's (1998) BTT. This theory is usually reserved for children abused by their caretakers who develop psychological issues as a result. The children are dependent on their caretakers, experience abuse, and have a trauma response. This theory can be used as a management theory by using the same principles. A trauma could occur when an employee is dependent on someone or

something to survive and they are violated. The leaders within organizations are usually the ones who write the schedules, give approval for time off and allow workers to use their resources such as sick time or paid time off.

When an employee is violated by their leader, as many participants have discussed, they experience a trauma. The outcome of this trauma will be different because they are dependent on the leader for many resources (Zimmerman et al., 2017). For example, if an employee is denied a promotion or told there was no chance of a promotion in the future, they would experience a significant trauma because they are dependent on the leader for their immediate survival. That does not mean the employee cannot find work somewhere else, and gain the resources they are looking for, but in the present moment they feel that they are being threatened. Due to this, employees feel they need to adapt and change what they are doing, so they can keep their job but ultimately accept the abuse (Platt et al., 2017).

Limitations of the Study

Limitations are elements of the research design which can influence the results such as time, place or condition (Marshall & Rossman, 2015). Sample size, type or geographical location were also limitations within the study (Coffie, 2013). To combat the first limitations of time, place, conditions, and geographical location, I utilized an online collaboration platform for the interviews to be completed. This allowed the participants to schedule any time which was convenient for them and did not require us to be in the same place at the same time. This was mostly due to the COVID-19 restrictions

but regardless of those, allowing the participants to use their cell phones cameras to record the interview was very convenient. In additional, using the online platform gave power to the participants to choose where they were most comfortable to discuss this potentially sensitive topic. Participants choose a safe location without the fear of retaliation from their organizations and were less likely to withhold sensitive information.

The second limitation was that the participants did not understand what abusive leadership was and whether they should participate. In the initial phone call, I discussed the definition of abusive leadership which this research study was using and gave examples. From the examples, the participants listed off a brief explanation of what they experienced, and I confirmed it fit inside the definition used.

The third limitation was that I only interviewed employees and not their leaders. Gaining the perspective of the leader would have been very insightful. Unfortunately, this would have conflicted with the confidentiality the participants needed to feel comfortable expressing their experiences. Due to this, this study did not reflect a comprehensive view from the leaders' perspective.

<div align="center">

Recommendations

</div>

There is significant research focusing on abusive leadership, toxic leaders, and narcissism, but few pieces were content-specific, like in the culinary industry. Kitterlin et al (2016), however, explored similar topics using a quantitative method. Inside their recommendations they mentioned that future researchers should explore the topics using a qualitative method applying interviews and compare them to their quantitative research.

The rich information which is gained from interviews gave me the base for my research study because I wanted the participants to share their experiences.

Further research recommendations based on this research study are as follows:

1. Expand the geographical location to other areas.

2. Utilize a survey data collection process to reach more participants.

3. Focus the study on specific leaders such as only executive chefs or general managers, ect.

4. Focus the study on specific employee titles such as sous chef, cook, pastry cook, pantry cook, ect.

5. Compare the likelihood of abusive leadership and sexual harassment occurring within the same leader.

6. Use a Case Study methodology to look at specific organizations.

Implications

This study produced a large amount of data supporting the implications for social change and could lead to more research. As previously stated, 50% of employees can expect to be employed under an abusive leader. In 2022, around 159 million people have held employment in the United States. This is an increase of 2 million from the previous year (O'Neill, 2021). Half of which is almost 80 million people who can expect to have an experience similar to the participants in this study. This would be an experience where they are made to feel uncomfortable, passed up for promotions, embarrassed, and inferior. These employees can expect to work in a destructive environment full of

unethical, self-fulfilling leaders who do not follow rules and blur the lines of personal and professional conduct. Therefore, it is important that culinary as an industry, changes the way they approach training and hiring practices.

As an organization, the environment in which an employee works is directly related to how they feel. This could be sick and uncomfortable, or a part of a thriving team. Organizations have to be concerned with their revenue and the product they produce on top of their employees who perform those tasks. In the culinary industry, we are held to a high regard because customers could make their own meals at home, but yet decide to pay for our expertise, creativity, ingredients, and their own convenience. Several of the participants in this study shared that they had experienced a negative change in their production skills of both the quality of what they were producing but also the quantity due to being exposed to abusive leadership. This has a direct negative impact to the organization on their revenue. Unfortunately, the impact on quality and quantity can have an overarching effects days, months, or years down the line when a customer does not return. One bad day for an employee in the culinary industry can have a large impact on the organization because customers tend to spread negative experiences faster with their peers which reduces the quality of the organizations reputation. In addition, the use of sick time and costs associated with insurance coverage significantly effects the bottom line of an organization.

To mitigate some of the experiences of participants, human resources departments could implement different strategies. Strategies could include, first, to stop the hiring of

leaders who have behavioral traits which match those exhibited in the transcripts. Most people are on their best behavior during a job interview so this may be difficult to determine. Many organizations have found the legitimacy of psychological testing before hiring an applicant to improve the accuracy of their decision (Saksvik-Lehouillier et al., 2020). McCarthy's et al (2017) study has shown that personality traits can predict later work outcomes such as performance. Psychological testing before hiring is a process which is missing in many culinary organizations. Adding that into the HR processes would help to eliminate individuals with negative traits which could turn into an abusive leadership relationship. Secondly, testing could also be used for existing employees to show HR where they may have problem employees. Learning who has negative behavioral traits could allow HR to focus their training on specific places to better suit the organization. Lastly, HR could create a private process for employees to be open about their experiences without the fear of retribution from their leader. An example of this could be a phone number, or message box which employees could leave their experiences anonymously for HR to follow up on.

From an individual level, research such as this study shows the impacts and experiences of employees who are experiencing it firsthand. It has allowed us to see not just their words but to also go through their experiences with them. The outcome for many participants was health problems, either feeling physically ill or just calling out sick. Participants shared that they were not motivated and lost interest in the wellbeing of

their organization. They were exposed to abuse from their leaders which resulted in the participants experiencing a trauma.

Conclusions

In conclusion, this qualitative hermeneutical study focused on the lived experiences of culinary industry employees who work for an abusive leader. Participants shared their intimate stories and experiences so we can better understand what they've experienced. The conceptual framework for this study was the problem of poor leadership which negatively affects individuals and organizations. The connection between the framework and the study is the context of the culinary industry which has specific characteristics which are prevalent such as high-stress and a fast-paced environment. Alvarado's (2016) AWEST was used to create the base for this study, as it is lived by people who experienced it within the culinary setting, to identify ways to reduce the negative effects on people and organizational performance.

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Appendix A: Priori Codes
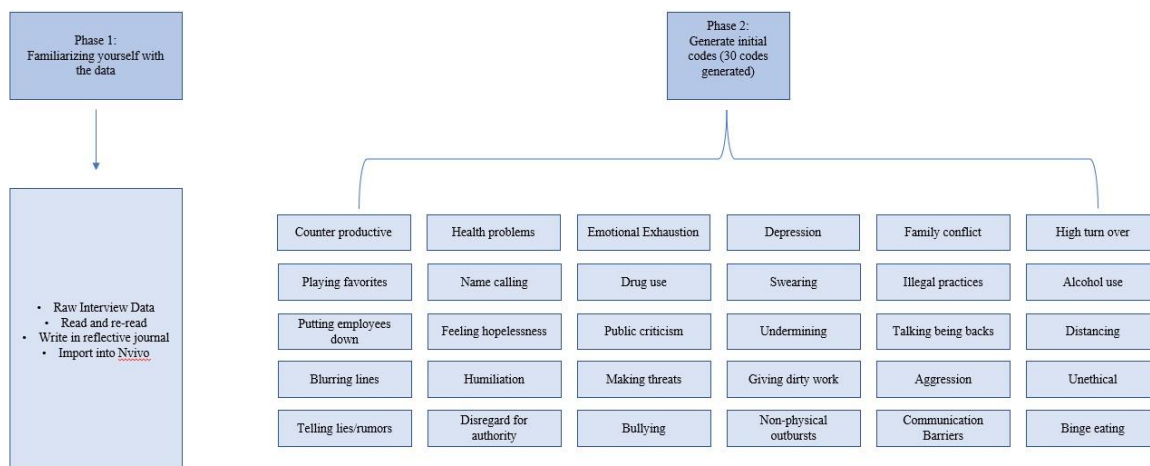
Priori Codes:

1. Counter productive

2. Playing favorites

3. Public criticism

4. Putting employees down

5. Disregard for authority

6. Giving dirty work

7. Illegal practices

8. Name calling

9. Swearing

10. Talking being backs

11. Making threats

12. Telling lies/spreading rumors

13. Undermining

14. Humiliation

15. Aggression

16. Unethical

17. Blurring personal/professional lines

18. Bullying

19. Non-physical outbursts

20. Alcohol use

21. Binge eating

22. Drug use

23. Feeling hopelessness

24. Distancing

25. Health problems

26. Emotional exhaustion

27. High turn over

28. Communication barriers

29. Family conflict

30. Depression

Appendix B: Coding to Patterns

1. AGGRESSION [Emotion Code]

2. UNETHICAL [Descriptive Code]

3. DISREGARD FOR FUTURE [Descriptive Code]

4. "UNCOMFORTABLE" [In Vivo Code/Emotion Code]

5. LOW JOB SATISFACTION [Emotion Code]

6. JUSTIFYING RETALIATION [Process Code]

7. DESTRUCTIVE CULTURE [Descriptive Code]

8. REDUCED PERFORMANCE [Descriptive Code]

9. DECREASED PRODUCTIVITY [Descriptive Code]

10. DENY THE SITUATION [Process Code/ Concept Code]

11. VENTING [Process Code/ Concept Code]

12. EMPLOYEE SILENCE [Process Code/ Concept Code]

Appendix C: First-Round Coding Results

1st Round Coding

- Behavior of leaders

  o Telling lies

  o Private criticizing

  o Swearing/name calling

  o Talking behind backs

  o Threatening employees

  o Giving dirty work

  o Illegal practices

  o Disregard for authority

  o Unrealistic expectations

  o Non-physical outburst

  o Playing favorites

  o Public criticism

  o Putting employees down

  o Undermining

  o Blurring of personal and professional lines

  o Bullying

  o Humiliation

  o Counter productive

- o Disregard for employee's future

- o Aggression

- o Unethical

- o Ridiculing

- Coping strategies

    - o Drug use

    - o Conflict resolution

    - o Binge eating

    - o Alcohol use

    - o Employee silence

    - o Venting

    - o Denying the situation occurred

- Feelings

    - o Guilt

    - o Humiliation

    - o Anxious

    - o Distancing

    - o Distress

    - o Hopeless

    - o Justifying retaliation

    - o Low job satisfaction

- o Uncomfortable

- Individual effects

  - o Family conflict

  - o Improved personal awareness

  - o Trauma

  - o Negative coping skills

  - o Physical exhaustion

  - o Health problems

  - o Reduced performance quality

  - o Emotional breakdowns

  - o Depression

- Organizational effects

  - o Communication barriers

  - o High turnover

  - o Poor view of the organization

  - o Decreased productivity quantity

  - o Retaliation

  - o Reduced performance quality

  - o Destructive culture

  - o Conservation of resources

- Length of employment for company

- Length of employment for leader

- Resulting leadership abilities

- Reoccurrence

- Type of organizations

Appendix D: Patterns by Code Type

NEGATIVE EMOTIONS: (AGGRESSION, "UNCOMFORTABLE", LOW JOB

SATISFACTION)

PROCESSES: (JUSTIFYING RETALIATION, DENY THE SITUATION, VENTING,

EMPLOYEE SILENCE)

DESCRIPTORS: (UNETHICAL, DISREGARD FOR FUTURE, DESTRUCTIVE

CULTURE, REDUCED PERFORMANCE, DECREASED PRODUCTIVITY.

Appendix E: Work Environment Scale of Toxicity Themes and Supporting Data

⊕ Name	Files
○ Lack of engagement	7
○ Lack of Autonomy	6
○ Lack of psychological safety	6
○ Lack of benefits	5

Lack of Engagement

An environment that is missing the emotional involvement one feels at work. Examples include trust, confidence, appreciation, care, teamwork, and support.

- "I always seemed to be swept under the rug. My boss, and my boss's boss always seem to sweep me under the rug, whether or not it was intentional. I just wasn't important." -P1B

- "I felt worthless. Like I didn't matter. Like the two years that I've been working for the company didn't count for anything. That the fact that I turned the restaurant around, doesn't matter. All the hard worker put into that restaurant doesn't matter." -P1B

- "I never felt comfortable going to him." -P1C

- "There was no teamwork. It was no camaraderie like I saw in other stores or other companies or anywhere." -P1B

- "if I wanted a trained monkey, I'd go to the zoo and if he didn't need bodies to work today, he would send me home." -P1C

- "Self-centered, self-driven, self-motivated, and didn't matter whose feet, or who's toes he stepped on at the time, as long as he was getting what he wanted." -P3

- "Instead of being supportive, it was a way of creating animosity between co-workers." -P3

- "It wasn't about us as a team working together to promote our department, or to promote a common goal. It was his goals. It was what he wanted, and who he wanted on board with him."-P3

- "showed him where everything was, it was still sitting there, and he still gave me the write up." -P4B

- "If you don't get on board with how we treat people, we don't like you either "-P4B

- "I developed this persona of being the toughest, I have to have thick skin, nothing can affect me, I need to attack you first before being attacked" -P5

- "the men are getting praised and promotions because they're actually good at their jobs. I'm valuable because I'm a good looking, young, female, and

entertaining. Not because I'm a good cook. I'm only getting praise because I look good." -P5

- "you would expect to be objectified, to be treated differently because you're female, not held to the same standards as the men." -P5

- "it felt like I was an outsider, because I wasn't part of the family." -P5

- "I was treated poorly, spoken to, and demeaned, in a demeaning way, the attitude of the chef with me was always short." -P6A

- "I wasn't included in meetings, and I had to work in an additional two hours unpaid, due to my being on the third shift." -P6A

- "when it came to me, I was reprimanded instead of complimented, and, of course, didn't receive the same gifts, or monetary return stipend that other people did." -P6A

Lack of Autonomy

An environment that is missing the freedom and liberty people experience in the workplace to make their own decisions. Examples include being micromanaged, deficiency of rules and regulation that bring order.

- "just write down what the temperature is supposed to be, but don't actually take it." -P1A

- "She said we have to show the proper temperature or, or there will be consequences, from above that we're not doing our job properly." -P1A

- "he closes the door, closes the blinds, and started yelling at the top of his lungs." -P1C

- "Some companies have policies that they follow where the job has to be posted internally, as well as externally for someone else outside the company. We didn't even know that the district manager was seeking someone to fill a position until the new GM walked in the door." -P1B

- "HR set up meetings between us, they were trying to resolve the issue and he would either blow off the meetings or, show up like 45 minutes late." -P2

- "There were no rules, we had a new sheriff in town every 6 or 7 months", "everybody was out for themselves.", "you were either a cowboy, or you were an Indian, and excuse the expression." -P3

- "I would get in trouble for not completing tasks that weren't mine." -P4A

Lack of Psychological Safety

A lack of feeling safe in one's work environment and fearful of what tomorrow may bring in the context of one's employment.

- "it made me feel uncomfortable and not secure."-P1A

- "I hated it there, I couldn't wait to say, OK enough is enough"-P1B

- "I was uncomfortable to start with, and I had asked him for a bigger shirt. I said I need at least a large. It was humiliating." -P2

- "I just felt gross, I was trying to figure out what I was doing to encourage the behavior. " - P2

- "do not go back into that store at all. Nobody's there to help you if something goes awry."-P2

- "I honestly hated being there. And I was looking over my shoulders all the time."-P2

- "he probably didn't like me. I felt that way ever since I got hired there. Like, he was always looking for a way to get rid of me." -P1C

- "It was humiliating knowing they, and the rest of the kitchen, had heard me being berated."-P1C

- "I dreaded days that I was in close contact with him, or I knew that I would be working near him." -P1C

- "Walking into the building would turn my stomach, but it was a job." -P3

- "you were fearful of retaliation from this individual in some way, shape, or form." -P3

- "as trying to advance sexually towards a lot of the women there but would use that against him if they denied his advances." - P4A

- "publicly reprimanding them, things like making them clock out to go use the restroom in front of everybody."-P4A

- "I worried about getting fired."-P4A

- "He called me into the office to discuss my schedule, and it was very uncomfortable, because he made the motion to come sit on his lap." -P5

- "very uncomfortable and inappropriate." -P5

- "I remember just trying my hardest to get out of that room, not try to upset him, because I wanted to keep my job." -P5

- "they made my life unbearable in order to get me out of there." -P6B

Lack of Benefits

An environment that is missing formal, informal, and physical benefits that are perceived as advantageous to have access to in the workplace. Examples include schedule flexibility, and opportunities for growth and development.

- "This individual did not adhere to standards, did not adhere to job requirements, or responsibilities." -P3

- "I was up for that position and told physically actually told me that he was passing me out for it because I wouldn't give it to his advances." -P#4A

- "Things like telling them that they would never get to promote to the positions that they wanted to." -P4A

- "I was told there was no chance for a promotion." -P6B

- "He would work with the other supervisors to perfect their skills, but not with me." -P6B

Appendix F: Literature Review Themes

Alcohol Use (by Participant for Coping; (Bamberger & Bacharach, 2006; Gallus et al., 2013; Gauthier et al., 2019; Giousmpasoglou et al., 2018; Grazioli et al., 2018; Kaliszewski, 2020; Vogel & Bolino, 2019)

Negative Coping Skills (Frone, 2013; Giousmpasoglou et al., 2018; Pidd, Roche, Fischer, et al., 2014; Pidd, Roche, & Kostadinov, 2014; Shigihara, 2020)

- "I did a lot of social drinking" – P5

- "I drank heavily." P6B

Deny Situation (VanMeter et al., 2020)

- "I tried to brush it off." -P2

- "I want to sweep under the rug, pretend it didn't happen." -P5

Employee Silence (Chen & Hou, 2016; Lam & Xu, 2019; Morrison, 2014; Pelletier, 2010; Reed & Norton, 2016)

- "If it was only a minor thing, I knew it wouldn't get addressed, I might have not pointed it out." -P1B

- "I lived this, I would notice the same exact things, day after day after day. I would document it on our twice daily inspection reports, and they were never fixed. After a few months, I stopped writing it down." -P1B

- "I wouldn't go to him with an issue. I did at the beginning. And then I stopped, because it gets turned on me or taken out of connotation. It would be totally twisted."- P3

- "My thoughts and feelings would not be heard or respected." – P5

Criticizing (Keashly, 2001; Kellerman, 2014; Reed & Bullis, 2009; Starratt & Grandy, 2010; Tepper et al., 2004)

Ridiculing/Bullying (Aasland et al., 2010; Einarsen et al., 2007)

Nonphysical, Outbursts (D'Cruz & Noronha, 2019; Mawritz et al., 2012, 2014; Tepper et al., 2017; S. Xu et al., 2018; Yu et al., 2020)

- "He kept screaming and saying things like "if I wanted a trained monkey, I'd go to the zoo and if he didn't need bodies to work today, he would send me home. Why are you like this? I can get people who are in high school that will do better job. I saw two people working at the station outside his office when I left. It was humiliating knowing they, and the rest of the kitchen, had heard me being berated." -P1C

- "He was swearing, and name called a lot." -P1C

- "You must be an idiot. Didn't you go to culinary school?" -P4B

- "I was always criticized in front of other people. We were never alone." -P6B

- "It was encouraged to call others derogatory, slang terms. Any gay behavior that you could display - they thought it was funny. And calling each other names." – P5

- "he got in my face and screamed at me." – P2

- "If you don't get on board with how we treat people, we don't like you either." – P4B

Humiliation (Aasland et al., 2010; Einarsen et al., 2007; Glasø et al., 2018; Nielsen et al., 2016; Starratt & Grandy, 2010)

- "He kept screaming and saying things like "if I wanted a trained monkey, I'd go to the zoo and if he didn't need bodies to work today, he would send me home. Why are you like this? I can get people who are in high school that will do better job. It was humiliating knowing they, and the rest of the kitchen, had heard me being berated." -P1C

- "I was uncomfortable to start with, and I had asked him for a bigger shirt. I said I need at least a large. It was humiliating." -P2

- "he gave me a spare pair of shorts that they had in the store, that were also too small. They didn't come down to mid-thigh, I think they were "booty shorts" and I said I can't wear those. I said I'm not comfortable wearing these and he said, he basically told me too bad." -P2

Unethical (Keashly, 2001; Lipman-Blumen, 2006; Starratt & Grandy, 2010; Stevens et al., 2012)

- "She said we have to show the proper temperature or, or there will be consequences, from above that we're not doing our job properly. And I said "Well, we're not doing our job properly." She explained it looked bad on her to write in the actual temperature, so I had to make them up, and that was the final word." -P1A

- "there was a drug interaction on the property, on the clock between the GM and staff within view of camera." -P1A

- "I knew that he was in the financial area of the company, but it almost seemed as if this financial individual and my boss are working together to do certain things for themselves. Product was ordered, product with missing. Equipment was ordered, equipment went missing. Money was supposed to be given to the department. The money was gone, funds were no longer there." -P3

- "By like publicly reprimanding them, things like making them clock out to go use the restroom in front of everybody." -P4A

- "I was up for that position, and he actually told me that he was passing me up for it because I wouldn't give it to his advances." -P4A

- "He called me into the office to discuss my schedule, and it was very uncomfortable, because he made the motion to come sit on his lap, to discuss the schedule." -P5

- "There was an increased bonus structure, which is on a monthly productivity basis. He was owing payments, to look like the unit was doing better. So, when he was ultimately transferred, there were hundreds of thousands of dollars in payments that were unpaid." -P6B

Counterproductive (Yu et al., 2020)

- "they want you to do a survey of the area and write down if something needs to be fixed or something's wrong, and you do that, but then they still don't fix it." – P1B

- "He would wait so long to bring an action to your attention, that required discipline, or that he thought would require discipline, so something that would have taken place, let's say, in February, He may wait until September to bring it to your attention." – P3

- "I showed him where everything was. It was still sitting there, where I was told to put it, and he still gave me the write up." -P4B

Health problems (Gonzalez-Morales et al., 2018; Mullen et al., 2018)

Depression (Keashly, 2001; Mackey et al., 2017; Pelletier, 2010; Reed & Norton, 2016; Starratt & Grandy, 2010; Tepper, 2000, 2007; Tepper et al., 2017; Yang et al., 2019)

- "I had a little bit of a mental breakdown/anxiety attack." -P2

- "Walking into the building, turned my stomach creating a lot of anxiety." – P3

- "I definitely went to the doctor a lot. I was sick more often." -P3

- "It made me slightly depressed because I value work, I value doing a good job." -P3

- "I was developing anxiety and depression." – P5

Reduced Performance (Quality; Lyu et al., 2016; Mackey et al., 2017; Yang et al., 2019)

- "It would lead to freezer burn. But I was told it was fine, you can cook the bacteria out of anything." – P1A

- "I said that's going to change the way that the dough baked in the oven, if you don't get it fixed soon, that's a quality issue. He said, "we hadn't had any complaints, so it doesn't really matter". – P2

Decreased Productivity (Quantity; Biscontini, 2018; Cortina et al., 2017; Mullen et al., 2018; Pelletier, 2010)

- "I was looking over my shoulder all the time. It became a kind of situation where I wasn't working as fast." – P2

Destructive Culture (Norton, 2016; Starratt & Grandy, 2010)

o "That's just what we do here, she just give me those kinds of answers, and I quickly found that why it was done that way" – P1A

o "I managed to turn it around and brought it above all standards to where it was succeeding and making money again. And still I only received the basic performance review." – P1B

o "I think he was just coming down on me because he could, and he probably didn't like me. I felt that way ever since I got hired there. Like, he was always looking for a way to get rid of me." -P1C

o "I honestly just think, to be perfectly honest, I think a lot of it is just the industry. The expectation of, you know, "suck it up, buttercup", kind of concept." -P4B

- o "I need to attack you first before being attacked." – P5

- o "I had to be super aggressive and super confident. All of these are qualities that are not who I am." -P5

- o "You would expect to be objectified, to be treated differently because you're female, not held to the same standards as the men." -P5

- o "It's like, again, another level that seemed socially acceptable because we were in the kitchen and that's an appropriate place to do that." -P5

- o "I felt worthless. Like I didn't matter. Like the two years that I've been working for the company didn't count for anything. That the fact that I turned the restaurant around, doesn't matter. All the hard work put into that restaurant doesn't matter." -P1B

- o "They would pass me along. They would give me a passing grade, just enough to keep me quiet, so to speak. It was disappointing knowing I wasn't going to move up in the company." – P1B

- o "if you were willing to publicly humiliate people, he was your best friend." -P4B

Retaliation (Keashly, 2001; Pelletier, 2010; Starratt & Grandy, 2010)

- "I was told that it was due to lack of people in the resort and having too many employees in the kitchen. But I don't think that was true because it was the same level of business when I had been on a full schedule. I think it was just an excuse." -P1C

- "Two out of the three people whose schedule's he cut, he had conflicts with." - P1C

- "Based on how other employees had experienced some of the same things, and they did address it, retaliation would occur." -P3

"you were fearful of retaliation from this individual in some way, shape, or form."

-P3

- "if you denied his advances, he would cut your schedule." -P4A

- "I had to work two extra hours a day, unpaid. It wasn't necessary for the job function; I believe it was a punishment because the chef didn't have complete control." – P6A

- "he got in my face and screamed at me. But this was also after I filed a complaint. So, somebody else might have just got a warning versus being told if I scrap another pizza, I was going to pay for it." -P2

Appendix G: Reflective Journal

September 25th, 2021

Participant 2 was an 18-year-old female cook, working in a fast/casual pizza chain for a
store manager

1. What happened, what did I do?

    a. In-depth interview, on GoToMeeting, visually and audio recorded.

2. How did/do I feel about it?

    a. The interview went well, I am much less nervous now and it's easier to
       think on my feet and redirect the conversation if needed.

3. What is my honest objective assessment of what happened and the causes?

    a. Her boss at a pizza place screamed at her across the store – he does not
       need isolation and does not care who hears what he has to say.

    b. He made unwarranted sexual advances towards her, she denied him,
       reported him to management and nothing was done while she worked
       there. She felt "gross" and "uncomfortable".

    c. Another female employee was promoted who had adhered to his sexual
       advances – she was told this is the process to get promoted in this
       company. Give up sex and you'll be on the fast track to management. If
       other employees are aware and "okay" with this, does it equal destructive
       culture?

d. She was labeled as a "complainer" because she reported to him equipment that needed to be fixed because it was a safety hazard – he didn't care, it's been broken for a year – decreased production quality.

e. This was disturbing – she explained a situation where something had to be fixed, overnight when no one else was in the store, and required the manager to have a second person present to assist – she was selected to do this, she didn't want to, tried to change shifts but he insisted it had to be her, she had NO prior experience that would warrant her being selected. He told other employees that she couldn't refuse if she was locked in the freezer – this made her fearful of her safety. I think he was planning a sexual assault and she would have been in extreme danger if she did complete that shift. She quit before it was to happen.

f. She reported to HR, from the beginning of her time there, they did not do anything until well after she quit, they fired him, it came out that this was not his first offence of sexual advances.

4. What can I take from this?

a. She hated working here- was always looking over her shoulder. She was the fastest, but her timing slowed down considerably because of her surveilling her surrounds to avoid him. In a small store, it is nearly impossible to avoid someone – reduced performance – quantity

    b.   She was young and new to the industry – she relied on her dad for advice, called him in tears often. Tried to brush off his advances, avoid him, stonewall the situation, deny it was happening.

    c.   She narrowly avoided a potentially life-threatening situation with the leader. What a scum bag. How do these people get into management? Did no one else see what was going on?

5.   Was there a change in the participants visual cues?

    a.   When discussing the overnight incident, she was visually shaken and uncomfortable discussing what "could" have happened.

6.   What improvements can I make?

    a.   This study wasn't geared towards revealing sexual situations, but they came out in the interviews, - this could be used for a future study. This study focused on "non-physical acts of hostility" so I should include it because it did not breach the physical boundary.

9/25/21: Completed recording A/V interview

9/25/21: Transcription completed, 1st review for accuracy

9/29/21: Transcription, 2nd review for accuracy, confirmed.

10/3/21: Begin first round of coding: behavior of the leader, organizational effects, reduced performance quality, humiliation, low job satisfaction, blurring personal and professional lines, destructive culture, quid pro quo, unwarranted sexual advances, decreased production, uncomfortable, sexual relationship, resulting leadership abilities,

venting, deny the situation occurred, public criticism, disregard for rules, exclusion, embarrassment, safety issues, health problems, coping strategies, previous history of infractions, yelling.

1. UNCOMFORTABLE [Emotion Code]

2. SEXUAL RELATIONSHIP [Process Code]

3. LOW JOB SATISFACTION [Emotion Code]

4. DESTRUCTIVE CULTURE [Descriptive Code]

5. REDUCED PERFORMANCE [Descriptive Code]

6. HUMILIATION [Process Code]

7. BLURRING PERSONAL AND PROFESSIONAL LINES [Process Code]

8. BEHAVIOR OF THE LEADER [Concept Code]

9. ORGANIZATIONAL EFFECTS [Concept Code]

10. QUID PRO QUO [Process Code]

11. UNWARRANTED SEXUAL ADVANCES [Process Code]

12. DECREASED PRODUCTION [Descriptive Code]

13. RESULTING LEADERSHIP ABILITIES [Descriptive Code]

14. VENTING [Concept Code]

15. DISREGARD FOR RULES [Process Code]

16. EMBARRASSMENT [Emotion Code]

17. EXCLUSION [Emotion Code]

18. COPING STRATEGIES [Descriptive Code]

19. SAFETY ISSUES [Process Code]

20. HEALTH PROBLEMS [Process Code]

21. PREVIOUS HISTORY OF INFRACTIONS [Process Code]

22. YELLING [Process Code]

23. DENY THE SITUATION OCCURED [Process Code/ Concept Code]

24. PUBLIC CRITICISM [Process Code]

NEGATIVE EMOTIONS:

1. UNCOMFORTABLE

2. LOW JOB SATISFACTION

3. EXCLUSION

4. EMBARRASSMENT

PROCESSES:

1. SEXUAL RELATIONSHIP

2. HUMILIATION

3. BLURRING PERSONAL AND PROFESSIONAL LINES

4. QUID PRO QUO

5. UNWARRANTED SEXUAL ADVANCES

6. VENTING

7. DENY THE SITUATION OCCURRED

8. PUBLIC CRITICISM

9. DISREGARD FOR RULES

10. YELLING

DESCRIPTORS:

1. DESTRUCTIVE CULTURE

2. REDUCED PERFORMANCE

3. BEHAVIOR OF THE LEADER

4. ORGANIZATIONAL EFFECTS

5. DECREASED PRODUCTION

6. RESULTING LEADERSHIP ABILITIES

7. SAFETY ISSUES

8. HEALTH PROBLEMS

9. COPING STRATEGIES

10. PREVIOUS HISTORY OF INFRACTION

Participant 2

10/5/21: 2nd round of coding:

Cluster 1: = BEHAVIOR OF LEADER

1. UNETHICAL

2. QUID PRO QUO

3. UNWARRANTED SEXUAL ADVANCES

4. HUMILIATION

5. BLURRING PERSONAL AND PROFESSIONAL LINES

6. SEXUAL RELATIONSHIP

7. PUBLIC CRITICISM

8. DISREGARD FOR RULES

Cluster 2: = ORGANIZATIONAL EFFECTS

1. DESTRUCTIVE CULTURE

2. REDUCED PERFORMANCE

3. DECREASED PRODUCTION

4. RESULTING LEADERSHIP ABILITIES

5. SAFETY ISSUES

6. PREVIOUS HISTORY OF INFRACTION

Cluster 3: = COPING STRATEGIES

1. VENTING

2. DENY THE SITUATION OCCURED

Cluster 4: = NEGATIVE EMOTIONS

1. LOW JOB SATISFACTION

2. UNCOMFORTABLE

3. EXCLUSION

4. EMBARRASSMENT

5. HEALTH PROBLEMS

Participant 2

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

September 25th, 2021

Participant 3 was a 35-year-old female culinary instructor who worked for an executive

chef in an education organization

1. What happened, what did I do?

    a. In-depth interview, GotoMeeting, visually and audio recorded.

2. How did/do I feel about it?

    a. Interview went fine, I am much more comfortable interacting with

       participants. I'm not nearly as nervous as I was when I started.

3. What is my honest objective assessment of what happened and the causes?

    a. She described her boss as "self-centered, self-driven, self-motivated"

    b. He didn't care who he crushed in his pursuit for personal satisfaction.

    c. She experienced a situation where she was asked to do a job, when she

       followed up with questions for clarification, she was removed from the job

       and someone else was assigned to complete it – she felt as if she wasn't

       good enough. She was easily replaceable.

    d. She called it "the old west", if you didn't shoot first, you would be shot as

       though everyone were on their own, looking out for their best interests.

       There was no teamwork. You had to be a cowboy and be out for yourself.

    e. Senior leaders were involved in personal and professional relationships

       and a scandal involving missing funds. All of administration was involved

       in transfer of profits to show positively on their departments to benefit

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       though everyone were on their own, looking out for their best interests.

       There was no teamwork. You had to be a cowboy and be out for yourself.

    e. Senior leaders were involved in personal and professional relationships

       and a scandal involving missing funds. All of administration was involved

       in transfer of profits to show positively on their departments to benefit

their personal/professional goals. No common goals – his wellbeing was most important.

f. There was no trust between employees – it was not clear who was working with you or against you. Work was "dreadful", it gave her health issues, but the pay was good, so she stayed. She did have discussions with other employees, and they saw the behaviors of this leader as well.

g. This leader became romantically involved with an adult student – student got hired there (participant did state this person was qualified to work that position) and was treated very differently from that of the other employees – "treated her great and treated us awful."

4. What can I take from this?

a. Self-fulfilling behaviors – unethical? Check other interviews for this behavior.

b. Reduced performance – leader did not follow any standards, was he trying to get fired? His behavior continued to decline, he did not respect anyone or anything else.

c. Employee silence – she did report issues in the beginning but as her time there progressed, she was being disregarded or her words were being twisted so she stopped reporting issues.

d. The romantic situation with the leader and adult student is not uncommon, this occurred at a college, so it would be similar to employee/leader

relationships, while not the best choice, it's not forbidden. Sexual

relationships occur frequently within the culinary industry due to the

amount of time spent at work, stress, expected speed and constant quality

is significantly higher than most jobs.

5. Was there a change in the participants visual cues?

    a. She was hesitant when the relationship with the student and leader was

        brought up.

6. What improvements can I make?

    a. Ask about employee silence in other interviews – see if there is a

        connection or pattern. If you work for an abusive leader, are you less

        likely to report issues within an organization?

9/26/21: Completed recording A/V interview

9/27/21: Transcription completed, 1st review for accuracy

9/30/21: Transcription, 2nd review for accuracy, confirmed.

10/6/21: Begin first round of coding: illegal practices, unethical, counterproductive,

resulting leadership abilities, playing favorites, employee silence, self-fulfilling actions,

sexual relationship, destructive culture, health problems, embarrassment, low job

satisfaction, made to feel inferior, uncomfortable, disregard for future, disregard for rules,

isolation, pitting employees against each other, retaliation, undermining, venting, reduced

performance

1. UNETHICAL [Descriptive Code]

2. EMPLOYEE SILENCE [Process Code/ Concept Code]

3. SELF-FULFILLING ACTIONS [Emotion Code/ Process Code]

4. ILLEGAL PRACTICES [Process Code]

5. RESULTING LEADERSHIP ABILITIES [Descriptive Code]

6. COUNTERPRODUCTIVE [Process Code]

7. PLAYING FAVORITES [Process Code]

8. SEXUAL RELATIONSHIP [Process Code]

9. LOW JOB SATISFACTION [Emotion Code]

10. UNCOMFORTABLE [Emotion Code]

11. DESTRUCTIVE CULTURE [Descriptive Code]

12. REDUCED PERFORMANCE [Descriptive Code]

13. HEALTH PROBLEMS [Process Code]

14. MADE TO FEEL INFERIOR [Emotion Code]

15. DISREGARD FOR FUTURE [Process Code]

16. DISREGARD FOR RULES [Process Code]

17. VENTING [Concept Code]

18. ISOLATION [Process Code]

19. PITTING EMPLOYEES AGAINST EACH OTHER [Process Code]

20. RETALIATION [Process Code]

21. UNDERMINING [Process Code]

22. EMBARRASSMENT [Emotion Code]

NEGATIVE EMOTIONS:

1. EMBARRASSMENT

2. LOW JOB SATISFACTION

3. MADE TO FEEL INFERIOR

4. UNCOMFORTABLE

PROCESSES:

1. EMPLOYEE SILENCE

2. ILLEGAL PRACTICES

3. COUNTERPRODUCTIVE

4. PLAYING FAVORITES

5. SEXUAL RELATIONSHIP

6. SELF-FULFILLING ACTIONS

7. DISREGARD FOR FUTURE

8. DISREGARD FOR RULES

9. ISOLATION

10. PITTING EMPLOYEES AGAINST EACH OTHER

11. RETAILIATION

12. UNDERMINING

13. VENTING

DESCRIPTORS:

1. UNETHICAL

2. RESULTING LEADERSHIP ABILITIES

3. HEALTH PROBLEMS

4. DESTRUCTIVE CULTURE

5. REDUCED PERFORMANCE

Participant 3

10/10/21: 2nd round of coding:

Cluster 1: = BEHAVIOR OF LEADER

1. ILLEGAL PRACTICES

2. COUNTERPRODUCTIVE

3. PLAYING FAVORITES

4. SEXUAL RELATIONSHIP

5. SELF-FULFILLING ACTIONS

6. DISREGARD FOR FUTURE

7. DISREGARD FOR RULES

8. ISOLATION

9. PITTING EMPLOYEES AGAINST EACH OTHER

10. RETAILIATION

11. UNDERMINING

12. UNETHICAL

Cluster 2: = ORGANIZATIONAL EFFECTS

1. RESULTING LEADERSHIP ABILITIES

2. DESTRUCTIVE CULTURE

3. REDUCED PERFORMANCE

Cluster 3: = COPING STRATEGIES

1. EMPLOYEE SILENCE

2. VENTING

3. HEALTH PROBLEMS

Cluster 4: = NEGATIVE EMOTIONS

1. EMBARRASSMENT

2. LOW JOB SATISFACTION

3. MADE TO FEEL INFERIOR

4. UNCOMFORTABLE

Participant 3

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

September 28th, 2021

Participant 4A was an 18-year-old female cook, working for a store manager in a fast/casual restaurant.

1. What happened, what did I do?

    a. In depth interview, recorded with GTM, audio and visual

2. How did/do I feel about it?

    a. Good, this participant brought up a topic that I hadn't considered – what are the intricacies of female culinary industry employees – participant mentioned women take longer in the bathroom when compared to men – have other women experienced this?

    b. I am shocked that clocking out to go to the bathroom is acceptable for women and not applied to men. This is an HR issue waiting to happen, wow.

3. What is my honest objective assessment of what happened and the causes?

    a. She was a young employee, first job in the industry, felt disregarded for her future

    b. A lesser qualified male employee was promoted ahead of her – she was told it was because she had not given into the advances of her leader, so he was not promoting her.

    c. She would have to clock out to go to the bathroom because the leader believed women take longer to use the bathroom. This did not apply to

men. She would be written up if she didn't clock out – in front of everyone.

  d. This leader did not need isolation to reprimand employees.

4. What can I take from this?

  a. I am surprised how many sexually involved situations have been shared. It's not the focus of this study but could have its own study.

  b. Being a young employee made her vulnerable and likely to adhere to the leaders' rules. If she were presented with it now, as a seasoned manager, she would not allow that to happen.

5. Was there a change in the participants visual cues?

  a. Yes, she was agitated when explaining the bathroom situation.

6. What improvements can I make?

  a. Things are going well, no changes currently.

10/2/21: Completed recording A/V interview

10/2/21: Transcription completed, 1st review for accuracy

10/4/21: Transcription, 2nd review for accuracy, confirmed.

10/8/21: Begin first round of coding: public criticism, unethical, venting, unwarranted sexual advances, unrealistic expectations, retaliation, disregard for future, embarrassment

1. PUBLIC CRITICISM [Process Code]

2. UNETHICAL [Descriptive Code]

3. DISREGARD FOR FUTURE [Process Code]

4. UNREALISTIC EXPECTATIONS [Process Code]

5. VENTING [Concept Code]

6. EMBARRASSMENT [Emotion Code]

7. UNWARRANTED SEXUAL ADVANCES [Process Code]

8. RETALIATION [Process Code]

NEGATIVE EMOTIONS:

1. EMBARRASSMENT

PROCESSES:

1. PUBLIC CRITICISM

2. VENTING

3. UNWARRANTED SEXUAL ADVANCES

4. RETAILIATION

5. DISREGARD FOR FUTURE

6. UNREALISTIC EXPECTATIONS

DESCRIPTORS:

1. UNETHICAL

Participant 4A

10/10/21: 2nd round of coding:

Cluster 1 = BEHAVIOR OF LEADER

1. PUBLIC CRITICISM

2. UNWARRANTED SEXUAL ADVANCES

3. RETAILIATION

4. DISREGARD FOR FUTURE

5. UNREALISTIC EXPECTATIONS

6. UNETHICAL

Cluster 2: = ORGANIZATIONAL EFFECTS

Cluster 3: = COPING STRATEGIES

1. VENTING

Cluster 4: = NEGATIVE EMOTIONS

1. EMBARRASSMENT

Participant 4A

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

September 28th, 2021

Participant 4B was a 19-year-old female pastry chef, working for an assistant chef in a high-end resort.

1. What happened, what did I do?

   a. In depth interview, recorded with GTM, audio and visual

2. How did/do I feel about it?

   a. It went well, this participant had a lot to share.

3. What is my honest objective assessment of what happened and the causes?

   a. The company didn't use mats in the kitchen on the floors, so it was difficult to stand on for long periods of time – this is typical I think they're called low impact mats which reduce the tension on your feet and knees from constant standing.

   b. In this situation, the assistant chef physically struck her in the back of the knee causing her to almost fall, because she was elevating one foot under the table. Putting your foot up under the table is really common to reduce the pressure and alternate from one leg to the other but it does violate food safety procedures because you could/probably are storing equipment under the table.

   c. He called her an idiot in front of everyone – he does not need isolation, prefers humiliating in front of others.

    d. This leader did not care about her future with the company – she was passed up for a promotion that she was qualified for.

    e. They didn't promote training inside the kitchen, he wanted you to already have perfect skills and techniques, otherwise you were worthless, and he made you feel as though. She was fairly new to the industry, young, still in culinary school – they knew that when they hired her.

    f. She would get in trouble for tasks that were not apart of her job description or not assigned to her.

    g. Coped by talking to her family.

4. What can I take from this?

    a. I'm kind of surprised something physical was reported. Again, not the focus of this study because abusive leadership is defined as non-physical acts but it could be future study or extension.

    b. If you weren't perfect at your job they wouldn't waste their time on you.

    c. Name calling, passing up for promotions, public humiliation.

5. Was there a change in the participants visual cues?

    a. Yes, when discussing the "perfect skills" needed she seemed really discouraged because she enjoyed the industry and was making a job out of a hobby and it was not a positive situation.

6. What improvements can I make?

    a. None at this time.

9/28/21: Completed recording A/V interview

9/29/21: Transcription completed, 1st review for accuracy

10/6/21: Transcription, 2nd review for accuracy, confirmed.

10/12/21: Begin first round of coding: humiliation, physical attack, name calling, disregard for future, worthless, unrealistic expectations, venting, yelling, public criticism, playing favorites, counterproductive, putting employees down, made to feel inferior, exclusion, disappointed, demeaned, previous history of infractions, destructive culture

1. HUMILIATION [Process Code]

2. PHYSICAL ATTACK [Process Code]

3. NAME CALLING [Process Code]

4. DISREGARD FOR FUTURE [Process Code]

5. WORTHLESS [Emotion Code]

6. UNREALISTIC EXPECTATIONS [Process Code]

7. VENTING [Concept Code]

8. YELLING [Process Code]

9. PUBLIC CRITICISM [Process Code]

10. PLAYING FAVORITES [Process Code]

11. COUNTERPRODUCTIVE [Process Code]

12. PUTTING EMPLOYEES DOWN [Process Code]

13. EXCLUSION [Emotion Code]

14. MADE TO FEEL INFERIOR [Emotion Code]

15.   DEMEANED [Emotion Code]

16.   DISAPPOINTED [Emotion Code]

17.   PREVIOUS HISTORY OF INFRACTIONS [Process Code]

18.   DESTRUCTIVE CULTURE [Descriptive Code]

NEGATIVE EMOTIONS:

1.   WORTHLESS

2.   EXCLUSION

3.   MADE TO FEEL INFERIOR

4.   DEMEANED

5.   DISAPPOINTED

PROCESSES:

1.   HUMILIATION

2.   PHYSICAL ATTACK

3.   NAME CALLING

4.   DISREGARD FOR FUTURE

5.   UNREALISTIC EXPECTATIONS

6.   YELLING

7.   PUBLIC CRITICISM

8.   PLAYING FAVORITES

9.   PREVIOUS HISTORY OF INFRACTIONS

10.   PUTTING EMPLOYEES DOWN

11.   COUNTERPRODUCTIVE

DESCRIPTORS:

1.   VENTING

2.   DESTRUCTIVE CULTURE

Participant 4B

10/15/21: 2nd round of coding:

Cluster 1: = BEHAVIOR OF LEADER

1. HUMILIATION

2. PHYSICAL ATTACK

3. NAME CALLING

4. DISREGARD FOR FUTURE

5. UNREALISTIC EXPECTATIONS

6. YELLING

7. PUBLIC CRITICISM

8. PLAYING FAVORITES

9. PREVIOUS HISTORY OF INFRACTIONS

10. PUTTING EMPLOYEES DOWN

11. COUNTERPRODUCTIVE

Cluster 2: = ORGANIZATIONAL EFFECTS

1. DESTRUCTIVE CULTURE

Cluster 3: = COPING STRATEGIES

1. VENTING

Cluster 4: = NEGATIVE EMOTIONS

1. WORTHLESS

2. EXCLUSION

3. MADE TO FEEL INFERIOR

4. DEMEANED

5. DISAPPOINTED

Participant 4B

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

September 30th, 2021

Participant 5 was a 17-year-old female pantry cook, working for an executive chef in a high-end resort.

1. What happened, what did I do?

    a. In depth interview, recorded with GTM, audio and visual

2. How did/do I feel about it?

    a. This is the only interview I did using my own phone to record the interview and we were face-to-face.

    b. Everything went fine, no issues.

3. What is my honest objective assessment of what happened and the causes?

    a. Participant mentioned specifically "culture that developed", being a part of the cool kid's club or the in-crown means you had to make fun of others.

    b. Making fun of gay behavior, slapping each other's butts

    c. Use derogatory slang terms

    d. She was pressured into acting the same way so she could fit in and not be excluded from basic employee interactions.

    e. Men got praised because they were good at their jobs, women were praised because they are attractive. It was not based on their skill level.

    f. Men often got the promotions over women

    g. Frequent calls outs because she did not want to work with the Exec Chef, always wanted to leave early if it was an option to get away from him.

h. She had multiple experiences with the EC and sexual quid pro quo – sleep with me and I'll give you more hours, and in turn more money. This was unwelcomed, she transferred to another restaurant as soon as she could to get away from him – he had cut her hours when she did not sleep with him before. He tried to get her to sit on his lap to discuss her schedule – this was unwanted.

i. She created a persona of being tough because she felt this was the only way to get respect from the other employees. Super confident, aggressive.

j. Thick skin is a common term used in professions that get frequent criticism.

k. Deflecting attention meant making a sexual mark about another woman to show the men you are "OK" with it and a part of the team.

l. She mentioned "there's an acceptable level of sexual harassment, you expect to be objectified and treated differently" – WTF?

m. She coped by denying the situation occurred, and lots of alcohol.

4. What can I take from this?

a. Another interview mentioned being a cowboy instead of an Indian and striking first, that aligns with this participant views that she had to strike first before being attacked.

b. Sexual harassment came up again, link this with the other interview.

5. Was there a change in the participants visual cues?

      a. She seemed really comfortable with the "acceptable level of harassment". It made me think that a small amount is okay but when it borders on going physical like sitting on the EC's lap, it crosses a line.

6. What improvements can I make?

      a. Not talk so fast, I get excited and start to ask yes/no questions.

9/30/21: Completed recording A/V interview

10/7/21: Transcription completed, 1st review for accuracy

10/9/21: Transcription, 2nd review for accuracy, confirmed.

10/11/21: Begin first round of coding: destructive culture, counterproductive, bullying, disregard for future, non-physical outbursts, deny the situation occurred, unwarranted sexual advances, unrealistic expectations, playing favorites, name calling, isolation, alcohol use, uncomfortable, quid pro quo, made to feel inferior, exclusion, embarrassment, unethical, resulting leadership abilities, health problems

1. DESTRUCTIVE CULTURE [Descriptive Code]

2. COUNTERPRODUCTIVE [Process Code]

3. BULLYING [Process Code]

4. DISREGARD FOR FUTURE [Process Code]

5. NON-PHYSICAL OUTBURSTS [Process Code]

6. DENY THE SITUATION OCCURRED [Concept Code]

7. UNETHICAL [Descriptive Code]

8. UNCOMFORTABLE [Emotion Code]

9. EXCLUSION [Emotion Code]

10. QUID PRO QUO [Process Code]

11. RESULTING LEADERSHIP ABILITIES [Descriptive Code]

12. HEALTH PROBLEMS [Process Code]

13. PLAYING FAVORITES [Process Code]

14. NAME CALLING [Process Code]

15. ISOLATION [Process Code]

16. MADE TO FEEL INFERIOR [Emotion Code]

17. EMBARRASSMENT [Emotion Code]

18. UNREALISTIC EXPECTATIONS [Process Code]

19. ALCOHOL USE [Process Code]

20. UNWARRANTED SEXUAL ADVANCES [Process Code]

NEGATIVE EMOTIONS: .

1. UNCOMFORTABLE

2. EXCLUSION

3. MADE TO FEEL INFERIOR

4. EMBARRASSMENT

PROCESSES:

1. NON-PHYSICAL ATTACK

2. DISREGARD FOR FUTURE

3. BULLYING

4.   COUNTERPRODUCTIVE

5.   DENY THE SITUATION OCCURRED

6.   UNWARRANTED SEXUAL ADVANCES

7.   UNREALISTIC EXPECTATIONS

8.   PLAYING FAVORITES

9.   NAME CALLING

10.   ISOLATION

11.   ALCOHOL USE

12.   QUID PRO QUO

DESCRIPTORS:

1.   DESTRUCTIVE CULTURE

2.   HEALTH PROBLEMS

3.   UNETHICAL

4.   RESULTING LEADERSHIP ABILITIES

10/18/21: 2nd round of coding:

Cluster 1: = BEHAVIOR OF LEADER

1. NON-PHYSICAL ATTACK

2. DISREGARD FOR FUTURE

3. BULLYING

4. COUNTERPRODUCTIVE

5. DENY THE SITUATION OCCURRED

6. UNWARRANTED SEXUAL ADVANCES

7. UNREALISTIC EXPECTATIONS

8. PLAYING FAVORITES

9. NAME CALLING

10. ISOLATION

11. ALCOHOL USE

12. QUID PRO QUO

    13. UNETHICAL

        Cluster 2: = ORGANIZATIONAL EFFECTS

    1. RESULTING LEADERSHIP ABILITIES

    2. DESTRUCTIVE CULTURE

        Cluster 3: = COPING STRATEGIES

1. HEALTH PROBLEMS

        Cluster 4: = NEGATIVE EMOTIONS

1. UNCOMFORTABLE

2. EXCLUSION

3. MADE TO FEEL INFERIOR

    4. EMBARRASSMENT

Participant 5

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

October 7th, 2021

Participant 1A 30 year old man, worked in a fast/casual restaurant, he was an assistant general manager and worked under a general manager.

1. What happened, what did I do?

    a. This was my first official interview focusing on abusive leadership in the culinary industry. It was in-depth and I tried to follow the interview guide as closely as possible but I did have to ad-lib and ask follow up questions when I needed more clarification. I used "GotoMeeting" to record and transcribe the interview.

2. How did/do I feel about it?

    a. The interview went really good. I was nervous but I think I got the questions answered that I need to move forward. I am going to make a few adjustments to the interview guide for the next participant.

3. What is my honest objective assessment of what happened and the causes?

    a. This is not a very nice person. The general manager made it a point to remove the participant from their work area, into a more secluded place "out behind the restaurant" which tells me he needed isolation. The temperature checks that the participant was doing is a very important part of his job, to maintain food safety integrity and for the GM to tell him to "just write them in" is so scary. It can open them up to a lawsuit if someone gets sick because of incorrect temperatures. He called the

participant a "trained monkey" which was really insulting but confused me a little – why wouldn't he want someone trained to do the job and not ask questions as a monkey would? Or maybe he means he does not want someone trained to do the right thing? Either way it was meant as an insult. The participant also explained the GM said high school students could do a better job. Most people associate high school students with those who are not trained or experienced in the work force, so to say someone with no experience would do a better job than a professional is humiliating. The pattern with this participants experience is it was always in a deserted hall, closed office or out behind the restaurant to enforce seclusion and isolation.

4. What can I take from this?

    a. I didn't anticipate isolation to come up in the interview, I'd like to explore that in the future with other interviews and see if it is an accepted behavior. Ultimately, the GM did not want to look bad in the eyes of his bosses, so he wanted the participant to lie about the temperatures being recorded. I can think of a reason why this might happen. If the coolers were not functioning correctly, they wouldn't be at the right temperature, they are expensive to fix so if the GM didn't want the repair bill (which could make him look bad), he would need to make up the temperatures on the record to maintain his reputation.

b. This seems like its unethical – look up a definition, I think it has something to do with "pro-self" or self-fulfilling behaviors.

5. Was there a change in the participants visual cues?

a. When he spoke of the trained monkeys comment he was visually uncomfortable. He also got frustrated when discussing how he was told to make up the temperatures.

6. What improvements can I make?

a. Talk slower, take my time, not be nervous, speak clearly so it's easier to fix the transcripts.

10/7/21: Completed recording A/V interview

10/7/21: Transcription completed, 1st review for accuracy

10/13/21: Transcription, 2nd review for accuracy, confirmed.

10/13/21: Begin first round of coding: isolation, disregard for rules, name-calling, unethical, self-fulfilling, uncomfortable, reduced performance, undermining, putting employees down, made to feel inferior, destructive culture

1. DISREGARD FOR RULES [Process Code]

2. NAME CALLING [Process Code]

3. SELF-FULFILLING ACTIONS [Emotion Code/ Process Code]

4. REDUCED PERFORMANCE [Descriptive Code]

5. UNETHICAL [Descriptive Code]

6. UNCOMFORTABLE [Emotion Code]

7. ISOLATION [Process Code]

8. UNDERMINING [Process Code]

9. PUTTING EMPLOYEES DOWN [Process Code]

10. DESTRUCTIVE CULTURE [Descriptive Code]

11. MADE TO FEEL INFERIOR [Emotion Code]

NEGATIVE EMOTIONS:

1. SELF-FULFILLING ACTIONS

2. UNCOMFORTABLE

3. PUTTING EMPLOYEES DOWN

4. MADE TO FEEL INFERIOR

PROCESSES:

1. DISREGARD FOR RULES

2. NAME CALLING

3. UNETHICAL

4. ISOLATION

5. UNDERMINING

DESCRIPTORS:

1. REDUCED PERFORMANCE

2. DESTRUCTIVE CULTURE

Participant 1A

10/20/21: 2nd round of coding:

Cluster 1: = BEHAVIOR OF LEADER

1. DISREGARD FOR RULES

2. NAME CALLING

3. UNETHICAL

4. ISOLATION

5. UNDERMINING

Cluster 2: = ORGANIZATIONAL EFFECTS

1. REDUCED PERFORMANCE

2. DESTRUCTIVE CULTURE

Cluster 3: = COPING STRATEGIES

Cluster 4: = NEGATIVE EMOTIONS

1. SELF-FULFILLING ACTIONS

2. UNCOMFORTABLE

3. PUTTING EMPLOYEES DOWN

4. MADE TO FEEL INFERIOR

Participant 1A

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

October 7th, 2021

Participant 1B was a 31-year-old man who worked in a fast/casual restaurant. His

position was an assistant general manager and he worked under the general manager

1. What happened, what did I do?

    a. This is the second experience shared by participant 1, but it is from a

       different leader even though the title is the same. This was a female leader.

       In depth interview with the participant revealed drug interactions while on

       the clock.

2. How did/do I feel about it?

    a. Surprised. How can someone think it is okay to be a leader in an

       organization like the GM and do drugs on the clock, work while under the

       influence and do it with staff members? A reputable position like GM – I

       wonder how they got that if this is their behavior.

3. What is my honest objective assessment of what happened and the causes?

    a. Drug use from the GM, with other employees, while on the clock.

       Working under the influence.

    b. Also, participant stated the freezer did not get to the correct temperature to

       hold frozen foods. Items were able to defrost causing freezer burn. Not all

       bacteria can be cooked out of foods – opening up lawsuits if someone got

       sick. Falsifying the documents because they didn't want to have it fixed or

       admit there was a problem to preserve their reputation.

4. What can I take from this?

    a. Some people shouldn't be promoted to management, especially if they do not know the proper temperatures for holding foods. There are vulnerable populations such as pregnant women, children, the elderly and immunocompromised individuals that this could potentially kill. That's a lot worse than having an expensive repair bill.

    b. He followed up that eventually he stopped reporting the issues, this sounds like employee silence which was in the literature review.

5. Was there a change in the participants visual cues?

    a. Yes, I could tell he was really tired of trying to make his case, like he had exhausted himself talking to his bosses at the time and they didn't hear him or care.

6. What improvements can I make?

    a. Add in a question if other participants experienced this – did they stop reporting and link to ES?

10/7/21: Completed recording A/V interview

10/15/21: Transcription completed, 1st review for accuracy

10/16/21: Transcription, 2nd review for accuracy, confirmed.

10/17/21: Begin first round of coding: disregard for rules, unethical, uncomfortable, reduced performance, drug use, employee silence, self-fulfilling actions, illegal practices, disregard for future, counterproductive, blurring personal and professional lines, alcohol

use, worthless, made to feel inferior, low job satisfaction, exclusion, disappointed,

previous history of infractions, destructive culture

1. DISREGARD FOR RULES [Process Code]

2. REDUCED PERFORMANCE [Descriptive Code]

3. UNETHICAL [Descriptive Code]

4. UNCOMFORTABLE [Emotion Code]

5. EMPLOYEE SILENCE [Process Code/ Concept Code]

6. DRUG USE [Process Code]

7. LOW JOB SATISFACTION [Emotion Code]

8. EXCLUSION [Emotion Code]

9. DESTRUCTIVE CULTURE [Descriptive Code]

10. BLURRING PERSONAL AND PROFESSIONAL LINES [Process Code]

11. SELF-FULFILLING ACTIONS [Process Code]

12. ILLEGAL PRACTICES [Process Code]

13. PREVIOUS HISTORY OF INFRACTIONS [Process Code]

14. COUNTERPRODUCTIVE [Process Code]

15. DISREGARD FOR FUTURE [Process Code]

16. ALCOHOL USE [Process Code]

17. WORTHLESS [Emotion Code]

18. MADE TO FEEL INFERIOR [Emotion Code]

19. DISAPPOINTED [Emotion Code]

NEGATIVE EMOTIONS:

1. UNCOMFORTABLE

2. LOW JOB SATISFACTION

3. EXCLUSION

4. WORTHLESS

5. MADE TO FEEL INFERIOR

6. DISAPPOINTED

PROCESSES:

1. DISREGARD FOR RULES

2. UNETHICAL

3. PREVIOUS HISTORY OF INFRACTIONS

4. ILLEGAL PRACTICES

5. ALCOHOL USE

6. EMPLOYEE SILENCE

7. SELF-FULFILLING ACTIONS

8. DRUG USE

9. COUNTERPRODUCTIVE

10. DISREGARD FOR FUTURE

11. BLURRING PERSONAL AND PROFESSIONAL LINES

DESCRIPTORS:

1. REDUCED PERFORMANCE

2.   DESTRUCTIVE CULTURE

Participant 1B

10/17/21: 2nd round of coding:

<div align="center">Cluster 1: = BEHAVIOR OF LEADER</div>

1. DISREGARD FOR RULES

2. UNETHICAL

3. PREVIOUS HISTORY OF INFRACTIONS

4. ILLEGAL PRACTICES

5. ALCOHOL USE

6. EMPLOYEE SILENCE

7. SELF-FULFILLING ACTIONS

8. DRUG USE

9. COUNTERPRODUCTIVE

10. DISREGARD FOR FUTURE

11.   BLURRING PERSONAL AND PROFESSIONAL LINES

<div align="center">Cluster 2: = ORGANIZATIONAL EFFECTS</div>

1. REDUCED PERFORMANCE

2.   DESTRUCTIVE CULTURE

<div align="center">Cluster 3: = COPING STRATEGIES</div>

Cluster 4: = NEGATIVE EMOTIONS

1. UNCOMFORTABLE

2. LOW JOB SATISFACTION

3. EXCLUSION

4. WORTHLESS

5. MADE TO FEEL INFERIOR

6. DISAPPOINTED

Participant 1B

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

October 7th, 2021

Participant 1C was a 35-year-old man, working in a high-end resort for an executive chef

1. What happened, what did I do?

    a. This is the third and final experience from this participant. At this time, he is working in a high end five star resort under an executive chef.

2. How did/do I feel about it?

    a. Participant expressed being disregarded in his position.

    b. No matter the reason – he was "swept under the rug."

    c. Made to feel inferior and not important.

    d. He also mentioned a situation of retaliation which further proves negative behaviors of the leader.

3. What is my honest objective assessment of what happened and the causes?

    a. The situation occurred with his immediate boss and their bosses – sounds like destructive culture since everyone is involved.

    b. The retaliation issue stemmed from a situation that occurred between him and his exec chef where they had a disagreement.

    c. He went from working FT 40+ hours to less than 20 hours a week.

    d. The "excuse" was the resort was in low occupancy for several weeks and they didn't need his help but during those weeks the occupancy percentages were the same as others, when he was needed 40+ hours.

4. What can I take from this?

a. Retaliation. He made the EC mad, he punished him with less hours. His excuse was faulty – unless there have been more employees hired, there shouldn't have been a difference in staffing needs, if the occupancy percentage is similar to the "busy" weeks.

b. He felt worthless – like he spent 2 years working in this company and would not move up.

c. This is common. It's a typical way of getting an employee that you want to fire, to quit on their own, so you do not have to pay unemployment to them. He's lucky they kept him on the schedule at all, although this is a good way to show "good will" if the employee were to challenge the denied unemployment – like they "tried" to give him hours.

5. Was there a change in the participants visual cues?

a. He was visually disappointed that he didn't have a future in this company.

6. What improvements can I make?

a. Another research study could focus on culinary but the situation with getting an employee to quit instead of firing them. I have seen it happen a lot and I doubt there is much written about it?

10/7/21: Completed recording A/V interview

10/14/21: Transcription completed, 1st review for accuracy

10/14/21: Transcription, 2nd review for accuracy, confirmed.

10/21/21: Begin first round of coding: disregard for future, made to feel inferior, justifying retaliation, destructive culture, worthless, forced to quit, yelling, unrealistic expectations, retaliation, public criticism, name calling, isolation, uncomfortable, putting employees down, low job satisfaction, humiliation, demeaned, bullying, aggression, unethical, previous history of infractions.

1. DISREGARD FOR FUTURE [Process Code]

2. MADE TO FEEL INFERIOR [Emotion Code]

3. JUSTIFYING RETALIATION [Process Code]

4. DESTRUCTIVE CULTURE [Descriptive Code]

5. WORTHLESS [Emotion Code]

6. FORCED TO QUIT [Process Code]

7. UNETHICAL [Descriptive Code]

8. LOW JOB SATISFACTION [Emotion Code]

9. UNCOMFORTABLE [Emotion Code]

10. BULLYING [Process Code]

11. PUTTING EMPLOYEES DOWN [Process Code]

12. HUMILIATION [Emotion Code]

13. PREVIOUS HISTORY OF INFRACTIONS [Process Code]

14. YELLING [Process Code]

15. NAME CALLING [Process Code]

16. ISOLATION [Process Code]

17.   PUBLIC CRITICISM [Process Code]

18.   DEMEANED [Emotion Code]

19.   RETALIATION [Process Code]

20.   UNREALISTIC EXPECTATIONS [Process Code]

21.   AGGRESSION [Process Code]

NEGATIVE EMOTIONS:

1.   MADE TO FEEL INFERIOR

2.   WORTHLESS

3.   LOW JOB SATISFACTION

4.   UNCOMFORTABLE

5.   DEMEANED

6.   HUMILIATION

PROCESSES:

1.   DISREGARD FOR FUTURE

2.   NAME CALLING

3.   PUBLIC CRITICISM

4.   JUSTIFYING RETALIATION

5.   RETALIATION [Process Code]

6.   FORCED TO QUIT

7.   ISOLATION

8.   YELLING

9.   UNREALISTIC EXPECTATIONS

10.   PUTTING EMPLOYEES DOWN

11.   BULLYING

12.   AGGRESSION

DESCRIPTORS:

1.   DESTRUCTIVE CULTURE

2.   PREVIOUS HISTORY OF INFRACTIONS

3.   UNETHICAL [Descriptive Code]

Participant 1C

10/23/21: 2nd round of coding:

<div align="center">Cluster 1: = BEHAVIOR OF LEADER</div>

1. PREVIOUS HISTORY OF INFRACTIONS

    2.   DISREGARD FOR FUTURE

    3.   NAME CALLING

    4.   PUBLIC CRITICISM

    5.   JUSTIFYING RETALIATION

    6.   RETALIATION [Process Code]

    7.   FORCED TO QUIT

    8.   ISOLATION

    9.   YELLING

    10. UNREALISTIC EXPECTATIONS

    11. PUTTING EMPLOYEES DOWN

    12. BULLYING

    13. AGGRESSION

<div align="center">Cluster 2: = ORGANIZATIONAL EFFECTS</div>

1. DESTRUCTIVE CULTURE

    2.   UNETHICAL

<div align="center">Cluster 3: = COPING STRATEGIES</div>

<div align="center">Cluster 4: = NEGATIVE EMOTIONS</div>

1. MADE TO FEEL INFERIOR

2. WORTHLESS

3. LOW JOB SATISFACTION

4. UNCOMFORTABLE

5. DEMEANED

6. HUMILIATION

Participant 1C

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

October 7th, 2021

Participant 6A was a 34-year-old male supervisor working for an executive chef in a

corporate food service organization

1. What happened, what did I do?

    a. a/v interview, used GTM, recorded

2. How did/do I feel about it?

    a. I thought corporate food service organizations would be more regulated

       with HR departments. I was surprised these things were happening to the

       participant.

3. What is my honest objective assessment of what happened and the causes?

    a. Participant was responsible for making meals for prestigious people who

       were flying on their airline

    b. He was initially hired as a production manager but was transferred to other

       locations and changed to the night shift – with no reason given other than

       the EC wanted full control of the kitchen.

    c. He was treated poorly, spoken to in a demeaning way, attitude problem

       from the chef.

    d. Participant was moved into EC's facility without the EC approval. EC

       didn't know about the transfer at all.

    e. Happened everyday

f. Would be excluded from meetings, made to work an additional unpaid 2 hours, he was the only one required to do this.

g. EC said at one point that he did not hire him, did not want him there and would never promote him within his facility.

h. Treated the other employees with kindness and courtesy

i. Participant felt the 2 extra hours were a punishment and not necessary to the job function.

j. He wasn't given any support when he requested it. Was told to "figure it out". He would report quality issues and EC wouldn't care.

k. EC used public humiliation as a tactic, did not need isolation.

l. EC would further train and support other supervisors in growing their talents but refused with the participant.

m. Felt retaliation

n. Other positions, GM and accountant, were apart of a scandal about unpaid bills which resulted in monthly bonuses because spending look like it was less than it was.

o. Gifts/stipends were given to employees, lined up in a row, instead of a gift he was reprimanded – very embarrassing.

4. What can I take from this?

a. Employee silence after several attempts at addressing issues has come up several times among interviews.

5. Was there a change in the participants visual cues?

   a. He seemed agitated.

6. What improvements can I make?

   a. None at this time.

10/7/21: Completed recording A/V interview

10/7/21: Transcription completed, 1st review for accuracy

10/24/21: Transcription, 2nd review for accuracy, confirmed.

10/24/21: Begin first round of coding: disregard for future, retaliation, demeaned, exclusion, public criticism, embarrassment, employee silence, unrealistic expectations, made to feel inferior, low job satisfaction, unethical, previous history of infractions.

1. DISREGARD FOR FUTURE [Process Code]

2. RETALIATION [Process Code]

3. DEMEANED [Emotion Code]

4. EXCLUSION [Emotion Code]

5. PUBLIC CRITICISM [Process Code]

6. EMBARRASSMENT [Emotion Code]

7. EMPLOYEE SILENCE [Process Code/ Concept Code]

8. MADE TO FEEL INFERIOR [Emotion Code]

9. UNREALISTIC EXPECTATIONS [Process Code]

10. PREVIOUS HISTORY OF INFRACTIONS [Process Code]

11. UNETHICAL [Descriptive Code]

12. LOW JOB SATISFACTION [Emotion Code]

NEGATIVE EMOTIONS:

1.   EXCLUSION

2.   DEMEANED

3.   EMBARRASSMENT

4.   MADE TO FEEL INFERIOR

5.   LOW JOB SATISFACTION

PROCESSES:

1.   DISREGARD FOR FUTURE

2.   RETALIATION

3.   PUBLIC CRITICISM

4.   UNREALISTIC EXPECTATIONS

5.   UNETHICAL

6.   PREVIOUS HISTORY OF INFRACTION

DESCRIPTORS:

1.   (EMPLOYEE SILENCE)

Participant 6A

10/25/21: 2nd round of coding:

Cluster 1: = BEHAVIOR OF LEADER

1. DISREGARD FOR FUTURE

2. RETALIATION

3. PUBLIC CRITICISM

4. UNREALISTIC EXPECTATIONS

5. UNETHICAL

6. PREVIOUS HISTORY OF INFRACTION

Cluster 2: = ORGANIZATIONAL EFFECTS

Cluster 3: = COPING STRATEGIES

1. EMPLOYEE SILENCE

Cluster 4: = NEGATIVE EMOTIONS

1. EXCLUSION

2. DEMEANED

3. EMBARRASSMENT

4. MADE TO FEEL INFERIOR

5. LOW JOB SATISFACTION

Participant 6A

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F

October 7th, 2021

Participant 6B was a 43-year-old male director working for a vice president in a corporate food service organization.

1. What happened, what did I do?

    a. a/v interview, used GTM, recorded

2. How did/do I feel about it?

    a. This is a second example of corporate food service.

3. What is my honest objective assessment of what happened and the causes?

    a. Worked as a director, new contracts were installed in the entire facility, it was not a positive change for food costs percentages because they increased., he was not given an opportunity to stop this but was blamed when the FCP went up. Menus had to be changed, spending limits reduced.

    b. For the majority of his 8 year tenure he was well liked and had received many achievements, the changed when he had a falling out with the EC.

    c. EC resigned, wrote a letter to the company, he was never allowed to read the letter but it directly affected his work status and changed how people treated him.

    d. He was then forced out and offered a buyout.

      e.   Due to budget cuts from increased FCP, he was forced to eliminate a server position – and take on the duties himself, this happened with other positions, without any extra help or pay.

      f.   Made his life unbearable in hopes he would quit.

      g.   Used alcohol as a coping mechanism

4.   What can I take from this?

      a.   Is it correct to hold someone accountable for actions they are accused of without telling them what they are accused of – with the letter he wasn't allowed to read?

5.   Was there a change in the participants visual cues?

      a.   He seemed agitated.

6.   What improvements can I make?

      a.   None at this time.

10/7/21: Completed recording A/V interview

10/8/21: Transcription completed, 1st review for accuracy

10/26/21: Transcription, 2nd review for accuracy, confirmed.

10/26/21: Begin first round of coding: retaliation, forced to quit, low job satisfaction, alcohol use, unrealistic expectations, public criticism, disregard for rules, disregard for future, made to feel inferior, unethical.

1.   RETALIATION [Process Code]

2.   FORCED TO QUIT [Process Code]

3. LOW JOB SATISFACTION [Emotion Code]

4. UNETHICAL [Descriptive Code]

5. ALCOHOL USE [Process Code]

6. MADE TO FEEL INFERIOR [Emotion Code]

7. DISREGARD FOR FUTURE [Process Code]

8. DISREGARD FOR RULES [Process Code]

9. UNREALISTIC EXPECTATIONS [Process Code]

10. PUBLIC CRITICISM [Process Code]

NEGATIVE EMOTIONS:

1. LOW JOB SATISFACTION

2. MADE TO FEEL INFERIOR

PROCESSES:

1. RETALIATION

2. FORCED TO QUIT

3. ALCOHOL USE

4. DISREGARD FOR FUTURE

5. DISREGARD FOR RULES

6. UNREALISTIC EXPECTATIONS

7. PUBLIC CRITICISM

DESCRIPTORS:

1. UNETHICAL

Participant 6B

10/28/21: 2nd round of coding:

Cluster 1: = BEHAVIOR OF LEADER

1. RETALIATION

2. FORCED TO QUIT

3. ALCOHOL USE

4. DISREGARD FOR FUTURE

5. DISREGARD FOR RULES

6. UNREALISTIC EXPECTATIONS

7. PUBLIC CRITICISM

8. UNETHICAL

Cluster 2: = ORGANIZATIONAL EFFECTS

Cluster 3: = COPING STRATEGIES

Cluster 4: = NEGATIVE EMOTIONS

1. LOW JOB SATISFACTION

2. MADE TO FEEL INFERIOR

Participant 6B

2/2/22: 1st round of coding using AWEST Conceptual Themes

2/3/22: 2nd round of coding using AWEST Conceptual Themes – Appendix E

2/3/22: 1st round of coding using Literature Review Themes

2/4/22: 2nd round of coding using Literature Review Themes – Appendix F