

12-1-2007

Gender, Attitudes, and Perceptions of Workplace Incivility

Christopher C. Brady

Western Kentucky University, christopher.brady@wku.edu

Follow this and additional works at: <http://digitalcommons.wku.edu/theses>



Part of the [Psychology Commons](#)

Recommended Citation

Brady, Christopher C., "Gender, Attitudes, and Perceptions of Workplace Incivility" (2007). *Masters Theses & Specialist Projects*. Paper 79.

<http://digitalcommons.wku.edu/theses/79>

This Thesis is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Masters Theses & Specialist Projects by an authorized administrator of TopSCHOLAR®. For more information, please contact connie.foster@wku.edu.

GENDER, ATTITUDES, AND PERCEPTIONS OF WORKPLACE INCIVILITY

A Thesis
Presented to
The Faculty of the Department of Psychology
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Applied Experimental Psychology

By
Christopher C. Brady

December, 2007

GENDER, ATTITUDES, AND PERCEPTIONS OF WORKPLACE INCIVILITY

Date Recommended _____

Director of Thesis

Dean, Graduate Studies and Research

Date

Acknowledgements

I would like to thank all of those people who have supported me throughout this duration of this project. First, thank you Dr. Kathi Miner-Rubino for your patience and guidance. I am grateful to have had you as an advisor and mentor, and I will carry with me into my career the work ethic that I have learned from you while working as your research assistant. Thank you to my committee members, Dr. Regan Brown and Dr. Pitt Derryberry, for your insight, moral support, and infinite flexibility. And thank you to my family and friends, for helping me see this through.

Table of Contents

| | Page |
|---------------------------------|------|
| List of Tables and Figures..... | v |
| Abstract..... | vi |
| Introduction..... | 1 |
| Methods..... | 12 |
| Results..... | 18 |
| Discussion..... | 26 |
| References..... | 29 |
| Appendix A..... | 33 |
| Appendix B..... | 41 |
| Appendix C..... | 44 |
| Appendix D..... | 46 |
| Appendix E..... | 48 |
| Appendix F..... | 50 |
| Appendix G..... | 52 |

List of Tables and Figures

| | Page |
|--|------|
| Table 1: Means, Standard Deviations, and Intercorrelations for all Study Variables . . | 19 |
| Table 2: Results of Regression Analysis Predicting Observed Negativity | 20 |
| Figure 1: Gender X TGA Interaction on Observed Negativity | 21 |
| Table 3: Results of Regression Analysis Predicting PAS Cluster Components | 22 |
| Figure 2: Gender X TGA Interaction on Demoralization | 24 |
| Figure 3: Gender X TGA Interaction on Anxiety | 25 |

GENDER, ATTITUDES, AND PERCEPTIONS OF WORKPLACE INCIVILITY

Chris Brady

December 2007

62 pages

Directed by: Kathi Miner-Rubino, Regan Brown, and Pitt Derryberry

Department of Psychology

Western Kentucky University

Abstract

The purpose of the present study was to examine perceptions of workplace incivility as a function of observers' gender, observers' gender-related attitudes, and the gender of the instigator and target of the mistreatment. The study included data from 102 (65% female, 90% white) participants from various occupations and backgrounds across the United States. Participants completed a web-based survey that consisted of scenarios of uncivil interactions, gender-attitudes, and various demographic information. Results suggest that observers' gender and gender-related attitudes are important factors in how they perceive workplace incivility. Results also suggest that the gender of those involved in uncivil interactions is less influential.

Gender, Attitudes, and Perceptions of Workplace Incivility

Workplace incivility is defined in the organizational literature as, “low-intensity deviant behaviors with an ambiguous intent to harm the target” (Andersson & Pearson, 1999, p. 456). Pearson and Porath (2005) estimate that incivility within organizations leads to the turnover of 1 out of 8 affected employees, and has the potential to cost companies an average of \$50,000 per lost employee in terms of productivity, potential litigation, and the hiring of new employees. Research in the domain of workplace incivility shows that it is correlated with a number of negative workplace outcomes including decreases in job satisfaction, increases in job withdrawal, and increases in job burnout (Pearson, Andersson, & Wegner, 2001; Cortina, Magley, Williams, & Langhout, 2001; Miner-Rubino & Cortina, 2007). Related findings show that 78% of the targets of workplace incivility suffer a decrease in productivity due to the behavior, and 12% of the targets ultimately leave their jobs as a result (Johnson & Indvik, 2001).

As described by Andersson and Pearson (1999), workplace incivility is theorized to contain three components including intensity, deviance, and ambiguous intent to harm others. First, the action is considered low-intensity, such that the behavior has a small magnitude and requires little effort. This is in contrast to high-intensity behaviors that have a large magnitude and require more energy such as physical aggression or violence. The second component is the deviant nature of the action. In other words, for a behavior to be considered uncivil it must be in opposition to social norms, and would be typically considered as rude or discourteous (e.g., yelling at a coworker during a meeting). The third aspect of incivility is the ambiguous intent of the instigator to harm others. In other words, regardless of whether the uncivil behavior is perceived by the perpetrator as

offensive, it is the negative perception of the target that makes the action uncivil.

Examples of workplace incivility include giving someone hostile looks or stares, making jokes at someone's expense, sending rude emails, and addressing someone inappropriately or unprofessionally.

Workplace incivility is a relatively new area of research within organizational psychology, and much of the research to date has focused on targets of incivility at work. This research shows that women are more likely to be victims of rude, discourteous behavior compared to men (Andersson & Pearson 1999; Pearson, Andersson, & Porath, 2000). Research has also found that women are more likely to perceive the same deviant behavior as more uncivil and offensive compared to men (Cortina, Magley, Williams, & Langhout, 2001; Bjorkqvist, Osterman, & Hjelt-Back, 1994).

An important limitation of these studies, however, is that they consistently examine perceptual differences in the experience of workplace incivility at the basic level of gender. Literature in related areas of research (i.e., sexual harassment) suggests that such differences are better accounted for by attitudes related to gender (e.g., beliefs regarding traditional gender stereotypes and roles). The goal of the present study is to examine if gender-attitudes are also a better predictor of perceptions of workplace incivility than gender alone. This is an important addition to the literature because it is an attempt to break away from the tendency to attribute differences between women and men in incivility experiences and perceptions to an inherent sex-based disparity rather than exploring other possible mechanisms involved. In the sections to follow, I review the literature regarding targets and gender differences in perceptions of incivility and discuss the limitations of this research.

Targets of Incivility

Theoretical and empirical work shows that, in general, targets of incivility have lower status than the instigator (Andersson & Pearson 1999; Pearson, Andersson, & Porath, 2000; Pearson & Porath, 2005). This finding is consistent with Social Dominance Theory (Sidanius & Pratto, 1999) which argues that some aspects of an individual's social power comes from personal characteristics of the individual (e.g., race, gender, social class) that identifies that person as being part of a dominant or subordinate social group. The theory suggests that hostility and aggression between social groups is likely to follow a hierarchical path from the top down, such that members of the dominant group are more likely to abuse and mistreat members of the subordinate group (Sidanius & Pratto, 1999). Similarly, Status Characteristics Theory (Wagner & Berger, 1993) states that power differences in society as a whole can be generalized into power differences in the workplace. Because men typically have more social power as the dominant gender group in society, they also tend to have more power within work organizations than women. As a result, women are more likely to be vulnerable targets of workplace mistreatment, including incivility.

Consistent with these theories, research examining the demographic characteristics of targets of incivility shows that women report more personal experiences of workplace incivility compared to men (Cortina et al., 2001; Bjorkqvist, Osterman, & Hjelt-Back, 1994, Oatley, Windhorst, Miner-Rubino, & Cortina, 2007). For example, Cortina et al. (2001) surveyed 1,662 employees (53% female) from all levels of a federal court district (judges, lawyers, secretaries, janitors, etc.) and found that women reported experiencing incivility twice as frequently as men. Similarly, Bjorkqvist and colleagues

(1994) surveyed 338 university employees (51% women) and found that 70% of the men reported having never experienced work harassment (i.e., rude and or aggressive behaviors specifically targeting the individual) in their organization, while only 45% of the women made the same claim. These studies, however, cannot conclude whether this is because women were encountering a greater number of uncivil behaviors or if women more readily perceive instances of incivility. To address the latter possibility, there has recently been additional research that specifically examines gender differences in the perceptions of incivility.

Gender Differences in Perceptions of Incivility

Research examining gender-based differences in perceptions of incivility is sparse; a review of the organizational literature only found two articles specifically exploring the topic. Young, Vance, and Ensher (2003) had 679 undergraduate and graduate students view video clips from real life proceedings in which male interviewers were very uncivil to either a male and female target. The video clips featuring the male target, Robert Altman, were segments from the televised 1994 Whitewater hearings presided over by the Senate Banking Committee. The second set of video clips featuring the female target, Anita Hill, included segments from the 1991 televised Supreme Court confirmation hearings of Clarence Thomas. Participants were shown one clip at a time and were asked to rate the offensiveness of each segment. Their findings showed that female participants rated the instigators' behavior toward the target as more uncivil and offensive than male participants, regardless of the sex of the target.

Montgomery, Kane, and Vance (2004) used an identical procedure, but one where participants only viewed video clips featuring the female target from the Young et al.

(2003) study. In addition to looking at gender, they also examined the participant's race relative to the target's to see if it influenced individuals' perceived incivility. Their results, consistent with the work of Young et al. (2003), showed that gender was a significant predictor of participants' perceptions of incivility, such that women were more likely to rate the interaction as more uncivil than men, while race had no effect. The authors argued that these two studies together provide strong evidence that women and men who experience a similar situation may perceive them differently, and that women may be more likely to label a negative interaction as offensive compared to men.

The work of Young et al. (2003) and Montgomery et al. (2004) suggests that gender is an important factor in perceptions of incivility, and given the replication of this finding, I predict that there will be significant gender differences in perceptions of incivility in the current study. Specifically, I predict that women will rate deviant interpersonal behaviors (i.e., rude, condescending) more negatively than men (Hypothesis 1). However, while I make this prediction based on these studies, there are several limitations to this prior research that should be noted. First, both experiments relied on video segments from official government proceedings that included Robert Altman's 1994 Whitewater hearings regarding the Bank of Credit and Commerce International, and Anita Hill's 1991 Supreme Court confirmation hearings during which she accused Clarence Thomas of sexual harassment. Both of these instances were highly politicized and the extent to which political bias could have influenced the participants' responses and perceptions was not investigated. Similarly, the video clips offered a great deal of extraneous information that may not have been relevant to the uncivil behaviors, such that other events taking place in the video peripheral to the target and instigator might

have contributed to the participants' responses. In addition, the scenarios themselves only used male instigators. Indeed, although research has documented that males are more often instigators of incivility (Cortina & Magley, 2001), the same research also suggests that it not a behavior reserved only for men. Finally, these studies examined perceptual differences in terms of gender, however (as I review in the sections to follow), research on sexual harassment suggests that gender, per se, is not what is driving these effects, but rather gender-related constructs such as traditional gender attitudes. The section that follows reviews the sexual harassment literature which suggests that the observed difference found in the Young et al. (2003) and Montgomery et al. (2004) studies may not be due to something inherent in the gender of the participants, but rather in gender-related attitudes.

Gender Differences in Perceptions of Sexual Harassment

There has recently been research which bridges the connection between incivility and sexual harassment and suggests that these constructs are related in that they fall under the umbrella of general mistreatment (Richman et al., 1999; Lim & Cortina, 2005) and disempowering behaviors in organizations (Vance, Ensher, & Hendricks, 2000). As such, the processes involved in both forms of interpersonal mistreatment may be very similar. For example, past studies dealing with workplace sexual harassment have found that women are more likely than men to perceive certain interactions and behaviors (e.g., sexual comments, sexual propositions) as sexually harassing (Powell, 1986; Dietz-Uhler & Murrell, 1992; Hendrix, Rueb, & Steel, 1998; Welsh 1999; Rotundo, Nguyen, & Sackett, 2001). However, Terpstra and Baker (1986) proposed that the observed gender differences in perceptions of sexual harassment are due not to gender, per se, but to

differences in gender-attitudes. Gender-attitudes refer to the extent to which one endorses traditional gender stereotypes (e.g., men should be dominant and aggressive, while women should be caring and nurturing) or traditional gender roles (e.g., women should obey their husbands, and a man should support his family with his wages; Terpstra & Baker, 1986).

Consistent with Terpstra and Baker's (1986) proposition, Dietz-Uhler and Murrell (1992) surveyed 153 undergraduates (59% female) about their attitudes toward sexual harassment and traditional roles for women and men, and reported that students who accepted traditional gender roles were more accepting of sexual harassment. Similarly, Foulis and McCabe (1997) surveyed different age categories including 75 undergraduates (63% female), 48 tenth-graders (70% female), and 75 office workers (56% female). The researchers found that, despite age and regardless of gender, those participants who held strong traditional gender attitudes rated sexual harassment scenarios as less offensive than persons with weak traditional gender attitudes. In sum, this research suggests that persons with high traditional gender attitudes will be more tolerant of harassment, and as such, less likely to perceive it in terms of incidence and severity.

The current paper seeks to examine these gender-attitude effects found in the sexual harassment literature in terms of workplace incivility. To accomplish this, I developed a series of scenarios based on items found in the Workplace Incivility Scale (WIS; Cortina et al. 2001; and discussed further in the methods section). Based on the past research by Young et al. (2003) and Montgomery et al. (2004), I used three sets of scenarios that only varied in terms of the gender relationship presented to the participants. The three relationships included a male instigator being uncivil to a female target, a

female instigator being uncivil to a male target, and an ambiguous control group with the labels of employee A and employee B.

Given the research on the role of traditional gender attitudes on perceptions of sexual harassment (Dietz-Uhler & Murrell, 1992; Foulis & McCabe, 1997), I predict that regardless of the participants' gender, those with high traditional gender attitudes (i.e., those who believe men are and should be dominant and women are and should be submissive) will rate the scenarios differently than those with low traditional gender attitudes (i.e., those who do not believe men are and should be dominant and women are not and should not be submissive) as a function of the instigator and target gender relationship (Hypothesis 2). Specifically, I hypothesize that a woman being uncivil to a man will be interpreted by someone with high traditional gender-attitudes (TGA) as particularly negative (e.g., rude and discourteous) given their endorsement of traditional stereotypes and attitudes regarding gender. These individuals, I maintain, would see such behavior as disrupting and challenging the social hierarchy of male domination over women. As such, I predict that participants with high TGA will rate the scenario featuring a woman acting uncivil to a man as more negative than participants with lower TGA (Hypothesis 2a). Conversely, because individuals with traditional gender attitudes see dominance over women as acceptable and appropriate (Peoples & Bailey, 1997), I predict that participants with high TGA will rate the scenario featuring a man being uncivil to a woman as less negative (e.g., rude, discourteous) than participants with lower TGA (Hypothesis 2b).

Because past research has consistently documented a gender difference in perceptions of incivility (Montgomery et al., 2004; Young et al., 2003), and given that I

too predict a similar effect based on gender (with women perceiving deviant interpersonal behaviors as more negative than men), in addition to the interactions predicted regarding TGA and scenario versions, I also expect a 3-way interaction between gender of the participant, TGA, and scenario version (Hypothesis 3). Specifically, I predict that female participants with high TGA will rate the scenario featuring a woman acting uncivil to a man as more negative compared to any other gender/TGA combination (Hypothesis 3a). As previous research has shown (Andersson & Pearson 1999; Bjorkqvist, Osterman, & Hjelt-Back, 1994; Cortina et al., 2001; Pearson, Andersson, & Porath, 2000), the women in this category should be more sensitive to the interpersonal mistreatment compared to men. This, combined with their high traditional attitudes regarding gender relationships, should have these women perceiving another female treating a male rudely as more offensive than vice versa. These women may view such interactions as challenging the gender system, and as a result, may conclude that the female instigator is behaving inappropriately by not showing a male his due respect.

Conversely, I predict that male participants with high TGA will rate the scenario featuring a man acting uncivil to a woman as less negative compared to any other gender/TGA combination (Hypothesis 3b). Similar to the last hypothesis, research shows that males are less sensitive to interpersonal mistreatment than females (Bjorkqvist, Osterman, & Hjelt-Back, 1994; Pearson, Andersson, & Porath, 2000), together with the notion that high TGA males may see a male mistreating a female as more acceptable and legitimate than vice versa (Peoples & Bailey, 1997), I predict males in this category will perceive a male antagonizing a female as the least offensive scenario.

The Present Study

The present study seeks to extend the literature on perceptions of workplace incivility by accounting for limitations of previous research in a number of ways. First, the use of video clips in previous studies may have introduced several confounding variables into the research. Subsequently, I used written scenarios based on the items found in the Workplace Incivility Scale (Cortina et al., 2001), which I discuss further in the methods section. Additionally, whereas Young et al. (2003) presented scenarios where only the gender of the target was manipulated, in the present research the gender of both the instigator and the target are manipulated to examine any interaction effects between the gender of the participant and the gender relationships presented in the scenarios. Finally, past studies examined differences in perceptions of incivility in terms of gender; the current study also examines gender-related attitudes. While past research on sexual harassment suggests that observed gender differences in perceptions may be due to gender-attitudes, there has yet to be any research to address this possibility with workplace incivility. The main purpose of the present study is to examine this lacuna in the literature.

Below is a summary of the hypotheses for the present study:

Hypothesis 1: Female participants will rate workplace incivility scenarios as more negative than males (main effect for gender).

Hypothesis 2: Those with high traditional gender attitudes (TGA) will rate the scenarios differently than those with low TGA (TGA X scenario 2-way interaction). Specifically:

a: Participants with high TGA will rate the scenarios featuring a woman acting uncivil to a man as more negative than participants with lower TGA.

b: Participants with high TGA will rate the scenarios featuring a man being uncivil to a woman as less negative than participants with lower TGA.

Hypothesis 3: There will be a three-way interaction between gender of the participant, TGA, and scenario (gender X TGA X scenario interaction). Specifically:

a: Female participants with high TGA will rate the scenario featuring a woman acting uncivil to a man as more negative compared to any other gender/TGA combination.

b: Male participants with high TGA will rate the scenario featuring a man acting uncivil to a woman as less negative compared to any other gender/TGA combination.

Method

Participants and Procedure

Participants included 102¹ respondents from across the United States who completed a “Gender Attitudes Survey.” The demographics of the sample were 35% males (n = 35), 65% females (n = 67), 90% white (n = 92), 10% non-whites (n = 10), and ages ranging from 18 to 69 with a mean of 36.5 years old ($SD = 14.01$). Forty-five percent of the participants were married or partnered (n = 46), 39% were single (n = 40), and 16% were divorced, separated, or widowed (n = 16). Thirty-nine percent of the respondents had advanced degrees (n = 40), 33% had bachelors degrees (n = 34), 21% had at least some college experience (n = 21), and 6% had high school diplomas. The participants’ tenure at their current occupation ranged from less than 1 year to 37 years, with a mean of 5.93 years ($SD = 7.77$ years). The organizational fields represented in the sample were quite diverse, spanning over 20 categories including law enforcement, health care, banking, academia, home making, and food services.

¹ The original sample included 148 participants; however the control scenario condition, which is described below, was dropped because there were no significant effects. Because I made no formal hypothesis about this condition and to save degrees of freedom, all analysis was performed with the 102 participants from the two remaining conditions.

Potential participants were contacted through a snowball sampling procedure. Colleagues, friends, and family members were sent a recruitment email (as shown in Appendix E) which solicited participation in an on-line “Workplace Environments and Attitudes Survey.” At the end of the email, readers were presented with a hyperlink they could choose to click which forwarded them to the study’s informed consent website. At this site, they were given a more detailed explanation of the survey and research, along with required HSRB approval information. At the bottom of the page, they were given the opportunity to click on an “agree to participate button” or a “no thanks” button. If they clicked the “no thanks” button, they were forwarded to a website that thanked them for their time and prompted them to exit the browser any time they desired. Clicking on the “agree to participate” button forwarded them to the survey. Once they completed the survey, participants were asked to forward the hyperlink to the survey to other individuals who might be interested in participating. Each participant was asked to fill out a web-based survey that included a general demographics questionnaire, a gender-attitudes measure, and a number of scenarios followed by a list of adjectives with which to measure perceived incivility. To help alleviate response bias, the gender-attitudes scale was counter balanced to appear before or after the incivility scenarios. Below I review the development of these incivility scenarios, in addition to discussing the other measures that appeared in the survey.

Scale Development

A review of the literature revealed no scenario-style instrument with which to examine perceived workplace incivility. For the purposes of the current study, then, scenarios were developed based on an expanded version of the Workplace Incivility

Scale (WIS; Cortina et al., 2001). The WIS measures the degree to which respondents have been a target of disrespectful, rude, or condescending behavior in their work organization over a one-year period. The development of the scenarios initially began by having members of a psychology laboratory group work individually to develop a large pool of scenarios based on the items in the WIS. Over a number of subsequent meetings through discussion and editing, the list was narrowed down from 30 to 18 scenarios (two for each item; See Appendix B).

For example, an original item from the WIS includes, “In the past year has a supervisor, manager, or coworker ignored you or failed to speak to you (for example, ‘the silent treatment’)?” This item was transformed into the following scenario: “Employee A purposely ignored Employee B when Employee B asked where a meeting was located.” The scenarios were then given to a group consisting of 5 psychology faculty members and 5 psychology graduate students who were asked to read each vignette and rate how representative they were in relation to the original item on a scale of 0 (*not at all representative*) to 4 (*extremely representative*). Those scenarios that received the higher of the two scores in their pairing and had an average greater than 3 were chosen for the final survey (as shown in Appendix B).

Three versions of the scenario measure, which corresponded to three different gender relationships, were administered using a between-subjects design where the participants were exposed to one form of relationship for the entirety of the survey. The three gender relationships include a male instigator being uncivil to a female target (as shown in Appendix C), a female instigator being uncivil to a male target (as shown in Appendix D), and a gender-ambiguous group labeled employee A and employee B

(where employee A is always uncivil to employee B; as shown in Appendix A).

According to past sexual harassment research, this ambiguous group is also representative of scenarios featuring targets and instigators of the same sex (Foulis & McCabe, 1997).

Following each scenario, participants were asked to rate how well a list of adjectives described each interaction using a scale of 1 (*not at all*) to 4 (*very*). The adjectives list was an abbreviated version of the Primary Appraisal Scale (PAS; Wright & Fitzgerald, 2007) which consisted of 9 adjectives which cluster into 3 umbrella constructs including demoralization (feelings of being down and betrayed: humiliating, degrading, and insulting), anxious arousal (feelings of anxiety and depression: angering, depressing, and upsetting) and fear (feeling of fear: intimidating, threatening, and frightening). In addition to the items found on the PAS, several other adjectives were added, including rude, funny, appropriate, and useful. These additional adjectives were included because they either corresponded to the definition of workplace incivility in the literature (Andersson & Pearson 1999) or contained positively toned words. Positively toned words were reversed-coded and all items were averaged and combined into a measure of perceived negativity of the interaction, where higher scores represent higher perceptions of negativity.

Measures

To measure gender-attitudes, a composite scale consisting of items from the Hostile Sexism subscale of the Ambivalent Sexism Inventory (Glick & Fiske, 1996), and the gender role attitudes portion of the National Comorbidity Survey (NCS: Kessler et al.,

1994; Mickelson, Claffey, & Williams, in press) were used. These individual measures are described in more detail below.

Hostile Sexism subscale of the Ambivalent Sexism Inventory. The hostile sexism measure is an 11-item subscale of the Ambivalent Sexism Inventory and measures participants' degree of prejudice and hostility toward women (Glick & Fiske, 1996). For the purposes of the current study, the five items with the highest factor loadings were employed. Examples from the inventory includes: "Once a women gets a man to commit to her, she usually tries to put him on a tight leash" and "Most women fail to appreciate fully all that men do for them." Responses are made on a 5-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). These items have shown good internal reliability (Cronbach's α s ranging from .76 to .91), and adequate convergent validity (r s ranging from .48 to .65; $p < .01$).

National Comorbidity Survey (NCS): Gender Attitudes Subscale (GAS). The Gender Attitudes Subscale of the NCS consists of six items developed to measure egalitarian gender attitudes (Kessler et al., 1994; Mickelson, Claffey, & Williams, in press). Example items of this survey include, "Most of the important decisions for the family should be made by the man of the house" and "Husbands and wives should evenly divide household chores like cooking and cleaning" (reverse coded). Participants report their level of agreement on a 5-point Liker-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Mickelson et al. (in press) reported good test-retest reliability ($r = .73$) for the GAS.

Controls. Also included in the survey were two measures used as control variables. The first measure was the Crowne-Marlowe Social Desirability Scale (Crowne

& Marlowe, 1960) which assesses the degree to which participants tend to respond to survey items in a way they perceive as socially favorable. An example from this 10-item measure includes, "I'm always willing to admit it when I make a mistake." Responses are made using a response scale of 0 (*false*), 1 (*neutral*), or 2 (*true*). This measure displayed an internal reliability of .70 in the present study.

The second measure was the Workplace Incivility Scale (Cortina et al., 2001) which assesses the degree to which participants had personally been a target of disrespectful, rude, or condescending behavior in their workplace using a response scale of 0 (*never*), 1 (*once*), 2 (*two or three times*), and 3 (*frequently*). An example an item from this 8-item scale includes "During the past year, has anyone in your organization put you down or been condescending to you?" This scale displayed an internal reliability of .87 in the present study.

Results

Table 1 displays the means, standard deviations, and intercorrelations for all study variables.² Hierarchical moderated regression analysis was used to test the hypotheses that there will be (1) a main effect for gender, (2) a TGA X scenario two-way interaction, and (3) a gender X TGA X scenario interaction. Both gender (male = 0, female = 1) and scenario (female instigator, male target = 0, male instigator female target = 1) were dummy-coded, and TGA was centered to reduce multicollinearity. Interactions were computed by multiplying the predictors. Gender, TGA, and scenario type were the predictors in the analysis, and observed negativity was the criterion variable. Control variables (i.e., social desirability and personal experiences of workplace incivility) were entered on the first step. The individual predictors (i.e., gender, TGA, and scenario) were entered on the second step. Each possible two-way interaction was entered on the third step (i.e., gender X TGA, gender X scenario, and TGA X scenario), followed by the three-way interaction on the fourth step (gender X TGA X scenario).

² Because all analyses showed no effects for the A-B condition of the scenario variable, all results are reported without this category.

Table 1

Means, Standard Deviations, and Intercorrelations for all Study Variables

| Variable | <i>M</i> | <i>SD</i> | 1. | 2. | 3. | 4. | 5. |
|-------------------------|----------|-----------|-------|------|------|------|------|
| 1. Observed Negativity | 2.14 | .43 | | | | | |
| 2. Social Desirability | 1.02 | .40 | .10 | | | | |
| 3. Workplace Incivility | .58 | .63 | -.15 | .08 | | | |
| 4. Gender | .66 | .48 | .17† | -.10 | .13 | | |
| 5. Gender Attitudes | 1.04 | .57 | -.20* | .04 | -.06 | -.07 | |
| 6. Scenario Version | .49 | .50 | .20* | .09 | -.04 | .00 | -.13 |

Note. † $p < .10$ * $p < .05$, ** $p < .01$, *** $p < .001$. Gender variable coded 0 = male, 1 = female.

Scenario version coded 0 = female instigator, male target, 1 = male instigator, female target.

As shown in Table 2, after controlling for social desirability and personal experiences of workplace incivility, there was a significant main effect for gender on observed negativity, such that female participants rated the scenarios more negatively than did males, supporting Hypothesis 1. This main effect was qualified by an unpredicted two-way gender X TGA interaction.³ As shown in Figure 1, male participants high in traditional gender attitudes rated the scenarios (regardless of instigator and target gender) as less negative than men with low traditional attitudes and women. In other words, men who held more conservative views about men and women perceived all of the uncivil interactions as more positive compared to the other groups.

³Past research has noted the difficulty in finding significant moderation effects in field and management research at the traditional levels, .01 and .05, especially with small sample sizes. One possible method proposed to deal with this is to accept a higher rate of Type I error (Aguinis, 1995; Aguinis & Stone-Romero, 1997; McClelland & Judd, 1993; Villa, Howell, Dorfman, & Daniel, 2003). Thus, we use the .10 cut-off for interaction effects in the present research.

Table 2

Results of Regression Analysis Predicting Observed Negativity

| Variable | Step 1 | Step 2 | Step 3 | Step 4 |
|------------------------------------|---------------|---------------|---------------|---------------|
| | B (β) |
| Social Desirability | .13(.12) | .15(.13) | .11(.10) | .11(.10) |
| Personal Incivility | -.11(-.16)** | -.13(-.19)† | -.14(-.20)* | -.14(-.20)* |
| Participant Gender (G) | | .18(.20)* | .12(.13) | .12(.13) |
| Traditional Gender Attitudes (TGA) | | -.14(.19)† | -.30(-.39)* | -.31(-.41)† |
| Scenario (S) | | -.13(-.15) | .11(.12) | .10(.12) |
| G X S | | | .10(.11) | .10(.11) |
| TGA X S | | | -.02(-.02) | .01(.01) |
| G X TGA | | | .29(.30)† | .31(.32) |
| G X TGA X S | | | | -.05(-.03) |
| Total R ² | .04 | .14*** | .18*** | .18*** |
| Δ R ² | .04 | .11 | .04 | .00 |
| Δ F | 1.81 | 4.03** | 1.30 | .02 |

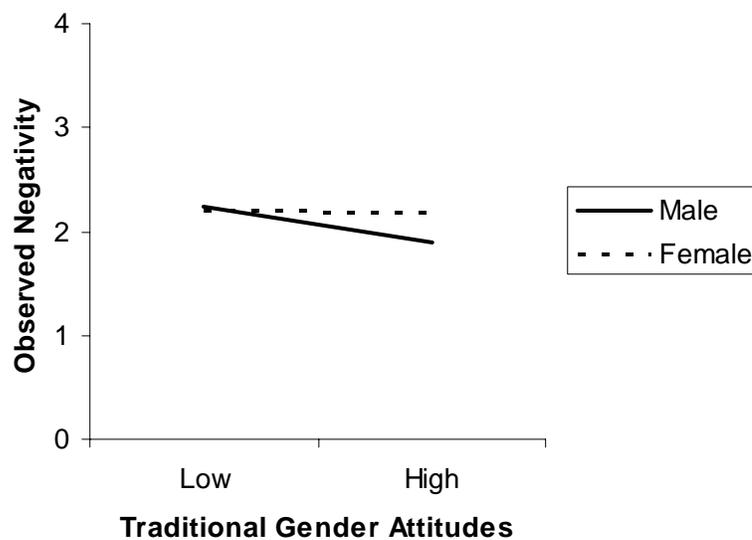
Note. † $p < .10$ * $p < .05$, ** $p < .01$, *** $p < .001$.

Hypotheses 2 and 3 did not receive support.⁴

⁴ To further examine Hypothesis 2, I also conducted a regression analysis in which the TGA X Scenario interaction was on its own step; the results were not changed. I also examined the correlations between TGA and the criterion variable for each scenario condition separately. The results were again unchanged.

Figure 1

Gender X TGA Interaction on Observed Negativity



Post-hoc Analyses

Because there were few significant effects, and because the observed negativity composite included many different subscales, I decided to examine how the predictors related to the specific subscales of the observed negativity measure. To do this, I conducted a series of regressions examining each PAS cluster (demoralization, anxious-arousal, and fear) as criterion variables. Workplace incivility and social desirability were again included as control variables. The results of these analyses appear in Table 3.

Table 3

Results of Regression Analysis Predicting PAS Cluster Components

| | Step 1 | Step 2 | Step 3 | Step 4 |
|------------------------------------|---------------|---------------|---------------|---------------|
| Demoralization | B (β) |
| Social Desirability | .07(.06) | .11(.09) | .07(.06) | .07(.06) |
| Personal Incivility | -.18(.22)* | -.21(-.26)** | -.21(-.27)** | -.22(-.28)** |
| Participant Gender (G) | | .20(.20)* | .15(.15) | -.15(-.15) |
| Traditional Gender Attitudes (TGA) | | -.16(-.19)† | -.30(-.35)† | -.41(-.48)* |
| Scenario (S) | | .03(.04) | .03(.03) | .01(.01) |
| G X S | | | .07(.07) | .07(.07) |
| TGA X S | | | -.06(-.05) | .14(.11) |
| G X TGA | | | .30(.27)† | .46(.43)† |
| G X TGA X S | | | | -.33(-.21) |
| Total R ² | .05 | .13* | .16* | .17* |
| Δ R ² | .05 | .08 | .03 | .01 |
| Δ F | 2.65† | 2.86* | 1.05 | .90 |
| | Step 1 | Step 2 | Step 3 | Step 4 |
| Anxious-Arousal | B (β) |
| Social Desirability | .10(.06) | .14(.09) | .09(.06) | .09(.06) |
| Personal Incivility | -.16(-.16) | -.20(-.20)* | -.21(-.21)* | -.21(-.21)* |
| Participant Gender (G) | | .33(.25)* | .17(.13) | .17(.13) |
| Traditional Gender Attitudes (TGA) | | -.24(-.22)* | -.46(-.42)* | -.51(-.46)* |
| Scenario (S) | | .18(-.15) | .04(.03) | .04(.03) |
| G X S | | | .30(.23) | .30(.23) |

| | | | | |
|------------------------------------|------------|------------|------------|------------|
| TGA X S | | | -02(-.01) | 07(.04) |
| G X TGA | | | .42(.30)† | .49(.35) |
| G X TGA X S | | | | -.14(-.07) |
| Total R ² | .03 | .17*** | .21*** | .22*** |
| Δ R ² | .03 | .14 | .04 | .00 |
| Δ F | 1.34 | 5.43*** | 1.69 | .10 |
| | Step 1 | Step 2 | Step 3 | Step 4 |
| Fear | B (β) | B (β) | B (β) | B (β) |
| Social Desirability | .35(.18)† | .34(.18)† | .29(.15) | .29(.15) |
| Personal Incivility | -.07(-.06) | -.08(-.06) | -.08(-.07) | -.07(-.06) |
| Participant Gender (G) | | -.14(.09) | -.04(-.02) | .04(.03) |
| Traditional Gender Attitudes (TGA) | | -.07(-.05) | -.26(-.19) | -.08(-.06) |
| Scenario (S) | | .31(.20)* | .24(.16) | .26(.17) |
| G X S | | | .17(.11) | .17(.10) |
| TGA X S | | | -.03(.02) | .36(.19) |
| G X TGA | | | .37 (.22) | 09(.05) |
| G X TGA X S | | | | .54(.22) |
| Total R ² | .03 | .09 | .11 | .12 |
| Δ R ² | .03 | .05 | .02 | .01 |
| Δ F | 1.74 | 1.85 | .67 | .92 |

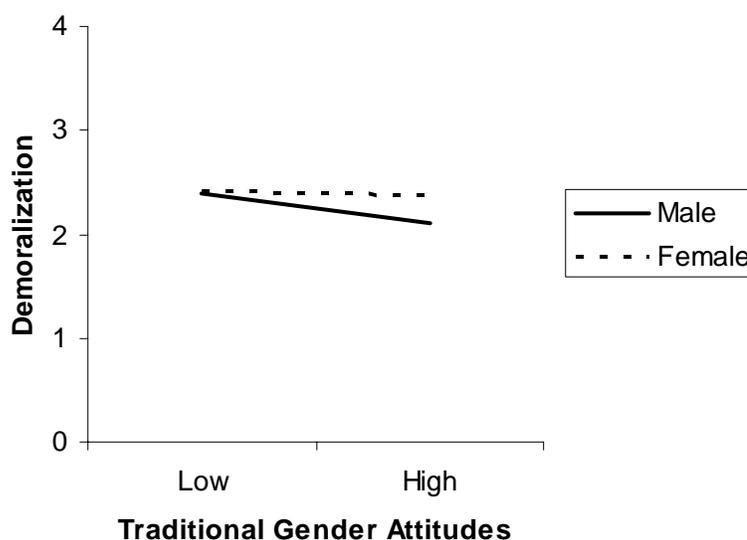
Note. † $p < .10$ * $p < .05$, ** $p < .01$, *** $p < .001$.

As shown in Table 3, after the controls, there was significant main effect for gender on demoralization. As with observed negativity, this main effect was such that

female participants found the scenarios more demoralizing than male participants. This effect was again qualified by a two-way gender X TGA interaction (as shown in Figure 2): males with high TGA reported less demoralization than any other TGA/gender combination.

Figure 2

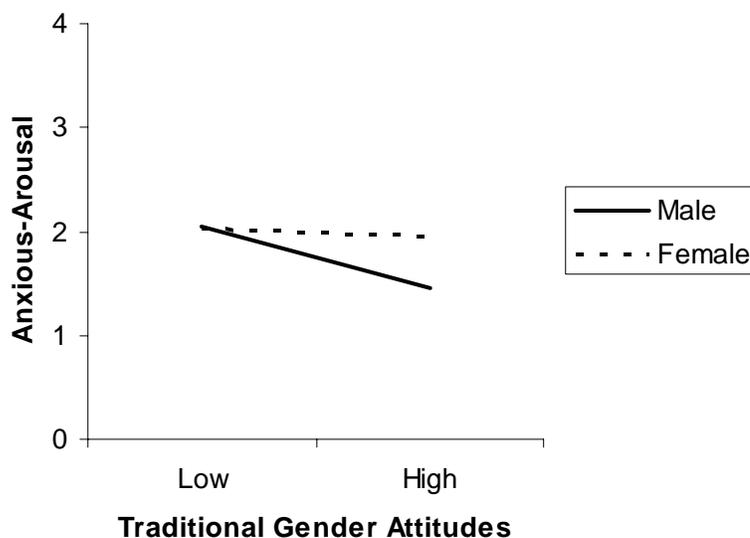
Gender X TGA Interaction on Demoralization



For anxious-arousal, after accounting for the control variables, there were significant main effects for both gender and TGA. Similar to the results reported above, female participants rated the scenarios as more anxiety arousing than males. Additionally, the main effect for TGA was such that those with low TGA reported more anxiety than those with high TGA. These effects were qualified by a two-way gender X TGA interaction identical in direction to the other criterion variables, where males with low TGA reported the scenarios as less anxiety-arousing than any other gender/TGA combination (as shown in Figure 3). Thus, men with traditional gender attitudes found the interactions less anxious-arousing than the other groups.

Figure 3

Gender X TGA Interaction on Anxious-Arousal



There was also a main effect for scenario version on fear (see Table 3), after accounting for the control variables: Participants reported the scenarios featuring a male instigator and female target as significantly more fearful than when a female was instigating incivility toward a male.

In sum, women reported the uncivil interactions as significantly more negative compared to men. More specifically, women reported the interactions as more demoralizing and anxious-arousing than did men. These findings provide support for my first hypothesis. My second and third hypotheses did not receive support. Instead, men who held traditional attitudes about men and women described all the interactions as less demoralizing and less anxious-arousing than men low in traditional attitudes and women. Finally, participants rated scenarios featuring a male treating a female uncivilly as significantly more fearful than a female treating a male uncivilly.

Discussion

Research examining perceptions of workplace incivility has largely attributed perceptual differences of the mistreatment to the gender of the observer (e.g., Montgomery et al., 2004; Young et al., 2003). Conversely, past literature in the related field of workplace sexual harassment (e.g., Dietz-Uhler & Murrell, 1992; Foulis & McCabe, 1997) suggests that these differences are better accounted for by gender-attitudes (such as the extent to which the participant endorses traditional attitudes regarding sex and gender roles). The goal of the present study was to bridge these literatures and examine whether gender attitudes could also explain differences in perceptions of incivility. I also examined whether the gender of the instigator and target in uncivil interactions affected perceptions of negativity of the interaction.

Consistent with the past literature on perceptions of workplace incivility and my first hypothesis, I found that women perceived instances of uncivil workplace mistreatment more negatively than men. Post hoc analyses showed that women specifically perceived the interactions as more demoralizing and anxious-arousing than did men. These findings provide a more detailed picture of why women perceive uncivil behaviors as more negative. In essence, women may find such interactions as more humiliating and degrading. They might also feel angry and depressed when they experience such interactions. These results add to the literature on perceptions of workplace incivility by suggesting specific emotional and affective responses women may have to incivility in the workplace.

My second and third hypotheses were not supported. Even so, results do suggest that traditional gender attitudes may be a useful construct for understanding interpersonal

mistreatment in organizations more generally, and incivility specifically. Results further suggest that such attitudes influence perceptions of incivility, especially for men. More specifically, results showed that men with more traditional gender attitudes viewed workplace incivility less negatively than males with less traditional gender attitudes, and also less negatively than women.⁵ This relationship was also supported in post hoc analyses in that men with higher traditional gender-attitudes felt the mistreatment was less demoralizing and less anxiety arousing than males with lower traditional gender attitudes and women. These findings suggest that gender and gender-attitudes combined may serve as better predictors of how individuals, particularly men, perceive rude interactions. That these findings held regardless of the gender of the instigator and target in the interactions also suggest that the characteristics of the individuals in the interaction may be less important than one's tolerance of workplace mistreatment. These findings suggest, then, that the relationship between perceptions of incivility and gender may be complex and also depend on personality characteristics of the perceiver. As such, the present study advances past research that has documented simple gender effects (Montgomery et al., 2004; Young et al., 2003).

Interestingly, participants also perceived a woman being treated uncivilly by a male as significantly more fearful than the reverse, regardless of the participants' gender or gender-related attitudes. While this effect was not specifically hypothesized, it is perhaps not surprising. Past research suggests a link between subtle deviant behaviors like workplace incivility and more intense behaviors such as harassment (Andersson & Pearson, 1999, Lim & Cortina, 2004). Thus, participants may report more fear when a

⁵ TGA appeared to have no affect on women's perceptions of mistreatment in this study. This may be due to their marginalized status as women, which puts them in a position to experience and recognize mistreatment more regularly than men.

male is mistreating a woman, even if the behaviors are seemingly benign, because they believe the incivility could lead to more extreme forms of abuse. This proposition is also in line with Social Dominance Theory (Sidanius & Pratto, 1999) and Status Characteristics Theory (Wagner & Berger, 1993) which argue that men are perceived as a legitimate threat and also more likely to mistreat those who are subordinated in order to retain their social power.

Limitations and Future Research

As with any study, there are a number of limitations of the present research that suggest avenues for future work. For instance, post hoc analyses of the components of the Primary Appraisal Scale (Wright & Fitzgerald, 2007) suggest that individuals may experience vary nuanced responses to workplace incivility. That perceptions of uncivil behavior elicited a sense of demoralization and anxiety in women (but not men) suggests that these responses are also gendered. Future research might examine other reactions to incivility such as empathy, sadness, guilt, or resentment. Researchers should also examine why women (but not men) report such emotional responses when they perceive interpersonal incivility.

Additionally, the sample size included in the study was small and relatively homogeneous. These factors limit the generalizability of the findings. For example, the sample was composed of mostly white, educated women. Findings may differ for people of color or less-educated employees. The sample was diverse in some respects, however, such as is in age, occupation, and job tenure. Even so, another goal for future research would be to determine whether my findings extend to more diverse samples. My findings should generalize, however, to samples with similar characteristics.

The results were also based on scenarios of uncivil interactions. In other words, I did not assess gender differences in perceptions of “real” workplace interactions. A problem with this approach includes participants’ subjective interpretation of the material. In other words, because the scenarios are read and interpreted, each participant may add their own superfluous information to the scenario, which may alter their response to it. For instance, one could imagine an age, race, or occupational status difference between the target and instigator, which may serve to legitimize or enhance the perceived rudeness. To alleviate this potential problem, future researchers could employ videos rather than written scenarios. Videos could control for various details that might bias participants’ responses.

Conclusion

Past research has shown that men and women perceive uncivil behavior differently in that women perceive such interactions as more negative and offensive than men. The present study adds to this literature by replicating not only this finding, but by also documenting the specific emotional reactions elicited by such perceptions for women. The present research also suggests that personality characteristics of the perceiver, such as traditional gender attitudes, may play a role in perceptions of incivility, especially for men. Together, the present study suggests a complex picture of who is most likely to perceive uncivil interactions as negative and their responses to those observations.

Bibliography

- Aguinis, H. (1995). Statistical power problems with moderated multiple regression in management research. *Journal of Management*, 21, 1141-1158.
- Aguinis, H. & Stone-Romero, E. F. (1997). Methodological artifacts in moderated multiple regression and their effects on statistical power. *Journal of Applied Psychology*, 82, 192-206.
- Andersson, L. M., & Pearson, C. M. (1999). Tit for tat: The spiraling effect of incivility in the workplace. *Academy of Management Review*, 24, 452-471.
- Bjorkqvist, K., Osterman, K., & Hjelt-Back, M. (1994) Aggression among university employees. *Aggressive Behavior*, 20, 173-184.
- Cortina, L., Magley, V., Williams, J., & Langhout, R. (2001). Incivility in the workplace: incidence and impact. *Journal of Occupational Health Psychology*, 6, 64-80.
- Crowne, D. P. and Marlowe, D. (1960), "A New Scale of Social Desirability Independent of Psychopathology," *Journal of Consulting Psychology*, 24, 349-354.
- Dietz-Uhler, B., & Murrell, A. (1992). College students' perceptions of sexual harassment: Are gender differences decreasing? *Journal of College Student Development*, 33, 540- 546.
- Foulis, D., & McCabe, M. (1997). Sexual harassment: Factors affecting attitudes and perceptions. *Sex Roles*, 37, 773-798.
- Glick, P., & Fiske, S. T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology*, 70, 491-512.

- Hendrix, W., Rueb, J., & Steel, R. (1998). Sexual harassment and gender differences. *Journal of Social Behavior & Personality, 13*, 235-252.
- Johnson, P., & Indvik, J. (2001). Rudeness at work: Impulse over restraint. *Public Personnel Management, 30*, 457-465.
- Lim, S., & Cortina, L. (2005). Interpersonal mistreatment in the workplace: The interface and impact of general incivility and sexual harassment. *Journal of Applied Psychology, 90*, 483-496.
- McClelland, G. H. & Judd, C. M. (1993). Statistical difficulties of detecting interactions and moderator effects. *Psychological Bulletin, 114*, 376-390.
- Montgomery, K., Kane, K., & Vance, C. (2004). Accounting for differences in norms of respect: A study of assessments of incivility through the lenses of race and gender. *Group & Organization Management, 29*, 248-268.
- Oatley, G., Windhorst, S., Miner-Rubino, K., & Cortina, L. M. (April, 2007). Incivility and the low-status target. Paper presented at the Society for Industrial and Organizational Psychology annual conference, New York, NY.
- Pearson, C., Andersson, L., & Porath, C. (2000). Assessing and attacking workplace incivility. *Organizational Dynamics, 29*, 123-137.
- Pearson, C. M., Andersson, L. A., & Wegner, J. A. (2001). When workers flout convention: A preliminary study of workplace incivility. *Human Relations, 54*, 1387- 1420.
- Pearson, C. M., & Porath, C. L. (2005). On the nature, consequences and remedies of workplace incivility: No time for "nice"? Think again. *Academy of Management Executive, 19*, 7-18.

- Peoples & Bailey (1997). *Humanity: An Introduction to Cultural Anthropology* (4th ed.). Saint Paul: West Publishing Company.
- Powell, G. (1986). Effects of sex role identity and sex on definitions of sexual harassment. *Sex Roles, 14*, 9-19.
- Richman, J.A., Rospenda, K.M., Nawyn, S., Flaherty, J., Fendrich, M., Drum, M. et al. (1999). Sexual harassment and generalized workplace abuse among university employees: Prevalence and mental health correlates. *American Journal of Public Health, 89*, 358-363.
- Rotundo, M., Nguyen, D., & Sackett, P. (2001). A meta-analytic review of gender differences in perceptions of sexual harassment. *Journal of Applied Psychology, 86*, 914-922.
- Sidanius, J., & Pratto, F. (1999). *Social dominance: An intergroup theory of social hierarchy and oppression*. Cambridge University Press.
- Terpstra, D., & Baker, D. (1986). Psychological and demographic correlates of perception of sexual harassment. *Genetic, Social, and General Psychology Monographs, 112*, 459-478.
- Vance, C. M., Ensher, E. A., & Hendricks, F. M. (2000, August). *Gender-based sensitivity to disempowering behavior in organizations: Exploring an expanded concept of hostile working environment*. Paper presented at the annual meeting of the Academy of Management, Toronto.
- Villa, J. R., Howell, J. P., Dorfman, P. W., & Daniel, D. L. (2003). Problems with detecting moderators in leadership research using moderated multiple regression. *Leadership Quarterly, 14*, 3-23.

- Wagner, D., & Berger, J. (1993). Status characteristics theory: The growth of a program. *Theoretical research programs: Studies in the growth of theory*, 23-63. Stanford University Press.
- Welsh, S. (1999). Gender and sexual harassment. *Annual Review of Sociology*, 25, 169-190.
- Wright, C. V., & Fitzgerald, L. F. (2007). Angry and afraid: Women's appraisal of sexual harassment during litigation. *Psychology of Women Quarterly*, 31, 73-84.
- Young, A., Vance, C., & Ensher, E. (2003). Individual differences in sensitivity to disempowering acts: A comparison of gender and identity-based explanations for perceived offensiveness. *Sex Roles*, 49, 163-171.

Appendix A

Workplace Environments and Attitudes

Page 1 of 13

| | |
|------------|--|
| 1. | Age? <input type="text"/> |
| 2. | Sex? <input type="radio"/> Male <input type="radio"/> Female |
| 3. | Ethnic heritage you most closely identify with (choose one): <input type="radio"/> Asian, Asian American, or Pacific Islander <input type="radio"/> Black, African, or African American <input type="radio"/> Hispanic or Hispanic American <input type="radio"/> Middle Eastern, Arab, or Arab American <input type="radio"/> Native American or Alaskan Native <input type="radio"/> White, European, or European American <input type="radio"/> Other: <input type="text"/> |
| 4. | Marital/Partnership status: <input type="text"/> |
| 5. | Number of children you care for in your home: <input type="text"/> |
| 6. | What is your highest level of education? <input type="radio"/> Some High School <input type="radio"/> High School Graduate <input type="radio"/> Some College <input type="radio"/> Bachelor's Degree <input type="radio"/> Advanced Degree |
| 7. | How many hours a week do you work at a job? (if you are not currently employed, please mark 0). <input type="radio"/> 0 <input type="radio"/> 1-10 hours <input type="radio"/> 11-20 hours <input type="radio"/> 21-30 hours <input type="radio"/> 31-40 hours <input type="radio"/> 41-50 hours <input type="radio"/> 51+ |
| 8. | How long have you been employed at your current organization? (Please round to the nearest year. To indicate less than 6 months, enter 0). <input type="text"/> |
| 9. | Which US state where you raised in? (i.e., spent the majority of your time in as a youth; please leave this question blank if raised outside the US) <input type="text"/> |
| 10. | In what field is your current occupation? For example, law enforcement, food services, education, etc... <input type="text"/> |

Workplace Environments and Attitudes

Page 2 of 13

Below are a series of scenarios followed by a list of adjectives. Please mark how descriptive each adjective is of the scenario. In other words, how ___ was the interaction?

11. Employee B gave a customer \$5 more than they should have, as a result Employee A said: "Take a break and let me handle this; you obviously don't know what you're doing."
(1 = not at all, 2 = a little, 3 = some, 4 = alot)

| | 1 | 2 | 3 | 4 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| insulting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| funny | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| threatening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| frightening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| humiliating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| upsetting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| intimidating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| depressing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| angering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| degrading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Employee A tells Employee B: "You're always negative and complaining about something, so you should just shut up."
(1 = not at all, 2 = a little, 3 = some, 4 = alot)

| | 1 | 2 | 3 | 4 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| humiliating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| threatening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| upsetting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| depressing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| angering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| degrading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| insulting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| funny | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| intimidating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| frightening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Employee A sent an email to coworkers joking about Employee B's daily attire.
(1 = not at all, 2 = a little, 3 = some, 4 = alot)

| | 1 | 2 | 3 | 4 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| funny | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| humiliating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| frightening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| depressing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| angering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| threatening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| insulting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| upsetting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| intimidating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| degrading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. Employee A tells Employee B that the new idea proposed by Employee B is "stupid and doesn't make sense."
(1 = not at all, 2 = a little, 3 = some, 4 = alot)

| | 1 | 2 | 3 | 4 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| degrading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| frightening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| depressing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| angering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| threatening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| insulting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| upsetting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| intimidating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| funny | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| humiliating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. During a weekly meeting, Employee A consistently interrupts Employee B.
(1 = not at all, 2 = a little, 3 = some, 4 = alot)

| | 1 | 2 | 3 | 4 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| upsetting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| degrading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| frightening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| depressing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| funny | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| insulting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| angering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| intimidating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| humiliating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| threatening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Employee A purposely ignored Employee B when Employee B asked where a meeting was located.
(1 = not at all, 2 = a little, 3 = some, 4 = alot)

| | 1 | 2 | 3 | 4 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| humiliating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| frightening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| depressing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| threatening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| funny | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| insulting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| upsetting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| intimidating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| angering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| degrading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Employee A yelled at Employee B in front of other coworkers for throwing away an important document.
(1 = not at all, 2 = a little, 3 = some, 4 = alot)

| | 1 | 2 | 3 | 4 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| rude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| upsetting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| funny | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| angering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| depressing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| degrading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| humiliating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| frightening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| intimidating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| threatening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| insulting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. During Employee B's turn to speak, Employee A sits with their arms crossed, glaring at Employee B.
(1 = not at all, 2 = a little, 3 = some, 4 = alot)

| | 1 | 2 | 3 | 4 |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| intimidating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| funny | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| depressing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| threatening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| humiliating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| insulting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| upsetting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| degrading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| angering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| frightening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Workplace Environments and Attitudes

Page 3 of 13

19. Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you personally.
(1 = FALSE, 2 = NEUTRAL or NOT SURE, 3 = TRUE)

| | 1 | 2 | 3 |
|---|-----------------------|-----------------------|-----------------------|
| I'm always willing to admit it when I make a mistake. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I always try to practice what I preach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I never resent being asked to return a favor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have never been irked when people expressed ideas very different from my own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have never deliberately said something that hurt someone's feelings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to gossip at times. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There have been occasions when I took advantage of someone. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I sometimes try to get even rather than forgive and forget. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At times I have really insisted on having things my own way. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There have been occasions when I have felt like smashing things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page 3 of 13

[Next Page](#)

Workplace Environments and Attitudes

Page 4 of 13

20. Please rate the extent to which you agree or disagree with the following statements about your job.
(1 = Strongly Disagree, 4 = Neutral or Undecided, 7 = Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| All in all, I am satisfied with my job. | <input type="radio"/> |
| I often think about quitting this job. | <input type="radio"/> |
| I do not feel a strong sense of belonging to my organization. | <input type="radio"/> |
| In general I like working here. | <input type="radio"/> |
| This organization has a great deal of personal meaning for me. | <input type="radio"/> |
| I will probably look for a new job during the next year. | <input type="radio"/> |
| I do not feel 'emotionally attached' to this organization. | <input type="radio"/> |
| In general I don't like my job. | <input type="radio"/> |
| I do not feel like 'part of the family' at my organization. | <input type="radio"/> |

Page 4 of 13

[Next Page](#)

Workplace Environments and Attitudes

Page 5 of 13

21. To what extent do you agree or disagree with the following statements?
(1 = Strongly Disagree, 4 = Neutral or Undecided, 7 = Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I always find new and interesting aspects in my work. | <input type="radio"/> |
| There are days that I already feel tired before I go to work. | <input type="radio"/> |
| More and more often, I talk about my work in a negative way. | <input type="radio"/> |
| I can stand the pressure of my work well. | <input type="radio"/> |
| Lately, I tend to think less during my work and just execute it mechanically. | <input type="radio"/> |
| After my work, I usually have enough energy for leisure activities. | <input type="radio"/> |
| During my work, I often feel emotionally drained. | <input type="radio"/> |
| Sometimes I feel really disgusted with my work. | <input type="radio"/> |
| After work, I usually feel worn out and weary. | <input type="radio"/> |
| I get more and more engaged in my work. | <input type="radio"/> |
| When I work, I usually feel energized. | <input type="radio"/> |
| I cannot imagine another occupation for myself. | <input type="radio"/> |
| The work I do is very important to me. | <input type="radio"/> |

Page 5 of 13

[Next Page](#)

Workplace Environments and Attitudes

Page 6 of 13

22. Below there are a series of statements regarding gender relationships. Please indicate the degree to which you agree or disagree with each statement:
 1 (strongly disagree), 2 (disagree), 3 (neutral or undecided), 4 (agree), 5 (strongly agree).

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Most women interpret innocent remarks or acts as being sexist. | <input type="radio"/> |
| It is much better for everyone if the man is the achiever outside the home and the women takes care of the home and family. | <input type="radio"/> |
| Women are too easily offended. | <input type="radio"/> |
| Most of the important decisions for the family should be made by the man of the house. | <input type="radio"/> |
| Feminists are not seeking for women to have more power than men. | <input type="radio"/> |
| Husbands and wives should evenly divide household chores like cooking and cleaning. | <input type="radio"/> |
| It is more important for a wife to help her husband's career than to have one herself. | <input type="radio"/> |
| When women lose to men in a fair competition, they typically complain about being discriminated against. | <input type="radio"/> |
| A married woman should be able to have a job even if it is not convenient for her family. | <input type="radio"/> |
| Feminists are making entirely reasonable demands of men. | <input type="radio"/> |
| Husbands and wives should share the responsibility for earning a living. | <input type="radio"/> |

Page 6 of 13

Next Page

Workplace Environments and Attitudes

Page 7 of 13

23. To what extent do the following statements describe your coworkers?
 (1 = Not at all, 2 = A little bit, 3 = Moderately, 4 = Quite a bit, 5 = Extremely)

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My colleagues honor agreement. | <input type="radio"/> |
| My colleagues "pull their own weight." | <input type="radio"/> |
| My colleagues are willing to help each other. | <input type="radio"/> |
| My colleagues comment on each other's work. | <input type="radio"/> |
| My colleagues are encouraging and empowering. | <input type="radio"/> |
| My colleagues create a cooperative and supportive environment. | <input type="radio"/> |
| My colleagues initiate and participate in informal conversations about work and the organization. | <input type="radio"/> |
| My colleagues share products of their own effort with each other. | <input type="radio"/> |
| My colleagues work to foster harmony. | <input type="radio"/> |
| My colleagues take on special assignments given to them by our supervisors. | <input type="radio"/> |
| My colleagues participate in all aspects of the organizational life (e.g., attend meetings and functions). | <input type="radio"/> |

Page 7 of 13

Next Page

Workplace Environments and Attitudes

Page 8 of 13

24. During the PAST YEAR, has anyone in your organization:
 (1 = Never, 2 = Once, 3 = Two or Three Times, 4 = Frequently)

| | 1 | 2 | 3 | 4 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Put you down or been condescending to you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Made insulting or disrespectful remarks to you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Made jokes at your expense? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accused you of stupidity or incompetence? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interrupted or spoke over you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ignored you or failed to speak to you (for example, "the silent treatment")? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Yelled, shouted, or swore at you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Given you hostile looks, stares, or sneers? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Addressed you inappropriately or unprofessionally? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page 8 of 13

Next Page

Workplace Environments and Attitudes

Page 9 of 13

25. Do you agree or disagree with the following statements about your place of employment?
 (1 = Disagree, 2 = Undecided or not sure, 3 = Agree)

| | 1 | 2 | 3 |
|--|-----------------------|-----------------------|-----------------------|
| Employees are treated like children. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employees are treated with respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employees' hard work is appreciated. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employees are treated fairly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coworkers help each other out. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coworkers argue with each other. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coworkers put each other down. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coworkers treat each other with respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page 9 of 13

Next Page

Workplace Environments and Attitudes

Page 10 of 13

26. Please rate the extent to which you agree or disagree with the following statements.
(1 = Strongly Disagree, 4 = Neutral or Undecided, 7 = Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I always know my friends' emotions from their behavior. | <input type="radio"/> |
| I always look on the bright side of things. | <input type="radio"/> |
| I am a good observer of others' emotions. | <input type="radio"/> |
| I'm always optimistic about my future. | <input type="radio"/> |
| I am sensitive to the feelings and emotions of others. | <input type="radio"/> |
| I hardly ever expect things to go my way. | <input type="radio"/> |
| I have good understanding of the emotions of people around me. | <input type="radio"/> |

Page 10 of 13

Next Page

Workplace Environments and Attitudes

Page 11 of 13

27. Please rate the extent you agree or disagree with the statement.
(1 = Strongly Disagree, 4 = Neutral or Undecided, 7 = Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I often have tender, concerned feelings for people less fortunate than me. | <input type="radio"/> |
| I sometimes find it difficult to see things from the "other guy's" point of view. | <input type="radio"/> |
| Sometimes I don't feel very sorry for other people when they are having problems. | <input type="radio"/> |
| I try to look at everybody's side of a disagreement before I make a decision. | <input type="radio"/> |
| When I see someone being taken advantage of, I feel kind-of protective towards them. | <input type="radio"/> |
| I sometimes try to understand my friends better by imagining how things look from their perspective. | <input type="radio"/> |
| Other people's misfortunes do not usually disturb me a great deal. | <input type="radio"/> |

28. Please rate the extent you agree or disagree with the statement.
(1 = Strongly Disagree, 4 = Neutral or Undecided, 7 = Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. | <input type="radio"/> |
| When I see someone being treated unfairly, I sometimes don't feel very much pity for them. | <input type="radio"/> |
| I am often quite touched by things that I see happen. | <input type="radio"/> |
| I believe that there are two sides to every question, and try to look at them both. | <input type="radio"/> |
| I would describe myself as a pretty soft-hearted person. | <input type="radio"/> |
| When I'm upset at someone, I usually try to "put myself in his shoes" for a while. | <input type="radio"/> |
| Before criticizing somebody, I try to imagine how I would feel if I were in their place. | <input type="radio"/> |

Page 11 of 13

Next Page

Workplace Environments and Attitudes

Page 12 of 13

29. Please rate the extent you agree or disagree with the statement.
(1 = Strongly Disagree, 4 = Neutral or Undecided, 7 = Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I feel I am able to speak uncensored around people who are minorities. | <input type="radio"/> |
| I become nervous when speaking to persons of other races. | <input type="radio"/> |
| A person's race affects my belief in what they say. | <input type="radio"/> |
| Treating everyone equally is an important part of who I am. | <input type="radio"/> |
| There are many people in our society who are victims of discrimination. | <input type="radio"/> |
| Some people in our society are negatively stereotyped. | <input type="radio"/> |
| I try to guard against discrimination on the part of others. | <input type="radio"/> |
| I try to control prejudiced thoughts and feelings. | <input type="radio"/> |
| I would consider myself a "watchdog" for people who are treated badly. | <input type="radio"/> |
| I feel guilty if I have prejudiced thoughts. | <input type="radio"/> |
| I monitor my own actions to ensure that my behavior will not be perceived as prejudice. | <input type="radio"/> |
| When I see a person being discriminated against, I feel it is my responsibility to stand up for them. | <input type="radio"/> |
| I ignore racial comments toward others. | <input type="radio"/> |
| I am more self-conscious of my communication style when I speak with minorities. | <input type="radio"/> |
| I watch what I say more carefully when I speak to a person with minority status. | <input type="radio"/> |

Page 12 of 13

Next Page

Workplace Environments and Attitudes

Page 13 of 13

30. Questions or comments about this survey? Is anything else you would like to share with us?

Page 13 of 13

Appendix B

Pilot Handout

Instructions: Below are listed the original items from the Workplace Incivility Scale (WIS; in **BOLD**), followed by two scenario-style examples. Please rate each scenario on how representative you feel it is of the original item from the WIS (0 = *not at all representative*, 1 = *somewhat representative*, 2 = *neutral*, 3 = *very representative*, 4 = *extremely representative*).

| | Items | Rating |
|-----------|--|-----------|
| 1. | Put you down or been condescending to you? | |
| | Employee A tells Employee B: "You can't sit in any of the chairs with wheels because you haven't worked here long enough." ($M = 1.2, SD = 1.01$) | 0 1 2 3 4 |
| | Employee B gave a customer \$5 more than they should have, as a result Employee A said: "Take a break and let me handle this; you obviously don't know what you're doing." ($M = 3.2, SD = 1.23$)* | 0 1 2 3 4 |
| 2. | Made insulting or disrespectful remarks to you? | |
| | Employee A tells Employee B: "You're always negative and complaining about something, so you should just shut up." ($M = 3.0, SD = 1.25$)* | 0 1 2 3 4 |
| | During a department meeting, Employee A shoots down Employee B's proposal exclaiming, "what could a rookie know?" ($M = 1.9, SD = 1.52$) | 0 1 2 3 4 |
| 3. | Made jokes at your expense? | |
| | During a discussion Employee A compares Employee B's business proposal to that of a children's book while Employee B was present. ($M = 2.2, SD = 1.47$) | 0 1 2 3 4 |
| | Employee A sent an email to coworkers joking about Employee B's daily attire. ($M = 3.5, SD = .71$)* | 0 1 2 3 4 |
| 4. | Accused you of stupidity or incompetence? | |
| | Employee A told Employee B that they were incompetent for not knowing how to fill out certain paperwork ($M = 2.9, SD = 1.60$) | 0 1 2 3 4 |
| | Employee A tells Employee B that the new idea proposed by Employee B is "stupid and doesn't make sense." ($M = 3.5, SD = .53$)* | 0 1 2 3 4 |
| 5. | Interrupted or spoke over you? | |
| | As Employee B was talking about an idea at a meeting, Employee A interrupted Employee B and began to talk about another idea Employee A had. ($M = 2.5, SD = 1.51$) | 0 1 2 3 4 |
| | During a weekly meeting, Employee A consistently interrupts Employee B. ($M = 3.0, SD = 1.49$)* | 0 1 2 3 4 |

| | | |
|--|---|-----------|
| 6. | Ignored you or failed to speak to you (for example, “the silent treatment”)? | |
| | Employee A deliberately deletes emails from Employee B without reading them. ($M = 2.3, SD = 1.64$) | 0 1 2 3 4 |
| | Employee A purposely ignored Employee B when Employee B asked where a meeting was located. ($M = 3.6, SD = .52$)* | 0 1 2 3 4 |
| 7. | Yelled, shouted, or swore at you? | |
| | Employee A yelled at Employee B in front of other coworkers for throwing away an important document. ($M = 3.2, SD = 1.23$)* | 0 1 2 3 4 |
| | Employee A sends Employee B a voicemail saying that Employee B is “crazy” for criticizing Employee A’s proposal. ($M = 1.5, SD = 1.35$) | 0 1 2 3 4 |
| 8. | Given you hostile looks, stares, or sneers? | |
| | During Employee B’s turn to speak, Employee A sits with their arms crossed, glaring at Employee B. ($M = 3.2, SD = 1.23$)* | 0 1 2 3 4 |
| | Employee A rolls their eyes and gives hostile looks to Employee B whenever Employee B speaks to them. ($M = 2.8, SD = 1.55$) | 0 1 2 3 4 |
| 9. | Addressed you inappropriately or unprofessionally? | |
| | Employee A continually addresses Employee B by pet names and nicknames during an office meeting. ($M = 2.8, SD = 1.4$) | 0 1 2 3 4 |
| | In a memo sent to the entire office, Employee A addresses Employee B as “chatterbox”. ($M = 2.0, SD = 1.63$) | 0 1 2 3 4 |
| * Scenarios chosen for the final survey. | | |

Appendix C

Observed negativity scale, version 1:
(male instigator, female target).

11. Sarah gave a customer \$5 more than they should have, as a result Dan said: “Take a break and let me handle this; you obviously don’t know what you’re doing.”
12. Dan tells Sarah: “You’re always negative and complaining about something, so you should just shut up.”
13. Dan sent an email to coworkers joking about Sarah’s daily attire.
14. Dan tells Sarah that the new idea proposed by Sarah is “stupid and doesn’t make sense.”
15. During a weekly meeting, Dan consistently interrupted Sarah.
16. Dan purposely ignored Sarah when Sarah asked where a meeting was located.
17. Dan yelled at Sarah in front of other coworkers for throwing away an important document.
18. During Sarah’s turn to speak, Dan sits with his arms crossed, glaring at Sarah.

Appendix D

Observed negativity scale, version 2:
(female instigator, male target).

11. Dan gave a customer \$5 more than they should have, as a result Sarah said: “Take a break and let me handle this; you obviously don’t know what you’re doing.”
12. Sarah tells Dan: “You’re always negative and complaining about something, so you should just shut up.”
13. Sarah sent an email to coworkers joking about Dan’s daily attire.
14. Sarah tells Dan that the new idea proposed by Dan is “stupid and doesn’t make sense.”
15. During a weekly meeting, Sarah consistently interrupted Dan.
16. Sarah purposely ignored Dan when Dan asked where a meeting was located.
17. Sarah yelled at Dan in front of other coworkers for throwing away an important document.
18. During Dan’s turn to speak, Sarah sits with her arms crossed, glaring at Dan.

Appendix E

Recruitment email.

Greetings <name>,

I am collecting data for my thesis project at Western Kentucky University, and I am contacting you to ask if you would take the time to fill out a survey. The survey asks questions regarding your current workplace environment, and your attitude towards various situations that are presented.

The survey takes approximately 15 minutes and can be found at the link below. The link will take you to my website which will explain the project in more detail, as well as go over your rights as a participant.

<http://www.wku.edu/~christopher.brady/informed%20consent.htm>

Additionally, could you please forward this to anyone who you think would be interested in completing the survey?

Thank you for your time!

Chris Brady
christopher.brady@wku.edu

Appendix F

Informed consent website
([http://www.wku.edu/~christopher.brady/informed consent.htm](http://www.wku.edu/~christopher.brady/informed%20consent.htm)).

WORKPLACE ENVIRONMENTS and ATTITUDES STUDY

Welcome to the WORKPLACE ENVIRONMENTS and ATTITUDES SURVEY!

Thank you for showing interest in our survey. This web based survey examines the workplace experiences of employees in different organizations across the country. It asks questions about your workplace experiences, attitudes, and well-being. You have been contacted to complete this survey because of your workplace experience. Surveys will provide valuable information on the aspects of workplace environment that need greater attention and those that are going well. Some of the questions deal with personal, potentially sensitive information. We appreciate your participation and hope that this survey experience is interesting for you. There are no direct benefits or risks to you for participating in this study.

Your answers to the survey questions will be ANONYMOUS. When you click on the link to the survey your e-mail address will not be connected to your survey responses. The data will be stored and analyzed by Dr. Kathi Miner-Rubino of Western Kentucky University Department of Psychology. Numeric data will only be reported as anonymous summaries of survey responses, reported in the form of statistical averages and frequencies that combine the data from many people. If you choose to provide anecdotal information at the end of the survey, that information will be reported, if at all, without identifying the source. We recognize that some of the questions in this survey are personal, and we want you to be confident that your privacy will be protected.

As a research participant you have certain rights. For example, you should know that you have the right to not complete this survey, and you may skip any question. Also, you may withdraw from the study at any time without any consequences. The completion of this survey serves as your consent to participate in this study and as proof that you understand your rights as a research participant. We certainly hope that you will complete the survey with your most thoughtful and honest answers, whatever these may be.

If you have any questions about this survey, please contact Christopher Brady at christopher.brady@wku.edu, (270) 745-2030, or Dr. Kathi Miner-Rubino at kathi.miner-rubino@wku.edu, (270) 745-6390.

This project has been reviewed and approved by the Western Kentucky University Human Subjects Review Board. Should you have questions about your rights as a research participant, please contact Dr. Phillip Myers, Human Protections Administrator at (270) 745-4652 or Phillip.myers@wku.edu. You may also reach him at the Office of Sponsored Programs, 106 Foundation Building, Western Kentucky University, Bowling Green, KY 42101.

This survey will take approximately 15 minutes to complete.

Thank you for participating in this important project!

To take the survey, please click the button below. Once you click the button you will be redirected to a new website to complete the survey.

Agree to Participate

No Thanks

This study has been approved by the
Western Kentucky University Human Subjects Review Board.
APPROVED: 7/2/07 EXPIRES: 8/31/07

[W.K.U. | Home](#)

Appendix G

Thanks website
(<http://www.wku.edu/~christopher.brady/completed.htm>).

SURVEY COMPLETED

Please consider sending this survey to anyone (e.g., coworkers, family, friends, etc...) you think would be interested in participating by forwarding the original email you received or by giving them the link found below:

[http://www.wku.edu/~christopher.brady/informed consent.htm](http://www.wku.edu/~christopher.brady/informed_consent.htm)

Thank you for your time!

If you have any questions or comments,
please email christopher.brady@wku.edu.

You may close this window at any time.

[W.K.U. | Home](#)