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THE DEVELOPMENT AND TEST OF AN EXCHANGE-BASED MODEL OF INTERPERSONAL WORKPLACE EXCLUSION

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University of Kentucky, klscot2@uky.edu

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ABSTRACT OF DISSERTATION

Kristin Damato Scott

The Graduate School
University of Kentucky

2007

THE DEVELOPMENT AND TEST OF AN EXCHANGE-BASED MODEL OF
INTERPERSONAL WORKPLACE EXCLUSION

ABSTRACT OF DISSERTATION

A dissertation submitted in partial fulfillment of the
requirements of the degree of Doctor of Philosophy
in the College of Business and Economics
at the University of Kentucky

By
Kristin Damato Scott

Lexington, Kentucky

Director: Dr. Daniel J. Brass, J Henning Hilliard Endowed Chair in Management

Lexington, Kentucky

2007

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ABSTRACT OF DISSERTATION

THE DEVELOPMENT AND TEST OF AN EXCHANGE-BASED MODEL OF INTERPERSONAL WORKPLACE EXCLUSION

The vast majority of social exclusion research has taken place outside of the workplace (i.e., in social settings). In addition, researchers often use a myriad of terms (i.e., ostracism, exclusion, rejection) when describing and investigating exclusion-related phenomena thus contributing to widespread conceptual confusion with respect to this construct. Moreover, past studies have failed to consider the role of social exchange in determining how individuals may react to being excluded by others – particularly in a work setting. I sought to address these issues by conducting three multi-wave studies which develop and test a social-exchange based model of interpersonal workplace exclusion (IWE). Specifically, I created and validated two measures (i.e., coworker and supervisor) of IWE. In addition, I examined the discriminant, convergent and predictive validity of these scales.

The results of these studies produced two distinct, unidimensional measures of IWE – an 8-item coworker IWE scale and an 8-item supervisor IWE scale. Additional analyses revealed that IWE is negatively related to, albeit distinct from, workplace inclusion and is part of the broader conceptual domain of antisocial workplace behavior which includes theoretically similar constructs – namely, workplace incivility, counterproductive workplace behavior and workplace bullying. In addition, IWE was found to be negatively related to perceived interpersonal fair treatment, job satisfaction and leader-member exchange (LMX) as well as positively related to job induced tension. Lastly, results of the third study provided support for an exchange-based model of IWE such that both coworker and supervisor IWE measures were associated with employee social undermining behavior, reduced effort and lower levels of organizational citizenship behaviors.

KEYWORDS: Workplace Exclusion, Antisocial Work Behavior, Organizational Deviance, Employee Relations, Construct Validation

Kristin D. Scott

July 10, 2007

THE DEVELOPMENT AND TEST OF AN EXCHANGE-BASED MODEL OF
INTERPERSONAL WORKPLACE EXCLUSION

By

Kristin Damato Scott

Dr. Daniel J. Brass

Director of Dissertation

Dr. Merlin Hackbart

Director of Graduate Studies

July 10, 2007

Date

DISSERTATION

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To My Dearest Family

ACKNOWLEDGEMENTS

“Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education alone will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan ‘press on’ has solved and always will solve the problems of the human race.”

--- Calvin Coolidge, 30th President of the United States (1872-1933)

I stumbled upon this quotation back in high school. At the time, I possessed only a vague appreciation of the meaningfulness behind this statement. However, in recent years, the power and truth of these words really began to sink in. In the past five years I simultaneously experienced two of the most difficult, and yet most rewarding, events of my life – the pursuit of my doctoral degree and the birth of my first child. During this time, there were many days when I would have rather been playing with my daughter than working. At the same time, there were also many days when my daughter made the dissertation seem easy by comparison. These events, along with the various other life experiences leading up to them, invariably drove home the wisdom and importance of this statement. Hence, it has served to inspire, guide and ground me through life’s many endeavors.

Along the way, I have also been fortunate to share these life experiences with many individuals who, by their own example, encouraged me to persevere, both professionally and personally. The first individual to contact me regarding the doctoral program at UK was Dr. Michelle Duffy. From day one, Michelle believed in me, inspired me and provided me with many opportunities to learn and grow. I would like to thank Michelle for her endless patience, wisdom and understanding – and for her tremendous sense of humor and wonderful spirit. I truly value Michelle’s ongoing friendship and support. For many of the same reasons, I would also like to thank Dr. Jason Shaw who devoted numerous hours to my academic development as well. Jason’s common sense advice, keen wisdom and quick wit contributed a great deal to my sanity and success during the past five years. In addition, I want to express my gratitude to Dr. Dan Brass who assumed the role of my dissertation chair after Michelle accepted a position at the University of Minnesota. Dan’s efforts and helpful feedback further enabled me to achieve two very important goals associated with the doctoral program –

successfully completing this dissertation and securing gainful employment. Thank you, Dan.

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days. She and her husband, Sean, have given me one of my most treasured gifts – my identical twin nephews, Kyle and Landon. I am in awe of these two and cannot begin to describe the love and fondness I have for them. They hold a very special place in my heart.

In addition, I would also like to thank my “soul sisters” – Jen, Julie, Mary, Hollie, Kellie, Kim and Trista. I am grateful beyond words for your friendship which is the cornerstone of my sanity! I am also blessed with a wonderful “in-law” family. I want to thank my mother-in-law, Donna, and step-father-in-law, Nick, for their on going prayers, patience, love and understanding. This has meant more to than words can express. I also want to thank Uncle Doug and Auntie Terry for their love and support as well. I consider myself very lucky to have each of you in my life.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

On March 5, 2007 Jose Mendez walked into Kenyon Press and began shooting at his former colleagues, seriously wounding three of them, before turning the gun on himself (“One Dead, Three Hurt in Factory Shooting”, CBSNews online, March 6, 2007). Unfortunately, media broadcasts, such as this, reporting instances of workplace or school violence have become frighteningly commonplace in recent years. Indeed, according the Bureau of Labor Statistics from 1992 to 2004 an average of 807 workplace homicides occurred annually in the United States (Census of Fatal Occupational Injuries, 2005). Of these, approximately 7% (56) were “worker-on-worker” fatalities where the perpetrator was a current or former employee who targeted one or more current or past employees (National Institute for the Prevention of Workplace Violence, 2005). After hearing of these accounts, many of us are left to wonder why someone would want to engage in such a horrific act of violence? In searching for answers, both criminal and academic investigations of these tragic events often reveal that the shooter was a disgruntled social outcast seeking revenge for their perceived mistreatment (e.g., The Associated Press, MSNBC, 2006; Christensen, 2005; Leary, Kowalski, Smith & Phillips, 2003, Wroblewski & Hess, 2003). Thus, perpetrators of these terrible acts may generally view their violent behavior as “evening the score” or finally getting the attention he or she believes they deserve – as was the case of Jose Mendez in the Kenyon Press incident.

While such examples as described above reflect more extreme instances of vengeful behavior, it seems likely that less severe reactions (i.e., sabotaging another’s work, withholding effort or assistance) may be far more common and, therefore, inflict significant damage on employees and organizations as well. Furthermore, as previously noted, many of the perpetrators of workplace violence are described as social outcasts among their peers and colleagues. As a result, being denied opportunities to establish important workplace relationships and to enjoy the benefits associated with those relationships likely plays a key role in an individual’s decision to engage in this type of retaliatory behavior. For example, consider the following statement provided by an excluded employee:

“No one wanted to answer my questions and everyone avoided me – even my manager. I felt hurt and began to question my loyalty to the company. I decided because this company (specifically the department) didn’t care about me, I didn’t care about helping them look better. I essentially cut back my efforts and stopped giving my usual 150%.”
–Amy K., Former Employee of MBNA

Employee retaliatory responses such as this are often the result of a “culmination of personal frustration that has built to a crescendo because of perceived injustice, humiliation, loss of dignity, shaming, or perceived loss of value and control [i.e., social exclusion]” while at work (National Institute for the Prevention of Workplace Violence, 2003: p. 21). This is particularly troublesome when one considers the prevalence and potential power of exclusionary practices (not invited to informal and formal work events, not heard or acknowledged, left out of important projects) within a work setting – both in terms of the message it conveys and the reactions it invokes. As noted by Williams (2001), anyone can engage in exclusionary behavior; one does not need a lofty position or special authority to do it. In addition, social exclusion can be subtle or intangible and, therefore, not necessarily subject to punitive action. As a result, exclusionary tactics such as avoiding or ignoring a colleague may be a particularly appealing approach for both managers and employees because of the minimal risk or fear of being disciplined for such actions. For these reasons, social exclusion is a potentially pervasive and powerful force within an organization and, as such, is likely to significantly influence employee retaliatory reactions in the workplace.

Despite this, there is a paucity of research devoted to studying exclusion as a work-related phenomenon and, as a result, there is limited knowledge concerning the relationship between social exclusion and employee retaliatory responses in the workplace. Furthermore, the development and validation of a measure of interpersonal workplace exclusion (IWE) is warranted in order to facilitate empirical research in this area. Thus, I take steps to address this problem by proposing a social exchange-based model of IWE and employee retaliation and, in doing so, develop and validate two measures (i.e., coworker and supervisor) of this construct.

Overview of IWE

To date, very little research has formally examined IWE. Initial studies of exclusion in the workplace have provided evidence that being excluded has detrimental

effects on one's psychological well-being, satisfaction with colleagues, and propensity to engage in deviant organizational behavior (e.g., Hitlan, Clifton, & DeSoto 2006; Schneider, Hitlan, & Radhakrishnan, 2000; Williams, 2001; Thau, Aquino, & Poortlevet, 2007). A more substantive body of literature on general social exclusion has accumulated outside the workplace (i.e., in social settings). The findings of these studies demonstrate that social exclusion is associated with aggression (e.g., Bourgeois & Leary, 2001; Twenge, Baumeister, Tice, & Stucke, 2001), self-defeating (e.g., unhealthy) behaviors (Twenge, Catanese & Baumeister, 2002), lowered performance on complex tasks (Baumeister, Twenge & Nuss, 2002) and impaired self-regulatory control (Baumeister, DeWall, Ciarocco, & Twenge, 2005). Considered together, these results provide ancillary evidence to support the likelihood that IWE is predictive of various retaliatory responses in the workplace.

In addition, these findings generate an important yet somewhat elusive question for researchers. Specifically, why does being excluded elicit these negative responses among individuals? In seeking to answer this question, social exclusion researchers have focused their attention on the tenets of belongingness theory (Baumeister & Leary, 1995). According to this theory, being excluded from social relationships threatens an individual's fundamental, or biologically-driven, need to belong (i.e., the innate desire to be accepted into positive, on-going and mutually beneficial relationships with others) considered necessary for long-term adaptation and survival within one's environment. When this need is thwarted individuals may no longer see the need to respond in a socially responsible manner and therefore are likely to engage in negative or seemingly irrational behavior (Twenge, 2005). While this postulation adequately explains why individuals may dislike *the experience* of being excluded (by having this fundamental need thwarted), it offers little theoretical guidance in terms of predicting precisely why and how individuals choose to respond to social exclusion. In other words, to fully understand the implications of social exclusion in the workplace, more complex theoretical models are required.

In the current study I, too, draw upon the theoretical framework of belongingness theory to investigate employee responses to IWE. However, in order to more fully capture the richness and complexity of this phenomenon, I extend belongingness theory

to include principles of social exchange which I further argue are an important, yet frequently overlooked aspect of belongingness theory. As Baumeister & Leary (1995) note, in order to fulfill belongingness needs a person must “perceive that there is an interpersonal bond or relationship marked by stability or affective concern, and continuation into the foreseeable future...and must [also] believe that the other cares about his or her welfare” (p. 500). In this way, relationships that satisfy belongingness needs are characterized by regular or frequent contact and the presence of an on-going social bond – both of which serve to create an implicit obligation between these individuals to assist and support one another. The establishment of these mutually supportive relationships rests primarily on the voluntary actions undertaken by such individuals with the expectation that favorable treatment will be returned over time – otherwise known more formally as the process of social exchange (Blau, 1964). Social exchange relationships are guided by a set of implicit norms or rules that allow trusting and mutually supportive relationships to develop (Emerson, 1976). Hence, the presence of positive social exchange mechanisms facilitates the fulfillment of individual belongingness needs. By contrast, the experience of social exclusion violates social exchange norms by preventing the establishment of mutually beneficial relationships and, as a result, sabotages one’s fundamental need to belong. In other words, the deprivation of access to important relationships and their associated resources (i.e., exclusion) hinders effective social exchange and undermines a person’s biologically driven need to develop and maintain supporting, caring relationships. For these reasons, I argue that it is important for the social exchange component of belongingness theory to be given further theoretical and empirical attention as these principles allow for more substantive predictions concerning employee reactions to IWE experiences.

In the present study I aim to address the question of why individual reactions to social exclusion are largely negative by investigating the role that social exchange norms play in determining employee responses to IWE. Recall that in order for positive and supportive social exchange relationships to develop, certain exchange rules or norms must be followed (Emerson, 1976). Of considerable importance to the processes of social exchange is the norm of reciprocity or the notion that “one good deed deserves another” and that those who violate this principal should be punished for such actions

(Gouldner, 1960). Furthermore, there is general agreement that the norm of reciprocity (viewed as a moral norm in this way) is a universal principal and – like the fundamental need for belonging – shared to varying degrees by all world cultures (see Cropanzano & Mitchell, 2005 for a review). As noted earlier, IWE violates the social exchange norm of reciprocity by preventing the establishment of mutually beneficial and supportive relationships. Thus, excluded individuals are likely to believe that those who have excluded him or her should be punished for violating these widely accepted social norms. In this way, retaliatory responses become acceptable, even seemingly necessary, within the eyes of excluded individuals. Extending this logic to the current study, I argue that excluded employees are likely to engage in retaliatory behavior such as social undermining or withholding effort or citizenship behavior in response to IWE.

However, before more complex analyses of IWE may be further investigated, a measure of IWE must be developed and validated. Currently, “researchers who study rejection-related phenomena have gravitated towards different terms – such as rejection, ostracism, abandonment, and exclusion-often leaving it unclear whether various terms refer to the same general phenomenon or to different things. As a result, we have no conceptual basis for judging whether theoretical ideas or empirical findings involving any particular construct are relevant to any others” (Leary, 2005: p. 36; Williams, 2007). Consequently, in order to effectively examine IWE, it is important to further delineate this construct – both conceptually and empirically – in order to clearly understand how social exclusion both relates to and differs from other organizational behavior constructs. To this end, this research study seeks to examine and refine the conceptual definition of IWE as well as to investigate the behavioral outcomes (i.e., retaliatory behavior) associated with the experience of being excluded in the workplace.

Justification for the Present Study

Although the construct of social exclusion has garnered considerable attention within the field of social psychology, it has received only minimal attention within work-based settings. Therefore, many questions remain unanswered regarding the effects of workplace social exclusion on employee behavior. Specifically, there are three issues seen as critical to future development in this area which are identified and reviewed in the

following section: (1) theoretical development/model specification; (2) the measurement of social exclusion; and (3) issues related to sampling.

Theoretical Development/Model specification.

The study of social exclusion has been approached from a variety of perspectives (e.g., anthropology, sociology, ethnography) (see Williams & Zadro, 2005 for a review). Among social psychologists, there is widespread agreement that social exclusion is rooted in belongingness theory (Baumeister & Leary, 1995) – that being excluded threatens an individual’s fundamental need to belong thereby leading, most often, to a range of negative consequences. While a number of researchers have empirically demonstrated these negative individual reactions to social exclusion, as noted earlier, the theoretical reasons for these outcomes have not been as precise. In other words, a great deal of uncertainty remains as to *why* individuals respond so aversively to having belongingness needs thwarted.

I believe that one reason for the lack of theoretical precision and empirical evidence for these negative outcomes is that researchers have overlooked a critical and fundamental component of belongingness theory – specifically, the nature of social exchange that is inherent to this theoretical perspective. As stated earlier, social exchange concerns the development and maintenance of mutually supportive, on-going relationships (Blau, 1964) which are fundamental to the fulfillment of belongingness needs (Baumeister & Leary, 1995). For these reasons, the failure to consider social exchange principals when investigating individual reactions to social exclusion is a notable omission. Consequently, I take steps in the current study to bridge this important gap.

Measurement. In addition to more complex theoretical models, greater attention to developing and refining the social exclusion construct is needed. At the present time, there are no empirically developed and validated measures of IWE. Moreover, there exists a great deal of conceptual confusion as to what actually constitutes the content domain of IWE. As previously noted, researchers who have examined social exclusion outside of the work context often use a variety of terms (e.g., exclusion, rejection, ostracism) to describe this phenomenon (Leary, 2005, Williams, 2007). Therefore, in

order to effectively examine IWE it is critical that these conceptual issues be resolved and a more precise measure of this construct be created and empirically tested.

Sample. The research on social exclusion predominantly consists of experimental designs embedded in social settings external to the work environment. While this body of research has yielded an array of interesting and meaningful results, no studies have integrated a social exchange-based perspective and examined the effects of exclusion – specifically, supervisor and coworker exclusion – on employee retaliatory behavior. This is a notable omission for several reasons. First, behavioral exchange is a fundamental aspect of organizational life (Deckop, Circa, & Andersson, 2003). In a setting such as the workplace, where interpersonal relationships are more enduring, and the cost of being unsuccessful in maintaining such relationships is substantial (i.e., one’s livelihood depends on their job), the effects of social exclusion, and thus social exchange, are likely to be more pronounced. Second, gaining a more thorough understanding as to the nature of IWE offers many benefits considering the magnitude of the opportunity for and the potentially significant costs associated with social exclusion in the workplace. In addition, the work setting offers a rich opportunity to examine employee responses to supervisor and coworker exclusion. As such, empirical studies of social exclusion in an organizational setting are likely to substantially enhance our understanding of this construct by shedding further light on the role that social exchange principles play in shaping employee reactions to IWE.

Thus, this study has the following objectives:

1. To further delineate the construct of social exclusion at work by developing and validating coworker- and supervisor-based measures of IWE.
2. To integrate theory and research on social exchange as a step toward further understanding *why* IWE prompts employee retaliation.

Each of these issues is addressed in the following pages. Chapter 2 comprises a review of the relevant literature, a theoretical framework, and hypotheses to be tested. Chapter 3 delineates the study methodology, including a description of the sample, procedure, measures and results. Chapter 4 contains a summary of the results, conclusions, and implications for future research.

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CHAPTER TWO

LITERATURE REVIEW AND THEORY DEVELOPMENT

The broad research questions were delineated in Chapter 1. The current chapter reviews the literature relevant to these research questions and formulates specific hypotheses to be tested. More specifically, this chapter: (1) defines the construct of IWE; (2) reviews and analyzes the literature pertaining to IWE and its nomological network; and (3) generates hypotheses that predict a range of employee retaliatory responses to IWE.

Definitional Issues

To effectively investigate social exclusion in the workplace, a more consistent and accurate conceptualization of this construct is needed. This section begins with a review of how previous researchers have conceptualized interpersonal exclusion and by highlighting several key issues and problems associated with these definitions. Following this, a more precise definition of IWE is proposed as well as compared to and distinguished from other relevant constructs within the context of the work environment.

Prior Conceptualizations of Social Exclusion

Social exclusion has been conceptualized in three primary forms – as exclusion, ostracism and rejection. Each of these, along with their common theoretical framework, will be discussed in greater detail below and is summarized in Figure 2.1 and Table 2.1.

Early studies often conceptualized and examined social exclusion in terms of physical (e.g., Schachter, 1959) or psychological isolation (e.g., Dittes, 1959; Geller, Goodstein, Silver & Sternberg, 1974). These initial studies provided notable evidence that the experience of being excluded often produced negative feelings, thoughts and behaviors among isolated individuals. As work in this area progressed, however, researchers sought to provide a more substantive theoretical explanation for the acute disdain that human beings often display in response to being excluded. An important turning point occurred with the suggestion that, in response to evolutionary adaptation requirements, human beings possess a fundamental need to belong (Baumeister & Leary, 1995). The *evolutionary perspective* suggests that, through the centuries, humans were (and seemingly still are) dependent upon successful interpersonal interactions in order to adapt to and survive the many dangers and challenges posed by the external environment

(Buss & Kendrick, 1998; Johansen & Edgar, 1996; Lancaster, 1986). Thus, socialization with some individuals provided many benefits while socialization with certain others proved costly in terms of one's ability to adapt, survive, and succeed (Alexander, 1974). As a result, evolutionary adaptation requirements provided the motivation for human beings to "seek out individuals who [were] good potential exchange partners...and to avoid...those who [were] not (Kurzban & Leary, 2001: p. 192). In this way, excluded individuals were at a distinct disadvantage as their chances for survival were significantly threatened due to limited social resources (Brewer, 1997; Caperael, 1997, 2001a, 2001b). Consequently, it is based on this evolutionary perspective that contemporary researchers have argued that social exclusion poses a threat to an individual's need to belong and, therefore, is frequently associated with many detrimental reactions and outcomes (e.g., Baumeister & Leary, 1995; Leary & Baumeister, 2001; Williams & Zadro, 2005).

While the vast majority of researchers generally support the theoretical underpinning that social exclusion threatens the fundamental need to belong, these same researchers have chosen a variety of manifestations of social exclusion (i.e., ostracism, rejection) to examine this phenomenon (Leary, 2001). Thus, the social exclusion literature is replete with informal construct definitions that utilize the terms "exclusion", "rejection" or "ostracism" interchangeably to describe the nature of social exclusion. Some attempts to theoretically disentangle these terms have been made (see Leary, 2001; 2005; Williams, 2007 for reviews) however no empirical investigations have ensued and, as a result, scholars continue to gravitate toward self-preferred terminology. Thus, in the section that follows, I review each of these terms and provide a brief overview of the conceptualizations and methodology that have been used to investigate social exclusion. I then develop the conceptual realm and nomological network of IWE with the intent of uniformly clarifying these terms – both theoretically and empirically.

Exclusion and rejection: The lack of definitional precision has resulted, most often, in the synonymous use of these two terms; therefore it is helpful to discuss them jointly here. In previous studies, exclusion or rejection is often loosely defined in terms of having the fundamental need to belong thwarted by another individual or group. No formal definitions of these constructs have been presented in prior studies; rather, the operationalizations are generally used to define the construct being examined. More

recently, in a theoretical synthesis of the exclusion literature, Williams (2007) suggests that social exclusion is defined as “being kept apart from others” while rejection is an “explicit declaration that an individual or group is not wanted” (p. 427). Thus, according to these definitions, rejection appears to be a more blatant or extreme form of exclusionary behavior.

The assessment of exclusion and rejection has typically been examined using one of two common experimental manipulations (Baumeister & DeWall, 2005; see also Williams, 2007 for a review). In the first type of experiment used to examine general social exclusion, subjects are asked to complete a personality inventory and are told that, based on their scores, they are likely to end up alone in life. In the second type, which examines rejection-oriented exclusion, subjects are typically told they have not been selected by group members to work on a dyadic task and will have to work alone. While some studies focus strictly on one approach, others use both experimental designs simultaneously –with the terms ‘exclusion’ and ‘rejection’ used interchangeably in most cases.

Social Ostracism. A related field of study to exclusion and rejection – social ostracism – was introduced and primarily developed by Williams (e.g., 1997, 2001; Williams & Zadro, 2005; Williams, 2007). Williams defines ostracism as the act of individuals or groups being ignored and excluded from other individuals or groups (1997, 2001; 2007). He further notes that being ignored is different from being excluded in that exclusion suggests that one is not considered, involved or included, i.e., not invited to participate in events or activities (Williams & Gerber, 2005) whereas being ignored entails behavior that is more limited, i.e., silent treatment, avoid eye contact (Williams, 1997, 2001; Williams & Zadro, 2005). Empirical analyses of social ostracism have traditionally focused on being ignored or given the silent treatment. Therefore, ostracism is commonly viewed as a specific form of social exclusion (Larkin & Chartrand, 2005; Leary, 2005). Ostracism generally consists of four distinctive features: (1) visibility (physical, social, cyber, i.e., email or internet-based), (2) motive (not ostracism, role-prescribed, punitive, defensive, oblivious), (3) quantity (low to high) and (4) clarity (low to high). One or more of these taxonomic elements often forms the basis of much of the

empirical analysis of social ostracism which has been conducted predominantly through experimental design.

Initial studies of social ostracism typically operationalized this construct through the use of a ball-toss experiment (e.g., Williams & Williams, 2003; Williams & Sommer, 1997) in which subjects were ignored (i.e., minimal eye contact, subject not tossed the ball) by two confederates engaged in what should be a triadic ball tossing game. The ball-toss experiment has also been extended to a more subtle form of ostracism through a game of cyberball where subjects engage in a laboratory created, mock internet ball-toss game played in the same manner (e.g., Eisenberger, Liberman, & Williams, 2003; Gonsalkorale & Williams, 2004; Zadro, Williams & Richardson, 2004; Williams, Cheung & Choi, 2000). Social ostracism has also been conceptualized and manipulated through the use of role plays, internet chat room discussions and text messaging to create similar scenarios where individuals are ignored or excluded (e.g., Abraham, 2003; Smith & Williams, 2004; Sommer, Williams, Ciarocco, & Baumeister, 2001). Lastly, though used to a lesser extent, the Sydney Ostracism Record (SOR) (Williams, Wheeler & Harvey, 2002) has been utilized to capture social ostracism in a diary or record-keeping format in which subjects describe their encounter with or perpetration of everyday ostracism-related events.

In terms of workplace ostracism, a handful of studies have examined whistleblower and temporary employees' reactions to being ostracized. Ostracism related to whistleblowing has been assessed in field studies (e.g., Faulkner, 1998; Schuster, 1996; Williams, 2001) by asking respondents to report the extent to which they experienced certain types of ostracism before and after whistleblowing. Sample ostracism items respectively included, "given the silent treatment" and "someone physically avoids you". Subjects were also asked to rate whether they experienced partial (i.e. "someone makes eye contact only when they have to") or complete (i.e., "someone won't pay any attention to you at all") ostracism. A similar method was employed in a field study of temporary workers to capture the behavioral component of social ostracism (Williams, 2001) (e.g., "My co-workers stopped talking among each other when I entered the room," "No one would initiate conversations with me", and "He/she/they wouldn't look at me").

In sum, researchers have adopted a myriad of terms and variety of methods to examine exclusion, rejection and ostracism. In addition, the preliminary investigation of interpersonal exclusion in the workplace has been limited to the examination of social ostracism among specific types of employees (i.e., whistleblowers and temporary workers) indicating the need for additional conceptual and empirical work with respect to organization-based social exclusion.

Analysis of Previous Social Exclusion Conceptualizations

Although these studies have generated a considerable volume of insightful and valuable research results, several issues remain which must be addressed in order to effectively examine social exclusion in the workplace. First, as a result of the lack of an overarching conceptualization of social exclusion and related phenomena these topics are often studied in isolation of one another, or assumed to reflect the same construct (Leary, 2001). Without a common framework with which to examine interpersonal social exclusion, there exists a great deal of variation in terms of representative definitions, labels, and measures used to assess this construct.

Second, the extant literature on social exclusion has generated some important questions that are relevant to the exploration of this construct in the workplace that have not yet been definitively resolved. Specifically, Leary (2005) identifies two key issues that underlie social exclusion research which are relevant to the current study: (1) there exist degrees of exclusion though, oftentimes, researchers treat this phenomenon as a dichotomy (one is either excluded or not) and; (2) the discrepancy between how one is treated objectively (actual exclusion) versus their perception of being excluded (subjective exclusion) raises the question of whether exclusion should be defined “in terms of how a person is treated or how a person feels” (p. 37) they were treated. While some of these issues have been addressed with respect to social ostracism (Williams, 2001; Williams & Zadro, 2005), no researcher has comprehensively dealt with each of these issues in terms of the broader category of social exclusion. I take steps in the current study to address these questions with respect to IWE.

A third and final issue to be resolved concerns the disentanglement of the exclusion and *inclusion* constructs. As previously noted, varying degrees of inclusion and exclusion (or acceptance and rejection) exist (Leary, 2001; 2005). However, this

raises the question of whether inclusion and exclusion exist simultaneously on the same continuum and, thus, the experience of being excluded necessarily implies the absence of inclusion. Or the possibility also exists that exclusion and inclusion are perhaps distinct constructs from one another and, therefore, may be experienced simultaneously. For example, a target may be given the silent treatment by another but is still able to participate with that individual in an important meeting or event. Thus, the target is excluded and included at the same time. Most research has focused specifically on whether or not a person is excluded, rejected or ostracized outright rather than consider the two simultaneously.

In summary, the examination of social exclusion has been fraught with numerous terms and various methodological techniques. In addition, many questions about the nature of this construct remain unanswered and are therefore inadequate. In the following section, these issues are addressed.

Proposed Definition of Interpersonal Workplace Exclusion

In order to gain a greater understanding of what workplace social exclusion is and what it is not, this internal validity of this construct must be assessed (i.e., the terms exclusion, rejection and ostracism theoretically and empirically evaluated in light of one another). In addition, the issue of whether exclusion occurs in degrees and should be examined objectively or subjectively must also be addressed. Furthermore, other constructs that are both similar to and different from IWE must be analyzed in order to effectively establish convergent and discriminant validity of this construct. Lastly, the relevance of IWE to the workplace must be examined. Thus, in the section that follows, a definition of IWE is developed and its nomological network presented.

As an initial step to investigating IWE in the workplace, this study will focus on the reaction of *targets* to social exclusion (as opposed to the exploring the motives, i.e., discrimination or stigmatization, held by the *sources* that perpetuate social exclusion). Therefore, the purpose of this study is to investigate how individuals react to (i.e., experience) exclusionary *behavior* rather than analyze the reasons as to how or why individuals decide to exclude other individuals at work. In order to effectively capture employees' reactions to social exclusion, measures of subjective exclusion (i.e., perceptions) rather than objective measures (i.e., peer or supervisor reports) will be

utilized in the current study. In addition, this study will examine the target's reactions to being excluded by one's supervisor and close coworkers because these relationships are likely to be the most salient and important to employees. As a next step, to effectively delineate the construct of social exclusion in the workplace, one must consider both the forms (types) and modes (behaviors) of exclusion that are characteristic of an organizational setting. These are discussed in greater detail below and summarized in Figure 2.1 and Table 2.1.

Forms. Social exclusion can exist on a variety of levels ranging from transnational (i.e., large scale geographic/national) to inter/intrapersonal (i.e., between individuals) (Abrams, Hogg & Marques, 2005). For the purposes of this study, social exclusion in the workplace is examined at the interpersonal level. To further delineate this construct, I draw upon Abrams et. al.,'s (2005) definition of interpersonal social exclusion which is "the denial of access to a relationship such that one person excludes another" (p.18). Or, as Williams (2007) noted, social (i.e., interpersonal) exclusion is "being kept apart from others" (p. 427). Building on these descriptions, the 2007 online version of Webster's dictionary defines the term "to exclude" as "to prevent from being included, considered or accepted". Thus, exclusion not only diminishes the relationship between the source and target of exclusion, but also has implications for the target's ability to be considered or accepted within a larger social circle, such as the work environment. Consequently, interpersonal workplace exclusion occurs *when one is denied consideration or acceptance into meaningful workplace relationships, activities or events.*

When viewed from this perspective, alternative terminology such as social ostracism or interpersonal rejection would more logically be subsumed within the exclusion construct because these are specific modes of exclusionary behavior (described in greater detail below) and are focused more on the prevention of meaningful relationships (see Figure 2.1). According the Webster's 2007 online dictionary, to reject someone is to "refuse to accept" them. Thus, one may refuse to accept another in a variety of ways that may or may not involve exclusion, i.e., pass them over for a promotion in lieu of another candidate with better qualifications versus explicitly refuse to accept someone's behavior. In the latter form, rejection does not necessarily involve

the use of exclusion or the deliberate prevention of another's acceptance within the larger social context and, thus, is more limited in nature. If, however, a person rejects another individual through exclusionary behavior (i.e., refuses to acknowledge another's presence) then rejection is a type of exclusion.

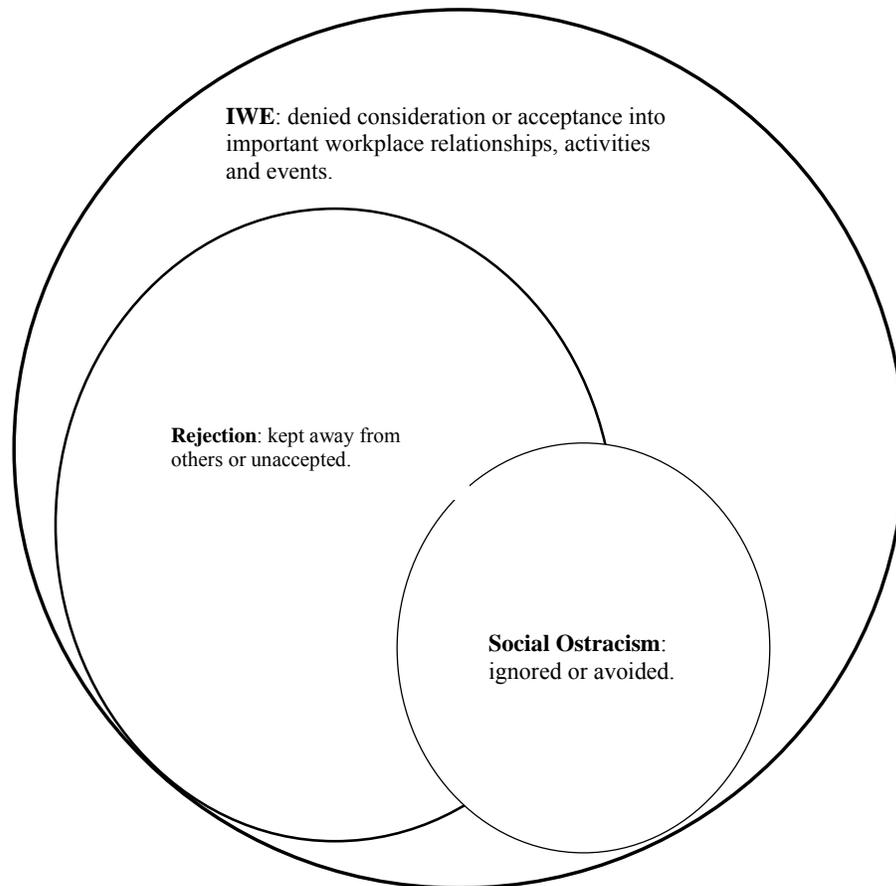
Conversely, one may exclude another but not necessarily reject him or her. For instance, Leary (2001) states that "individuals who are not chosen as a part of one's limited relational niches are not necessarily 'rejected' in the strict sense of the word; rather they are simply not among the person's relational choices" (p. 13) thus suggesting that one can be excluded but not actually rejected. In addition, the term rejection is tinged with a sense of conclusiveness – or in other words, once one is rejected, there is little hope of being included or reconsidered. Indeed, many notable rejection-related studies "are presented with some degree of finality, and the subject is not offered any prospect of being reintegrated into the group or of gaining some prospect of future acceptance" (Baumeister et. al., 2005: p. 58). In this way, rejection that occurs through the use of exclusionary behavior appears to be a more extreme form of social exclusion.

Unlike rejection, social ostracism (see also Figure 2.1) is generally regarded as a more narrow form of exclusion (Lakin & Chartrand, 2005; Leary, 2005). Thus, when one ostracizes another in the traditional sense – gives them the cold shoulder or ignores them – they are engaging in exclusionary behavior. More specifically, the terms partial and complete ostracism (Williams, 2001) are indicative of progressively more severe instances, or types, of social exclusion. However, the definition of social exclusion implies a wider range of behavior than merely ignoring or avoiding an individual – it also serves to prevent another from being considered and accepted in the wider social context (i.e. not inviting another to work-related events, not permitting one to attend important meetings, or not considering a person to participate on an important project). Therefore, that ostracism is one facet of exclusion it is subsumed within the construct of social exclusion.

While the discussion and clarification of the IWE definition is critical to understanding this phenomenon in the workplace, it is also important to highlight the various ways, or modes, through which an individual may exclude another(s).

Figure 2.1

PERCEIVED INTERPERSONAL WORKPLACE EXCLUSION



Modes. Consistent with the prior definition, IWE *behavior* involves any individual *actions* that prevent an individual's inclusion, consideration or acceptance into meaningful relationships, activities or events at work. A meaningful relationship is characterized by open communication, mutual respect, free exchange of information or resources and trust (McAllister, 1995). Behavior such as ignoring, avoiding, or withdrawing from another prevents a meaningful relationship from developing between the source and the target of social exclusion. When such behavior is displayed publicly or is deliberately more overt, exclusion has the potential to prevent the target from being

accepted into other relationships as well, i.e., this behavior may send a signal to others to also avoid or ignore the target. Furthermore, meaningful relationships may be prevented by choosing not to interact with another individual. In this way, the target is not considered by or given the opportunity to develop a relationship with another individual(s).

Meaningful activities or events may be formal and include important work meetings, highly visible projects, promotion opportunities, valuable work assignments and company-sponsored training or social events. Informal activities or events involve the daily communication or social exchanges between employees and include work- or social-related conversations, eating lunch together, exchanging favors, or after-work social meetings. Examples of exclusionary behavior that prevent someone from being accepted into or involved in meaningful formal activities occur when the target is not acknowledged in front of others, not given the opportunity or consideration to participate in work-related activities (i.e., attend important meetings, participate on a special project) or is given useless tasks (in lieu of legitimate ones) to complete. Likewise, behaviors such as not inviting the target to lunch or other social events, stopping conversation in the presence of the target, or not allowing the target to offer work-related input or ideas serve to prevent an individual from being included into informal activities and events.

As noted earlier, exclusionary behavior may prevent the development of a meaningful relationship (i.e., avoid conversation with) or the participation in meaningful activities and events (i.e., exclude from team projects). In addition, as other researchers have suggested, exclusionary behavior exists in varying degrees (Leary, 1990; 2001; 2005; Williams, 2001). A person may minimally acknowledge another individual (i.e., barely speak to) which only slightly excludes them or an individual can blatantly ignore another in a group or public setting, thereby maximally excluding the other person (Leary, 2001). The former is a less severe form of exclusion than the latter. Lastly, exclusionary behavior may be verbal (i.e., will not talk to) as well as physical (i.e., do not make eye contact). However, overt and aggressive verbal (i.e., yelling, openly ridiculing, threatening) or physical (i.e., pushing, slamming doors to shut individuals out; assaulting) behaviors fall outside of the IWE construct. Recall that social exclusion is a subtle behavior that is often used deliberately to avoid punishment and other consequences

(Williams, 2001). Therefore, more explicit or violent behaviors, which are also not generally subject to punishment within an organizational setting, would not be subsumed within the IWE construct.

Table 2.1

FORMS AND MODES OF INTERPERSONAL WORKPLACE EXCLUSION

MILD EXCLUSION

SEVERE EXCLUSION



Forms (Types of):	Ostracism	Exclusion	Rejection
Modes (Behaviors):	<ul style="list-style-type: none"> ○ Ignore ○ Avoid ○ Give the silent treatment ○ Avoid eye contact ○ Do not initiate conversation 	<ul style="list-style-type: none"> ○ Ignore, avoid, withdraw ○ Prevent participation in important events ○ Deprive of important information ○ Do not listen ○ Do not invite to important events or activities 	<ul style="list-style-type: none"> ○ Refuse to acknowledge ○ Refuse to consider ○ Public display of deliberate exclusion ○ Do not select or choose for participation ○ Refuse to engage in mutual exchange

Therefore, in the present study, I suggest that IWE is a unitary construct that consists of varying degrees of progressively more severe forms and modes exclusion. As such, ostracism (e.g., ignoring, avoiding) would be considered a more mild form of exclusion while rejection (e.g., refuse to acknowledge, refuse to accept) is a more severe form of exclusion. Yet each of these forms and modes falls within the larger realm of IWE. Therefore, I argue that each of these forms and modes of exclusionary behavior should be treated and referred to as ‘exclusion’ as opposed to being investigated as

independent constructs (i.e., ostracism or rejection). Thus, I take steps in the current study to empirically validate IWE as a unitary construct. In addition, to further delineate IWE from related constructs, I also examine its discriminant, convergent and predictive validity. Each of these steps is further explicated below.

Conceptual Context of Interpersonal Workplace Exclusion

In order to fully understand IWE, it is also important to: (1) more fully delineate what interpersonal social exclusion is *not*; and (2) how social exclusion conceptually relates to similar constructs. Broadly speaking, IWE and related constructs fall under the category of antisocial work behavior. Rather than loosely discuss the general similarities and differences associated with IWE and related constructs – thus further contributing to the conceptual confusion associated with the many domains of antisocial work behaviors – I adopt a ‘precise definition’ approach by focusing the specific behaviors as well as behavioral consequences associated with each construct definition (O’Leary-Kelly, Duffy, & Griffin, 2000). Accordingly, in the following section I compare and contrast IWE with other variables that are purported to be both different from and similar to this construct (Nunnally, 1978). To do this, I first distinguish IWE from workplace inclusion. Next, I compare IWE with other similarly related constructs (i.e., workplace incivility, counterproductive work behavior, and bullying). Following this, I evaluate the relationship between IWE and several other constructs to which it is presumed to be theoretically related (i.e., perceived fair treatment, job satisfaction, job-induced tension and leader-member exchange). Lastly I examine the IWE measures’ (i.e., coworker and supervisor) ability to predict theoretically relevant constructs – specifically social undermining, employee effort and OCB.

Discriminant Validity of IWE

Interpersonal Exclusion and Inclusion. In order to discuss the conceptual similarities and differences between IWE and inclusion (also see Table 2.2.), a review of prior conceptualizations of these constructs is warranted. In terms of social *inclusion* in the workplace, it is defined as “the degree to which an employee is accepted and treated as an insider by others in a work system” (Pelled, Ledford & Mohrman, 1999). In general, studies of workplace inclusion have specified that this construct consists of the employee’s ability to influence decision making processes (i.e., decisions that affect the

employee or his/her work), have access to sensitive information (i.e., is informed about important company decisions or plans) (Pelled et al., 1999, O'Hara, Beehr, & Colarelli, 1994; Wayne, Shore, Bommer & Tetrick, 2002), and are involved in their work group (Mor-Barak & Cherin, 1998). In these studies, workplace inclusion is treated as a unidimensional construct and measured along a continuum. Thus, the extent to which subjects report that they “agree” with the workplace inclusion items reflects the degree to which they believe they are included in the workplace.

Outside the workplace (i.e., in social settings), only a handful of studies have conceptualized exclusion and inclusion as a continuum to represent varying degrees of inclusionary status (e.g., Kirkpatrick, Waugh, Valencia & Webster, 2002; Leary, 1990; Leary, Cottrell & Phillips, 2001; Spivey, 1990; Webster & Kirkpatrick, 2006). By contrast, the majority of previous studies in non-occupational settings have traditionally treated social exclusion and inclusion as two dichotomous variables through experimental manipulation, i.e., subjects were either excluded or included (e.g., Baumeister, et. al., 2002; Lakin & Chartrand, 2003; Lakin, Chartrand & Arkin, 2005; Twenge, Catanese & Baumeister, 2002, 2003; Williams et. al., 2000; Williams & Sommer, 1997).

Turning to the current study, as discussed previously, there are different forms and modes of exclusion that reflect more or less severe instances of being excluded (i.e., avoiding eye contact in passing versus deliberately ignoring another in a public setting). Thus, the conceptualization of IWE offered here includes varying degrees of exclusionary behavior. However, as a departure from previous conceptualizations, IWE is postulated to be a distinct construct from interpersonal workplace inclusion. Prior theoretical support for this proposal is offered by Lewicki, McAllister & Bies (1998) who stress that it is important to *not* assume that interpersonal relationships are unidimensional and to further consider how the environmental context may promote the existence of two opposing constructs at the same time. Indeed the notion that positive and negative interactions can co-exist in certain contexts is supported by prior research that has demonstrated the simultaneous existence of positive and negative attitudes (Cacioppo & Berntson, 1994); emotions (Watson & Tellegen, 1985); expectations of benefit and harm (Nacci, Stapleton & Tedeschi, 1974) and trust (Lewicki et. al., 1998).

Accordingly, it is proposed that interpersonal workplace inclusion and exclusion are not mutually exclusive constructs. For example, an individual with a high level position will likely be involved in important projects, decision making opportunities and have access to critical information and, according to the definition presented here, is said to be included. However, at the same time, this employee may also be shunned by his or her colleagues – not invited to participate in informal work conversations or social events – and, in this manner, is simultaneously excluded. Another example is that of the Columbine High School shooters. These two individuals believed they were excluded by many of their peers and, according to the definition of IWE, were experiencing exclusion on an interpersonal level in their academic work environment. At the same time, the shooters also possessed a strong friendship with each other and, therefore, were simultaneously experiencing interpersonal inclusion as well. Thus, low levels of inclusion indicate low levels of *positive* interpersonal relationships, while exclusion indicates the presence of *negative* interpersonal relationships. This is consistent with previous work where negative relationships (i.e., social undermining) were found to be empirically distinct from positive relationships (i.e., social support) (Duffy, Ganster & Pagon, 2002). Hence, conceptualizing exclusion and inclusion as separate entities is founded on the belief that being excluded does not imply the absence of inclusionary behavior (or vice versa). Failure to consider this possibility may obscure and prevent the identification of important outcomes associated with the interpersonal exclusion-inclusion constructs.

In sum, prior examination of interpersonal exclusion and inclusion have often treated these variables as mutually exclusive and occurring at opposite ends of a continuum. In terms of the workplace, it is more likely that these constructs can exist simultaneously, in varying degrees, and as distinct constructs. As a result, the current study conceptualizes and investigates IWE and inclusion as distinct entities. Thus, I postulate:

Hypothesis 1: Supervisor and co-worker IWE is negatively related to, but distinct from, workplace inclusion.

Concurrent Validity of IWE

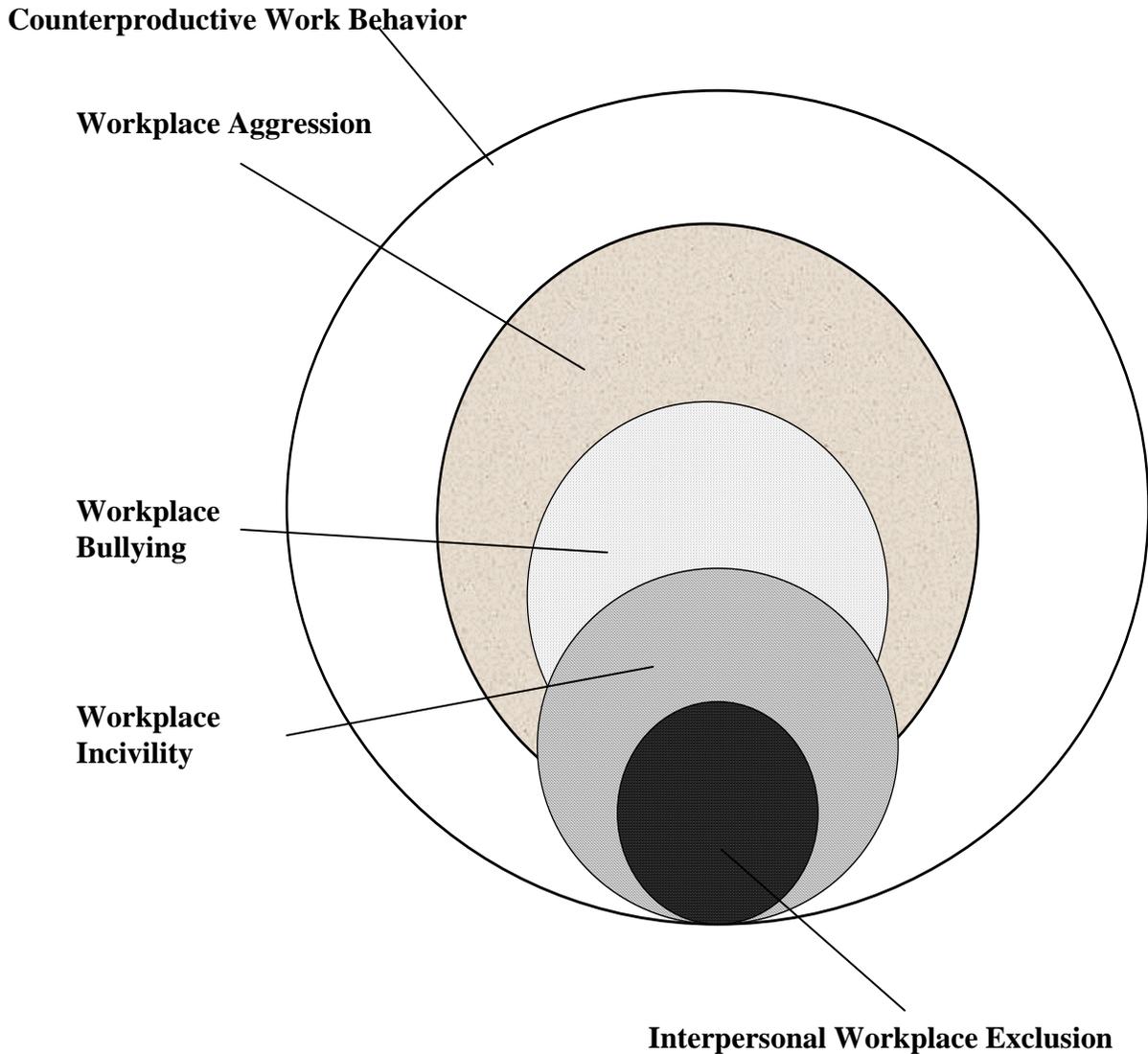
In the following section, I will discuss additional constructs that are conceptually similar to IWE to determine the extent to which these variables naturally correlate with one another (Campbell & Fiske, 1959). Specifically, I evaluate the nature of the relationship between IWE and workplace incivility, counterproductive work behavior (i.e., abuse towards others) and bullying. As will be described in greater detail below, IWE is a more narrow form of workplace incivility that is embedded in the broader construct of antisocial work behavior. Figure 2.2 and Table 2.2 illustrate the conceptual domain of IWE and these related constructs.

Interpersonal Exclusion and Workplace Incivility. Andersson & Pearson (1999) define workplace incivility as “low-intensity deviant behavior [which violates] workplace norms of mutual respect, are characteristically rude and discourteous, [and demonstrate] a lack of regard for others” (p. 457). These authors further suggest that incivility is conspicuous (c.f., Brown & Levinson, 1987; Sapir, 1927) and has the potential to escalate into more serious acts of aggression. For individuals experiencing workplace incivility, it may be unclear whether the perpetrator of these acts intends to harm them or not. (See Pearson, Andersson & Porath, 2005; Pearson, Andersson & Wegner, 2001 for overviews of workplace incivility and related constructs).

As with incivility, employees experiencing IWE may be unsure whether the excluder’s behavior is meant to be harmful – though IWE may still be upsetting to the excluded employee regardless. Along these lines, IWE and incivility are conceptually related in that both are less severe forms of negative social interaction that violate norms of mutual respect. When an individual ignores, avoids or deprives another from participating in events or activities, thereby signaling disrespect, they are demonstrating a form of incivility. However, uncivil behavior is characterized more by offensive or blatantly disrespectful behavior (e.g., rude comments, thoughtless acts and negative gestures). Indeed, workplace incivility has been described as behavior that is derogatory, condescending and disrespectful (Cortina, Magley, Williams, & Langhout, 2001). As such, incivility is broader in scope than interpersonal exclusion in that it encompasses behavior that is more overtly hostile. By contrast, the defining feature of IWE involves actions that prevent another from being included, considered or accepted into meaningful

Figure 2.2

**INTERPERSONAL WORKPLACE EXCLUSION
AND RELATED CONSTRUCTS**



workplace relationships, activities and events – such as not acknowledging another or stopping conversation in another’s presence. Thus, exclusionary behavior is more subtle than the behavior associated with workplace incivility. As described, both IWE and workplace incivility may be construed as disrespectful, however, the more serious and harmful forms of workplace incivility that include blatant coercion, verbal attacks or rude gestures are not considered part of the IWE construct. Consequently, IWE is a more specific and limited form of workplace incivility.

Hypothesis 2: Supervisor and co-worker IWE is positively related to workplace incivility.

Counterproductive Workplace Behavior and IWE. As noted above, IWE is part of a larger construct known as Counterproductive Workplace Behavior (CWB) (also sometimes referred to antisocial workplace behavior, e.g., Pearson et. al., 2001) which is defined as harmful behavior directed at an organization and its stakeholders (e.g., employees, clients, suppliers) (Fox, Spector & Miles, 2001; Spector & Fox, 2005). Examples of CWB can include a range of behavior directed at other individuals such as starting an argument, playing a mean prank, or even hitting or pushing another. In addition, CWB can include a variety of acts directed towards the organization such as purposefully damaging a piece of equipment, stealing something from the employer or badmouthing the organization outside of work. As such, CWB encompasses a wide range of damaging behavior that includes constructs such as workplace aggression, deviance, bullying and, as noted above, incivility (for reviews see Pearson et. al, 2005; Spector & Fox, 2005; Spector et. al., 2006).

A facet of CWB that is most similar to IWE conceptually is the dimension termed “abuse towards others” and consists of negative behaviors directed toward coworkers (or other stakeholders). Some examples include sabotaging another’s work, ignoring another, being rude or discourteous, and making or carrying out verbal or physical threats. From this, one can reason that being ignored, avoided and excluded are types of negative behaviors that are likely to lead an excluded employee to question or believe that they are the target of harmful behavior and, in this way, IWE overlaps with this dimension of CWB. However, CWB that involves more blatant or severe antisocial behavior (e.g., making threats, insulting, stealing from or physically abusing another) fall outside the conceptual realm of IWE which, as previously noted, is a more subtle form of CWB. Furthermore, additional dimensions of CWB extend beyond the interpersonal level to include organization-directed negative behaviors (e.g., waste company materials, intentionally work slower) and are also not considered part of the IWE construct.

Hypothesis 3: Supervisor and co-worker IWE is positively related to counterproductive workplace behavior.

Interpersonal Exclusion and Bullying. The conceptual realm of CWB also includes workplace aggression (e.g., Baron & Neuman, 1996; O’Leary-Kelly et., al., 2000; Pearson et. al., 2005). Aggression at work consists of a wide range of behaviors that injure another physically or psychologically (e.g., humiliation, harassment, emotional or physical abuse) (Neuman & Baron, 1998). One form of aggressive behavior is known as bullying (Olweus, 1999) and is frequently viewed as an exclusionary practice (e.g., Juvonen & Gross, 2005). Workplace bullying is characterized by behavior such as deliberate teasing, badgering or insulting another individual (Einarsen and Skogstad, 1996). This behavior may also include making threats or physically aggressing against another person (Björkqvist, Lagerspetz, & Kaukiainen, 1992; Crick & Grotpeter, 1995; Einarsen, 1996). Further, Zapf (1999a, 1999b) suggests that bullying may be categorized into five different types of behavior: work sabotage, social isolation, personal attacks (verbal) or ridicule, humiliating threats, and physical violence or threats of violence. By definition, bullying and other aggressive behaviors (i.e., slander, ridicule, abusive supervision) are more direct, overt and hostile behaviors than what typically constitute exclusionary acts – which are inherently inconspicuous or ambiguous nature (Williams, 2001).

Furthermore, because targets who are exposed to workplace bullying endure repeatedly hostile treatment over time, these individuals often feel a sense of helplessness and a fear of being harmed (Einarsen, 1996; 1999). In this way, while workplace bullying may incidentally prevent another’s acceptance into meaningful relationships, activities or events (i.e., may make them feel rejected or excluded) this outcome, by definition, is a secondary feature of bullying behavior (Leary, 2005). In other words, individuals who are bullied may also be excluded as a result. However, workplace bullying is typically characterized by more harmful actions and therefore encompasses a much wider range of aggressive behavior (e.g, insults, work sabotage, verbal or physical threats). By contrast, exclusionary behavior primarily consists of mild or subtle actions such as ignoring, avoiding and isolating another individual – and never entails the verbal or physical threats or blatant acts of aggression that are associated with bullying behavior. Consequently, bullying and other aggressive behaviors are considered to be strongly related to, but not part of, the IWE construct.

Hypothesis 4: Supervisor and co-worker IWE is positively related to workplace bullying.

Table 2.2

**INTERPERSONAL WORKPLACE EXCLUSION
AND RELATED CONSTRUCTS**

Construct	Definition	Behaviors
Interpersonal Workplace Exclusion	To deny another individual(s) inclusion, consideration or acceptance into important relationships, activities or events.	<ul style="list-style-type: none"> ○ Ignore, avoid, withdraw ○ Refuse to consider or acknowledge ○ Prevent participation in important events ○ Deprive of important information ○ Refuse to engage in mutual exchange ○ Do not listen ○ Avoid eye contact
Interpersonal Workplace Inclusion (Pelled, Ledford & Mohrman, 1999)	The degree to which an employee is accepted and treated as an insider by others in a work system.	<ul style="list-style-type: none"> ○ Involve in decision making practices ○ Allow influence over work productivity ○ Provide organization-related information ○ Involve in discussions ○ Treat as a critical member of the group ○ Retain as a valuable employee
Workplace Incivility (Andersson & Pearson, 1999)	Low-intensity deviant behavior in violation of workplace norms of mutual respect.	<ul style="list-style-type: none"> ○ Rude comments ○ Thoughtless acts ○ Negative gestures ○ Ridicule or demean
Counterproductive Workplace Behavior (Fox, Spector & Miles, 2001)	Harmful behavior directed at an organization and its stakeholders (e.g., employees, clients, suppliers)	<ul style="list-style-type: none"> ○ Sabotage work ○ Insult, ridicule or belittle ○ Ignore or avoid ○ Review private information or property ○ Threaten verbally or physically ○ Push, hit or shove
Workplace Bullying (Einarsen and Skogstad, 1996)	Repeated and enduring hostile treatment.	<ul style="list-style-type: none"> ○ Tease, mock or insult ○ Sabotage work ○ Threaten verbally and physically ○ Openly ridicule ○ Personally attack (verbally and physically)

The Nomological Network of IWE

In the preceding section, IWE was compared to conceptually similar constructs in order to more precisely identify its conceptual domain. Next, IWE is evaluated in terms of its relationship to other theoretically relevant constructs so as to gain a deeper understanding of its association with other work-related variables (Nunnally, 1978). In other words, IWE is expected to be moderately associated (i.e., not as strongly correlated) with these variables as compared to theoretically similar constructs such as incivility, CWB and bullying. These relationships are illustrated in Figure 2.3.

Related Constructs

Perceived Interpersonal Fair Treatment (PFIT). Recall that positive social exchange is facilitated by reciprocal gestures of mutual concern and support (i.e., reciprocity norms) (Gouldner, 1960). As noted earlier, IWE violates these norms by preventing the development of substantive relationships and their associated resources. As a result, social-exchange violations such as IWE are likely to sabotage expectations of fair treatment and adherence to social norms (Blau, 1964; Miller, 2001). Thus, within a work context, employees experiencing IWE are likely to believe that they are being treated in unfair manner by their coworkers or supervisor. Donovan, Drasgow, & Munson's (1998) PFIT scale assesses employees' perceptions of the fairness of interpersonal treatment in their work environment. Based on the reasoning above, scores on the coworker and supervisor IWE scales are expected to be negatively related to the scores on the measure of PFIT.

Hypothesis 5: Coworker and supervisor IWE is negatively related to perceptions of interpersonal fair treatment.

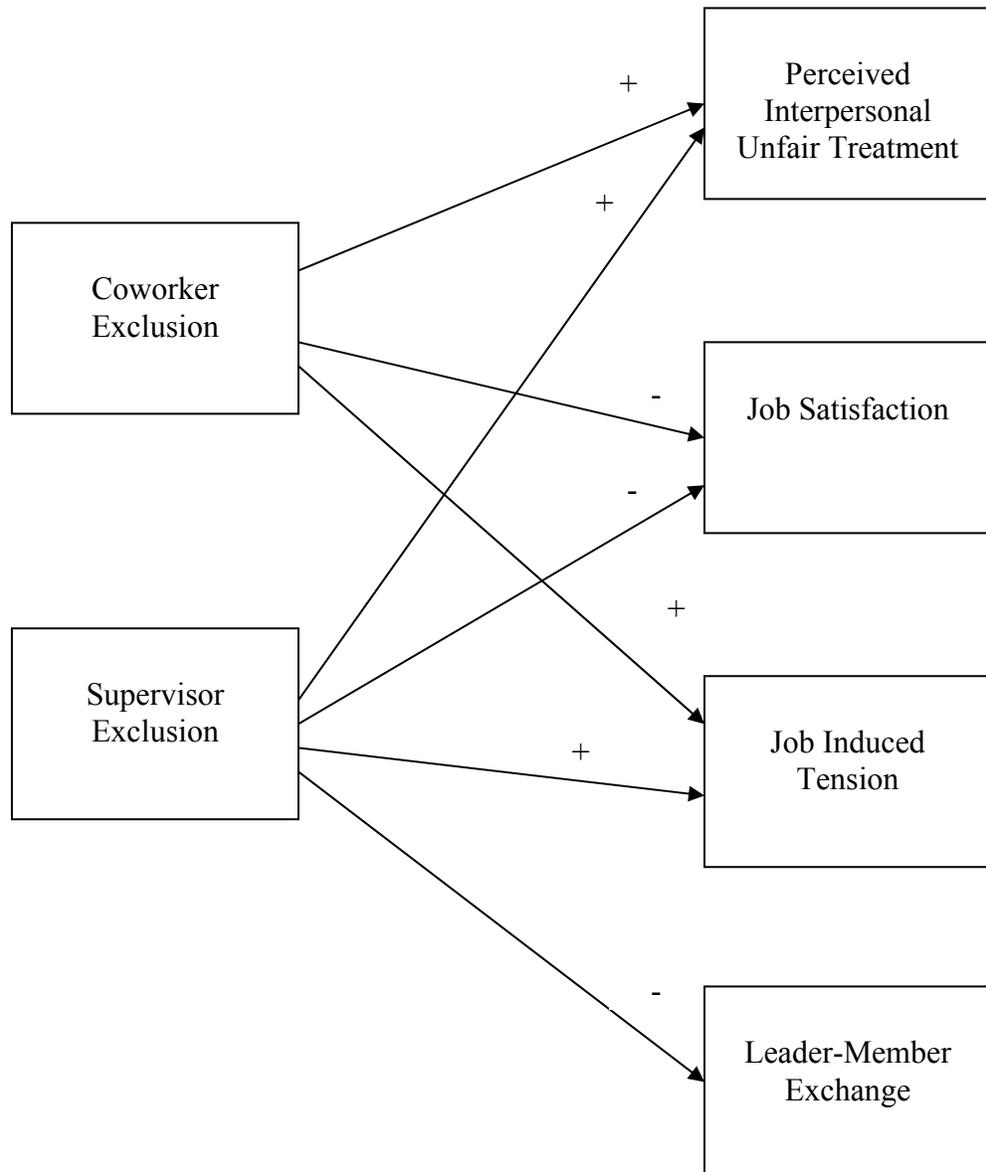
Job Satisfaction. Job satisfaction reveals the degree to which an employee is content with their job as a whole and encompasses multiple aspects of one's job ranging from the work itself, the quality of interpersonal relationships, compensation and career advancement opportunities (Bruck, Allen & Spector, 2002). Recent meta-analytic findings show that workplace aggression (e.g., conflict, incivility, verbal threats, bullying, abusive supervision, physical abuse) in the workplace is negatively related to employee job satisfaction (Lapierre, Spector, & Lick, 2005). In line with these results,

coworker and supervisor IWE, as forms of uncivil or antisocial behavior, are expected to negatively correlate with employee job satisfaction.

Hypothesis 6: Supervisor and co-worker IWE is negatively related to job satisfaction.

Figure 2.3

NOMOLOGICAL NETWORK OF IWE



Job Induced Tension. Job induced tension is the result of an employee's general feeling of anxiety or apprehension about their work which manifests in the form of poor physical health and wellbeing (Speilberger, Gorsuch, Lushene, Vagg & Jacobs, 1983). Considerable research has shown that a negative social climate in the workplace is associated with job-related stress (see Bheer, 1995; Khan & Byosiere, 1992 for reviews). More specifically, employees who reported being less involved in their job and work activities also reported higher levels of job-induced tension (Cohen, 1998). As such, it is expected that employees experiencing IWE (i.e., immersed in a negative social climate and less involved in work-based activities) will report higher levels of job induced tension.

Hypothesis 7: Supervisor and co-worker IWE is positively related to job induced tension.

Leader-Member Exchange (LMX). Rooted in social exchange theory, LMX reflects the quality of the relationship between an employee and his or her supervisor such that a high degree of LMX indicates the presence of a supportive and mutually beneficial rapport between the two (e.g., Graen & Scandura, 1987; Masterson, Lewis, Goldman & Taylor, 2000). LMX is comprised of behaviors such as sharing information, providing mutual support and assistance, as well as reciprocal trust and respect (e.g., Wayne, Shore & Liden, 1997). A general review of the LMX literature suggests that employees reporting high levels of LMX are treated more favorably, given more consideration and attention, and included in more work-related activity by their supervisor than those reporting low levels of LMX (e.g., Liden, Sparrow & Wayne, 1997). Consequently, as a measure of the quality of one's relationship with their supervisor, employee scores on the LMX scale are expected to negatively correlate with scores on the supervisor IWE scale and be unrelated to scores on the coworker IWE scale.

Hypothesis 8a: Supervisor IWE is negatively related to LMX.

Hypothesis 8b: Coworker IWE is unrelated to LMX.

Predictive Validity: IWE and Retaliation

“Revenge does sometimes become a supreme value in the thinking of people, and its achievement is more rewarding for

them than are other rewards they must forego for the sake of it” (Blau, 1964, p. 229).

In the following section, I explore the direct impact of IWE on employee retaliatory behavior. Given the general agreement among researchers that, “the effects of exclusion are almost wholly negative” (Abrams, et. al., 2005: p. 14), I seek to clarify why and how IWE impacts employee retaliation and what behaviors employees are likely to exhibit as a result.

Social exchange relationships exert a powerful influence over numerous organizational behaviors, e.g., performance, absenteeism, citizenship (see Cropanzano & Mitchell, 2005 for a review). Founded on the norm of reciprocity (Gouldner, 1960), social exchange theory postulates that individuals willingly engage in and give benefits to social relationships with the expectation of developing mutually supportive interpersonal ties such that equivalent benefits are returned over time (Blau, 1964). The underlying theoretical tenets of the norm of reciprocity suggest that individuals who perceive that they are being treated (un)favorably or with (dis)respect by other individuals will, in response, feel obligated to reciprocate in a similar manner. The vast majority of extant literature on this topic has focused on positive reciprocal relationships and has shown that high quality work relationships are positively associated with employee commitment and performance (e.g., Gerstner & Day, 1997) as well as citizenship behavior (e.g., Wayne, Shore, Bommer & Tetrick, 2002).

However, according to the norm of reciprocity, *negative* interactions such as IWE are also likely to prompt individuals to engage in antisocial or deviant behavior in response to perceived negative treatment (Andersson & Pearson, 1999; Blau, 1964). Indeed, research evidence has shown that employees who perceive themselves as being treated *without* consideration or respect are more likely to engage in interpersonal deviance (i.e., make fun of or act rudely) towards coworkers (Colbert, Mount, Harter, Witt & Barrick, 2004) as well as engage in theft or retaliatory behaviors (e.g., Greenberg, 1990; Townsend, Phillips & Elkins, 2000). Extending this logic to the current study, I argue that IWE is a negative interaction that deprives an employee of access to meaningful relationships as well as the information and resources that accompany these social ties. I further argue that IWE provides the impetus for excluded employees to

reciprocate negative treatment. As Blau (1964) noted, “if the deprivation suffered is severe, the desire to retaliate for it may well become an end-in-itself in the pursuit of which people ignore other considerations.” (p. 229). Thus, according to the principles governing social exchange, employees are likely to respond unfavorably (i.e., retaliate) to IWE by reciprocating negative interpersonal treatment.

The preceding discussion addresses the reasons *why* employee reactions to IWE are likely to be negative. In the following section I further elaborate on *how* (i.e., the behaviors) employees choose to retaliate in response to IWE. According to Frijda (1994) the desire to retaliate against those who have hurt us is fundamental to human nature. Despite this innate tendency, acting on vengeful impulses is largely considered unhealthy (Jacoby, 1993) and socially unacceptable (Bagnall, 1992). Hence, individuals may choose to retaliate in a less obvious manner in response to negative treatment (Bies & Tripp, 1996). In the current study, I focus specifically on negative reciprocity, or the use of retaliatory behavior in response to a perceived negative interaction (i.e., IWE). Thus, I limit my discussion to less overt forms of organizational retaliation –specifically social undermining, reduced effort and organizational citizenship behavior. I further describe these potential responses below and depict these relationships in Figure 2.4.

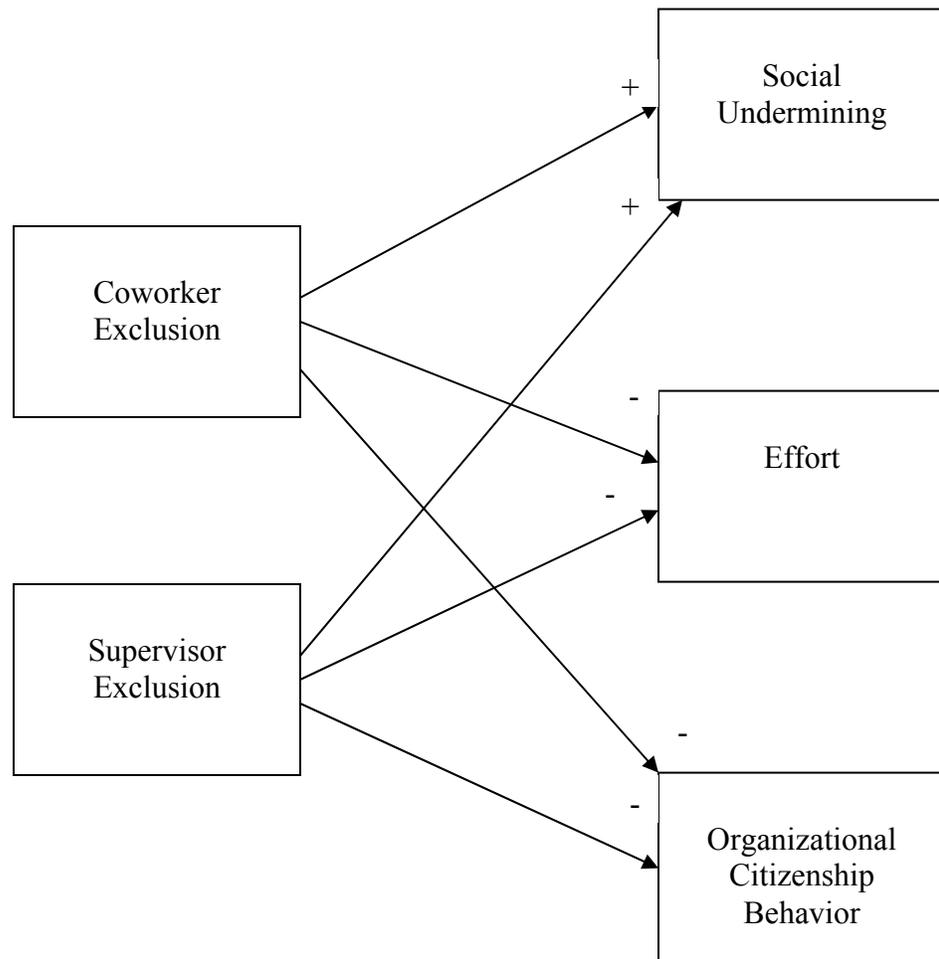
IWE and Social Undermining. As noted earlier, social exclusion deprives individuals of their fundamental need to meaningfully belong and is, therefore, an unpleasant and painful experience (Williams & Zadro, 2005). Exclusion also makes salient the violation of implicit social exchange principles governing such relations – specifically reciprocity norms. Individuals deprived of the opportunity to establish and benefit from important exchange relationships are likely to reciprocate negative treatment as a form of vengeance for such behavior (e.g., Blau, 1964, Colbert et. al., 2004). Indeed, when belongingness needs are threatened by the disruption of social exchange the need for retaliation can become paramount for individuals. Therefore, I argue that that excluded individuals have a heightened need to reciprocate this negative interpersonal treatment which violates exchange-based principles.

Findings in the social psychology literature generally support this notion by demonstrating that excluded individuals are more likely to display both verbal (e.g., belittling or degrading) and physical (e.g., administering a loud noise blast) types of

aggressive behavior (e.g., Bourgeois & Leary, 2001; Kirkpatrick, et al., 2002; Twenge, et. al., 2001; Williams & Zadro, 2005). Furthermore, some studies show that

Figure 2.4

A MODEL OF INTERPERSONAL WORKPLACE EXCLUSION



excluded individuals are even willing to direct aggressive actions towards innocent targets not involved in the exclusion of the subject (e.g., Catanese & Tice, 2005; Twenge et. al., 2001). Extending this notion to the workplace, a recent study confirmed that excluded employees are more likely to engage in higher levels of workplace deviance

(i.e., a range of destructive workplace behaviors that includes but is not limited to interpersonal aggression) (Thau et. al., 2007). In the current model, I build upon previous empirical work by exploring the relationship between IWE and social undermining behavior – a more subtle form of aggression that involves intentional behavior designed to hinder another’s workplace success (i.e., rival derogation, work sabotage, nondisclosure of important information) (Duffy et. al., 2002). I propose that excluded employees will be more likely to engage in social undermining behavior in response to IWE as a form of negative reciprocity – i.e., retaliation for the violation of social exchange-based norms. Hence, IWE is predicted to directly increase general levels of employee social undermining behavior.

Hypothesis 9: Supervisor and co-worker exclusion is positively related to employee undermining behavior.

IWE and Employee Effort. According to Bies & Tripp (1996), social withdrawal may also be used as a more subtle form of revenge for negative interpersonal treatment. In other words, individuals may seek to deprive the perpetrators of such acts of any benefits associated with the fruits of their effort in response to perceived violations of social exchange (i.e., exclusion). Hence, for employees experiencing IWE, a likely response may be to work less, reduce effort or only do what is minimally required as a more subtle way of ‘punishing’ or retaliating against those who have excluded them. Indeed, recall the example given earlier in this article of the employee who deliberately stopped giving her usual “150%” in response to being ignored and excluded by members of her department and her supervisor. Considered together, such theory and anecdotal evidence suggest that withholding higher levels of performance by putting forth less effort may be a more subtle and yet potentially powerful retaliatory response to being excluded by others in the workplace. Furthering this notion, ancillary research findings outside the workplace generally confirm that excluded individuals exhibit lower levels of effort (e.g., unwillingness to engage in effective cognitive reasoning or completion of complex tasks) as compared to non-excluded individuals (e.g., Baumeister, et. al., 2002; 2005; Uhl-Bein & Maslin, 2003). Thus, based on this theoretical reasoning and research evidence, I extend this notion to the workplace and predict that coworker and supervisor IWE will have a detrimental impact on employee effort.

Hypothesis 10: Supervisor and co-worker exclusion is negatively related to employee effort.

IWE and Organizational Citizenship Behavior. Along these same lines, violations of social exchange norms (i.e., negative interpersonal treatment such as exclusion) may lead to retaliatory behavior intended to prevent others from receiving assistance or benefiting from altruistic behavior (Bies & Tripp, 1996). In other words, rather than engage in more overt forms of vengeance (e.g., undermining, aggression) excluded employees may also be inclined to return negative treatment by withholding the amount of help or care they provide to others and to the organization. Indeed, prior research has shown that excluded individuals are less likely to exhibit interpersonal helping or prosocial behavior (e.g., Gazelle & Rudolph, 2004; Thau et. al., 2007; Twenge, Ciaricco, Cuervo & Baumeister, 2003, Twenge, Baumeister, DeWall, Ciarocco, & Bartels, 2007).

In the current study, I aim to extend these findings by demonstrating that being excluded by one's coworkers or supervisor can also prompt employees to withhold workplace citizenship behavior as a less obvious form of retaliation. Organizational citizenship behaviors (OCBs) are generally defined as discretionary work behaviors (i.e., not inherent to one's job description) that are intended to assist or benefit an organization and its members (Organ, 1988; Smith, Organ & Near, 1983). As such, OCBs may be directed at other individuals (OCBI) (e.g., assist another with a work task) or aimed at the organization (OCBO) (e.g., speak favorably of the workplace to others outside of the organization) (Lee & Allen, 2002; Organ & Konovsky, 1989; Williams & Anderson, 1991). Rooted in exchange theory, OCBs are often performed to reciprocate perceived favorable treatment within the workplace (e.g., Organ, 1988; Organ & Konovsky, 1989). Along these lines, prior research has shown that OCBs are affected by factors such as leadership quality and support, perceived fair treatment, and colleague support (see Podsakoff, MacKenzie, Paine & Bachrach, 2000 for a review). As such, it is conceivable that excluded employees may be less inclined to perform citizenship behaviors that might benefit both the organization as well as its members. Moreover, meta-analytic findings suggest that interpersonal factors (e.g., coworker or supervisor support) have a stronger effect on OCBI and a lesser effect on OCBOs (Ilies, Nahrgang, & Morgeson, 2007; Rhodes & Eisenberger, 2002) because employees are expected to more strongly

reciprocate positive or negative behavior back to the source of such treatment. Thus, it is predicted that coworker and supervisory IWE will be negatively related to employee OCB and this relationships will be stronger for OCBs directed at organizational members than for OCBs directed at the overall organization.

Hypothesis 11: Supervisor and co-worker exclusion is negatively related to employee organizational citizenship behavior.

Hypothesis 12: The negative relationship between supervisor and coworker IWE and OCBI is stronger than the negative relationship between IWE and OCBO.

Summary

In this section, the direct relationship between IWE and employee retaliatory behavior was explored – drawing on social exchange theory (Blau, 1964; Gouldner, 1960) to support these predictions. In general, IWE is an unpleasant, aversive and stressful experience that deprives employees of the opportunity to engage in and benefit from positive social exchange. As a result, excluded employees are motivated to reciprocate negative treatment through a range of retaliatory behavior. In this way, IWE directly influences employee responses such that excluded employees are more likely to engage in social undermining as well as reduced effort and citizenship behaviors.

CHAPTER THREE

METHOD

Design

To develop and test this model of IWE, three multiphase studies were conducted following Hinkin (1995) and Nunnally (1978) to guide the scale development and validation process. The first study utilized a sample of 56 working adults to generate 52 coworker and 61 supervisor exclusion items or a total of 113 IWE scale items. These items were then reviewed and assessed by a panel of 14 experts. A second study using a sample of 114 employed undergraduate students was used to further refine these measures by analyzing the item-to-total correlations, interitem correlations, and factor loading of each item. This process resulted in two measures of IWE consisting of 11 coworker and 8 supervisor exclusion items. Finally, a third study of 252 employed undergraduate students was conducted in order to validate the IWE constructs using confirmatory factor analysis (CFA) and to assess the predictive ability of these two scales. The CFA analysis resulted in an 8-item coworker and an 8-item supervisor measure of IWE. Each study, along with a description of the sample, procedure and results, is described below.

Study 1: Instrument Development

Phase 1: Item Generation

Sample and procedure: The purpose of this study was to generate a large pool of items in order to provide the most accurate representation of the coworker and supervisor exclusion constructs as possible. In addition to generating items from a comprehensive review of the extant literature, a sample of 56 working adults (52 full-time, 4 part-time) were recruited to generate additional IWE items. This sample was recruited from five sources: a professional business networking group (n = 30), an information technology services organization (n = 13), the administrative staff office of a primary education facility (n = 3) and one higher education facility (n = 5), and the staff of a veterinary clinic (n = 5). Of the participants, 57% were women, were an average age of 40 years old (SD = 10.99) and had worked an average of 21 (SD = 10.23) years.

In this study, respondents were told, “there are a number of ways that employees/supervisors can avoid, not acknowledge, ignore or exclude one another from

relationships, discussions, meetings, or work and social-related events, etc.” and were then given instructions to, “take a few moments to think about, then write down, the different ways that employees can exclude other employees from important workplace relationships, events or activities.” The participants were also instructed to “list the different ways that supervisors can exclude the employees who report to them from important workplace relationships, events or activities”. Thus, respondents were asked to make two lists, one representing coworker IWE and the other representing supervisor IWE. These documents are listed in Appendix A. After removing redundant items, a total of 106 unique items (beyond those identified through a review of relevant literature) were generated from this exercise, for a total of 113 IWE items (52 coworker items and 61 supervisor items). These are listed in Appendix B.

Phase 2: Item Review

Sample and procedure. The 113 items were reviewed by 14 judges who held expertise in a number of related business disciplines that included: organizational behavior, marketing, and management information systems. These judges were academics who possessed a doctoral degree. The judges were provided the formal definition of IWE, i.e., behavior (from coworkers or a supervisor) that prevents one from inclusion, consideration or acceptance into important workplace relationships, activities or events. They were then asked to rate each item in terms of its consistency with the definition that was presented. Specifically, the judges were asked to rate the extent to which the item was (1) not representative of the IWE construct; (2) somewhat representative of the IWE construct; or (3) very representative of the IWE construct (Zaichkowsky, 1985; see Appendix C). Items that received a mean score of 2.0 or higher were retained. Thus, reducing the total number of items to 87 (coworker IWE = 40 items, supervisor IWE = 47 items).

Study 2: Instrument Refinement

Sample. A total of 114 respondents participated in Study 2. All of the participants were employed ($n = 74$), or recently employed ($n = 40$) upper-division undergraduate students. Of these respondents, 64 percent were male. The average age of these subjects was 20.87 ($SD = 2.66$). The average number of hours worked per week was 40.2 ($SD = 5.54$) for those working full-time ($n = 30$) and 18.97 ($SD = 6.23$) working

part-time ($n = 84$). The mean level of total work experience for this sample was 4.97 ($SD = 3.22$). Respondents reported being employed across a broad range of industries (e.g., retail, restaurant, financial services, healthcare, technology, and manufacturing).

Procedure. Participants for Study 2 were recruited during regular class hours by professors who were not involved in this research project. Students were told that they were being asked to participate in university related research (through the completion of a questionnaire) regarding their experiences in the workplace. Students were told that the surveys were both voluntary and anonymous and were given 30 minutes of class time to complete the survey. The questionnaire contained, in addition to demographic information, the 87 IWE items (see Appendix C). Participants were asked to rate the extent to which they had experienced IWE behaviors (1 = strongly disagree; 5 = strongly agree) from one or more of their close coworkers (i.e., those with whom they interact most frequently) or their supervisor. This survey is listed in Appendix D.

Phase 1: Item Selection Process

The remaining 87 IWE items were then subjected to two additional evaluations. First, the scales were assessed in terms of the extent to which the items were highly correlated, and thus, considered to be theoretically and empirically representative of the IWE constructs (DeVellis, 1991). Therefore, corrected item-to-total correlations and item intercorrelations were examined, separately, for the remaining 40 coworker IWE items and the remaining 47 supervisor IWE items. Statistical criteria for item retention were (a) a corrected item-to-total correlation above .60 and (b) an interitem correlation above .40. This resulted in 8 additional items being removed from the coworker IWE scale. No additional items were identified as needing to be removed from the supervisor IWE scale as a result of this process. Thus, 79 IWE remained (coworker = 32, supervisor = 47).

Phase 2: Factor Analysis

In addition to the steps noted above, an exploratory principal components analysis was conducted to further examine the internal structure of and refine the IWE instruments (Ford, MacCallum, & Tait, 1986; Nunnally & Bernstein, 1994). Principal axis factoring with varimax rotation was used to further refine the IWE measures by seeking the least number of factors that may account for the common variance associated with each

Table 3.1

**EXPLORATORY FACTOR ANALYSIS
INTERPERSONAL WORKPLACE EXCLUSION**

IWE Measures and Items	Factor Loadings	Factor Loadings
	Coworker	Supervisor
Coworker IWE		
Did not introduce me when an introduction would have been appropriate	.72	
Did not invite me to socialize (e.g., lunch, coffee breaks, office pools, etc.)	.74	
Did not encourage me to participate in work-related activities	.70	
Walked out of the room when I entered	.78	
Refused to work with me	.78	
Gave sentiments of appreciation to others but not to me	.71	
Did not sit near me during work-related activities (e.g., meetings, breaks, etc.)	.65	
Arranged their schedules to avoid working with me	.74	
Whispered things to others, from which I am excluded, right in front of me	.76	
Arranged their work location so that they sit away from me	.71	
Recognized the personal events of others (e.g., birthday) but not mine	.61	
Supervisor IWE		
Did not respond to my greetings		.62
Assigned me projects so that I missed important events and activities		.60
Did not introduce me when an introduction would have been appropriate		.62
Refused to work with me		.64
Whispered things to others, from which I am excluded, right in front of me		.60
Arranged their schedule to avoid working with me		.82
Arranged their work location so that they sit away from me		.66
Refused to give me any work assignments at all		.64
Eigenvalue	20.49	35.34
% variance explained	58%	72%
	<i>Note:</i> N = 103	N = 90

measure (i.e., coworker and supervisor). Results of the exploratory factor analysis confirmed a one-factor coworker IWE measure which explained 59 percent of the variance (eigenvalue = 20.49) as well as a one-factor supervisor IWE measure that explained 72 percent of the variance (eigenvalue = 35.34). Additional support for a one-factor coworker and a one-factor supervisor IWE measure was found through a scree plot analysis (Cattell, 1966). The scree plot further confirmed that coworker IWE and supervisor IWE were each one-factor measures.

To further ensure that the content domain of coworker and supervisor IWE was well represented by each measure, items with a factor loading of .60 or greater were retained. In addition, items that cross-loaded onto other factors (i.e., the difference between weights on any other factor was greater than .10) were not retained. After being subjected to these requirements, a total of 19 IWE items (coworker = 11, supervisor = 8) remained (see Table 3.1). As a final step, an additional exploratory factor analysis was conducted with all 19 IWE items to ensure that the coworker and supervisor factors would remain separate and distinct. The coworker and supervisor IWE items clearly loaded on two separate factors.

Study 3: Instrument Validation

Sample. In order to cross-validate the results of the exploratory factor analysis with each IWE scale, a third sample was utilized. This sample was comprised of 252 upper-division undergraduate students. All of the respondents were employed ($n = 139$), or recently employed ($n = 110$). Of these subjects, 54 percent were male. The average age of these subjects was 20.65 ($SD = 2.25$). The average number of hours worked per week was 38.09 ($SD = 5.88$) for those working full-time ($n = 82$) and 18.82 ($SD = 5.83$) working part-time ($n = 167$); three subjects did not report their work status. The mean level of total work experience for this sample was 4.49 ($SD = 2.73$). Respondents reported being employed across a broad range of industries (e.g., retail, restaurant, financial services, healthcare, technology, and manufacturing).

Procedure. Subjects for this study were recruited through a research participation program housed within the business school of a large, Midwest university. In this program, subjects volunteer to participate in academic research in exchange for extra credit towards their coursework. Subjects signed up for a designated time and location at

which to participate in the study. Upon arriving, students were told that they were being asked to participate in university related research (through the completion of a questionnaire) regarding their experiences in the workplace. Students were told that the surveys were both voluntary and anonymous and were given up to 45 minutes to complete the questionnaire. This survey is listed in Appendix E.

Phase 1: Dimensionality

Confirmatory factor analysis (CFA) was used to cross-validate the results of the exploratory factor analysis. Several indices of fit were used to assess the IWE measures. In addition to the commonly reported chi-square test, several other indicators of model fit were also examined. Fit indices that are relatively more stable in sample sizes with 250 subjects or less are the root-mean-square residual test (RMSR), goodness of fit index (GFI), adjusted goodness of fit index (AGFI) and the comparative fit index (CFI) (Hu & Bentler, 1995). Each of these fit indicators was inspected in this CFA and reported below.

The CFA for the 11-item coworker IWE scale demonstrated moderate fit: $\chi^2 = 250.06$, $df = 44$, RMSR = .026, GFI = .853, AGFI = .779, CFI = .916. Further inspection of the construct's factor loadings and modification indexes revealed that the model fit would be improved by removing three problematic items from the scale. These items were, "My coworkers refused to work with me," "My coworkers did not sit near me during work-related activities (e.g., meetings, breaks, etc.)," and "My coworkers arranged their work location so that they sit away from me." Upon doing so, model fit for this scale improved such that: $\chi^2 = 61.9$, $df = 20$, RMSR = .02, GFI = .943, CFI = .974. (NFI = .962, AGFI = .900). In addition, the 8-item coworker IWE scale demonstrated a high level of internal consistency ($\alpha = .94$).

The CFA for the 8-item supervisor IWE scale demonstrated strong fit. $X^2 = 52.6$, $df = 20$, RMSR = .017, GFI = .947, AGFI = .904, CFI = .979. The reliability of this scale was also high ($\alpha = .93$). As an additional step, the discriminant validity of the two IWE measures was assessed to ensure that coworker and supervisor IWE were, indeed, separate measures. Discriminant validity is demonstrated if chi-square is significantly lower for a model where the constructs are viewed as two distinct, but correlated, factors as opposed to a one factor model (Anderson & Gerbing, 1988; Bagozzi & Phillips, 1982).

An analysis of these two scales as a one factor model substantially increased the model chi-square ($\chi^2 = 730.9$, $df = 104$), as compared to a two-factor model where the measures were constrained ($\chi^2 = 309.12$, $df = 103$). Thus, providing evidence that supervisor and coworker IWE are distinct but related constructs.

Table 3.2

**CONFIRMATORY FACTOR ANALYSIS
INTERPERSONAL WORKPLACE EXCLUSION**

IWE Measures and Items	Factor Loadings	Factor Loadings
	Coworker	Supervisor
Coworker IWE		
Did not introduce me when an introduction would have been appropriate	.782	
Did not invite me to socialize (e.g., lunch, coffee breaks, office pools, etc.)	.790	
Did not encourage me to participate in work-related activities	.801	
Walked out of the room when I entered	.830	
Gave sentiments of appreciation to others but not to me	.857	
Did not sit near me during work-related activities (e.g., meetings, breaks, etc.)	.743	
Whispered things to others, from which I am excluded, right in front of me	.875	
Recognized the personal events of others (e.g., birthday) but not mine	.890	
Supervisor IWE		
Did not respond to my greetings		.868
Assigned me projects so that I missed important events and activities		.815
Did not introduce me when an introduction would have been appropriate		.807
Refused to work with me		.786
Whispered things to others, from which I am excluded, right in front of me		.855
Arranged their schedule to avoid working with me		.861
Refused to give me any work assignments at all		.650
Arranged their work location to avoid working with me		.878

Note: All unstandardized factor loadings are significant at $p < .001$

In addition, discriminant validity is further demonstrated through a test of variance extracted (Fornell & Larcker, 1981; Podsakoff & MacKenzie, 1994). In this case, constructs are considered distinct when the variance extracted estimates of each scale are greater than the squared correlation of the two measures. The results of the variance extracted test further support the discriminant validity of these measures such that the variance extracted of the coworker IWE scale (.676) and the supervisor scale (.669) exceeded the squared correlation of the two ($r^2 = .625$). Table 3.2 includes the final scale items and their respective factor loadings.

Phase 2: Concurrent, Discriminant Validity Assessment

IWE and workplace inclusion. As noted previously, an empirical investigation of whether IWE and workplace inclusion should be conceived as a unitary construct, or as two separate constructs, is warranted. Therefore, the discriminant validity of these scales was also examined. Workplace inclusion was measured using an 8-item workplace inclusion scale (Pelled, et. al., 1999). Sample items from this scale are: “I am well-informed about my organization’s goals,” “I have influence over decisions about ways to improve work the environment,” and “I am well-informed about business plans.” Responses were measured on a 5-point likert-type scale and range from (1) Strongly Disagree to (5) Strongly Agree. ($\alpha = .85$).

When tested as a one factor model, the chi-square for the coworker IWE scale ($\chi^2 = 947.64$, $df = 90$) as well as for the supervisor IWE scale ($\chi^2 = 915.6$, $df = 90$) was considerably higher as compared to a two-factor model where the measures were constrained ($\chi^2 = 381.9$, $df = 89$, $\chi^2 = 359.7$, $df = 89$, respectively). In addition, the variance extracted test provided further evidence of discriminant validity. This test revealed that each variance extracted of the coworker IWE (.676) and the workplace inclusion scale (.604) was greater than the squared correlation of these two measures ($r^2 = .228$). This was also the case for the supervisor IWE scale where each supervisor IWE variance extracted = (.669) and workplace inclusion variance extracted = (.604) exceeded the squared correlation of the two ($r^2 = .176$). Considered together, the results of these analyses provide empirical evidence that IWE and workplace inclusion are moderately related but distinct constructs. Thus, support was found for hypothesis 1.

IWE and Similar Constructs. This study also sought to examine the concurrent validity of the IWE measures. That is, to determine if these measures will strongly correlate with other constructs which represent theoretically similar concepts (Campbell & Fiske, 1959). Therefore, the relationship between the two measures of IWE and workplace incivility, deviance and bullying was investigated.

Workplace incivility. As described earlier, IWE is a type of workplace incivility. Thus, the convergent validity of the IWE measures with workplace incivility was assessed. 8 items from the Workplace Incivility Scale (Cortina et. al, 2001) were used to assess employee perceptions of coworker and supervisor incivility ($\alpha = .94$; $\alpha = .94$ respectively). Respondents were asked to rate how often (1 Strongly Disagree, 5 = Strongly Agree) they have experienced workplace incivility. Survey items ask the subjects to what extent has a coworker(s) “Made demeaning or derogatory remarks about you?” “Put you down or was condescending to you?” and “Showed little interest in your opinion?” As expected, coworker IWE was strongly correlated with coworker incivility ($r = .815, p < .01$) and supervisor IWE was strongly correlated with supervisor incivility ($r = .853, p < .01$).

Counterproductive Workplace Behavior (CPWB). In addition, theory suggests that IWE is also a type of workplace antisocial/deviant behavior. Therefore, the correlation between the IWE coworker and supervisor measures and workplace deviance (i.e., abuse against others) was examined. For this study, a subset of the Counterproductive Workplace Behavior Scale (Fox, Spector & Miles, 2003; Spector et. al., 2006) termed “abuse against others” was used to rate coworker and supervisor CPWB ($\alpha = .97$; $\alpha = .98$ respectively). For this scale, subjects are asked to rate the extent to which they (1) strongly disagree or (5) strongly agree that their coworker(s)/supervisor has, “made fun of me,” “publicly embarrassed me,” and “blamed me for an error they made” – as a few examples. Coworker and supervisor IWE were found to be strongly related to each scale ($r = .762, p < .01, r = .811, p < .01$ respectively).

Workplace Bullying. Lastly, as previously noted, the conceptual realm of antisocial work behavior encompasses workplace aggression (e.g., Baron & Neuman, 1996). Prior theoretical work suggests that IWE and workplace bullying, a form of aggressive behavior, are conceptually similar constructs (Leary, 2005). This notion was

tested, in the present study. To assess workplace bullying, 13-items from Einarsen & Hoel's (2001) workplace bullying scale, a revised and validated version of the Negative Acts Questionnaire, was utilized. These 13 items assess employee perceptions of interpersonal bullying (versus work-related bullying, "I am given an unmanageable workload"). Specifically, this scale asks the employee to rate the extent to which they agree or disagree (1 = Strongly Disagree, 5 = Strongly Agree) that he or she has been a target of a coworker(s) bullying behavior. Items include, "My coworker(s)/supervisor has"... "Tried to sabotage my work performance," "Threatened me verbally," "Humiliated or ridiculed me about my work," and "Sent me insulting messages or emails." ($\alpha = .95$; $\alpha = .96$ respectively). As expected, results showed that coworker and supervisor IWE is strongly correlated with workplace bullying behavior ($r = .843, p < .01, r = .859, p < .01$ respectively).

In sum, evidence of convergent validity was found for the IWE measures and theoretically similar constructs (i.e., workplace incivility, deviance and bullying). As expected, each measure of IWE was strongly correlated with each of these scales thus supporting hypotheses 2-4. The results of the convergent validity analysis are presented in Table 3.3.

IWE and related constructs.

Another important step in validating the IWE measures was to assess the relationship between these scales and those that are purported to be theoretically relevant (e.g., perceived interpersonal treatment (PFIT), job satisfaction, job tension and leader-member exchange (LMX)). In this case, one would expect IWE to be moderately related to these other measures (rather than strongly related). In some cases, one might expect the coworker IWE scale to exhibit a stronger correlation with some measures (e.g., coworker satisfaction) than supervisor IWE (and vice versa).

Measures of Related Constructs

All of the items below were measured using a 5-point likert-type scale (1 = Strongly Disagree, 5 = Strongly Agree).

Perceptions of Fair Interpersonal Treatment (PFIT). To measure PFIT, Donovan, Drasgow, & Munson's (1998) 18-item scale was used. Examples include

“Coworkers treat each other with respect,” “Employees are trusted,” and “Employees are treated fairly.” ($\alpha = .91$).

Job Satisfaction. This variable was measured using Cammann, Fichman, Jenkins, & Kesh’s (1979) three-item scale. These items are: “All in all, I am satisfied with my job,” “In general, I don’t like my job,” and “In general, I like working here.” ($\alpha = .77$).

Job Induced Tension. This variable was measured using House & Rizzo’s (1972) job-induced tension scale. This measure is 7-items and includes examples such as, “I work under a great deal of tension,” “Problems associated with my job have kept me awake at night,” and “I have felt nervous or fidgety as a result of my job.” ($\alpha = .90$).

Leader-Member Exchange (LMX). LMX is a 6-item scale developed by Scandura & Graen (1984). Examples include: “My working relationship with my supervisor is very effective,” “My supervisor is available to give me support,” and “My supervisor defends my decisions.” ($\alpha = .86$).

The results of these analyses are listed in Table 3.4. Specifically, coworker IWE was negatively related to perceived fair treatment ($r = -.566, p < .01$), job satisfaction ($r = -.474, p < .01$), and LMX ($r = -.411, p < .01$) and positively related to job-induced tension ($r = .416, p < .01$). Similarly, supervisor IWE was negatively related to perceived fair treatment ($r = -.591, p < .01$), job satisfaction ($r = -.469, p < .01$), and LMX ($r = -.569, p < .01$) as well as positively related to job-induced tension ($r = .467, p < .01$). As expected, supervisor IWE was more strongly related to LMX than was coworker IWE, though coworker IWE was negatively related to LMX as well ($r = -.411, p < .01$). Thus, hypotheses 5-8a were supported.

Phase 3: IWE and Predictive Validity.

A final step in completing a thorough construct validation process is to assess the predictive validity of the measure (Nunnally, 1978). In the present study, the coworker and supervisor IWE measures were correlated with the variables representing employee retaliatory behavior (i.e., social undermining, effort and organizational citizenship, both interpersonal and organizational, behaviors). The presence of significant relationships provides preliminary evidence of the IWE scales’ predictive validity. Survey items, which I describe next, are shown in full in Appendix A.

Table 3.3**CORRELATIONS BETWEEN COWORKER AND SUPERVISOR IWE SCALES AND SIMILAR, RELATED AND OUTCOME MEASURES**

Comparison Measure	Observed Correlations	
	Coworker	Supervisor
Similar Measures		
Workplace Incivility	.815**	.853**
Counterproductive Workplace Behavior (Abuse Towards Others)	.762**	.811**
Workplace Bullying	.843**	.859**
Related Measures		
Workplace Inclusion	-.450**	-.488**
Interpersonal Fair Treatment	-.566**	-.591**
Job Satisfaction	-.474**	-.469**
Job Induced Tension	.416**	.467**
Leader-Member Exchange (LMX)	-.411**	-.569**
Outcome Measures		
Social Undermining	.447**	.454**
Effort	-.409**	-.343**
Organizational Citizenship Behavior (Interpersonal)	-.379**	-.298**
Organizational Citizenship Behavior (Organizational)	-.347**	-.283**

**Note: all correlations are significant at $p < .01$.

Outcome Measures

Social Undermining. This dependent variable was assessed using 10 items from a scale developed by Duffy et al. (2002) that measures self-reports of one's own undermining behavior. Sample questions are: How often have you "insulted another employee?" and "belittled another employee's ideas?" The items have response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). ($\alpha = .90$).

Effort. Effort was measured using three self-report items created for this study ($\alpha = .72$). These items are: "I try to give more effort than what is required of me," "I have not given my best effort," and "I only give the minimum amount necessary and no more." Response options range from 1 (Strongly Disagree) to 5 (Strongly Agree).

Organizational Citizenship Behavior. Employee's willingness to display citizenship behavior was measured using Lee and Allen's (2002) Organizational Citizenship Behavior Scale. This scale captures OCB that is interpersonal in nature (OCBI) and includes items such as, "I have gone out of my way to help and employee," and "I treat other employees courteously, even under trying conditions" ($\alpha = .83$). This measure also captures OCB that is organization-directed (OCBO) and includes items such as, "I emphasize this organizations' positive aspects to those outside of it," and "I don't complain about changes in work assignments" ($\alpha = .75$). The items had response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Results. The results of these analyses are presented in Table 3.4. Coworker IWE was positively related to social undermining ($r = .447, p < .01$) and negatively related to effort ($r = -.409, p < .01$), OCBI ($r = -.379, p < .01$) and OCBO ($r = -.347, p < .01$). Similarly, supervisor IWE was positively related to social undermining ($r = .454, p < .01$) and negatively related to effort ($r = -.353, p < .01$), OCBI ($r = -.298, p < .01$) and OCBO ($r = -.283, p < .01$). Thus, hypotheses 9 – 12 were supported and preliminary predictive ability of the IWE scales established.

Summary

In sum, two measures of IWE (coworker and supervisor) were developed and validated across these three studies. Specifically, support was found for the discriminant, concurrent and predictive validity of these scales. IWE was shown to be negatively related to, but distinct from, workplace inclusion. Furthermore, the results indicated, as expected, that IWE was positively related to theoretically similar constructs (i.e., workplace incivility, counterproductive workplace behavior and workplace bullying). IWE was also found to be negatively related to PFIT, job satisfaction, LMX and positively related to job induced tension. Lastly, preliminary predictive validity was established by showing that IWE associated with social undermining behavior, reduced effort and OCBs directed at both employees and the organization in general. Descriptive statistics for and correlations among all of the study variables are reported in Table 3.4.

Table 3.4

DESCRIPTIVE STATISTICS AND CORRELATIONS AMONG STUDY VARIABLES

	Mean	SD	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	12.	13.	14.	15.	16.	17.	18.
1. Coworker IWE	1.63	.69	.94																
2. Supervisor IWE	1.57	.66	.753	.93															
3. Coworker Incivility	1.69	.76	.815	.680	.94														
4. Supervisor Incivility	1.63	.79	.682	.853	.742	.94													
5. Coworker CPWB	1.53	.66	.762	.756	.778	.767	.97												
6. Supervisor CPWB	1.46	.64	.668	.811	.679	.852	.832	.98											
7. Coworker Bullying	1.55	.68	.843	.783	.850	.740	.828	.744	.95										
8. Supervisor Bullying	1.52	.68	.683	.859	.708	.908	.805	.922	.759	.96									
9. Workplace Inclusion	3.60	.75	-.450	-.488	-.446	-.506	-.370	-.421	-.399	-.467	.85								
10. Fair Treatment	3.83	.69	-.566	-.591	-.570	-.638	-.537	-.545	-.557	-.585	.576	.91							
12. Job Satisfaction	3.7	.93	-.474	-.469	-.493	-.533	-.431	-.450	-.451	-.491	.574	.606	.73						
13. Job Induced Tension	2.12	.85	.416	.467	.491	.437	.403	.400	.469	.472	-.181	-.412	-.275	.86					
14. LMX	3.6	.75	-.411	-.569	-.500	-.678	-.414	-.492	-.458	-.565	.555	.653	.527	-.346	.83				
15. Undermining	1.87	.71	.447	.454	.469	.468	.535	.488	.454	.445	-.247	-.477	-.262	.362	-.284	.90			
16. Effort	3.95	.69	-.409	-.343	-.351	-.331	-.371	-.351	-.325	-.340	.350	-.350	.333	-.147	.280	-.354	.72		
17. OCBI	3.94	.60	-.379	-.298	-.315	-.264	-.297	-.305	-.287	-.292	.486	.417	.353	-.143	.261	-.326	.547	.83	
18. OCBO	3.75	.64	-.347	-.283	-.307	-.288	-.317	-.313	-.285	-.293	.519	.456	.401	-.151	.311	-.326	.573	.808	.75

Notes: All values above .20 are significant at $p < .01$, all values above .130 are significant at $p < .05$. Reliabilities are shown on the diagonals. CPWB = counterproductive workplace behavior (abuse against others), LMX = Leader-Member Exchange.

CHAPTER 4

DISCUSSION

Despite IWE's potential pervasiveness and range of serious consequences within an organization, very little research attention has been devoted to understanding this important topic. Furthermore, the extant literature on social exclusion in general (i.e., occurring outside of the workplace) has been dominated by experimental designs which neglect to empirically refine or validate the conceptual realm of this construct. In addition, prior work on this research topic has failed to consider the implications of social-exchange theory on individual reactions to being excluded. I took steps in the present study to address each of these issues.

This study was the first to delineate the construct of social exclusion at work by developing and validating coworker- and supervisor-based measures of IWE as well as to integrate theory and research on social exchange in order to gain a more substantive understanding as to *why* IWE prompts employee retaliation. In doing so, IWE was shown to be a unitary construct consisting of a range of progressively more serious degrees of exclusion (i.e., ostracism, “whispered things to others, from which I am excluded, in front of me” to rejection, “refused to work with me”). IWE was also found to be distinct from, though negatively related to, workplace inclusion. In addition, results indicated that IWE is conceptually similar to a broader family of related constructs that fall under the category of antisocial (counterproductive) workplace behavior that includes, but is not limited to, workplace incivility and bullying. As predicted, IWE was also found to be negatively related to perceptions of fair treatment at work, job satisfaction, and LMX and positively related to job induced tension. Evidence for the relevancy of social-exchange theory and preliminary predictive ability was established by demonstrating that IWE is associated with increased social undermining behavior, reduced effort and lower OCBs directed at both the organization and its members.

Overview of the Results

Three multi-wave studies were conducted in order to develop and test this exchange-based model of IWE. Separate studies were used to determine and validate the content domain of IWE, produce coworker and supervisor measures of IWE, and to cross-validate these measures (i.e., confirm the content, discriminant, concurrent and

predictive validity of these scales). The results of these studies, which cumulatively validate the IWE construct, are summarized below.

Study 1 was used to generate a large sample of items representative of the IWE construct, beyond those identified in a comprehensive literature review. To obtain this information, 56 working adults, employed in a variety of industries, were surveyed and asked to provide ways that employees could be excluded by their coworkers or supervisors while at work. This methodology produced a total of 113 (52 coworker and 61 supervisor) IWE items. These items were then reviewed by a panel of 14 expert judges who possessed doctorate degrees representing several business-related disciplines. The judges rated the extent to which an item appeared to best represent the IWE construct and respective measures. After this process, 87 items (40 coworker and 47 supervisor) remained.

Study 2 was used to further refine these 87 items and to produce two measures of IWE (coworker and supervisor) that most accurately represented the IWE construct domain. To do this, a sample of 114 employed undergraduates was used and two procedures were employed. First, items were removed if they were not highly correlated with the other scale items (i.e., inter-item correlation was not above .40; corrected item-total correlation was not above .60). This process resulted in 8 coworker IWE items and no additional supervisor IWE items being removed for a total of 79 (32 coworker and 47 supervisor) IWE items. The second step subjected these remaining items to an exploratory factor analysis (EFA) in order to examine the internal structure as well as further refine each measure of IWE. One strong factor clearly emerged for each measure and explained 58% and 72% of the variance for the coworker and supervisor IWE measures respectively. A scree plot analysis provided further support for the unidimensional nature of these scales. Items with a factor loading of .60 or higher were retained thus resulting in an 11-item measure of coworker IWE and an 8-item measure of supervisor IWE – each of which demonstrated strong internal consistency ($\alpha = .94$; $\alpha = .93$ respectively).

In study 3, a sample of 252 employed undergraduate students was used to cross-validate the two IWE measures using confirmatory factor analysis (CFA) and provide further evidence of discriminant, concurrent and predictive validity. The results of the

CFA showed that the model fit of the coworker IWE measure could be improved by removing three problematic items. Upon doing so, the coworker IWE scale was reduced to 8-items all with factor loadings above .70 and which demonstrated good model fit. The 8-item supervisor IWE scale also demonstrated good model fit and all factor loadings were above .70. Furthermore, the results of the CFA and a variance extracted test confirmed that these two IWE measures were related, but distinct, from one another.

Study 3 also provided support for each of the theoretical predictions (hypotheses 1 – 12) in this paper. Specifically, IWE was found to be negatively related to, but distinct from workplace inclusion. These findings show that exclusion and inclusion are not mutually exclusive phenomena that exist on opposite ends of a continuum. Rather, these are separate constructs that can be experienced simultaneously during the course of work. This is the first empirical study to validate the conceptual relationship between the exclusion and inclusion constructs.

In addition, study 3 also demonstrated that IWE is part of the wider conceptual domain of antisocial workplace behavior. Results showed that IWE is strongly related to workplace incivility, abuse against others (a subset of counterproductive workplace behavior) and workplace bullying. Also as predicted, IWE was found to be related to other theoretically relevant variables in expected ways. Specifically, IWE was negatively related to perceptions of fair treatment at work, job satisfaction, LMX and positively related to job induced tension. Thus, IWE has potentially significant, and detrimental, implications for worker attitudes, relationship quality, and job-related stress.

Lastly, the results of study 3 also showed, as expected, that IWE is associated with increased social undermining behavior, reduced effort and OCBs. In line with social-exchange theory, IWE violates reciprocity norms such that excluded employees are likely to respond to negative interpersonal treatment by reciprocating negative treatment (i.e., engage in a range of retaliatory behavior). These findings demonstrate that employees experiencing IWE are more likely to undermine their colleagues as well as reduce the amount of effort they are willing to put forth in the workplace. In addition, excluded employees are also more likely to withhold citizenship behaviors directed at other employees as well as, to a lesser extent, those directed at the organization in general.

Theoretical Implications

The results of these studies offer a number of substantive theoretical contributions to the extant literature. First, the conceptual domain of social exclusion, in general, has been muddled in previous studies by the synonymous use of a variety of exclusion-related terms (i.e., ostracism, exclusion, rejection). As a result, researchers have been uncertain as to whether such terms were distinct from one another or representative of a larger, more general, exclusion construct (e.g., Leary, 2001; 2005, Williams, 2007). The results of the present studies empirically demonstrated that IWE is a unidimensional construct consisting of progressively more severe forms and modes of exclusion, thus indicating that the myriad of exclusion-related terms are theoretically subsumed within the IWE content domain. Hence, the development and validation of the IWE measures across these studies not only yielded important empirical evidence to further clarify and resolve prior conceptual confusion but also provided a means by which to examine this phenomenon within the workplace.

Second, past research has failed to consider the role of social-exchange in terms of individual reactions to being excluded. Given that social exchange and reciprocity norms are critical to the establishment of positive, on-going and mutually supportive relationships (e.g., Blau, 1964, Gouldner, 1960) this is a notable omission. The empirical evidence derived from these studies provides preliminary support for this notion such that IWE was positively related to social undermining behavior and negatively related to employee effort and OCBs. These results raise the possibility that excluded employees respond to IWE by reciprocating negative treatment in the ways noted above. Thus, an important contribution of the present study was the integration of social-exchange theory as a more substantive theoretical account as to why employee reactions to IWE are generally so negative and how these reactions may be expressed as a range of vengeful behavior.

Another important theoretical implication of this dissertation was to demonstrate that IWE is a specific form of antisocial behavior that has important implications for a variety of worker outcomes (e.g., attitudes, employee relations, well-being). In doing so, the present study took the initial step of delineating this construct and providing evidence based on social-exchange theory to further explicate why and how employee reactions to

IWE are typically negative. However, little is known about the antecedent conditions that allow IWE to develop within an organizational context as well as the individual or situational conditions that exacerbate or mitigate such negative reactions. Thus, the current study provided a theoretical foundation on which future IWE research can build.

In sum, the series of studies undertaken in this dissertation provided greater conceptual clarity for this construct and provided a more systematic means of investigating this phenomenon in the workplace. In addition, this study was among the first to consider the role of social-exchange in determining employee reactions to IWE. In light of these results, researchers should carefully reflect upon how exclusion-based research is defined and operationalized in light of its unidimensional nature as well as to move beyond the basic tenets of belongingness theory (Leary & Baumeister, 1995) and consider exchange-related principles as a theoretical framework for future investigations of exclusion-related phenomena.

Practical Implications

Given its often subtle and intangible nature, workplace exclusion has the potential to be both prevalent and problematic within an organizational setting (Williams, 2001). Further, as this research and other studies (e.g., Hitlan et. al., 2006; Thau et. al., 2007) demonstrate, the effects of being excluded are often associated with a range of negative outcomes for both employees and organizations. These findings are also in line with additional research which shows that worker relationship quality and exchange exerts a powerful impact on a variety of employee outcomes such as commitment, job satisfaction, and performance (e.g, Bishop, Scott, & Burroughs, 2000; Wayne et. al., 1997; Liden et al., 1997) and, when negative, can be also costly in terms of turnover, absenteeism, litigation, insurance, and diminished productivity (Sheehan, McCarthy, Barker, & Henderson, 2001).

Therefore, there are a number of practical implications for managers and organizations to glean from the results of such studies – particularly in terms of organizational prevention and intervention strategies. One likely prevention strategy for potentially ameliorating the detrimental effects of IWE is through organizational training and development programs. More specifically, implementing training programs that raise awareness about the negative outcomes associated with IWE, as well as ways for coping

with IWE, may be an important mechanism through which to better manage this phenomenon. For instance, sometimes individuals are oblivious to the fact that they are ignoring or avoiding another person or people (Williams, 2001; Williams & Zadro, 2005). Thus, raising awareness about the nature and consequences associated with IWE via training or development programs may help employees to recognize their own unintended exclusionary behavior thereby reducing IWE across the organization. However, training programs should also be geared towards helping employees cope with IWE, as form of antisocial workplace behavior, by educating them to deal with IWE in more collaborative and less destructive ways (Glomb and Liao, 2003; Robinson & O'Leary-Kelly, 1998). These programs should also target organizational leaders and supervisors to ensure that they are equipped to deal with IWE within their departments and organizations – not only in terms of effectively managing IWE but also in making certain that they do not willingly or inadvertently perpetuate IWE or subsequent retaliatory behavior in the workplace.

Another area over which organizations have the potential to deter IWE is through the use of reward and incentive systems designed to foster employee communication, teamwork and support. Meta-analytic results have demonstrated that cooperation-based reward systems are positively associated with outcomes such as cooperative attitudes, interpersonal liking and benevolence, low hostility, and interpersonal trust (Deutsch, 1985; Johnson & Johnson, 1989). Thus, cooperation-based incentive systems may not only discourage IWE but also have the potential to mitigate the excluded employee's retaliatory responses. In other words, employees may forego engaging in negative interpersonal behaviors so as to reap the benefits and rewards associated with organizational incentive programs. Thus, organizational reward systems can be designed to promote positive social-exchange among employees as well as their supervisors.

Limitations

Although the results of these analyses support the study hypotheses and, thus, the initial validity of the IWE construct a few limitations of this dissertation should be addressed. First, on-going investigations of IWE scale reliability and validity are needed to provide additional support for these measures (Nunnally, 1978). Moreover, these IWE scales and their predictive validity were empirically examined using student samples.

Therefore, the nature of these relationships within a field setting remains unknown. The results of these multi-wave analyses provide strong preliminary empirical evidence of their construct and predictive validity. However, future studies are needed to further validate the IWE scales within occupational settings as well as to provide on-going evidence of the scales' effectiveness.

Another limitation of the current research is that the investigation of the IWE measures and their relationship with retaliatory behavior was cross-sectional and, therefore, causal inference cannot be determined. Specifically, it cannot be said with certainty that IWE leads to retaliation, or whether individuals are more likely to be excluded because of their propensity to engage in retaliatory-type behavior. In addition, because the measures of IWE and retaliation were collected during the same time period, responses may be affected by common method effects. Thus, longitudinal studies of these relationships are warranted to further address both of these issues.

A third limitation is that these data were collected via self-report methodology and are subject to same source and social desirability bias (Podsakoff & Organ, 1986; Sackett, Burris, & Callahan, 1989; Sackett & Harris, 1984). In other words, respondents may have been biased by their own perceptions or inclined to respond in ways that are considered socially acceptable rather, thus masking the true effect of IWE. While future research may be undertaken to address these concerns, there is considerable research evidence to lend credibility to the self-report methodology (Spector, 1992) and to suggest that self-report social desirability bias may not be especially problematic, especially if participants' anonymity is assured (Ones, Viswesvaran, & Schmidt, 1993). In light of this research and the fact that respondents in the current study were assured anonymity, greater confidence may be placed in these results.

Future Research

There are a number of fruitful avenues for future research. First, in seeking to explain why most individuals respond negatively to social exclusion most, albeit not all (cf. Williams & Zadro, 2005) researchers have focused on the speculation that individual *emotional distress* mediates this relationship; however study results have yet to substantiate this postulation and therefore the mechanisms through which IWE is mediated remains an open question. Turning again to social-exchange theory, prior

studies have shown that perceptions of distrust (Blau, 1964; Haas & Deseran, 1981) well as disrespect (Blau, 1964; Cropanzano, Prehar, & Chen, 2002; Starlicki & Latham, 1996) can threaten or damage exchange-based relationships. When one employee excludes another, interpersonal trust between the two is most likely diminished. In addition, because IWE violates expected adherence to reciprocity norms, the excluded employee is likely to believe that he or she has been treated unfairly or with disrespect. Past research has shown that individuals who perceive that trust has been violated or that they were treated unfairly are more likely to engage in retaliatory behavior (e.g., Bies & Tripp, 1996; Darely, 2004; Folger & Starlicki, 1998; Greenberg, 1990). Therefore, two variables considered central to exchange-based relationships – trust and interactional justice perceptions – are potential mediating variables through which the negative effects of IWE are likely to operate and ought to be considered in future research.

Furthermore, the present study examined the main effect of IWE on a range of retaliatory responses. Future research should move beyond these outcomes and investigate the direct effect of IWE on a number of important employee attitudinal (e.g., commitment, satisfaction, intent to quit), health (e.g., job-related tension, burnout) and behavioral (e.g., absence, job seeking-behavior, presenteeism, actual turnover, harassment) outcomes. In addition, the moderating role of individual attributions in ameliorating or exacerbating these direct relationships should also be considered. As an example, attributions are a cognitive process that individuals use to assign meaning or make sense of other individuals' conduct – in particular conduct that is perceived as offensive, unfair or unwanted (i.e., exclusion) (Heider, 1958). Internal attributions of causality occur when individuals blame themselves for a negative event while external attributions of causality develop when individuals hold others accountable for an undesirable situation (Weiner, 1985). In terms of IWE, excluded employees who believe they are the target of IWE because they are unlikeable, not good at their work or 'did something to deserve it' exhibit an internal attribution of causality. Conversely, employee targets of IWE who perceive that the excluder's behavior is unfair, unwarranted or 'because *they* are a bad person' exhibit an external attribution of causality. In this way, employee attributions of IWE, among a multitude of other

moderating variables, are likely to shape their reactions to being excluded and, therefore, provide an interesting avenue for future research.

Another fascinating area of future research concerns the possibility that not everyone will react negatively to IWE under all circumstances. For example, some social-exclusion research has shown that when the possibility for inclusion exists, despite lowered mood levels and feelings of self-worth, excluded individuals utilize opportunities to conform more than non-excluded individuals (Williams, Cheung & Choi, 2000) or mimic the behavior of others (Lakin & Chartrand, 2003). In a similar vein, Baumeister et. al.'s (2005) studies also revealed that in some cases (i.e., a performance-based reward was provided) individuals were able to overcome their negative reaction to being excluded and put greater effort into behaving in socially acceptable ways. Thus, the possibility exists that certain individual motivations or environmental circumstances may prompt individuals to react more positively to IWE and, presumably, increase their chances for gaining inclusion or acceptance. Future research should investigate the conditions under which positive reaction to IWE may occur.

Conclusion

In summary, the topic of social exclusion, particularly within a workplace context, offers a number of fascinating and important research opportunities. As a result of the present study, future researchers will be able to pursue these opportunities using a more precise conceptual definition and theoretical framework of IWE. Furthermore, the results of these studies provide cumulative support for IWE as a form of antisocial behavior which - governed by social exchange principles - has important implications for a wide variety of employee and organizational outcomes. Specifically, in the current study IWE was shown to be related to a range of retaliatory behaviors (i.e., social undermining, reduced effort and OCBs) at work. Building on these findings in the present study, future research is warranted to further validate the IWE measures, explore the individual and situational conditions that influence employee responses to IWE and to identify the antecedent conditions which give rise to IWE. Thus, IWE is an important, albeit under-researched, workplace phenomenon. A major goal of this dissertation was to begin to fill this gap and encourage the future investigation of social exclusion in the workplace.

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APPENDIX A

ITEM GENERATION FORM FOR WORKING ADULT SAMPLE

WORKPLACE EXCLUSION SURVEY

The focus of the current research study is to collect information regarding the nature of interpersonal exclusion, or how people may exclude one another, in a workplace environment. In the following one page document you will be asked to brainstorm some ways that coworkers and supervisors may exclude others while at work. These examples could be those you have witnessed in your own workplace, heard about through others, or simply your own ideas of how individuals may exclude, ignore or avoid each other in the workplace. The survey should take 5-10 minutes to complete. All participation is strictly voluntary and your responses are kept confidential.

If you have any questions or require additional information, please do not hesitate to contact me by phone (859-619-9819) or email (klscot2@uky.edu). Or, if you have any questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll free at 1-866-400-9428.

Thank you for your time and input!

Sincerely,

Kristin Scott
Doctoral Candidate

General Information:

1. Are you currently employed:
_____ Full-time _____ Avg. number of hours per week
_____ Part-time _____ Avg. number of hours per week
2. In what industry are you currently employed (e.g., manufacturing, financial services, etc.)? _____
3. Are you: _____ Male _____ Female
4. What is your age? _____
5. On average, how much *total* work experience do you possess? _____

**APPENDIX B
COWORKER IWE ITEMS**

My coworkers...

1.	Do not engage me in conversation.
2.	Do not make eye contact with me.
3.	Avoid me.
4.	Do not invite me to meetings.
5.	Talk over me when I try to speak.
6.	Do not acknowledge me.
7.	Discuss work or social events, from which I am excluded, right in front of me.
8.	Avoid responding to my requests for information.
9.	Do not return my emails.
10.	Do not return my phone calls.
11.	Treat me like an outcast.
12.	Ignore me.
13.	Stop talking when I walk in the room.
14.	Do not include me on important emails.
15.	Do not share important information.
16.	Act busy when I try to talk to them.
17.	Do not tell me about important meetings until after they are over.
18.	Exclude me.
19.	Do not allow me to express myself.
20.	Do not return favors.
21.	Treat me as though I do not belong.
22.	Avoid passing by my work area.
23.	Want me to do the grunt work.
24.	Do not ask for my input on important matters that affect me.
25.	Do not recognize my contributions.
26.	Do not include me in group emails.
27.	Give me tasks so that I have to work alone.
28.	Do not listen to what I have to say.
29.	Refuse to meet with me face-to-face.
30.	Provide assistance to others but not to me.
31.	Do not respond to my requests.
32.	Do not respond to my greetings.
33.	Choose social activities that I dislike so I will not participate.
34.	Do not consider my views, ideas or opinions.
35.	Assign me many projects so that I miss important events and activities.
36.	Refuse to acknowledge me in front of others.
37.	Choose social activities based on common interests that do not include me.
38.	Do not introduce me when an introduction would be appropriate.

39.	Do not invite me to socialize (e.g., lunch, coffee breaks).
40.	Do not encourage me to participate in work-related activities.
41.	Walk out of the room when I enter.
42.	Refuse to work with me.
43.	Give sentiments of appreciation to others but not to me.
44.	Refuse to address my concerns.
45.	Do not sit near me during work-related activities (e.g., meetings, breaks, etc).
46.	Arrange their schedules to avoid working with me.
47.	Do not invite me to participate in after hour activities.
48.	Whisper things to others, from which I am excluded, right in front of me.
49.	Close their office door.
50.	Do not make themselves available to me.
51.	Arrange work location so that they sit away from me.
52.	Recognize the personal events (e.g., birthday) of others but not mine.

SUPERVISOR IWE ITEMS

My supervisor...

1.	Does not engage me in conversation.
2.	Does not make eye contact with me.
3.	Avoids me.
4.	Does not invite me to meetings.
5.	Talks over me when I try to speak.
6.	Does not acknowledge me.
7.	Discusses work or social events, from which I am excluded, right in front of me.
8.	Avoids responding to my requests for information.
9.	Does not return my emails.
10.	Does not return my phone calls.
11.	Treats me like an outcast.
12.	Ignores me.
13.	Stops talking when I walk in the room.
14.	Does not include me on important emails.
15.	Does not share important information.
16.	Acts busy when I try to talk to him/her.
17.	Does not tell me about important meetings until after they are over.
18.	Excludes me.
19.	Does not allow me to express myself.
20.	Does not return favors.
21.	Treats me as though I do not belong.
22.	Avoids passing by my work area.
23.	Wants me to do the grunt work.
24.	Does not ask for my input on important matters that affect me.
25.	Does not recognize my contributions.

26.	Does not include me in group emails.
27.	Gives me tasks so that I have to work alone.
28.	Does not listen to what I have to say.
29.	Refuses to meet with me face-to-face.
30.	Provides assistance to others but not to me.
31.	Does not respond to my requests.
32.	Does not respond to my greetings.
33.	Chooses social activities that I dislike so I will not participate.
34.	Does not consider my views, ideas or opinions.
35.	Assigns me many projects so that I miss important events and activities.
36.	Refuses to acknowledge me in front of others.
37.	Chooses social activities based on common interests that do not include me.
38.	Does not introduce me when an introduction would be appropriate.
39.	Does not invite me to socialize (i.e., lunch, coffee breaks).
40.	Does not encourage me to participate in work-related activities.
41.	Walks out of the room when I enter.
42.	Refuses to work with me.
43.	Gives sentiments of appreciation to others but not to me.
44.	Refuses to address my concerns.
45.	Denies me opportunities to receive organizational rewards.
46.	Does not consider me for promotional opportunities.
47.	Does not consider me for special projects.
48.	Avoids coaching sessions with me.
49.	Refuses to give me any work assignments at all.
50.	Refuses to provide me with leadership direction.
51.	Gives meaningful feedback about work progress to other employees but not to me.
52.	Does not sit near me during work-related activities (i.e., meetings, breaks, etc).
53.	Arranges his/her schedule to avoid working with me.
54.	Makes me sit away from my coworkers.
55.	Denies me permission to participate in voluntary work group assignments.
56.	Does not invite me to participate in after hours activities.
57.	Does not allow me to participate in work-related activities.
58.	Whispers things to others, from which I am excluded, right in front of me.
59.	Closes their office door.
60.	Does not make him/herself available to me.
61.	Recognizes the personal events (e.g., birthday) of others but not mine.

**APPENDIX C
EXPERT JUDGES RATING FORM**

INTERPERSONAL WORKPLACE EXCLUSION

INSTRUCTIONS

Interpersonal workplace exclusion is defined as voluntary behavior (from coworkers or a supervisor) that prevents one from inclusion, consideration or acceptance into important workplace relationships, activities or events.

Please read the items below and, based on this definition, indicate the extent to which you believe the item is representative of interpersonal workplace exclusion. You can do this by placing a “1”, “2”, or “3” in the box on the right hand column at the end of the item. The first set of items (pages 1-2) reflects exclusion by one’s coworkers while the second set of items (pages 3-4) reflects exclusion by one’s supervisor.

1 = Not Representative 2 = Somewhat Representative 3 = Very Representative

Coworker Exclusion: My coworkers.....

1.	Do not engage me in conversation.	
2.	Do not make eye contact with me.	
3.	Avoid me.	
4.	Do not invite me to meetings.	
5.	Talk over me when I try to speak.	
6.	Do not acknowledge me.	
7.	Discuss work or social events, from which I am excluded, right in front of me.	
8.	Avoid responding to my requests for information.	
9.	Do not return my emails.	
10.	Do not return my phone calls.	
11.	Treat me like an outcast.	
12.	Ignore me.	
13.	Stop talking when I walk in the room.	
14.	Do not include me on important emails.	
15.	Do not share important information.	
16.	Act busy when I try to talk to them.	
17.	Do not tell me about important meetings until after they are over.	
18.	Exclude me.	
19.	Do not allow me to express myself.	
20.	Do not return favors.	
21.	Treat me as though I do not belong.	
22.	Avoid passing by my work area.	
23.	Want me to do the grunt work.	
24.	Do not ask for my input on important matters that affect me.	

25.	Do not recognize my contributions.	
26.	Do not include me in group emails.	
27.	Give me tasks so that I have to work alone.	
28.	Do not listen to what I have to say.	
29.	Refuse to meet with me face-to-face.	
30.	Provide assistance to others but not to me.	
31.	Do not respond to my requests.	
32.	Do not respond to my greetings.	
33.	Choose social activities that I dislike so I will not participate.	
34.	Do not consider my views, ideas or opinions.	
35.	Assign me many projects so that I miss important events and activities.	
36.	Refuse to acknowledge me in front of others.	
37.	Choose social activities based on common interests that do not include me.	
38.	Do not introduce me when an introduction would be appropriate.	
39.	Do not invite me to socialize (e.g., lunch, coffee breaks).	
40.	Do not encourage me to participate in work-related activities.	
41.	Walk out of the room when I enter.	
42.	Refuse to work with me.	
43.	Give sentiments of appreciation to others but not to me.	
44.	Refuse to address my concerns.	
45.	Do not sit near me during work-related activities (e.g., meetings, breaks, etc).	
46.	Arrange their schedules to avoid working with me.	
47.	Do not invite me to participate in after hour activities.	
48.	Whisper things to others, from which I am excluded, right in front of me.	
49.	Close their office door.	
50.	Do not make themselves available to me.	
51.	Arrange work location so that they sit away from me.	
52.	Recognize the personal events (e.g., birthday) of others but not mine.	

Please list below any additional items that you feel are representative of the Coworker Interpersonal Workplace Exclusion construct that was not among the previous items:

Interpersonal workplace exclusion is defined as voluntary behavior (from coworkers or a supervisor) that prevents one from inclusion, consideration or acceptance into important workplace relationships, activities or events.

For the items below, please repeat the steps you followed in the previous section by rating how representative each item is of this definition in terms of *supervisor exclusion*.

1 = Not Representative 2 = Somewhat Representative 3 = Very Representative

Supervisor Exclusion: My supervisor.....

1.	Does not engage me in conversation.	
2.	Does not make eye contact with me.	
3.	Avoids me.	
4.	Does not invite me to meetings.	
5.	Talks over me when I try to speak.	
6.	Does not acknowledge me.	
7.	Discusses work or social events, from which I am excluded, right in front of me.	
8.	Avoids responding to my requests for information.	
9.	Does not return my emails.	
10.	Does not return my phone calls.	
11.	Treats me like an outcast.	
12.	Ignores me.	
13.	Stops talking when I walk in the room.	
14.	Does not include me on important emails.	
15.	Does not share important information.	
16.	Acts busy when I try to talk to him/her.	
17.	Does not tell me about important meetings until after they are over.	
18.	Excludes me.	
19.	Does not allow me to express myself.	
20.	Does not return favors.	
21.	Treats me as though I do not belong.	
22.	Avoids passing by my work area.	
23.	Wants me to do the grunt work.	
24.	Does not ask for my input on important matters that affect me.	
25.	Does not recognize my contributions.	
26.	Does not include me in group emails.	
27.	Gives me tasks so that I have to work alone.	
28.	Does not listen to what I have to say.	
29.	Refuses to meet with me face-to-face.	
30.	Provides assistance to others but not to me.	
31.	Does not respond to my requests.	
32.	Does not respond to my greetings.	
33.	Chooses social activities that I dislike so I will not participate.	

34.	Does not consider my views, ideas or opinions.	
35.	Assigns me many projects so that I miss important events and activities.	
36.	Refuses to acknowledge me in front of others.	
37.	Chooses social activities based on common interests that do not include me.	
38.	Does not introduce me when an introduction would be appropriate.	
39.	Does not invite me to socialize (i.e., lunch, coffee breaks).	
40.	Does not encourage me to participate in work-related activities.	
41.	Walks out of the room when I enter.	
42.	Refuses to work with me.	
43.	Gives sentiments of appreciation to others but not to me.	
44.	Refuses to address my concerns.	
45.	Denies me opportunities to receive organizational rewards.	
46.	Does not consider me for promotional opportunities.	
47.	Does not consider me for special projects.	
48.	Avoids coaching sessions with me.	
49.	Refuses to give me any work assignments at all.	
50.	Refuses to provide me with leadership direction.	
51.	Gives meaningful feedback about work progress to other employees but not to me.	
52.	Does not sit near me during work-related activities (i.e., meetings, breaks, etc).	
53.	Arranges his/her schedule to avoid working with me.	
54.	Makes me sit away from my coworkers.	
55.	Denies me permission to participate in voluntary work group assignments.	
56.	Does not invite me to participate in after hours activities.	
57.	Does not allow me to participate in work-related activities.	
58.	Whispers things to others, from which I am excluded, right in front of me.	
59.	Close their office door.	
60.	Does not make him/herself available to me.	
61.	Recognizes the personal events (e.g., birthday) of others but not mine.	

Please list below any additional items that you feel are representative of the Supervisor Interpersonal Workplace Exclusion construct that was not among the previous items:

8. If you are *not* currently employed, please answer the following questions based on your previous or most recent employment. (Skip if you're currently working). Were you employed:

_____ Full-time _____ Avg. number of hours per week zip
 code of
 _____ Part-time _____ Avg. number of hours per week this
 workplace
 _____ Job Title where previously employed
 Length of time you were in this position _____ years

1. **Think about the coworkers closest to you in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Read each item carefully and indicate the extent to which you agree or disagree with each item listed.**

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My coworkers.....					
a. Did not engage me in conversation	1	2	3	4	5
b. Discussed work or social events, from which I am excluded, in front of me	1	2	3	4	5
c. Avoided responding to my requests for information.....	1	2	3	4	5
d. Did not make eye contact with me.....	1	2	3	4	5
e. Pitched in to help me do something that needed to be done.....	1	2	3	4	5
f. Actively sought out my opinion or advice.....	1	2	3	4	5
g. Avoided me.....	1	2	3	4	5
h. Wanted me to do the grunt work.....	1	2	3	4	5
i. Treated me as though I do not belong here.....	1	2	3	4	5
j. Did not allow me to express myself	1	2	3	4	5
k. Listened to my concerns about work	1	2	3	4	5
l. Backed me up in front of my supervisor	1	2	3	4	5
m. Did not invite me to meetings	1	2	3	4	5
n. Gave me tasks so that I had to work alone.....	1	2	3	4	5
o. Sought out my company	1	2	3	4	5
p. Invited me to social events	1	2	3	4	5
q. Talked over me when I tried to speak.....	1	2	3	4	5
r. Did not acknowledge me	1	2	3	4	5
s. Provided me with candid information when I asked for it.....	1	2	3	4	5
t. Gave me good work advice	1	2	3	4	5
u. Did not invite me to meetings	1	2	3	4	5
v. Expressed an interest in my well-being	1	2	3	4	5
w. Excluded me.....	1	2	3	4	5
x. Stopped talking when I walked in the room	1	2	3	4	5
y. Did not return my phone calls	1	2	3	4	5

z. Did not return my emails.....	1	2	3	4	5
aa. Helped me handle stressful days at work	1	2	3	4	5
bb. Let me know I did something well.....	1	2	3	4	5
cc. Treated me like an outcast	1	2	3	4	5
dd. Did not ask for my input on matters that affect me	1	2	3	4	5
ee. Did not share important information with me	1	2	3	4	5
ff. Expressed respect for a personal quality/characteristic of mine	1	2	3	4	5
gg. Did not recognize my contributions.....	1	2	3	4	5
hh. Did not include me in group emails.....	1	2	3	4	5

2. **Again please read each item below and think about the coworkers closest to you in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.**

My coworkers.....	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Ignored me.....	1	2	3	4	5
b. Helped me out when I needed it	1	2	3	4	5
c. Did not include me in important emails	1	2	3	4	5
d. Acted busy when I tried to talk to them	1	2	3	4	5
e. Did not tell me about important meetings until after they are over	1	2	3	4	5
f. Did not return favors	1	2	3	4	5
g. Avoided passing my work area	1	2	3	4	5
h. Did not recognize my contributions.....	1	2	3	4	5
i. Refused to meet with me face-to-face	1	2	3	4	5
j. Did not listen to what I have to say	1	2	3	4	5
k. Provided assistance to others but not to me	1	2	3	4	5
l. Were willing to loan or give me things I needed.....	1	2	3	4	5
m. Did not respond to my requests	1	2	3	4	5
n. Did not respond to my greetings	1	2	3	4	5
o. Chose social activities that I dislike so that I would not participate	1	2	3	4	5
p. Did not consider my views, ideas or opinions	1	2	3	4	5
q. Assigned me projects so that I missed important events and activities	1	2	3	4	5
r. Refused to acknowledge me in front of others.....	1	2	3	4	5
s. Gave me information to help me do something	1	2	3	4	5
t. Chose social activities based on common interests that do not include me.....	1	2	3	4	5
u. Did not introduce me when an introduction would be appropriate	1	2	3	4	5
v. Did not invite me to socialize (e.g., lunch, coffee breaks, office pools, etc.)	1	2	3	4	5
w. Did not encourage me to participate in work-related activities	1	2	3	4	5
x. Walked out of the room when I entered	1	2	3	4	5

y. Refused to work with me.....	1	2	3	4	5
z. Gave sentiments of appreciation to others but not to me.....	1	2	3	4	5
aa. Refused to address my concerns	1	2	3	4	5
bb. Did not sit near me during work-related activities (e.g., meetings, breaks, etc.).....	1	2	3	4	5
cc. Arranged their schedules to avoid working with me.....	1	2	3	4	5
dd. Did not invite me to participate in after-hour activities.....	1	2	3	4	5
ee. Whispered things to others, from which I am excluded, right in front of me	1	2	3	4	5
ff. Closed their office door	1	2	3	4	5
gg. Did not make themselves available to me.....	1	2	3	4	5
hh. Arranged their work location so that they sit away from me.....	1	2	3	4	5
ii. Recognized the personal events of others (e.g., birthday) but not mine	1	2	3	4	5

3. Now think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your supervisor may have behaved towards you recently or in the past few months. Read each item carefully and indicate the extent to which you agree or disagree each item listed.

My supervisor.....

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Did not engage me in conversation	1	2	3	4	5
b. Discussed work or social events, from which I am excluded, right in front of me	1	2	3	4	5
c. Avoided responding to my requests for information.....	1	2	3	4	5
d. Did not make eye contact with me.....	1	2	3	4	5
e. Pitched in to help me do something that needed to be done	1	2	3	4	5
f. Actively sought out my opinion or advice.....	1	2	3	4	5
g. Avoided me.....	1	2	3	4	5
h. Wanted me to do the grunt work.....	1	2	3	4	5
i. Treated me as though I do not belong here.....	1	2	3	4	5
j. Did not allow me to express myself	1	2	3	4	5
k. Listened to my concerns about work	1	2	3	4	5
l. Backed me up in front of my coworkers.....	1	2	3	4	5
m. Did not invite me to meetings	1	2	3	4	5
n. Gave me tasks so that I have to work alone	1	2	3	4	5
o. Sought out my company	1	2	3	4	5
p. Invited me to social events	1	2	3	4	5
q. Talked over me when I try to speak.....	1	2	3	4	5
r. Did not acknowledge me	1	2	3	4	5
s. Provided me with candid information when I asked for it.....	1	2	3	4	5
t. Gave me good work advice	1	2	3	4	5

4. Again, think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your supervisor may have behaved towards you recently or in the past few months. Read each item carefully and indicate the extent to which you agree or disagree each item listed.

My supervisor.....

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Did not invite me to meetings	1	2	3	4	5
b. Expressed an interest in my well-being	1	2	3	4	5
c. Excluded me	1	2	3	4	5
d. Stopped talking when I walked in the room	1	2	3	4	5
e. Did not return my phone calls	1	2	3	4	5
f. Did not return my emails	1	2	3	4	5
g. Helped me handle stressful days at work	1	2	3	4	5
h. Let me know I did something well	1	2	3	4	5
i. Treated me like an outcast	1	2	3	4	5
j. Did not ask for my input on matters that affect me	1	2	3	4	5
k. Did not share important information with me	1	2	3	4	5
l. Expressed respect for a personal quality/characteristic of mine	1	2	3	4	5
m. Did not recognize my contributions.....	1	2	3	4	5
n. Did not include me in group emails.....	1	2	3	4	5

5. Again please read each item below and think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.

My supervisor.....

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Ignored me.....	1	2	3	4	5
b. Helped me out when I needed it	1	2	3	4	5
c. Did not include me in important emails	1	2	3	4	5
d. Acted busy when I tried to talk to him/her	1	2	3	4	5
e. Did not tell me about important meetings until after they were over	1	2	3	4	5
f. Did not return favors	1	2	3	4	5
g. Avoided passing my work area	1	2	3	4	5
h. Did not recognize my contributions.....	1	2	3	4	5
i. Refused to meet with me face-to-face	1	2	3	4	5
j. Did not listen to what I have to say	1	2	3	4	5
k. Provided assistance to others but not to me.....	1	2	3	4	5
l. Was willing to loan or give me things I needed.....	1	2	3	4	5
m. Did not respond to my requests	1	2	3	4	5
n. Did not respond to my greetings	1	2	3	4	5
o. Chose social activities that I dislike so that I would not participate	1	2	3	4	5
p. Did not consider my views, ideas or opinions	1	2	3	4	5
q. Assigned me projects so that I missed important events and activities	1	2	3	4	5
r. Refused to acknowledge me in front of others.....	1	2	3	4	5
s. Gave me information to help me do something	1	2	3	4	5
t. Chose social activities based on common interests that do not include me...	1	2	3	4	5
u. Did not introduce me when an introduction would be appropriate	1	2	3	4	5
v. Did not invite me to socialize (e.g., lunch, coffee breaks, office pools, etc.) ..	1	2	3	4	5
w. Did not encourage me to participate in work-related activities	1	2	3	4	5
x. Walked out of the room when I entered	1	2	3	4	5
y. Refused to work with me.....	1	2	3	4	5
z. Gave sentiments of appreciation to others but not to me.....	1	2	3	4	5
aa. Refused to address my concerns	1	2	3	4	5
bb. Did not sit near me during work-related activities (e.g., meetings, breaks, etc.).....	1	2	3	4	5
cc. Arranged their schedules to avoid working with me.....	1	2	3	4	5
dd. Did not invite me to participate in after-hour activities.....	1	2	3	4	5
ee. Whispered things to others, from which I am excluded, right in front of me...	1	2	3	4	5
ff. Closed their office door	1	2	3	4	5
gg. Did not make him/herself available to me	1	2	3	4	5

6. Again please read each item below and think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
<i>My supervisor.....</i>					
a. Arranged their work location so that they sit away from me	1	2	3	4	5
b. Recognized the personal events of others (e.g., birthday) but not mine	1	2	3	4	5
c. Denied me opportunities to receive organizational rewards.....	1	2	3	4	5
d. Did not consider me for special projects	1	2	3	4	5
e. Withheld important information that affected my performance.....	1	2	3	4	5
f. Gave me meaningless or useless tasks.....	1	2	3	4	5
g. Ignored my opinions or ideas.....	1	2	3	4	5
h. Did not consider me for special projects	1	2	3	4	5
i. Avoided coaching session with me	1	2	3	4	5
j. Refused to give me any work assignments at all	1	2	3	4	5
k. Gave meaningful feedback about work progress to others but not me	1	2	3	4	5
l. Made me sit away from my coworkers.....	1	2	3	4	5
m. Denied me permission to participate in voluntary work-group assignments...	1	2	3	4	5
n. Did not allow me to participate in work-related activities.....	1	2	3	4	5

Thank you!!

PART I – YOUR COWORKERS

1. Think about the coworkers closest to you in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Read each item carefully and indicate the extent to which you agree or disagree with each item listed.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My coworkers.....					
a. Did not engage me in conversation	1	2	3	4	5
b. Discussed work or social events, from which I am excluded, right in front of me	1	2	3	4	5
c. Avoided responding to my requests for information	1	2	3	4	5
d. Did not make eye contact with me.....	1	2	3	4	5
e. Pitched in to help me do something that needed to be done.....	1	2	3	4	5
f. Actively sought out my opinion or advice.....	1	2	3	4	5
g. Avoided me.	1	2	3	4	5
h. Wanted me to do the grunt work	1	2	3	4	5
i. Treated me as though I do not belong here.....	1	2	3	4	5
j. Did not allow me to express myself	1	2	3	4	5
k. Listened to my concerns about work	1	2	3	4	5
l. Backed me up in front of my supervisor	1	2	3	4	5
m. Did not invite me to meetings	1	2	3	4	5
n. Gave me tasks so that I had to work alone.....	1	2	3	4	5
o. Sought out my company.....	1	2	3	4	5
p. Invited me to social events	1	2	3	4	5
q. Talked over me when I tried to speak.....	1	2	3	4	5
r. Did not acknowledge me	1	2	3	4	5
s. Provided me with candid information when I asked for it.....	1	2	3	4	5
t. Gave me good work advice	1	2	3	4	5
u. Did not invite me to meetings	1	2	3	4	5

2. Think about the coworkers closest to you in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Read each item carefully and indicate the extent to which you agree or disagree with each item listed.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My coworkers.....					
a. Expressed an interest in my well-being	1	2	3	4	5
b. Excluded me.....	1	2	3	4	5
c. Stopped talking when I walked in the room	1	2	3	4	5
d. Did not return my phone calls.....	1	2	3	4	5
e. Did not return my emails.....	1	2	3	4	5
f. Helped me handle stressful days at work	1	2	3	4	5
g. Let me know I did something well.....	1	2	3	4	5
h. Treated me like an outcast	1	2	3	4	5
i. Did not ask for my input on matters that affect me	1	2	3	4	5
j. Did not share important information with me	1	2	3	4	5
k. Expressed respect for a personal quality/characteristic of mine.....	1	2	3	4	5
l. Did not recognize my contributions	1	2	3	4	5
m. Did not include me in group emails	1	2	3	4	5

7. Again please read each item below and think about the coworkers closest to you in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My coworkers.....					
a. Ignored me	1	2	3	4	5
b. Helped me out when I needed it.....	1	2	3	4	5
c. Did not include me in important emails.....	1	2	3	4	5
d. Acted busy when I tried to talk to them.....	1	2	3	4	5
e. Did not tell me about important meetings until after they are over.....	1	2	3	4	5
f. Did not return favors.....	1	2	3	4	5
g. Avoided passing my work area.....	1	2	3	4	5
h. Did not recognize my contributions	1	2	3	4	5
i. Refused to meet with me face-to-face.....	1	2	3	4	5
j. Did not listen to what I have to say.....	1	2	3	4	5
k. Provided assistance to others but not to me.....	1	2	3	4	5
l. Were willing to loan or give me things I needed	1	2	3	4	5
m. Did not respond to my requests.....	1	2	3	4	5

8. Again please read each item below and think about the coworkers closest to you in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My coworkers.....					
a. Did not respond to my greetings.....	1	2	3	4	5
b. Chose social activities that I dislike so that I would not participate.....	1	2	3	4	5
c. Did not consider my views, ideas or opinions.....	1	2	3	4	5
d. Assigned me projects so that I missed important events and activities.....	1	2	3	4	5
e. Refused to acknowledge me in front of others.....	1	2	3	4	5
f. Gave me information to help me do something.....	1	2	3	4	5
g. Chose social activities based on common interests that do not include me.....	1	2	3	4	5
h. Did not introduce me when an introduction would be appropriate.....	1	2	3	4	5
i. Did not invite me to socialize (e.g., lunch, coffee breaks, office pools, etc.).....	1	2	3	4	5
j. Did not encourage me to participate in work-related activities.....	1	2	3	4	5
k. Walked out of the room when I entered.....	1	2	3	4	5
l. Refused to work with me.....	1	2	3	4	5
m. Gave sentiments of appreciation to others but not to me.....	1	2	3	4	5
n. Refused to address my concerns.....	1	2	3	4	5
o. Did not sit near me during work-related activities (e.g., meetings, breaks, etc.).....	1	2	3	4	5
p. Arranged their schedules to avoid working with me.....	1	2	3	4	5
q. Did not invite me to participate in after-hour activities.....	1	2	3	4	5
r. Whispered things to others, from which I am excluded, right in front of me.....	1	2	3	4	5
s. Closed their office door.....	1	2	3	4	5
t. Did not make themselves available to me.....	1	2	3	4	5
u. Arranged their work location so that they sit away from me.....	1	2	3	4	5
v. Recognized the personal events of others (e.g., birthday) but not mine....	1	2	3	4	5

5. Thinking about the coworkers with whom you work most closely, indicate the extent to which you agree or disagree with each item.

My coworkers.....	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Put me down or were condescending to me.....	1	2	3	4	5
b. Paid little attention to me	1	2	3	4	5
c. Showed little interest in my opinion	1	2	3	4	5
d. Made demeaning or derogatory remarks about me.....	1	2	3	4	5
e. Addressed me in unprofessional terms, publicly or privately	1	2	3	4	5
f. Ignored or excluded me from professional camaraderie	1	2	3	4	5
g. Doubted my judgment on a matter over which I have responsibility...	1	2	3	4	5
h. Made unwanted attempts to draw me into a discussion of personal matters	1	2	3	4	5
i. Sent me insulting messages or emails	1	2	3	4	5
j. Tried to sabotage my work performance	1	2	3	4	5
k. Threatened me verbally.....	1	2	3	4	5
l. Subjected me to false allegations	1	2	3	4	5
m. Subjected me to excessive teasing and sarcasm.....	1	2	3	4	5
n. Excluded me from social events	1	2	3	4	5
o. Made insulting comments about my personal beliefs	1	2	3	4	5
p. Humiliated or ridiculed me about my work.....	1	2	3	4	5
q. Shouted at me	1	2	3	4	5
r. Spread rumors or gossip about me	1	2	3	4	5
s. Withheld important information that affected my performance	1	2	3	4	5
t. Gave me meaningless or useless tasks	1	2	3	4	5
u. Ignored my opinions or ideas	1	2	3	4	5

6. Please read each item below and think about the coworkers closest to you in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.

My coworkers.....

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Made fun of me	1	2	3	4	5
b. Said something hurtful.....	1	2	3	4	5
c. Made an ethnic, religious, or racial remark.....	1	2	3	4	5
d. Cursed at me.....	1	2	3	4	5
e. Played a mean prank on me.....	1	2	3	4	5
f. Acted rudely towards me	1	2	3	4	5
g. Publicly embarrassed me	1	2	3	4	5
h. Started a damaging or harmful rumor about me at work	1	2	3	4	5
i. Insulted my job performance	1	2	3	4	5
j. Made fun of my personal life	1	2	3	4	5
k. Ignored me	1	2	3	4	5
l. Blamed me for an error they made.....	1	2	3	4	5
m. Started an argument with me	1	2	3	4	5
n. Verbally abused me.....	1	2	3	4	5
o. Made an obscene gesture at me	1	2	3	4	5
p. Threatened me with violence.....	1	2	3	4	5
q. Threatened me, but not physically.....	1	2	3	4	5
r. Said something obscene to me	1	2	3	4	5
s. Tried to make me look bad.....	1	2	3	4	5
t. Give me good work advice	1	2	3	4	5
u. Played a mean prank to embarrass me.....	1	2	3	4	5
v. Looked at my private mail/property without permission.....	1	2	3	4	5
w. Pushed or hit me	1	2	3	4	5
x. Insulted me.....	1	2	3	4	5

PART II – YOUR SUPERVISOR

1. Think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your supervisor may have behaved towards you recently or in the past few months. Read each item carefully and indicate the extent to which you agree or disagree each item listed.

My supervisor.....

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Did not engage me in conversation	1	2	3	4	5
b. Discussed work or social events, from which I am excluded, right in front of me.....	1	2	3	4	5
c. Avoided responding to my requests for information.....	1	2	3	4	5
d. Did not make eye contact with me.....	1	2	3	4	5
e. Pitched in to help me do something that needed to be done	1	2	3	4	5
f. Actively sought out my opinion or advice.....	1	2	3	4	5
g. Avoided me.....	1	2	3	4	5
h. Wanted me to do the grunt work.....	1	2	3	4	5
i. Treated me as though I do not belong here.....	1	2	3	4	5
j. Did not allow me to express myself	1	2	3	4	5
k. Listened to my concerns about work	1	2	3	4	5
l. Backed me up in front of my coworkers.....	1	2	3	4	5
m. Did not invite me to meetings	1	2	3	4	5
n. Gave me tasks so that I have to work alone	1	2	3	4	5
o. Sought out my company	1	2	3	4	5
p. Invited me to social events	1	2	3	4	5
q. Talked over me when I try to speak.....	1	2	3	4	5
r. Did not acknowledge me	1	2	3	4	5
s. Provided me with candid information when I asked for it.....	1	2	3	4	5
t. Gave me good work advice	1	2	3	4	5
u. Did not invite me to meetings	1	2	3	4	5

2. Think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your supervisor may have behaved towards you recently or in the past few months. Read each item carefully and indicate the extent to which you agree or disagree each item listed.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My supervisor.....					
a. Expressed an interest in my well-being	1	2	3	4	5
b. Excluded me	1	2	3	4	5
c. Stopped talking when I walked in the room	1	2	3	4	5
d. Did not return my phone calls	1	2	3	4	5
e. Did not return my emails	1	2	3	4	5
f. Helped me handle stressful days at work	1	2	3	4	5
g. Let me know I did something well	1	2	3	4	5
h. Treated me like an outcast	1	2	3	4	5
i. Did not ask for my input on matters that affect me	1	2	3	4	5
j. Did not share important information with me	1	2	3	4	5
k. Expressed respect for a personal quality/characteristic of mine	1	2	3	4	5
l. Did not recognize my contributions.....	1	2	3	4	5
m. Did not include me in group emails.....	1	2	3	4	5

3. Again please read each item below and think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My supervisor.....					
a. Ignored me	1	2	3	4	5
b. Helped me out when I needed it.....	1	2	3	4	5
c. Did not include me in important emails.....	1	2	3	4	5
d. Acted busy when I tried to talk to him/her.....	1	2	3	4	5
e. Did not tell me about important meetings until after they were over	1	2	3	4	5
f. Did not return favors.....	1	2	3	4	5
g. Avoided passing my work area.....	1	2	3	4	5
h. Did not recognize my contributions	1	2	3	4	5
i. Refused to meet with me face-to-face.....	1	2	3	4	5
j. Did not listen to what I have to say.....	1	2	3	4	5
k. Provided assistance to others but not to me.....	1	2	3	4	5

4. Again please read each item below and think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your coworkers may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.

My supervisor.....

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Was willing to loan or give me things I needed	1	2	3	4	5
b. Did not respond to my requests	1	2	3	4	5
c. Did not respond to my greetings	1	2	3	4	5
d. Chose social activities that I dislike so that I would not participate	1	2	3	4	5
e. Did not consider my views, ideas or opinions	1	2	3	4	5
a. Assigned me projects so that I missed important events and activities	1	2	3	4	5
b. Refused to acknowledge me in front of others	1	2	3	4	5
c. Gave me information to help me do something	1	2	3	4	5
d. Chose social activities based on common interests that do not include me	1	2	3	4	5
e. Did not introduce me when an introduction would be appropriate	1	2	3	4	5
f. Did not invite me to socialize (e.g., lunch, coffee breaks, office pools, etc.)	1	2	3	4	5
g. Did not encourage me to participate in work-related activities	1	2	3	4	5
h. Walked out of the room when I entered	1	2	3	4	5
i. Refused to work with me	1	2	3	4	5
j. Gave sentiments of appreciation to others but not to me	1	2	3	4	5
k. Refused to address my concerns	1	2	3	4	5
l. Did not sit near me during work-related activities (e.g., meetings, breaks, etc.)	1	2	3	4	5
m. Arranged their schedules to avoid working with me	1	2	3	4	5
n. Did not invite me to participate in after-hour activities	1	2	3	4	5
o. Whispered things to others, from which I am excluded, right in front of me	1	2	3	4	5
p. Closed their office door	1	2	3	4	5
q. Did not make him/herself available to me	1	2	3	4	5
r. Arranged their work location so that they sit away from me	1	2	3	4	5
s. Recognized the personal events of others (e.g., birthday) but not mine	1	2	3	4	5
t. Denied me opportunities to receive organizational rewards	1	2	3	4	5
u. Did not consider me for special projects	1	2	3	4	5

5. Again, think about your supervisor. Below you will find a list of things that your supervisor may have done recently or in the past few months. Indicate the extent to which you agree or disagree with each item.

My supervisor.....

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Put me down or was condescending to me	1	2	3	4	5
b. Paid little attention to me.....	1	2	3	4	5
c. Showed little interest in my opinion.....	1	2	3	4	5
d. Made demeaning or derogatory remarks about me	1	2	3	4	5
e. Addressed me in unprofessional terms, publicly or privately	1	2	3	4	5
f. Ignored or excluded me from professional camaraderie.....	1	2	3	4	5
g. Doubted my judgment on a matter over which I have responsibility ..	1	2	3	4	5
h. Made unwanted attempts to draw me into a discussion of personal matters.....	1	2	3	4	5
i. Sent me insulting messages or emails.....	1	2	3	4	5
j. Tried to sabotage my work performance.....	1	2	3	4	5
k. Threatened me verbally	1	2	3	4	5
l. Subjected me to false allegations	1	2	3	4	5
m. Subjected me to excessive teasing and sarcasm	1	2	3	4	5
n. Excluded me from social events	1	2	3	4	5
o. Made insulting comments about my personal beliefs	1	2	3	4	5
p. Humiliated or ridiculed me about my work	1	2	3	4	5
q. Shouted at me	1	2	3	4	5
r. Spread rumors or gossip about me.....	1	2	3	4	5
s. Withheld important information that affected my performance.....	1	2	3	4	5
t. Gave me meaningless or useless tasks.....	1	2	3	4	5
u. Ignored my opinions or ideas.....	1	2	3	4	5
v. Did not consider me for special projects	1	2	3	4	5
w. Avoided coaching session with me	1	2	3	4	5
x. Refused to give me any work assignments at all	1	2	3	4	5
y. Gave meaningful feedback about work progress to others but not me.....	1	2	3	4	5
z. Made me sit away from my coworkers.....	1	2	3	4	5
aa. Denied me permission to participate in voluntary work-group assignments.....	1	2	3	4	5
bb. Did not allow me to participate in work-related activities.....	1	2	3	4	5

6. Please read each item below and think about your supervisor in your current job, or the most recent job that you have held. Below you will find a list of ways that your supervisor may have behaved towards you recently or in the past few months. Indicate the extent to which you agree or disagree with each item listed.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My supervisor.....					
a. Made fun of me	1	2	3	4	5
b. Said something hurtful.....	1	2	3	4	5
c. Made an ethnic, religious, or racial remark.....	1	2	3	4	5
d. Cursed at me.....	1	2	3	4	5
e. Played a mean prank on me.....	1	2	3	4	5
f. Acted rudely towards me.....	1	2	3	4	5
g. Publicly embarrassed me.....	1	2	3	4	5
h. Started a damaging or harmful rumor about me at work	1	2	3	4	5
i. Insulted my job performance	1	2	3	4	5
j. Made fun of my personal life	1	2	3	4	5
k. Ignored me	1	2	3	4	5
l. Blamed me for an error they made.....	1	2	3	4	5
m. Started an argument with me	1	2	3	4	5
n. Verbally abused me.....	1	2	3	4	5
o. Made an obscene gesture at me.....	1	2	3	4	5
p. Threatened me with violence.....	1	2	3	4	5
q. Threatened me, but not physically.....	1	2	3	4	5
r. Said something obscene to me	1	2	3	4	5
s. Tried to make me look bad.....	1	2	3	4	5
t. Give me good work advice	1	2	3	4	5
u. Played a mean prank to embarrass me.....	1	2	3	4	5
v. Looked at my private mail/property without permission.....	1	2	3	4	5
w. Pushed or hit me	1	2	3	4	5
x. Insulted me.....	1	2	3	4	5

PART III – YOURSELF AND YOUR JOB

1. Based on your current job or your most recent work experience, please rate the extent to which you agree or disagree with the following items.	Disagree	Disagree	Neither	Agree	Agree
a. All in all, I am satisfied with my job.....	1	2	3	4	5
b. I have influence over decisions about ways to improve productivity	1	2	3	4	5
c. I have influence over decisions about ways to improve quality of work environment.	1	2	3	4	5
d. I have influence over decisions about ways to improve product quality. ...	1	2	3	4	5
e. I am well informed about the organization's business strategies	1	2	3	4	5
f. I am unlikely to be laid off.....	1	2	3	4	5
g. I have a great deal of job security.	1	2	3	4	5
h. I am well informed about the organization's goals.	1	2	3	4	5

2. To what extent do you agree or disagree with the following questions about your work environment?	Disagree	Disagree	Neither	Agree	Agree
a. In general, I don't like my job	1	2	3	4	5
b. Employees are treated fairly	1	2	3	4	5
c. Employees are praised for good work.....	1	2	3	4	5
d. Employees are trusted	1	2	3	4	5
e. Coworkers treat each other with respect.....	1	2	3	4	5
f. Employees hard work is appreciated	1	2	3	4	5
g. Coworkers help each other out	1	2	3	4	5
h. Coworkers argue with each other	1	2	3	4	5
i. Employees complaints are dealt with effectively	1	2	3	4	5
j. Employees are treated with respect.....	1	2	3	4	5
k. Employees are treated like children	1	2	3	4	5
l. Coworkers put each other down	1	2	3	4	5

3. Below are listed some behaviors which people may exhibit from time to time. Thinking about your current or most recent job to what extent do you agree or disagree with the following?

In the past six months I have....

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Insulted another employee.....	1	2	3	4	5
b. Helped other employees who have been absent	1	2	3	4	5
c. Gave an employee the "silent treatment"	1	2	3	4	5
d. Spread rumors about another employee.....	1	2	3	4	5
e. Shared personal property with others to help their work	1	2	3	4	5
f. Taken action to protect my organization from potential problems	1	2	3	4	5
g. Expressed loyalty to my organization.....	1	2	3	4	5
h. Have not given my best effort	1	2	3	4	5
i. Intentionally worked slower than I needed to on a team project.....	1	2	3	4	5
j. Belittled another employee's ideas	1	2	3	4	5
k. Gone out of the way to help newer employees feel welcome in the work group.....	1	2	3	4	5
l. Willingly given my time to help others who have work-related problems	1	2	3	4	5
m. Adjusted my work schedule to accommodate others' requests for time off...	1	2	3	4	5
n. Attended functions that are not required but that help the organization's image.....	1	2	3	4	5

4. Based on your current job or most recent work experience, please rate the extent to which you agree or disagree with the following items.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. In general, I like working here	1	2	3	4	5
b. My job tends to directly affect my health.	1	2	3	4	5
c. I work under a great deal of tension.....	1	2	3	4	5
d. I have felt fidgety or nervous as a result of my job.	1	2	3	4	5
e. If I had a different job my health would probably improve	1	2	3	4	5
f. Problems associated with my job have kept me awake at night.	1	2	3	4	5
g. I have felt nervous attending work-related activities.....	1	2	3	4	5
h. I often "take my job home with me" in the sense that I think about it when doing other things.	1	2	3	4	5

5. Below are listed some behaviors which people may exhibit from time to time. Thinking about your current job to what extent do you agree or disagree with the following?

In the past six months I have....	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Gone out my way to help an employee	1	2	3	4	5
b. Treated other employees courteously, even under trying conditions.....	1	2	3	4	5
c. Criticized another employee	1	2	3	4	5
d. Talked badly behind an employee's back	1	2	3	4	5
e. Emphasized this organization's positive aspects to those outside it	1	2	3	4	5
f. Gave incorrect or misleading work-related information to another employee	1	2	3	4	5
g. Defended this organization when others criticized it	1	2	3	4	5
h. Given more effort than what is required of me	1	2	3	4	5
i. Given up time to help others who have work or nonwork problems.....	1	2	3	4	5
j. Put down another colleague or was condescending to them.....	1	2	3	4	5
k. Gave the minimal amount of effort and no more.....	1	2	3	4	5
l. Competed with another employee(s) for status and recognition.....	1	2	3	4	5
m. Kept up with developments in the organization.....	1	2	3	4	5

Thank You!!

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- Zadro, L., Williams, K. D., & Richardson, R. 2005. Riding the "O" Train: Comparing the effects of ostracism and verbal dispute on targets and sources. *Group Processes and Interpersonal Relations*, 8: 125-143.
- Zadro, L., Williams, K. D., & Richardson, R. 2004. How low can you go? Ostracism by a computer is sufficient to lower self-reported levels of belonging, control, self-

esteem, and meaningful existence; *Journal of Experimental Social Psychology*, 40: 560-567.

Zapf, D. 1999a. Organisational, work group related and personal causes of mobbing/bullying at work. The nature and causes of bullying at work. *International Journal of Manpower*, 20: 70-85.

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Zaichkowsky, J.L. 1985. Measuring the involvement construct. *The Journal of Consumer Research*, 12: 341-352.

VITA

KRISTIN D. SCOTT

BIOGRAPHICAL INFORMATION:

Date of Birth: December 28, 1971

Place of Birth: Charleston, WVA

DISSERTATION: The development and test of a multi-level, exchange-based model of interpersonal workplace exclusion.

Chair: Daniel J. Brass, Committee: Michelle K. Duffy, Brian R. Dineen, Richard H. Smith

RESEARCH INTERESTS

Dysfunctional Organizational Behavior, Group Dynamics, Reward Systems, Social Networks

EDUCATION

THE UNIVERSITY OF SOUTH CAROLINA, Columbia, SC, December 1996
Masters of Human Resources

VILLANOVA UNIVERSITY, Villanova, PA, May 1994
Bachelor of Science in Business Administration
Dual Concentration: Human Resources and International Business

PUBLICATIONS

Duffy, M.K., Shaw, J.D., Scott, K.D., & Tepper, B.J. (2006). The moderating roles of self-esteem and neuroticism in the relationship between group and individual undermining behavior. *Journal of Applied Psychology*, 91(5): 1066-1077.

Duffy, M.K., Scott, K.L., O'Leary-Kelly, A. (2004). The radiating effects of intimate partner violence on occupational stress and well-being. In P. L. Perrewe & D. C. Ganster (Eds.), *Research in occupational stress and well-being: Exploring Theoretical Mechanisms and Perspectives* (Vol. 4). New York: JAI Press/Elsevier Science.

MANUSCRIPTS UNDER REVIEW/RESEARCH IN PROGRESS

Scott, K.D., Shaw, J.D., & Duffy, M.K. On the relationship between merit pay raises and organization-based self-esteem. Revise and resubmit at the Journal of Organizational Behavior.

Scott K.D., & Duffy, M.K.. Reciprocal emotions in work groups. Working paper.

Scott, K.D. Does racial diversity make a difference in the workplace? A meta-analytic review. Working paper.

Scott, K.D., & Skaggs, B. The role of self-monitoring behavior in CEO strategic effectiveness. Working paper.

CONFERENCE PRESENTATIONS

Scott, K.D., & Duffy, M.K. 2006. When Good Goes Bad: Personal and Social Identity Influences on the Undermining Behavior of Individuals with a High Moral Identity. To be presented at the Southern Management Association conference, Clearwater Beach, FL.

Scott, K.D., & Duffy, M.K. 2006. When Leaders Envy: The Influence of Negative Leader Emotion on Individual Undermining and Well-being. To be presented at the Annual Meetings of the Academy of Management, Atlanta, GA.

Scott, K.D., Duffy, M.K., Shaw, J.D. 2004. Group mood convergence: initial propositions and analysis. Presented at the Southern Management Association conference, San Antonio, TX.

Scott, K.D., Shaw, J.D., & Duffy, M.K. 2004. On the relationship between merit pay raises and organization-based self-esteem. Presented at the Annual Meetings of the Academy of Management, New Orleans, LA.

Duffy, M.K., Shaw, J.D., Scott, K.D., Tepper, B.J. 2004. The role of self-esteem and neuroticism in responses to group undermining. Presented at the Society for Industrial and Organizational Psychology conference, Chicago, IL.

Scott, K.D. 2003. CEO and effective strategic leadership: A matter of cognitive differences? Presented at the Annual Meetings of the Academy of Management, Seattle, WA.

TECHNICAL REPORTS

Scott, K.D., Duffy, M.K., Shaw, J.D. 2005. Voluntary turnover and performance among grocery stores. Final report to participants. University of Kentucky, Lexington, KY.

Other Funded Research Activities

Research Associate (2002 to 2005): Diversity, human resource management systems, and organizational performance. Sponsored by Society for Human Resource Management Foundation (\$40,765.00) – Principal Investigators: Michelle K. Duffy and Jason D. Shaw. Duties included survey development, data collection, data coding, data base construction, statistical data analysis, generation of feedback reports and literature reviews.

AWARDS AND HONORS

- ◆ **Outstanding Reviewer**, Organizational Behavior Division, 2006 Annual Meeting of the Academy of Management, Atlanta, GA
- ◆ **Selected to attend the Human Resources Doctoral Consortium**, 2006 Annual Meeting of the Academy of Management, Atlanta, GA
- ◆ **University of Kentucky Graduate School Fellowship Award**, 2003
- ◆ **Selected to attend INSEAD: Structural Equations Modeling Course**, as part of the University of Michigan's Summer Programs (7/2003)
- ◆ **Teaching/Research Assistant**: University of Kentucky, (8/2002 – present)
- ◆ **Reigel and Emory Fellowship**: Sponsored by CPC International (8/95)
- ◆ **Graduate Assistantship**: University of South Carolina's International Placement Office (9/95-12/96)
- ◆ **Who's Who Among Students in American Colleges and Universities** (1994)

PROFESSIONAL EXPERIENCE

08/07 – Present

Assistant Professor, CLEMSON UNIVERSITY, Clemson, SC

08/02 – 07/07

Research and Teaching Assistant, UNIVERSITY OF KENTUCKY, Lexington, KY

4/01 – 08/02

Human Resources Manager, GENERAL ELECTRIC COMPANY, Salisbury, NC

5/00 – 4/01

Employee Relations Specialist, COMPUTER ASSOCIATES, INTL'. , Charlotte, NC

5/96 – 5/00

Human Resources Generalist, INGERSOLL-RAND COMPANY, Huntersville, NC

8/94 - 5/95

HR Representative, TANDEM PERSONNEL INC., King of Prussia, PA

6/93 - 12/93

Human Resources Assistant, CHUBB & SON INSURANCE COMPANY, Philadelphia, PA

PROFESSIONAL SERVICE

Ad Hoc Reviewer (2004, 2006): Annual Meetings of the Academy of Management.

Teaching Assistant Orientation Group Leader (2005): Led three day orientation sessions designed to train and prepare new teaching assistants for instructional roles within the university.

COURSES TAUGHT

Instructor, University of Kentucky, Carol Gatton College of Business and Economics (Spring 2003 – present).

Fundamentals of Management: Avg. Teaching Evaluation 3.5/4.0

Organizational Behavior (Fall, 2006)

Instructor, University of Kentucky, Independent Study/Distance Learning (Spring 2003 – Fall 2004).

Fundamentals of Management

Fundamentals of Organizational Behavior

Survey of Personnel and Industrial Relations

Introduction to Business Law