GIVE ME A BREAK:

AN EXPLORATORY STUDY ON WORKPLACE SOCIAL EVENTS AND BREAKS AND

THEIR EFFECT ON INCIVILITY AND BULLYING

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Brian Rector

Give Me a Break:

An Exploratory Study on Workplace Social Events and Breaks and Their Effect on

Incivility and Bullying

A Thesis

Presented to

The College of Graduate Studies

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In Partial Fulfillment

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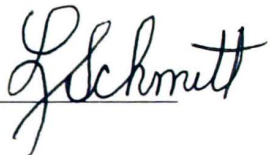
Brian Rector

December 2013

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the degree of Master of Arts in Industrial and Organizational Psychology.

LEIGH P SCHMITT
_____
Research/Committee Advisor/Chair

DR. UMA J. IYER
_____
Committee Member

_____
Committee Member

_____
Committee Member

Accepted for the Graduate and Research Council

_____
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Dedication

I would like to dedicate this thesis to the exemplary faculty and staff of Austin Peay State University. After five years of undergraduate and graduate courses combined, I am delighted to find everyone still eager to lend a helping hand. I never for a moment regret my decision to pursue a Bachelor of Arts degree at Austin Peay, then return to finish my Master of Arts degree.

I would like to specifically note my professor, adviser, mentor, and dear friend Dr. Leigh Schmitt. Without her steady wisdom and careful advice, none of this would be a possibility. I reflect upon our countless hours of meetings to guide my academic progress as I finish this work, and realize there is not enough that I can do to express my gratitude. Again, thank you, Dr. Schmitt!

Acknowledgements

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Abstract

BRIAN J. RECTOR. Give Me a Break: An Exploratory Study on Workplace Social Events and Breaks and Their Effect on Incivility and Bullying (Under the direction of DR. LEIGH SCHMITT.)

The purpose of this study was to explore the effects that breaks and workplace social events have on instances of incivility and bullying in organizations. Incivility and workplace bullying are prominent organizational problems (Cortina e al, 2001; Fox & Stallworth, 2005). Social support and breaks are possible moderators for the instances of incivility and workplace bullying. Participants (N=248) were recruited from undergraduate courses and social media. Participants were administered a survey with the Uncivil Workplace Behavior Questionnaire (UWBQ) and Negative Attitudes Questionnaire-Revised (NAQ-R) with questions reworded for perspectives for witnesses, targets, and perpetrators. Scales were found to have high reliability. Survey respondents answered questions describing their experiences at work sponsored social events and breaks. Correlation and regression analyses were used to investigate the relationships among the scales and social event and break experiences. Significant correlations were found among the experiences and each perspective for the UWBQ and NAQ-R. Six regression equations were proposed for predicting incivility and bullying behaviors. The scales all had significant correlations with each other. Implications for practice and future research are discussed.

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CHAPTER I

Introduction

The present study is an exploration of incivility and bullying and the effect that workplace sponsored social events has upon them. Behaviors of incivility are rude in nature and go against social norms ascribed to respectful interactions (Andersson & Pearson, 1999). Workplace bullying is the perpetration of a negative behavior that harmfully affects a target (Saunders, Huynh, & Goodman-Delahunty, 2007). Witnesses of these behaviors are the ones who see a perpetrator victimizing a target. Targets of incivility and bullying are the employees who are being victimized by the behaviors. Perpetrators are the uncivil workers or bullies. Workplace sponsored social events are defined for the purpose of this study as a gathering supported by an organization, either financially or by permission, for the purpose of employees to engage with one another in non-job specific manner. Breaks are a period of time that an employee uses for within workday recovery (Trougakos & Hideg, 2009). The present study investigates the relationships that these concepts have upon one another in the context of the workplace.

CHAPTER II

Literature Review

Incivility

Incivility is marked by lack of regard for and discourtesy toward coworkers (Andersson & Pearson, 1999). Incivility is a major problem in the workplace that most employees have experienced; this endemic problem that is plaguing so many workers includes behaviors such as being condescending, ignoring opinions, referring to others in demeaning terms, addressing others unprofessionally, excluding people from professional camaraderie, doubting others' capabilities in their responsibilities, and urging someone to speak unwillingly about personal affairs (Cortina, Magley, Williams, & Langhout, 2001). Unfortunately, incivility is associated with lower job satisfaction (Cortina et al, 2001), and job stress (Penney & Spector, 2005). This is alarming because job satisfaction has the potential to affect other factors in the workplace. For instance, job satisfaction and job performance have been found to be positively correlated (Judge, Thoresen, Bono, & Patton, 2001). Low job satisfaction has been associated with absenteeism (Scott & Taylor, 1985), which can be costly to an organization (Goodman & Atkin, 1984). In addition to job satisfaction, incivility can impede loyalty to the organization (Pearson & Porath, 2005). Incivility can have psychological implications on workers, too; Cortina et al. (2001) found that as individuals encountered more instances of incivility, symptoms of anxiety and depression increased. Fewer instances of incivility have been associated with organizational commitment while more incivility is related to turnover (Trudel & Reio, 2011).

When the behaviors associated with incivility, such as harassment and exclusion, happen consistently over a time of around six months, it becomes bullying (Einarsen, Hoel, Zapf, & Cooper, 2003). Workplace bullies perpetrate behaviors such as intimidating physical gestures, verbal abuse, unreasonable work demands, interrupting others, and excessively harsh criticism. As many as 97% of employees have experienced some form of bullying (Fox & Stallworth, 2005).

Employees who are victims of workplace bullying have a higher intent of leaving (Djurkovic, McCormack, & Casimir, 2008). Hoel and Cooper (2000) found bullying to be related to absenteeism, which can be costly to an organization as a whole (Goodman & Atkin, 1984). Higher job stress and lower job satisfaction are correlated with workplace bullying as well (Lutgen-Sandvik, Tracy, & Alberts, 2007), and, as discussed earlier, low job satisfaction is related to absenteeism (Scott & Taylor, 1985). Workers who are targets of workplace bullying have also been found to have higher levels of depression, anxiety, and aggression, than their non-victimized counterparts (Bjㅁrkqvist, ㅁsterman, & Hjelt-Back, 1994).

Employees who are targets of workplace bullying typically display higher levels of neuroticism (Samnani & Singh, 2012). However there are two different types of targets: submissive and provocative. The submissive victims project a vulnerable persona, making their lower levels of emotional stability prone to attack. The provocative victims, on the contrary, project more aggressive and extroverted behavior, portraying a threatening aura (Aquino & Lamertz, 2004).

Employees who are perpetrators of workplace bullying have been found to have higher job strain (Baillien, Cuyper, & De Witte, 2011). The two types of perpetrators are domineering and reactive. The domineering perpetrators are authoritarian, and often exhibit uncaring and hostile behaviors towards coworkers and subordinates. The reactive perpetrators behave in a bullying manner in response violations of social norms; generally, these are the provocative victims who have exhibited their own forms of bullying behavior to the reactive perpetrator (Aquino & Lamertz, 2004).

Support

Thus far this paper has focused on the target and the perpetrator of bullying, but about coworkers who witness the uncivil behavior or bullying, the bystanders, should also be considered. Often bystanders wait for others who are present to act partly because they do not know how to act (Latané & Darley, 1969). Bystanders who have a higher competency to help in a situation are more likely to help than less competent witnesses (Cramer, McMaster, Bartell, & Dragna, 1988). If the bystander who witnesses a target falling victim to a perpetrator of workplace bullying has a friendship with the target, he or she is more likely to intervene (D'Cruz & Noronha, 2011). Then if an employee has a support system at work, it could decrease instances of workplace bullying, and possibly incivility. This possibility will be explored in the present study.

Competition for a supervisor's favor and approval has been found to be one of the major reasons for workplace bullying (Vartia, 1996). This suggests that support, even from a leader, might lessen incivility and bullying in an organization if employees feel that they do not have to be so competitive in gaining support from leadership. The Mayo

Clinic (2012) in an article about stress management defined a social support network as an informal group including friends, family, and peers, who attribute to one's senses of belonging, self-worth, and security. The size of the social network does not matter; nevertheless the benefits of social support still include higher morale and lower instances of depression (Schaefer, Coyne, & Lazarus, 1981). Workplace social support is even associated with lower job strain (Johnson & Hall, 1988). On an organizational outcome level, support from a supervisor can boost productivity (Baruch-Feldman, Brondolo, Ben-Dayan, & Schwartz, 2002). On the negative end, when workplace bullying targets do not perceive support from the organization, they are more likely to leave the organization (Djurkovic et al. 2008). In Samnani and Singh's (2012) conceptual model of workplace bullying, organization factors such as organizational culture and policies affect instances of workplace bullying. The question then arises whether organizations that sponsor social events have fewer instances of workplace bullying due to support forged at these events.

Breaks

The demands of an employee's job can increase the risk of the workplace bullying; however, this relationship is mediated by emotional exhaustion (van den Broeck, Baillien, & De Witte, 2011). Could regular daily breaks from work lessen the instances of workplace bullying by replenishing emotional exhaustion? Productivity and comfort were increased at a small work site when employees took breaks that included stretching exercises (Henning, Jacques, Kissel, Sullivan, & Alteras-Webb, 1997). In order for employees to recover from the demands of the job during a break, the employee should be doing relaxing activities that he or she chooses as opposed to less stressful or demanding work (Trougakos & Hideg, 2009).

This study seeks to explore the effects that breaks and workplace social events have on instances of incivility and bullying in organizations. A workplace sponsored social event is defined for the purpose of this study as a gathering supported by an organization, either financially or by permission, for the purpose of employees to engage with one another in non-job specific manner during or after normally scheduled work hours such as company picnics, reward ceremonies, and holiday parties. Since effective breaks can give employees some relief from job demands (Trougakos & Hideg, 2009), it is possible that adequate breaks could lessen the instances of responsive perpetrators exhibiting bullying behaviors due to job demand. On the same token, workplace sponsored social events could provide potential targets an opportunity to forge friendly relationships with bystanders and possibly perpetrators. On the other hand, both breaks and social events could provide a situation that exacerbates the negative behaviors.

CHAPTER III

Methods

Participants

Participants were recruited from undergraduate courses at a university in the southern United States and social media (N=248). The median age of participants was 22 (M = 26, SD = 9.89). A majority (80%) of respondents reported that they were female. Survey participants were largely Caucasian or African American (see Figure 1). Figure 2 shows that respondents were mostly Christian or nonreligious. Participants were asked their military status: the vast majority of responses came from either civilians or spouses of service members (see Figure 3). Nine percent of the participants reported receiving accommodations at work for a disability. The largest educational level with which participants identified was "Some College"; Figure 4 describes the education of survey respondents. Nearly all (94%) of the participants were from the United States. Participants were asked to indicate their sexual orientation: heterosexual (88%), homosexual (3%), and bisexual (5%). Small company was the largest group of company sizes (see Figure 5). Table 1 describes the job classes in which participants worked. No distinction was made between part time and fulltime status of employment.

Figure 1 Racial Make-up of Survey Respondents

Race

- Other 2%
- American Indian 1%
- Asian 1%
- Native Hawaiian or Pacific Islander 0%
- No Answer 2%
- Hispanic or Latino 4%
- Black or African American 20%
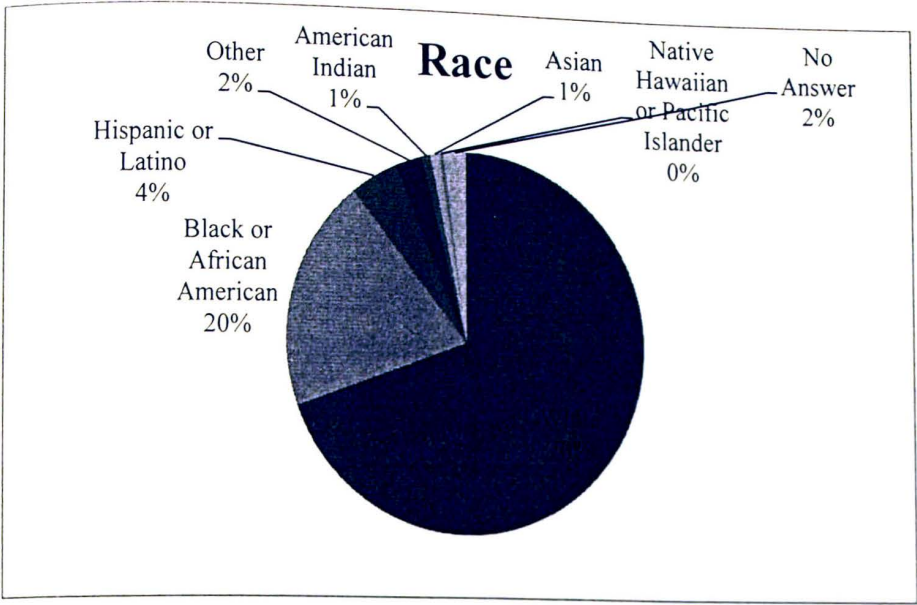
Figure 2 Religion of Participants

Religion

- Agnosticism 3%
- No Answer 3%
- Other 1%
- Judaism 1%
- Paganism 1%
- Buddhism 1%
- Nonreligious 15%
- Islam 1%
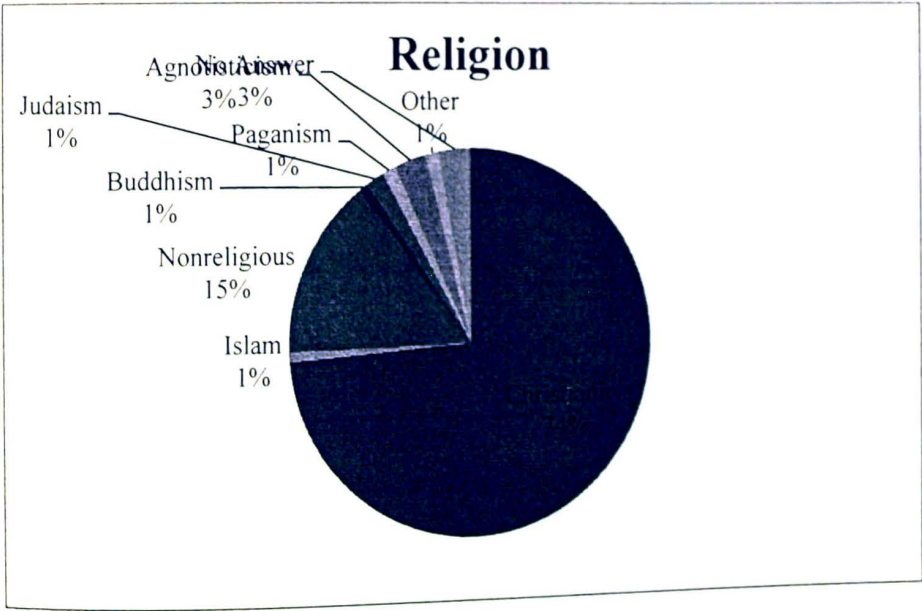
Figure 3 Military Status of Survey Respondents

Military Status

Active Duty 1%
Reserve 0%
Veteran 4%
No Answer 12%
Spouse of Service Member 12%
Civilian 71%
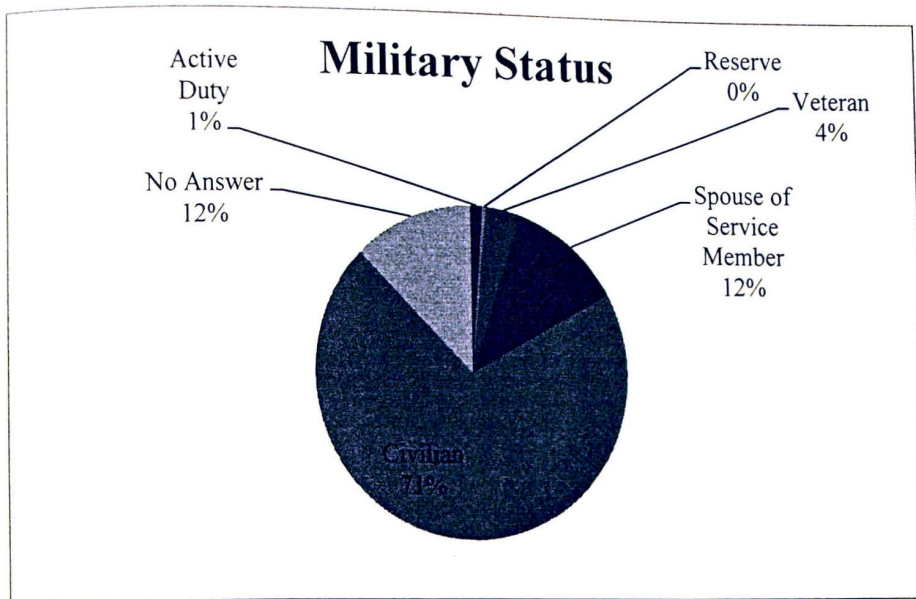
Figure 4 Educational Levels of Participants

Education

No Answer 2%
High School Dropout 1%
Master Degree 5%
Bachelor Degree 14%
High School Diploma 17%
Assoicate Degree 13%
Some College 48%
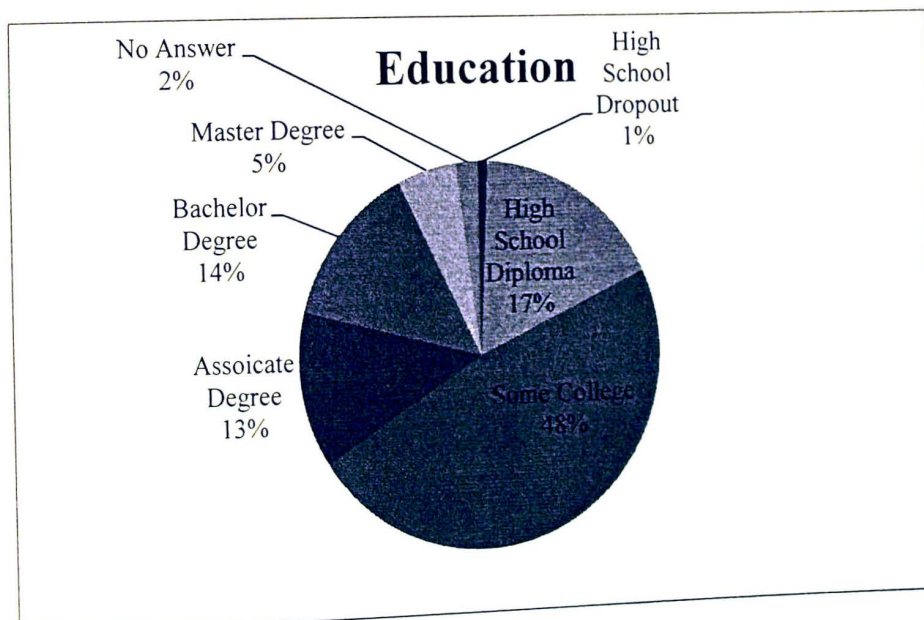
Figure 5 Sizes of the Company Where Participants Were Employed

Company Size (Number of Workers)

No Answer
7%

Large
(>500)
18%

Small (1-50)

Medium (51-
500)
30%
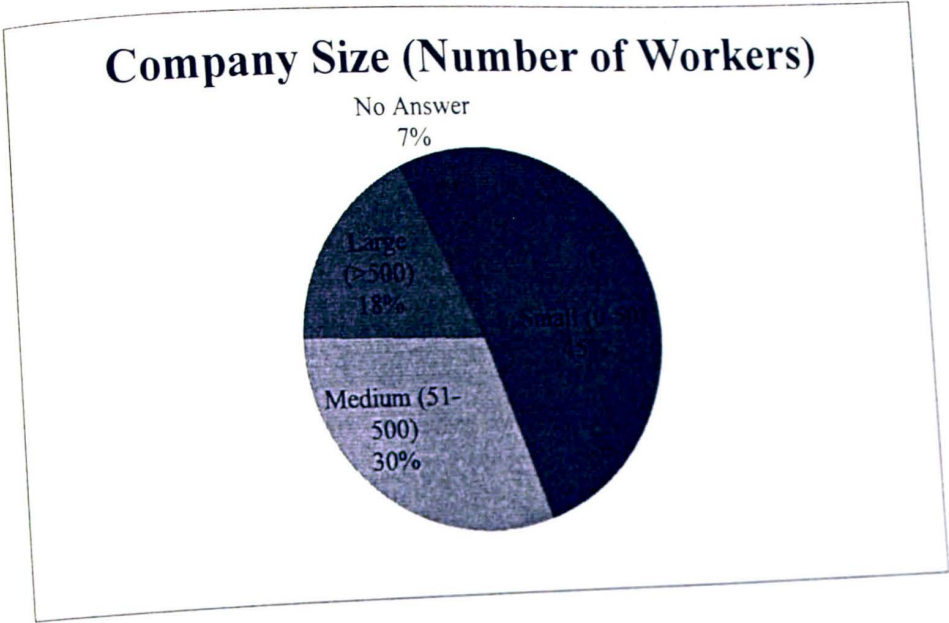
Table 1 Job Class and Percentages of Survey Respondents

Job Class	Percentages
Management	7.7
Business and Financial Operations	7.7
Accountants and Auditors	2.4
Computer and Mathematical	4.4
Architecture and Engineering	0.8
Life, Physical, and Social Science	3.6
Community and Social Service	8.5
Legal Occupations	1.2
Arts, Design, Entertainment, Sports, and Media	3.2
Healthcare Practitioner and Technical	6.5
Healthcare Support	6.9
Protective Service	2.4
Food Preparation and Serving Related	27.8
Building and Grounds Cleaning and Maintenance	0.8
Personal Care and Service	7.3
Sales and Related	21.0
Office and Administrative Support	10.9
Farming, Fishing, and Forestry	2.4
Construction and Extraction	0.4
Installation, Maintenance, and Repair	0.8
Production Occupations	0.4
Transportation and Material Moving	2.4
Utilities	0.4
Leisure and Hospitality	3.2
Public Administration	2.0
Education, Training, and Library Occupations	5.2

Materials

Participants took an anonymous self-report survey that included measures of incivility/bullying, and workplace social interactions (refer to Appendix A). The measure for incivility and bullying was based on the Uncivil Workplace Behavior Questionnaire

(UWBQ; Martin & Hine, 2005) and Negative Acts Questionnaire-Revised (NAQ-R; Einarsen, Hoel, & Notelaers, 2009) respectively with minor changes to wording. The scales in both questionnaires included items that a participant self-reported frequency of being subjected to a certain behavior. Because the present study sought to explore relationships including witnesses and perpetrators, too, the wording was changed to be more generally applied. The participants were presented with both scales in the three different perspectives. For instance, one of the NAQ-R items was "Having your opinions ignored." The present study changed that phrase to "Ignoring someone's opinions." Just like the UWBQ, the participants were asked to rate the incivility items based on their last one year of employment. Likewise, participants were asked to rate the workplace bullying questions thinking about their last six months of employment as on the NAQ-R. The 20 items on the witness perspective of the UWBQ had a Cronbach's alpha of .95. The witness perspective of the NAQ-R had high reliability, too (22 items, $\alpha = .97$). The 20 items for the target perspective of the UWBQ yielded a reliability of .96; Martin and Hine (2005) had a Cronbach's alpha of .85 for the exact same scale. The target perspective of the NAQ-R, also, had high reliability (22 items, $\alpha = .97$); Einarsen et al. (2009) found a reliability of .90 for the exact same scale. The 20 items on the perpetrator perspective of the UWBQ had a Cronbach's alpha of .95. Similarly reliable, the 22 items for the perpetrator perspective of the NAQ-R were .97.

The subsequent part of the survey explored the social interactions at workplace sponsored social events and breaks. After being prompted with the operational definition of workplace sponsored social events (as a gathering supported by an organization, either financially or by permission, for the purpose of employees to engage with one another in

non-job specific manner during or after normally scheduled work hours such as company picnics, reward ceremonies, and holiday parties), participants were asked whether or not if their organization had such events., and if they were mandatory. The next two questions asked if the social events provided an opportunity to make new work friends, and if the participants were exposed to more types of behaviors that they had rated previously in the study. There was a question asking the participant to rate interactions at the social events as positive, negative, or no difference.

Similarly, the participants were asked if their organization's policies had regular breaks during the day. Participants were asked to identify a description of their breaks which categorizes them as respite or chores, as discussed by Trougakos and Hideg (2009). Next, the questions asked if employees had an opportunity to make new work friends on break, if they were exposed to more of the behaviors that they had rated earlier, and if they were sufficiently recharged to return to work after break. Finally, the participants were asked to rate their interactions on break as positive, negative, or no difference. The survey concluded with demographic questions.

Procedures

Participants recruited from psychology classes were given a slip of paper with the link of the survey printed on it with a brief statement about the survey. Participants recruited online clicked on the link from a post describing the purpose of the survey. A list of links to online and university resources for people who have been bullied at work were available at the beginning and end of the survey. The Austin Peay State University Institutional Review Board approval was sought and the consent procedure was

approved. The survey was all on one page, and participants could scroll up and down throughout the survey to see and provide answers in any given order if they chose. The survey was estimated to take about 30 minutes to complete.

Results

Descriptive Statistics

Sums were taken for the scores on the Uncivil Workplace Behavior Questionnaire (UWBQ) and Negative Attitudes Questionnaire-Revised (NAQ-R) for each perspective. For the UWBQ, "Never" was scored as 1, "Once or twice" as 2, "Sometimes" as 3, "Often" as 4, and "Many Times" as 5. For the NAQ-R, "Never" was scored as 1, "Now and Then" as 2, "Monthly" as 3, "Weekly" as 4, and "Daily" as 5. The range of scores possible for the UWBQ was 20 to 100, and the range of scores for the NAQ-R was 22 to 110. Table 2 describes the means and standard deviations of each built scale.

Table 2 Means and Standard Deviations of the UWBQ and NAQ-R Across Perspectives

Scale	Mean	Standard Deviation
Witness UWBQ	51.34	18.46
Witness NAQ-R	51.43	23.67
Target UWBQ	39.98	18.20
Target NAQ-R	39.28	19.95
Perpetrator UWBQ	30.01	11.95
Perpetrator NAQ-R	28.70	12.05

More than half (55%) of the participants reported that their companies did have work sponsored social events. A fifth (20%) of the participants reported that there was mandatory attendance at the social events. Fewer than half (40%) of participants said that they had the opportunity to make new friends during the work sponsored social events. Close to a third (30%) of the respondents reported that they were exposed to more of the types of behaviors described in the UWBQ and NAQ-R during the social events. Almost half (48%) of the respondents reported that the work sponsored social events had no effect on their interactions with coworkers, and over a third (35%) said that it affected their interactions positively.

Over two thirds (69%) of respondents indicated that their organization's policies allowed for regular breaks during the day. Almost two thirds (61%) described their breaks as respite in which they could stretch, walk around, or do something else that personally rejuvenates them. Close to half (45%) of the respondents said that they had the opportunity to make new friends on break. About a third (33%) of the respondents reported that they were exposed to more of the behaviors listed in the UWBQ and NAQ-R while on break. Almost a half (49%) said that they were sufficiently recharged after break.

UWBQ and NAQ-R

Significant inter-correlations (p's<.001) were found among all of the UWBQ and NAQ-R built scales (see Table 2). The highest correlations were between the different scales and their same perspectives: witness r(240) = .79, target r(236) = .89, perpetrator r(236) = .84. Table 3 is the correlation matrix for all the built scales.

Table 3 Correlations of the UWBQ and NAQ-R Perspectives

		Witness UWBQ	Witness NAQ-R	Target UWBQ	Target NAQ-R	Perpetrator UWBQ	Perpetrator NAQ-R
Witness UWBQ	Pearson Correlation		.79	.65	.57	.36	.24
Witness NAQ-R	Pearson Correlation	.79		.71	.70	.38	.31
Target UWBQ	Pearson Correlation	.65	.71		.89	.49	.43
Target NAQ-R	Pearson Correlation	.57	.70	.89		.44	.43
Perpetrator UWBQ	Pearson Correlation	.36	.38	.49	.44		.84
Perpetrator NAQ-R	Pearson Correlation	.24	.31	.43	.43	.84	

Workplace Sponsored Social Events

Organizations having work sponsored social events and the opportunity make new friends were correlated, r(189) = .48, p < .001. Similarly, mandatory attendance and the opportunity for new work friends were correlated, r(187) = .21, p<.01. The opportunity to make new friends at work and the exposure to more incivility and bullying at work were correlated, r(179) = .34, p < .001. The opportunity to make new friends at social events and whether interactions at work were positive, negative, or no difference

were correlated, r(185) = -.56, p <.001; for the interaction questions negative, no difference, and positive were scored as -1, 0, and 1 respectively while the yes or no questions were scored 1 and 2 respectively. The exposure to more incivility and bullying behaviors at work sponsored social events and mandatory attendance were correlated, r(181) = .37, p < .001. Significant correlations (p<.05) of opportunity to make new friends, exposure to more incivility and bullying, and how respondents rated interactions with the UWBQ and NAQ-R perspectives are presented in Table 4.

Table 4 Correlations of Work Sponsored Social Events Questions and Scales

	Opportunity to Make New Friends	Exposure to Incivility and Bullying	Event Interaction
Witness UWBQ	.18		
Witness NAQ-R	.25		-.18
Target UWBQ	.29	-.17	-.25
Target NAQ-R	.26	-.18	-.25
Perpetrator UWBQ		-.16	
Perpetrator NAQ-R			

Breaks

Whether breaks were chores or respite and if participants had the opportunity to make new friends on break were correlated, r(214) = -.27, p < .001; chores were scored as 1 and respite as 2. Whether breaks were chores or respite and if participants were sufficiently recharged after break were correlated, r(210) = -.43, p < .001. Whether interactions with coworkers on break were negative, no difference, or positive and if the break was a chore or respite were correlated, r(232) = .26, p < .001. Whether employees had the opportunity to make new friends at work breaks and if they were exposed to more incivility and bullying behaviors in the work place were correlated, r(199) = .29, p <

.001. The opportunity to make new friends on break and whether participants reported being sufficiently recharged after break were correlated, $r(205) = .30$, $p < .001$. Making new friends on break and whether the interactions on break were negative, no difference, or positive were correlated, $r(209) = -.41$. If employees had breaks and if they were sufficiently recharged after break were correlated, $r(208) = .40$, $p < .001$. Whether participants were sufficiently recharged after break and if the interactions during break were negative, no difference, or positive were correlated, $r(205) = -.29$ $p < .001$. Significant correlations ($p<.05$) of whether or not a company has breaks, chore or respite breaks, the opportunity to make new friends, exposure to more incivility and bullying, and whether or not employees were sufficiently recharged to return to work with the UWBQ and NAQ-R perspectives are presented in Table 4.

Table 5 Correlations of Break Questions and Scales

	Company Has Breaks	Chore or Respite	Opportunity to Make New Friends	Exposure to Incivility and Bullying	Sufficiently Recharged by Break
Witness UWBQ	.24	-.16	.22	-.14	.24
Witness NAQ-R	.30	-.20	.21	-.19	.30
Target UWBQ	.40	-.26	.29		.36
Target NAQ-R	.46	-.30	.28		.39
Perpetrator UWBQ	.23			-.15	.19
Perpetrator NAQ-R	.15				.14

Demographics

Significant correlations ($p<.05$) of age, males, Caucasians, Christianity, company size, and persons with disabilities who received accommodations at work with the UWBQ and NAQ-R perspectives are presented in Table 6.

Table 6 Correlations of Demographics and Scales

	Age	Male	White	Christianity	Company Size	Disabled
Witness UWBQ	.16		.21		.31	
Witness NAQ-R					.27	
Target UWBQ					.22	
Target NAQ-R				-.17	.18	
Perpetrator UWBQ					.14	.23
Perpetrator NAQ-R		.19				.18

Regression Analyses

Listwise regression analysis using the backward method was used to develop a model for each perspective (see Table 7). Table 8 shows the standardized beta weights, t-score, and significance for the size of the company, age, exposure to more incivility and bullying at social events, being sufficiently recharged after break, and break interaction as predictors for the witness perspective of the UWBQ. Presented in Table 9 are the standardized beta weights, t-score, and significance for size of the company, whether social events were mandatory, being sufficiently recharged after break, and break interaction as predictors for the witness perspective of the NAQ-R. Table 10 shows the standardized beta weights, t-score, and significance for the size of the company, exposure to more incivility and bullying at social events, being sufficiently recharged after break, break interaction, and whether the company has breaks as predictors for the target perspective of the UWBQ. Presented in Table 11 are the standardized beta weights, t-score, and significance for being sufficiently recharged after break, break interaction, and whether the company has breaks as predictors for the target perspective of the NAQ-R. Table 12 shows the standardized beta weights, t-score, and significance for the size of the company, chore or respite break, exposure to more incivility and bullying at social

events, being sufficiently recharged after break, break interaction, whether the company has breaks, and the opportunity to make new friends at social events as predictors for the perpetrator perspective of the UWBQ. Presented in Table 13 are the standardized beta weights, t-score, and significance for the size of the company, opportunity to make new friends on break, gender, chore or respite break, age, break interaction, and whether the company has breaks as predictors for the perpetrator perspective of the NAQ-R.

Table 7 Adjusted R^2 and F values for Each Regression Model

	R^2	F	Significance
Witness UWBQ	.23	$(5,136) = 8.28$	<.001
Witness NAQ-R	.30	$(6,135) = 9.49$	<.001
Target UWBQ	.38	$(5,135) = 16.51$	<.001
Target NAQ-R	.38	$(3,136) = 27.67$	<.001
Perpetrator UWBQ	.28	$(7,131) = 7.202$	<.001
Perpetrator NAQ-R	.28	$(7,133) = 7.21$	<.001

Table 8 Regression Model for Witness UWBQ

	β	t	Significance
Company Size	.25	3.12	.002
Age	.13	1.67	.098
More Incivility and Bullying at Social Events	-.19	-2.45	.016
Recharged After Break	.25	3.16	.002
Break Interaction	-.16	-1.98	.049

Table 9 Regression Model for Witness NAQ-R

	β	t	Significance
Company Size	.22	3.02	.003
Mandatory Social Event Attendance	.17	2.26	.026
More Incivility and Bullying at Social Events	-.21	-2.89	.004
Recharged After Break	.20	2.44	.016
Break Interaction	-.18	-2.31	.022
Company Has Breaks	.25	3.10	.002

Table 10 Regression Model for Target UWBQ

	β	t	Significance
Company Size	.16	2.35	.020
More Incivility and Bullying at Social Events	-.17	-2.46	0.15
Recharged After Break	.23	3.00	.003
Break Interaction	-.24	-3.32	.001
Company Has Breaks	.33	4.47	<.001

Table 11 Regression Model for Target NAQ-R

	β	t	Significance
Recharged After Break	.25	3.28	.001
Break Interaction	-.19	-2.62	.010
Company Has Breaks	.40	5.42	<.001

Table 12 Regression Model for Perpetrator UWBQ

	β	t	Significance
Company Size	.17	2.21	.029
Chore or Respite Break	.21	2.12	.036
More Incivility and Bullying at Social Events	-.17	-2.18	.031
Recharged After Break	.16	1.81	.073
Break Interaction	-.30	-3.63	<.001
Company Has Breaks	.37	3.86	<.001
Opportunity to Make New Friends at Social Events	-.22	-2.60	.010

Table 13 Regression Model for Perpetrator NAQ-R

	β	t	Significance
Company Size	.24	3.04	.003
Opportunity to Make New Friends on Break	-.18	-2.00	.048
Gender	.15	2.00	.047
Chore or Respite Break	.28	2.81	.006
Age	-.20	-2.46	.015
Break Interaction	-.38	-4.46	<.001
Company Has Breaks	.40	4.08	<.001

Discussion

Workplace Sponsored Social Events

Work sponsored social events were explored in this study because of the possibility of employees to forge social support systems on the job. The present study found a strong positive relationship in having work sponsored social events give employees the opportunity to make new friends. Even a mandatory attendance policy had a positive relationship with employees having that opportunity to create that social support system. Moreover, the results showed that the more that friend making opportunity is there, the more positive the interaction among workers at the work sponsored social events; this was the actual strongest relationship found within the study besides the correlations among the scales which will be discussed later. Even more, having that opportunity to make new friends showed lower scores on witnessing and being a target of incivility and workplace bullying. This might suggest that having social support systems fosters some form of prevention of bullying between witnesses and their target counterparts. There was a mild negative relationship with the exposure to more incivility and bullying at social events with the scale scores for being a target and perpetrator of incivility and of being a target of bullying. Perhaps, work sponsored social events allow potential targets and perpetrators form positive relationship with one another.

On the negative side of an organization having work sponsored social events, the opportunity to make new friends was related to more instances of incivility and bullying at social events. This could mean that work sponsored social events provide a social situation ripe for the targets to display neuroticism and or aggressive extroverted behaviors that make them prone to victimization by the domineering and reactive perpetrators as described by Aquino and Lamertz (2004). Also, if attendance is mandatory, there is an increased likelihood that there will be more exposure of incivility and bullying. Witnessing bullying and being a target of incivility and bullying had a mild negative relationship with how positively participants rated interactions at the social events. Being forced to attend an event that is not within one's job description might make employees interactions less friendly.

Breaks

Similar to work sponsored social events, the present study investigated how breaks affect incivility and workplace bullying because of the possibility that employees could use that time to develop social support systems along with resting. All perspectives of both scales had a positive relationship with whether or not an organization had breaks; and having breaks made workers feel like they were ready to return to work. Having a respite break, which Trougakos and Hideg (2009) describe as being able to do something that personally rejuvenates the breaking worker instead of doing less demanding work, a chore break, is more likely to provide an opportunity for employees to make new friends at work. Consistent with Trougakos and Hideg (2009) is that respite breaks were more likely than chore breaks to sufficiently recharge workers before returning to work.

Similarly, becoming sufficiently recharged to return to work meant that participants were more likely to make new work friends on break. Participants were even less likely to witness or be a target of incivility and bullying if their break was respite and they were able to make friends. There was also a positive relationship worker interaction on break and which type of break they had, and the chance to add to one's social support increases the chance that those interactions are considered positive by workers. Being sufficiently recharged after break made for more positive interactions at break. Furthermore, having a break that rejuvenated the employee was associated with participants being less likely to be a witness, target, or perpetrator of incivility or bullying. So, not only does a good break give employees a useful break before returning to work, but also impacts important behaviors and relationships that they have among one another.

Similar to the findings from the work sponsored social events, the more participants had the opportunity make new work friends on break, and the more likely they were to be exposed to more forms of incivility and bullying. Witnessing incivility and bullying and being a perpetrator of bullying increases when there is more exposure to those types of behaviors on break. Again, this could mean that break time is an opportunity for those who are more inclined to engage in uncivil or bullying behavior to do so. Perhaps, those who are witnessing the negative behaviors on break do not know what to do to stop it, as suggested by Latané & Darley (1969).

Demographics

When it came to age, the older a person is the more likely it is that they witnessed uncivil behaviors. One reason for this might be that older workers are more likely to be a

target of bullying than their younger counterparts (Einarsen & Skogstad, 1996). When it came to gender, males were more likely to perpetrate the bullying behaviors. This is similar to Rayner (1997) finding that perpetrators are more likely to be reported as male. The current study also found that non-Christians were more likely to be targets of workplace bullying than Christians. With more than three fourths (78%) of Americans identifying with the Christian religious tradition (Lugo et al, 2008), these findings go along with other studies that found other minorities (racial) are more likely to experience workplace bullying (Fox & Stallworth, 2005; Lewis & Gunn, 2007). Similar to the Lewis and Gunn (2007) study on the racial dimension of workplace bullying, there was a difference between whites and minorities in the present study. Instead of bullying, it was incivility, and whites were more likely to have witnessed uncivil workplace behaviors than minorities. Employees of large companies (500 or more workers) had a positive relationship with witnessing incivility and bullying, being a target of incivility and bullying, and being a perpetrator of incivility. This might be related to the differences of company size and the organizational culture aspect of the organization factors in the conceptual model of workplace bullying proposed by Samnani and Singh (2012). One of the most puzzling findings to the researcher of this study was that workers receiving accommodations for a disability were more likely to be perpetrators of incivility and workplace bullying. In the Samnani and Singh (2012) model status inconsistency, described by Heames, Harvey, and Treadway (2006) as a worker being different than other employees based on a characteristic, is part of the group factors of bullying. Heames et al. (2006) proposed that a worker in a situation where there is status

inconsistency has the opportunity to either be a target or even a perpetrator, as in the current study.

Regression Models

Perhaps one of the most applicable findings of this study is the multiple regression equations for predicting incivility and workplace bullying through the different perspectives. Many of the predictors across the perspectives and scales were break related. Human resources, counselors, and concerned individuals could implement the equations into practice. First a member of a human resources department for an organization could use the calculated score for work design, justification to implement measures of bully and incivility prevention, and implementation of work sponsored social events and breaks. Second counselors, both career and mental health, could use these equations to evaluate a client's likelihood of being a witness, perpetrator, and/or bully. With this knowledge, they could better facilitate counseling. Finally, the equations are useful to individuals. A worker concerned with bullying could use the regression model to educate themselves about their likelihood of being a witness, target, and/ or perpetrator of incivility and workplace bullying. From here the person has the motivation of awareness to seek help or change.

Concurrent Validity

Similar to finding high reliability for each perspective of the UWBQ and NAQ-R, high levels of concurrent validity were found between the UWBQ scales and those of the NAQ-R. The strongest correlations were of course between scales of the same

perspective, target being the highest. Baillien et al. (2011) found a correlation between being a perpetrator and target of workplace bullying consistent with the present study. Establishing this concurrent validity, especially between perspectives, suggests evidence of similarity of incivility and workplace bullying. In application, if an organization finds that it has high levels of incivility, there is a good possibility that they also have issues with workplace bullying, and therefore would need to address that as well.

Prevalence

With most employees having had experienced incivility and bullying (Cortina et al, 2001; Fox and Stallworth, 2005), it's no surprise that the present study had similar findings. The means for witnessing incivility and workplace bullying fell within a range that suggest from ratings workers witnessed incivility sometimes and bullying monthly. Similarly, targets of incivility reported that it happened once or twice over the past year. Even though bullying conceptually occurs weekly (Einarsen et al, 2003), being a target of bullying "now and then" during a time of six months is still worth noting for policy makers both in organizations and society. Being a perpetrator of incivility and workplace bullying fell in the "once or twice" and "now and then" range. The author would like to stress this again as importance for companies and governments to not only be aware of this prevalence, but to act accordingly.

Limitations and Future Research

One of the limitations of this study was that it did not explore the psychological or work-related outcomes of incivility or bullying. Some of these outcomes could include

stress, depression, anxiety, absenteeism, job satisfaction, and intent to leave (Lutgen-Sandvik, et al, 2007; Bjorkqvist et al, 1994; Hoel & Cooper, 2000; Scott & Taylor, 1985; Djurkovic et al, 2008) Future research might address these in the context of this study. Another limitation of the study is that personality and motivations were not included. Future research might explore the motivation and personality of witnesses and whether or not they do anything about the observed incivility or bullying behaviors. A final limitation of this study was diversity in terms of gender, age, and sexuality. Despite the collection of data for a considerable amount of demographic factors, the results showed an overwhelming majority of respondents who were female, college age, and heterosexual. Though the author does not deny the meaningfulness of the present results, it is suggested that future research target diverse populations to obtain data in order to paint a more complete picture of incivility and bullying in the workplace. Future research might also explore the phenomena of making friends at workplace sponsored social events and breaks increasing the likelihood of being exposed to more incivility and bullying behaviors. Other future research should explore the Aquino and Lamertz (2004) types of targets and perpetrators in the context of the present research. Perhaps that future research will establish two kinds of witnesses of incivility and bullying there are, as well.

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Appendix A

The Survey

The purpose of this study is to investigate the relationship of workplace social events and breaks with incivility and bullying. When answering the questions in this survey, please think about the most current or relevant period of employment.

Witness UWBQ*

Please indicate below how often you WITNESSED the following behaviors at work over the past (1) YEAR of your employment:

Please choose the appropriate response for each item:

Never/Once or twice/Sometimes/Often/Many Times

1. Raising one's voice while speaking to someone.

2. Using an inappropriate tone when speaking to someone.

3. Speaking to someone in an aggressive tone of voice.

4. Rolling eyes at someone.

5. Taking stationery from someone's desk without later returning it.

6. Taking items from someone's desk without prior permission.

7. Interrupting someone while he or she was speaking on the telephone.

8. Reading communication addressed to someone else, such as e-mails or faxes.

9. Opening someone's desk drawers without prior permission.

10. Not consulting someone in reference to a decision in which he or she should have been involved.

11. Giving someone unreasonably short notice when canceling or scheduling events he or she was required to attend.

12. Failing to inform someone of a meeting about which he or she should have been informed.

13. Avoiding consulting someone when it is normally expected.

14. Being excessively slow in returning someone's phone messages or e-mails without good reason for the delay.

15. Intentionally failing to give someone information of which he or she should have been made aware.

16. Being unreasonably slow in seeing to matters on which someone was reliant on them for, without good reason.

17. Publicly discussing someone's confidential personal information.

18. Making snide remarks about someone.

19. Talking about someone behind his or her back.

20. Gossiping behind someone's back.

*Witness NAQ-R***

Please indicate how often you WITNESSED the following behaviors at work during the past 6 MONTHS of your employment:

Please choose the appropriate response for each item:

Never/Now and Then/Monthly/Weekly/Daily

1. Spreading gossip and rumors about someone.

2. Withholding information which affects performance.

3. Ordering someone to do work below his or her level of competence.

4. Ignoring someone's opinions.

5. Giving tasks with unreasonable deadlines.

6. Excessively monitoring someone's work.

7. Pressuring someone not to claim something to which by right he or she is entitled (e.g. sick leave, holiday entitlement, travel expenses).

8. Exposing someone to an unmanageable workload.

9. Humiliating or ridiculing someone in connection to his or her work.

10. Removing or replacing key areas of someone's responsibility with more trivial or unpleasant tasks.

11. Ignoring or excluding someone.

12. Making insulting or offensive remarks about someone's person, attitudes, or private life.

13. Hinting or signaling someone that he or she should quit their job.

14. Repeatedly reminding someone of his or her mistakes.

15. Ignoring or being hostile towards someone when he or she approaches.

16. Persistently criticizing someone of his or her errors or mistakes.

17. Carrying out practical jokes against someone with whom one does not get along.

18. Making allegations against someone.

19. Subjecting someone to excessive teasing and sarcasm.

20. Shouting at someone or targeting him or her with spontaneous anger.

21. Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking someone's way.

22. Threatening someone with violence or physical abuse, or actual abusing someone.

Target UWBQ*

Please indicate below how often you were the TARGET of the following behaviors at work over the past (1) YEAR of your employment:

Please choose the appropriate response for each item:

Never/Once or Twice/Sometimes/Often/Many Times

1. Raised their voice while speaking to you.

2. Used an inappropriate tone when speaking to you.

3. Spoke to you in an aggressive tone of voice.

4. Rolled their eyes at you.

5. Took stationery from your desk without later returning it.

6. Took items from your desk without prior permission.

7. Interrupted you while you were speaking on the telephone.

8. Read communication addressed to you, such as emails or faxes.

9. Opened your desk drawers without prior permission.

10. Did not consult you in reference to a decision you should have been involved in.

11. Gave unreasonably short notice when canceling or scheduling events you required to attend.

12. Failed to inform you of a meeting you should have been informed about.

13. Avoided consulting you when they would normally be expected to do so.

14. Was excessively slow in returning your phone messages or e-mails without good reason for the delay.

15. Intentionally failed to pass on information you should have been made aware of.

16. Was unreasonably slow in seeing to matters on which you were reliant on them for, without good reason.

17. Publicly discussed your confidential personal information.

18. Made snide remarks about you.

19. Talked about you behind your back.

20. Gossiped behind your back.

Target NAQ-R**

Please indicate how often you were the TARGET of the following behaviors at work during the past 6 MONTHS of your employment:

Please choose the appropriate response for each item:

Never/Now and Then/Monthly/Weekly/Daily

1. Spreading of gossip and rumors about you.

2. Someone withholding information which affects your performance.

3. Being ordered to do work below your level of competence.

4. Having your opinions ignored.

5. Being given tasks with unreasonable deadlines.

6. Excessive monitoring of your work.

7. Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses).

8. Being exposed to an unmanageable workload.

9. Being humiliated or ridiculed in connection with your work.

10. Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.

11. Being ignored or excluded.

12. Having insulting or offensive remarks made about your person, attitudes, or your private life.

13. Hints or signals from others that you should quit your job.

14. Repeated reminders of your errors or mistakes.

15. Being ignored or facing a hostile reaction when you approach.

16. Persistent criticism of your errors or mistakes.

17. Practical jokes carried out by people you don't get along with.

18. Having allegations made against you.

19. Being the subject excessive teasing and sarcasm.

20. Being shouted at or being the target of spontaneous anger.

21. Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way.

22. Threats of violence or physical abuse, or actual abuse.

Perpetrator UWBQ*

Please indicate below how often you ENGAGED in the following behaviors at work over the past (1) YEAR of your employment:

Please choose the appropriate response for each item:

Never/Once or Twice/Sometimes/Often/Many Times

1. Raising one's voice while speaking to someone.

2. Using an inappropriate tone when speaking to someone.

3. Speaking to someone in an aggressive tone of voice.

4. Rolling eyes at someone.

5. Taking stationery from someone's desk without later returning it.

6. Taking items from someone's desk without prior permission.

7. Interrupting someone while he or she was speaking on the telephone.

8. Reading communication addressed to someone else, such as e-mails or faxes.

9. Opening someone's desk drawers without prior permission.

10. Not consulting someone in reference to a decision in which he or she should have been involved.

11. Giving someone unreasonably short notice when canceling or scheduling events he or she was required to attend.

12. Failing to inform someone of a meeting about which he or she should have been informed.

13. Avoiding consulting someone when it is normally expected.

14. Being excessively slow in returning someone's phone messages or e-mails without good reason for the delay.

15. Intentionally failing to give someone information of which he or she should have been made aware.

16. Being unreasonably slow in seeing to matters on which someone was reliant on them for, without good reason.

17. Publicly discussing someone's confidential personal information.

18. Making snide remarks about someone.

19. Talking about someone behind his or her back.

20. Gossiping behind someone's back.

Perpetrator NAQ-R**

Please indicate how often you ENGAGED in the following behaviors at work during the past 6 MONTHS of your employment:

Please choose the appropriate response for each item:

Never/Now and Then/Monthly/Weekly/Daily

1. Spreading gossip and rumors about someone.

2. Withholding information which affects performance.

3. Ordering someone to do work below his or her level of competence.

4. Ignoring someone's opinions.

5. Giving tasks with unreasonable deadlines.

6. Excessively monitoring someone's work.

7. Pressuring someone not to claim something to which by right he or she is entitled (e.g. sick leave, holiday entitlement, travel expenses).

8. Exposing someone to an unmanageable workload.

9. Humiliating or ridiculing someone in connection to his or her work.

10. Removing or replacing key areas of someone's responsibility with more trivial or unpleasant tasks.

11. Ignoring or excluding someone.

12. Making insulting or offensive remarks about someone's person, attitudes, or private life.

13. Hinting or signaling someone that he or she should quit their job.

14. Repeatedly reminding someone of his or her mistakes.

15. Ignoring or being hostile towards someone when he or she approaches.

16. Persistently criticizing someone of his or her errors or mistakes.

17. Carrying out practical jokes against someone with whom one does not get along.

18. Making allegations against someone.

19. Subjecting someone to excessive teasing and sarcasm.

20. Shouting at someone or targeting him or her with spontaneous anger.

21. Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking someone's way.

22. Threatening someone with violence or physical abuse, or actual abusing someone.

Workplace Sponsored Social Events

For the purpose of this study a workplace sponsored social event is defined as a gathering supported by an organization, either financially or by permission, for the purpose of employees to engage with one another in non-job specific manner during or after normally scheduled work hours such as company picnics, reward ceremonies, and holiday parties.

Please choose the appropriate response for each item:

YES/NO

1. Does the organization about which you answered the above questions sponsor any social events?

2. Was attendance at these social events mandatory for employees?

3. Did the social events provide you an opportunity to make new work friends?

4. Did the social events expose you to more types of behaviors such as those listed in Section 1 of this survey?

Did interactions with your coworkers at these social events affect your working relationships positively, negatively, or no difference?

POSITIVELY/NEGATIVELY/NO DIFFERENCE

Breaks

Did your organization's policies provide for regular breaks during the day?

YES/NO

Which statement best describes your work breaks?

- My work breaks consisted of less demanding work for a period of time before returning to the more demanding job task(s).

- My work breaks were a time where I could stretch, walk around, or do something else that personally rejuvenates me.

- No answer

Please choose the appropriate response for each item:

YES/NO

1. Did the breaks provide you an opportunity to make new work friends?

2. Did the breaks expose you to more types of behaviors such as those listed in Section 1 of this survey?

3. After your breaks, did you feel sufficiently recharged to return to your work?

Did interactions with your coworkers while on break affect your working relationships positively, negatively, or no difference?

POSITIVELY/NEGATIVELY/NO DIFFERENCE

*Incivility scales adapted from Martin and Hine (2005).

**Workplace Bullying scales adapted from Einarsen, Hoel, and Notelaers (2009).