

# **REDEFINING INCIVILITY IN ONLINE WORK**

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# REDEFINING INCIVILITY IN ONLINE WORK

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# REDEFINING INCIVILITY IN ONLINE WORK

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*To employees who experienced or witnessed incivility at (online) work...*



## **DECLARATION OF ORIGINALITY**

I hereby declare that I am the sole author of this thesis and that this is the true copy of my thesis, including the final revisions, approved by my thesis committee. All data and information have been obtained, produced, and presented in accordance with the rules of research ethics and principles of academic honesty. As required by these rules, to the best of my knowledge I have acknowledged ideas, thoughts, and any copyrighted material in accordance with the standard referencing rules. I certify that any part of this thesis has not been submitted for a degree or diploma in another educational institution.

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## ABSTRACT

Workplace incivility is defined as rude behaviors at work with low intensity and ambiguous intent to harm. Following the COVID-19 pandemic and rapid technological advancements, workplace interactions have increasingly shifted to digital platforms. This digitalization has not only reshaped how employees collaborate but also how incivility is enacted, giving rise to new forms of online workplace incivility. The purpose of the present study was threefold. The first was to develop a checklist to measure online workplace incivility experiences using a qualitative methodology (Study 1). The second purpose was to explore the relationships between online workplace incivility experiences and the key organizational performance outcomes (i.e., counterproductive work behaviors, task performance, and contextual performance), drawing on Conservation of Resources Theory (Study 2). Finally, the study aimed to compare experiences of online workplace incivility with face-to-face workplace incivility on the performance outcome measures (Study 2). The first study demonstrated that experiences of online workplace incivility extended beyond email-based interactions. The second study showed that online workplace incivility experiences negatively predicted contextual performance, and that the predictive ability of face-to-face workplace incivility experiences was slightly stronger than that of online incivility experiences. However, both experiences of online workplace incivility and face-to-face workplace incivility failed to predict counterproductive work behaviors and task performance.

**Keywords:** Cyber incivility, online workplace incivility, counterproductive work behaviors, task performance, contextual performance

## ÖZET

İş yeri nezaketsizliği iş yerinde gerçekleşen düşük yoğunlukta ve zarar verme niyeti belirsiz olan kaba davranışlar olarak tanımlanmaktadır. COVID-19 pandemisi ve teknolojik gelişmelerle iş yerindeki etkileşimler giderek dijital platformlara geçmektedir. Bu dijitalleşme sadece çalışanların bir arada çalışma şeklini değiştirmekte ve nezaketsizliğin gerçekleşme şeklini de şekillendirerek çevrim içi iş yeri nezaketsizliğinin yeni formlarını ortaya çıkarmaktadır. Bu çalışmanın üç amacı bulunmaktadır. Çalışmanın ilk amacı, nitel bir yöntem kullanarak çevrim içi iş yeri nezaketsizlik deneyimlerinin kapsamını belirlemek ve bir çevrim içi iş yeri nezaketsizliği ölçüm aracı geliştirmektir (Çalışma 1). Çalışmanın ikinci amacı, Kaynakların Korunması Kuramı çerçevesinde, çevrim içi iş yeri nezaketsizliği deneyimleri ve önemli örgütsel performans sonuçları (üretkenlik karşıtı iş davranışları, görev performansı ve bağlamsal performans) arasındaki ilişkileri incelemektir (Çalışma 2). Son olarak çalışma çevrim içi iş yeri nezaketsizliği deneyimlerini ve yüz yüze gerçekleşen iş yeri nezaketsizlik deneyimlerini örgütsel performans sonuçları üzerinde karşılaştırmayı amaçlamıştır (Çalışma 2). İlk çalışma çevrim içi iş yeri nezaketsizliğinin e-posta temelindeki etkileşimlerin ötesinde olduğunu göstermiştir. İkinci çalışma çevrim içi iş yeri nezaketsizliğinin bağlamsal performansı negatif biçimde yordadığını göstermiştir ve yüz yüze gerçekleşen iş yeri nezaketsizliğinin yordama gücü çevrim içi iş yeri nezaketsizliğinin yordama gücünden görece daha fazladır. Çevrim içi iş yeri nezaketsizliğinin ve yüz yüze iş yeri nezaketsizliğinin üretkenlik karşıtı iş davranışlarını ve görev performansını yordamadığı bulunmuştur.

**Anahtar Kelimeler:** Siber nezaketsizlik, çevrim içi iş yeri nezaketsizliği, üretkenlik karşıtı iş davranışları, görev performansı, bağlamsal performans

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When I encountered the workplace incivility construct for the first time, I was a junior undergraduate Psychology student with little work experience. Then, I realized how common workplace incivility was during employees’ work lives and how it went unnoticed when listening to employees’ experiences. Especially with COVID-19 and rapid change in work conditions with digitalization, our interactions at work, hence uncivil behaviors at work, also changed. Therefore, with my supervisor's deep expertise and support, I wanted to contribute to workplace incivility literature with a lens of online workplace incivility. During this period, her expertise and knowledge greatly contributed to developing the online workplace incivility construct in Türkiye. My dear participants, your interest and support fueled this spark! In addition, I would like to express my gratitude to my jury members (Prof. G. Canan Ergin and Asst. Prof. Derya Karanfil) for their insightful contributions. All their contributions improved these studies and me as a researcher.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

**CFA:** Confirmatory Factor Analysis

**CI:** Confidence Interval

**COR:** Conservation of Resources

**CWB:** Counterproductive Work Behaviors

**EFA:** Exploratory Factor Analysis

**ICT:** Information Communication Technologies

**WI:** Workplace Incivility



## LIST OF SYMBOLS

**F:** F distribution

**M:** Mean

**N:** Sample size

**p:** Probability value

**r:** Pearson correlation coefficient

**SD:** Standard deviation



## 1. INTRODUCTION

Research on workplace incivility (WI), defined as rude and disrespectful behavior that violates social norms with an ambiguous intent to harm, has grown considerably in recent years (Andersson & Pearson, 1999; Sliter et al., 2015). Ignoring, belittling, ordering, and gossiping at work are considered among common uncivil workplace behaviors (Andersson & Pearson, 1999; Karanfil & Wasti, 2022; Pearson et al., 2000; Wasti & Erdaş, 2018). Because of its prevalence and its associated individual- and organizational-level outcomes (Andersson & Pearson, 1999; Han et al., 2022; Porath & Pearson, 2013; Schilpzand et al., 2016; Yao et al., 2022), workplace incivility has received considerable scholarly attention over the last 25 years. A quick search of the Web of Science database between 1999 and 2025 revealed about 4082 academic contents with the keywords of workplace incivility, customer incivility, cyber incivility, experienced incivility, incivility, rudeness, instigated incivility, and supervisor incivility. In addition, according to the Society for Human Resource Management (SHRM) Civility Index in the last quarter of 2024 (December), 56% of 1622 U.S. employees experienced or witnessed at least one of the uncivil behaviors at work. In Türkiye, Sümer and her colleagues' qualitative study with 149 employees demonstrated that among 247 incidents of workplace mistreatment, seven percent of those incidents included workplace incivility (Sümer, 2022). These studies reflected that workplace incivility was in employees' work-life in a way, either as a direct experience (i.e., being a target) or an indirect experience (i.e., being a witness), and it should be understood better.

SHRM Q4 Civility Index (Society for Human Resources Management, 2024) demonstrated that uncivil behavior costs 37 minutes of work on average for an employee, resulting in a \$19.74 loss for each uncivil behavior in the United States. Given that

81,430,650 uncivil behaviors are expected to occur daily in the U.S., \$1,607,441,031 is expected to be lost in the U.S. economy due to workplace incivility (Society for Human Resources Management, 2024). In addition to monetary loss, workplace incivility has detrimental effects on a number of employee outcomes including job satisfaction (Han et al., 2022; Heischman et al., 2019; Lim & Cortina, 2005; Reio Jr & Ghosh, 2009; Yao et al., 2022), creativity (Porath et al., 2015), organizational commitment (Han et al., 2022), wellbeing (Han et al., 2022; Lim & Cortina, 2005; Yao et al., 2022), and job performance (Han et al., 2022). These results showed that workplace incivility has detrimental organizational and individual consequences and should not be ignored.

Even before the COVID pandemic, the development of communication technologies and more reliance on asynchronous communication channels such as emails and voicemails, and synchronous communication technologies such as instant messaging have changed employees' way of doing work (Halford, 2005; Höddinghaus et al., 2024; Leonardi et al., 2010; Raghuram et al., 2019; Suortti & Sivunen, 2023; Stich et al., 2015). In addition to these technological advancements, the competitive job market, the search for the best talent for organizations, and, most importantly, the COVID-19 pandemic contributed to changes in the way we work (Kaiser et al., 2022; Maurer et al., 2022; Rowley, 2023; Yang et al., 2023). As a result, alternative work arrangements like *telework* (or *remote work*), *virtual work*, and *hybrid work* have been rising to meet employees' changing needs (Maurer et al., 2022).

The concept of *telework/remote work* was first introduced in 1975 by Nilles and defined as the work that can be done regardless of a specific place (i.e., the office) or time with the help of information and communication technologies (ICT; Garret & Danzinger, 2007; Höddinghaus et al., 2024; Leonardi et al., 2010). The main emphasis in telework is

flexibility in work location (Conner, 2003; Mihhailova, 2009; Raghuram et al., 2019). Telework also includes various work and time arrangements: Employees can work from home entirely or partially, from the satellite office (i.e., a branch different from the main office), and from clients' offices (Leonardi et al., 2010), and the work can be done in different time zones.

Employees in *virtual work* use technology so that they do not depend on a particular location for their work (Lauring & Jonasson, 2023; Mihhailova, 2009; Raghuram et al., 2019). Virtual work emphasizes using technology for work because of geographically dispersed teams (Conner, 2003; Mihhailova, 2009; Raghuram et al., 2019). In time, telework/remote working has become a fully digital work environment without face-to-face interaction (Mihhailova, 2009; Suortti & Sivunen, 2023). Thus, as Mihhailova (2009) argued, the definition of telework became similar to the definition of virtual work. Leonardi et al.'s qualitative study with teleworkers (2010) showed that these employees used both synchronous (e.g., instant messaging) and asynchronous practices (i.e., email, voicemail, and virtual private networks, VPN). In this study, teleworkers reported that they mainly used emails for communication and interaction with people at work and outside of the organization. Voicemail was used to communicate sensitive or urgent information, and instant messaging was used to get an immediate response (Leonardi et al., 2010). In addition, VPNs were used to access corporate files that might be sensitive, and teleworkers used these practices in a mixed way for effective communication (Leonardi et al., 2010). In time, video conferencing applications like Microsoft Teams and Zoom also started to be used by employees in telework/remote work, mainly to provide information in a timely manner and share knowledge (Suortti & Sivunen, 2023).

Different from these work arrangements, *hybrid work* is defined as working from both the office and other places by using ICT in a work week (Halford, 2005; Höcker et al., 2024). In this arrangement, employees work from and outside the office on determined dates/hours. The frequency of working from another place and the office can vary across organizations. Some organizations determine the frequency of working locations centrally (e.g., working from the office on Mondays, Tuesdays, and Wednesdays and working outside of the office on Thursdays and Fridays; Rowley, 2023). On the other hand, some organizations do not fix work arrangements, and their employees can choose their work location in a work week if employees work both from the office and from outside the office in the week (Höcker et al., 2024).

COVID-19 resulted in a rapid increase in hybrid work (Höcker et al., 2024; Pokojski et al., 2022; Suortti & Sivunen, 2023). For example, before 2019, 45% of companies in Türkiye had remote work arrangements in addition to working from the office. However, this ratio increased to 95% for white-collar employees after the pandemic (PERYÖN, 2020, as cited in Uşen, 2020). Willis Towers Watson's survey in 2020 showed that in Türkiye and globally, working from home or remote work increased to 68% from 14% after the pandemic (as cited in Uşen, 2020). Various surveys of PwC also showed that 61% of employees experienced remote work after the pandemic (PwC, n.d.).

Rowley (2023) and Teng-Calleja et al. (2023) suggested that hybrid working would be the new normal for organizations (see also Maurer et al., 2022). In 2022, a survey by Ipsos Türkiye also showed that 35% of participants work in a hybrid environment, 13% of participants have remote work, and 51% work from the office. In addition, 87% of participants preferred flexibility for their work (i.e., continuing to work

with a hybrid or remote arrangement), and 13% preferred working from the office (Ipsos Türkiye, 2022). Deloitte's survey in 2023 (70% of companies) and McKinsey's survey in 2024 (58% of managers) reported that hybrid work practices will continue indefinitely (as cited in Ayrar, 2024). In addition to these surveys, the 2024-2028 Türkiye National Strategy for Regional Development report expects that hybrid and remote work opportunities will remain in Türkiye and globally (Ministry of Science, Industry and Technology, n.d.). Based on these statistics, it seems that interpersonal interactions at work will continue to have digital components in their nature.

Most previous studies on online WI have overlooked experiences that could arise in face-to-face work contexts but occur through online interactions (Lim & Teo, 2009; McCarthy et al., 2019). Yet, employees may still be required to interact online, and thus be subjected to workplace incivility via online communication media, even when they are physically present in the workplace. Advances in information technologies have further diversified the channels through which employees communicate. Accordingly, in this study, online work is defined as working practices that involve the use of information and communication technologies (ICT), regardless of employees' actual physical location (e.g., whether working from the office or elsewhere). In this definition, instant messaging in the office or at home to communicate with a coworker is considered online work. That is, an employee can communicate with someone digitally, even if both are in the office, in addition to online communication on remote days. From this perspective, online work focuses on the medium of the work-related communication (i.e., whether the communication is face-to-face or online), disregarding work location.

Through ICT, employees aim to imitate their office practices when they are working online (Leonardi et al., 2010). When all these changes in work conditions and

communication are considered, we should expect changes in interpersonal interactions at work. It is reasonable to expect that the nature of both positive and negative workplace interactions, including experiences of incivility, would differ for employees working online compared to those in face-to-face settings. Although there are studies on WI using ICT (i.e., cyber incivility), these studies are limited to online workplace incivility in mostly email settings (see Ju & Pak, 2025; Lim & Teo, 2009; McCarthy et al., 2019). Accordingly, the primary aim of the present study is to investigate the domain of online workplace incivility and develop a psychometrically sound measure that accurately captures its content domain. The other aim of the study is to examine the relationship between online workplace incivility and task performance, contextual performance, and counterproductive work behaviors (i.e., performance-related outcomes). A related purpose is to compare the effects of online WI with face-to-face WI on performance-related outcomes as these outcomes are critical for organizational success (Carlos & Rodrigues, 2016; Tuncer, 2019). In the present study, the presumed associations are examined in the light of Conservation of Resources theory (Hobfoll, 1989; Hobfoll et al., 2018). The following parts of this introduction provide an overview of the literature on face-to-face and online workplace incivility. Then, the hypotheses based on the reviewed literature and the two studies conducted by the researcher are presented.

### **1.1 Workplace Incivility**

Workplace incivility is a form of workplace mistreatment, defined as “low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others.” (Andersson & Pearson, 1999, p. 457). Organizations determine their own norms with their (in)formal ways of working

(Andersson & Pearson, 1999). A behavior that is considered uncivil is expected to damage interpersonal respect in the workplace (Andersson & Pearson, 1999). Showing inconsiderate behaviors to others, ignoring others, not listening or responding, having rude comments, and belittling are considered uncivil behaviors at work (see Andersson & Pearson, 1999; Han et al., 2022; Karanfil & Wasti, 2022; Lim & Lee, 2011; Pearson et al., 2001).

Since workplace incivility has ambiguous characteristics and is based on workplace norms, it is also open to cultural influences (Loh et al., 2021; Sümer et al., 2022; Wasti & Erdaş, 2018). Culture provides a framework to perceive, label, and react to experiences at work (Leung & Cohen, 2011). As in the case of other workplace mistreatment types such as sexual harassment (Toker & Sümer, 2010), in workplace incivility, culture largely shapes what is considered as rude and/or disrespectful and people's tolerance levels toward incivility at work (Ghosh, 2017; Lim & Lee, 2011; Liu et al., 2009; Wasti & Erdaş, 2018; Welbourne et al., 2015). For example, Wasti and Erdaş (2018) studied uncivil behaviors within the framework of cultural constructs such as honor, face, and dignity. Cultures enable people to assess their worth and interact with others (Leung & Cohen, 2011). In dignity cultures like the U.S., everyone is worthy regardless of others' perspective, and autonomy and being self-focused are important in interpersonal interactions (Leung & Cohen, 2011). However, in honor (e.g., Türkiye) and face cultures (e.g., China), people's worth depends on others, and people's reputation and social presence in the others' eyes are critical (Leung & Cohen, 2011; Wasti & Erdaş, 2018). Wasti and Erdaş's study (2018) showed that Turkish employees found exclusion from social interpersonal interactions and/or greetings uncivil, which were not frequent in Western employees' experiences in the WI literature. In Türkiye, greater emphasis is

placed on relationships than on tasks, as interpersonal dynamics can significantly influence an employee's social standing. In contrast, in the U.S., task accomplishment tends to take precedence over relational concerns (Wasti & Erdaş, 2018). However, Wasti and Erdaş's study (2018) also showed that there were some universal aspects of uncivil behaviors such as ignoring, belittling, ordering, and gossiping at work (see also Andersson & Pearson, 1999; Karanfil & Wasti, 2022; Pearson et al., 2000).

Individualism-collectivism dimensions of culture (see Hofstede, 1980; Hofstede, 2001; Triandis, 2001) seem also relevant in understanding the role of culture in the experience of workplace incivility. Collectivism is a cultural orientation in which people see themselves as part of strong, cohesive in-groups, such as family, friends, or work organization, that protect them in exchange for loyalty, with group goals and harmony taking precedence over individual desires. Employees in collectivist cultural contexts tend to focus on social norms, compliance, and sociability, whereas employees in individualistic contexts focus more on self-centered norms, uniqueness, and autonomy (Welbourne et al., 2015). Since collectivist people are more vigilant to a violation of social norms, their discomfort toward incivility and desire to react to the incivility are expected to be more than individualistic people (Chen-Xia et al., 2023). Therefore, it seems fair to expect that people coming from diverse cultures would perceive and/or react to uncivil behaviors differently.

### ***1.1.1 Workplace Incivility Within the Broader Context of Mistreatment***

At this point, it is important to make the distinction between workplace incivility and other forms of workplace mistreatment. The definition of WI and its behavioral examples differ from workplace aggression, workplace violence, deviant behavior, and antisocial behavior in terms of intensity. In *workplace aggression*, an employee wants to

harm the organization/person at work (Andersson & Pearson, 1999; Hackney & Perrewé, 2018). Different from WI and aggression, physical violence at work is defined as *workplace violence* (Andersson & Pearson, 1999; Hackney & Perrewé, 2018). In *deviant behavior*, there is an intention to violate organizational norms (Andersson & Pearson, 1999; Hackney & Perrewé, 2018). On the other hand, *antisocial behavior* is a broader definition that includes various behaviors, including harm and/or intention to harm the organization/employee (Andersson & Pearson, 1999; Hackney & Perrewé, 2018). Unlike these other forms of mistreatment, WI does not have physical violence, and it has an ambiguous intention to harm (Andersson & Pearson, 1999).

Although workplace incivility is a less intense version of workplace mistreatment, it can trigger more severe workplace mistreatment types with an incivility spiral (Andersson & Pearson, 1999; Sümer, 2022; Yao et al., 2022). *Incivility spiral* occurs when uncivil behaviors are consecutively demonstrated by at least two parties, increasing the level of incivility (Andersson & Pearson, 1999). The incivility spiral starts with an instigator's uncivil behavior toward the target, and the target's perception of incivility and injustice in their interaction (Andersson & Pearson, 1999). In turn, the target's negative affect might lead to a response to the instigator with increased rudeness, triggering the instigator's perception of injustice (Andersson & Pearson, 1999), leading the instigator to respond to the target with heightened rudeness. This process continues until one party leaves the interaction (Andersson & Pearson, 1999).

The incivility spiral might trigger another incivility spiral (i.e., secondary incivility spiral) in organizations (Andersson & Pearson, 1999). It might occur when an employee witnesses uncivil behavior and behaves in the same uncivil way as a reaction. It might also occur when the perpetrator redirects his/her uncivil behavior to another

employee rather than the actual target (Andersson & Pearson, 1999). When workplace incivility goes unnoticed, it can influence the behavior of all parties involved by fostering “habitual instigators” (Pearson & Porath, 2005) and potentially escalating into more severe forms of workplace mistreatment. Therefore, the antecedents of WI should be carefully understood to be able to develop a proactive approach to its prevention.

### ***1.1.2 Antecedents of WI***

Han et al.’s (2022) and Yao et al.’s (2022) meta-analyses showed that there were organizational, personal, and demographic factors that contribute to the likelihood of workplace incivility experiences. These meta-analyses showed that the antecedents of workplace incivility experiences were as follows: organizational (e.g., organizational climate), personal (e.g., targets’ personality characteristics), and demographical (e.g., targets’ age) antecedents. These meta-analyses showed that organizational factors (especially the presence of uncivil climate and the lack of civility norms in the organization) contributed more to workplace incivility experiences than targets’ personality characteristics (Han et al., 2022; Yao et al., 2022).

#### **1.1.2.1 Organizational Antecedents of WI**

In terms of organizational factors, an informal organizational climate may create uncertainty concerning the types of behaviors deemed acceptable within the organization (Andersson & Pearson, 1999). If the organization does not take actions to prevent uncivil behaviors and there are no sanctions for uncivil behaviors, this uncivil work environment might facilitate uncivil behavior instigation (Han et al., 2022; Pearson & Porath, 2005; Yao et al., 2022). Organizational norms are also damaged by role ambiguity, role conflict, situational constraints, heavy workload, and status differences, resulting in the instigation

of uncivil behaviors at work (Andersson & Pearson, 1999; Pearson et al., 2000). Pearson et al.'s (2000) study suggested that status differences might enable supervisors to instigate WI more than employees. Thompson et al.'s (2018) study showed that leaders behaved rudely to their followers, especially to those who were perceived as out-group and had low-quality relationships with their leaders (i.e., low-quality leader-member exchange).

Regarding leadership perspective, lack of leadership or its absence might also create an organizational climate that favors workplace incivility (Han et al., 2022). Followers of a passive-avoidant leader are more prone to experience workplace incivility (Harold & Holtz, 2015). Meta-analyses of workplace incivility showed significant positive associations between uncivil organizational climate, lack of civility norms, and passive leadership and workplace incivility experiences (Han et al., 2022; Yao et al., 2022). Yao et al.'s (2022) meta-analysis also showed a negative relationship between organizational social support (i.e., perception regarding having social and instrumental support and protection) and workplace incivility experiences.

#### **1.1.2.2 Personal Antecedents of WI**

Personal antecedents of workplace incivility can be explored from two perspectives: that of the instigator, using the perpetrator-predation paradigm, and that of the victim, through the victim precipitation framework (see Cortina et al., 2018; Yao et al., 2022). From the perpetrator's perspective, the hot temperament and perpetrators' low-quality interactions with their colleagues increase the risk of engaging in workplace incivility (Andersson & Pearson, 1999; Thompson et al., 2018). People who have impulsivity, reactivity, and disobedience might not want to follow social norms, increasing the risk of workplace incivility instigation (Andersson & Pearson, 1999). Having position (i.e., power), stress, anger, or burnout might also contribute to engaging

in uncivil behaviors (Karanfil & Wasti, 2022; Schilpzand et al., 2016). From the perspective of the target, perpetrators possibly select incivility targets who could not cope with these uncivil behaviors or were perceived as inadequate or difficult to work together since these people might receive limited social support from their work environment (Cortina et al., 2017; Cortina et al., 2018; Han et al., 2022; Yao et al., 2022). Han et al.'s (2022) and Yao et al.'s (2022) meta-analyses demonstrated that some personality characteristics make some employees more open to experiencing workplace incivility. These personality characteristics include agreeableness, conscientiousness, neuroticism, negative affectivity, and extraversion.

Agreeableness is about people's tendencies to cooperate with others (McCrae & Costa, 1987). People high on agreeableness are trustworthy and helpful, while people low on agreeableness are selfish and disagreeable (Costa Jr & McCrae, 1992). The relationship between agreeableness and incivility appears to be inconsistent. Yao et al. (2022) found that people with low agreeableness were at risk of experiencing WI. However, Han et al.'s meta-analysis (2022) showed no significant relationship between agreeableness and WI.

Conscientiousness demonstrates the extent to which a person has a sense of duty (McCrae & Costa, 1987). Highly conscientious people are hardworking, trustworthy, and responsible (Costa Jr & McCrae, 1992; McCrae & Costa, 1987). On the other hand, people who are low in conscientiousness are unorganized and unreliable (McCrae & Costa, 1987). Han et al.'s (2022) and Yao et al.'s (2022) meta-analyses demonstrated that there was a negative relationship between conscientiousness and WI experiences. That is, people low on conscientiousness were at risk of being a target of WI more than people high on conscientiousness (Han et al., 2022; Yao et al., 2022).

Neuroticism is about a person's emotional (in)stability (Yao et al., 2022). It refers to the tendency to experience negative emotions such as anxiety, anger, and stress and use negative reactions in response to events (McCrae & Costa, 1987; Milam et al., 2009). People high in neuroticism experience negative events intensely with their impulsivity, anxiety, and insecurity (Barlow et al., 2014; Han et al., 2022; McCrae & Costa, 1987). On the other hand, people with low neuroticism are emotionally stable and calm in general across situations (Han et al., 2022; McCrae & Costa, 1987). Han et al.'s (2022) and Yao et al.'s (2022) meta-analyses demonstrated that there was a positive relationship between neuroticism and WI experiences. People with high neuroticism had a higher likelihood of experiencing WI, possibly because they lack sufficient social support or resources to buffer against such WI experiences (Yao et al., 2022). This negative outlook might also lead to negative interpersonal interactions, increasing the risk of experiencing incivility in return (Han et al., 2022; Milam et al., 2009).

Negative affectivity is characterized by having negative feelings and cognitions towards situations (Watson & Clark, 1984). People with low negative affectivity are calm, while those with higher levels of negative affectivity are pessimists, anxious, and tense even in neutral situations (Han et al., 2022; Watson & Clark, 1984). Reviewed literature suggests that people high on negative affectivity have a higher probability of experiencing incivility at work (Han et al., 2022; Yao et al., 2022). This is probably because such individuals might not have enough social support to prevent them from experiencing WI, although they might be able to confront the perpetrator or report them (Han et al., 2022; Yao et al., 2022). On the contrary, Han et al.'s (2022) meta-analysis demonstrates that people who have higher positive affectivity are less likely to experience WI. Since people who are high in positive affectivity are helpful, active, and confident, they can be

supported by others at work and be perceived as strong, reducing the probability of being a WI target (Han et al., 2022; Watson et al., 1988).

Extraversion is described as a person's sociability and joy of being with others (McCrae & Costa, 1987). Since people high in extraversion enjoy socializing with others and have positive attitudes towards these interactions, they are likely to experience less workplace incivility in return for their positive interactions with others (Han et al., 2022; McCrae & Costa, 1987). Regarding WI experiences, there were inconsistent findings regarding the association between extraversion and WI experiences. Han et al.'s study (2022) demonstrated that there was a negative relationship between extraversion and workplace incivility experiences. On the contrary, Yao et al.'s study (2022) resulted in a nonsignificant relationship between extraversion and WI experiences.

It is also important to note that personality characteristics may not only make individuals with certain personality attributes more prone to experience WI, but they may also make targets more tuned to perceive workplace incivility (Marchiondo, Biermeier-Hanson et al., 2018; Sliter et al., 2015). Sliter et al. (2015) found that *emotional stability* and *openness* were negatively related to incivility perceptions. On the other hand, *positive affectivity*, *negative affectivity*, and *anger* were positively correlated with perceiving incivility since people who were high in these traits (except for positive affectivity) might have a more negative outlook in assessing ambiguous uncivil experiences (Sliter et al., 2015). For positive affectivity, people with higher positive affect might have higher behavioral standards for civil behaviors, and a deviation from kindness might have increased their incivility perception (Sliter et al., 2015).

Alongside employees' personality characteristics, their appraisal processes play a crucial role in shaping workplace incivility experiences. Studies suggest that differences

in appraisal processes are related to various outcomes of WI experiences (Bunk & Magley, 2013; Marchiondo, Cortina et al., 2018; Smith & Lazarus, 1990). Employees assess their experiences through primary and secondary appraisals (Bunk & Magley, 2013; Smith & Lazarus, 1990). According to Smith and Lazarus (1990), primary appraisal refers to the individual's evaluation of whether an event is relevant to their well-being and whether it poses a potential benefit, threat, or harm. Secondary appraisal involves the evaluation of one's available coping resources and options for managing the demands of the situation. That is, in primary appraisal, employees evaluate what is happening, such as whether the uncivil experience supports or hinders their goals, and determine its importance, that is, the extent to which the behavior is significant for their goals. In secondary appraisal, employees assess their coping options and available resources for dealing with the situation. Together, these cognitive appraisals influence the discrete emotions elicited, such as frustration, anger, or guilt (Bunk & Magley, 2013; Smith & Lazarus, 1990).

Employees' assessment of perceived intent is a critical element in their appraisal of workplace incivility, as the intention to harm the target is often ambiguous in such interactions (Andersson & Pearson, 1999; Marchiondo, Cortina et al., 2018). Attribution of the intention depends on the victim's perception, and it also requires a meaning-making process for them (Marchiondo, Biermeier-Hanson et al., 2018; Marchiondo, Cortina et al., 2018). Assessing perceived intent is central to how employees appraise workplace incivility, as victims may interpret the behavior as either a deliberate attempt to cause harm or as unintentional rudeness, given the frequent ambiguity of intent in such interactions (Andersson & Pearson, 1999; Sliter et al., 2015; Marchiondo, Cortina et al., 2018). In Marchiondo, Cortina et al.'s (2018) study, targets perceived WI as more

negative when they attributed intention to harm and control to their perpetrators. On the other hand, targets perceived workplace incivility as a growth opportunity (i.e., challenge appraisal) when they attributed less intention to harm and control to their perpetrator (Marchiondo, Cortina et al., 2018). Marchiondo, Cortina et al.'s (2018) study demonstrated that negative appraisals of WI were negatively associated with job satisfaction, while challenge appraisals were positively associated with job satisfaction.

#### **1.1.2.3 Demographical Characteristics as Antecedents of WI**

There are studies examining the relationship between targets' demographics (i.e., targets' race, age, tenure in the organization, and gender) and experienced incivility. According to Han et al.'s (2022) meta-analysis, race, tenure, and age had significant associations with WI. That is, people in racial minorities, those with less tenure, and younger employees were more likely to be targets of WI. In terms of gender, the results are, in general, mixed. While Han et al.'s meta-analysis (2022) showed no significant relationship between gender and workplace incivility experiences, Yao et al.'s meta-analysis (2022) demonstrated that women were more likely to be targets of WI than their male counterparts. This finding can be explained by the *theory of selective incivility* (Cortina, 2008). According to this theory, selective incivility is a kind of modern discrimination (Cortina, 2008; Cortina et al., 2013). Although WI is not specific to a group by its definition, perpetrators' implicit negative cognitions and affects (e.g., the belief that women are inferior) toward women might target women more than men (Cortina, 2008). Since overt sexism is unacceptable in the modern world, ambiguous rude behaviors (i.e., WI) might become a covert way to show sexism (Cortina, 2008). Han et al. (2022) also argued that different findings in the relationship between gender and

workplace incivility experiences might be a result of other unanalyzed boundary conditions, such as instigators' demographics.

### ***1.1.3 Consequences of Workplace Incivility***

Employees who experience WI are at risk of having negative emotional, health-related, and behavioral outcomes (Han et al., 2022; Yao et al., 2022). In addition, workplace incivility experiences might also bring adverse organizational outcomes. Han et al.'s meta-analysis demonstrated that these outcomes could be explained by *social exchange theory* and *stressor-strain models* (2022). *Social exchange theory* is defined as an essential guide for interpersonal interactions based on normative expectations such as approval, support, and respect (Blau, 1964; Han et al., 2022). From this perspective, when an employee encounters uncivil behaviors at work, they might perceive WI as a violation of normative exchange and might respond to this mistreatment in their own way (Han et al., 2022). Han et al. (2022) demonstrated that there were negative relationships between WI and organizational justice perceptions, interpersonal justice perceptions, trust in the organization, organizational support perceptions, supervisor support perceptions, organizational commitment, supervisor satisfaction, and coworker satisfaction.

According to *stressor-strain models*, unpleasant workplace experiences like WI drain employees' physical and psychological resources, resulting in negative physical and/or psychological responses to cope with the negative experiences (Han et al., 2022). Han et al.'s (2022) meta-analysis found there were positive significant relationships between WI experiences and negative affect (see also Yao et al., 2022), burnout (see also Heischman et al., 2019), emotional exhaustion, depression, anxiety, rumination, counterproductive work behaviors (see also Yao et al., 2022), work withdrawal, and engaging in uncivil behaviors. There were also negative associations between WI

experience and positive affect, well-being (see also Lim & Cortina, 2005), mental health, physical health, job satisfaction (see also Cortina et al., 2001; Heischman et al., 2019; Lim & Cortina, 2005), job performance, individual and organizational citizenship behavior, and work engagement (Han et al., 2022).

Although some of these outcomes can be seen in other workplace mistreatments, WI had different levels of predictability on outcomes (Han et al., 2022). WI was better at predicting physical health, job satisfaction, and organizational commitment than bullying, abusive supervision, and sexual harassment (Han et al., 2022). In addition, WI predicted job performance better than bullying and abusive supervision, but less than sexual harassment (Han et al., 2022). These findings highlight the importance of studying workplace incivility (WI) as a distinct construct in organizational research, as it plays a unique role in contributing to negative individual and organizational outcomes. Given that interactions in the workplace have been changing with the improvement of ICT, the online version of WI (i.e., online workplace incivility) appears to deserve special research attention (Shahwar & Dhar, 2024).

## **1.2 Online Workplace Incivility**

The emergent literature on cyber incivility helps us understand and make predictions concerning online WI. Lim and Teo (2009) are the first researchers to define the construct of cyber incivility. They defined *cyber incivility* as “communicative behavior exhibited in computer-mediated interactions that violate workplace norms of mutual respect” (Lim & Teo, 2009, p. 419). Examples of cyber incivility included humiliating others via email, ignoring messages, and using capital letters to simulate shouting (Lim & Teo, 2009). Lim and Teo (2009) also classified cyber incivility as active (overt uncivil behaviors like using CAPS to imitate shouting) and passive (covert

behaviors like not replying to the messages) cyber incivility. In 2019, McCarthy et al. developed a new scale to measure cyber incivility and named it *email incivility*. This measure was developed with the claim that Lim and Teo's (2009) cyber incivility had insufficient factor loadings and behavioral examples on the scale. The focus on emails in early cyber incivility research was understandable, as email has long been a common medium for online interactions (Francis et al., 2015; Richard et al., 2020). With the new measure, McCarthy et al. (2019) added not using pleasantries in emails, cc'ing supervisors in emails, and using a demanding tone in emails.

However, to the researcher's knowledge, there was no study defining online workplace incivility as a broader and more generic form of cyber incivility with measures. This study defines online workplace incivility (online WI) by extending Lim and Teo's (2009) cyber incivility and Andersson and Pearson's (1999) WI definition. Therefore, *online workplace incivility* is defined as rude or inconsiderate behaviors in an ICT-mediated work environment that violate workplace norms of mutual respect with an ambiguous intent to harm. This definition does not limit work location. That is, when two employees interact with each other using ICT (e.g., videoconference or instant messaging) in an office or working remotely, and there is rude behavior in a digital work setting, it can be defined as online WI. Within this framework, online workplace incivility covers cyber incivility (Lim & Teo, 2009) and email incivility (McCarthy et al., 2019). Hence, the term online workplace incivility is used for the remainder of the study instead of cyber incivility.

In terms of the measurement of online WI, studies were inadequate since they only covered written communication at work with surveys (e.g., McCarthy et al., 2019) or experiments (e.g., Francis et al., 2015; Scisco et al., 2019). However, studying email

communication solely to understand online WI would be insufficient in capturing all aspects of mistreatment that may take place in the process of working online. With the developments that have taken place in ICT, online WI can be experienced in interactions not only in emails, but also in a range of online communication platforms with video, instant messaging, and other online collaboration tools (McCarthy et al., 2020). In addition, some researchers argued that what behaviors in digital communication are acceptable is not clear (McCarthy et al., 2020; Richard et al., 2020). Ju and Pak (2025) also pointed out that we need a clear definition of cyber incivility to have consistent scales to measure it. Therefore, the present study aims to explore and define the content domain of online WI as a broader and more current definition of cyber incivility, to develop a sound checklist-based measure for assessing this construct, and also to examine its relationship with organizational performance variables that are discussed in the next chapters.

Like face-to-face WI, there is an ambiguity regarding the intention to harm in online WI behaviors (McCarthy et al., 2020). This ambiguity might come from the use of words, font color, style, and punctuation (McCarthy et al., 2020). Nonverbal and contextual cues are absent in uncivil behaviors in written communication, and employees may miss immediate feedback, making it harder to understand the message's meaning or sometimes disturbing seamless communication (Byron, 2008; McCarthy et al., 2020; Montoya-Weiss et al., 2001; Wang et al., 2024). Therefore, lack of cues and feedback may create even more ambiguity and uncertainty for the target than face-to-face communication, which may result in rumination for the target (Cramton & Webber, 2005; Ju & Pak, 2025; McCarthy et al., 2020; see also Richard et al., 2020; Wang et al., 2024). While the lack of immediate feedback on online written communication may obscure the

communicator's intention and increase perceptions of workplace incivility, it is also important to note that online meetings themselves may involve unique forms of uncivil behaviors, such as participants talking over each other, ignoring contributions in the chat, turning off their cameras to signal disengagement, or multitasking visibly during discussions.

Furthermore, WI spiral can be expected to occur in online platforms as well (Andersson & Pearson, 1999; Francis et al., 2015; McCarthy et al., 2020). Francis et al.'s (2015) study showed that participants responded to uncivil emails in a more uncivil manner than they did to civil ones. Since technology-mediated communication provides faster interpersonal interactions than face-to-face interactions, the risk of experiencing severe forms of workplace mistreatment is higher as well (Pearson et al., 2000).

Although there is limited statistical evidence regarding the prevalence of cyber incivility experiences, Giumetti et al.'s (2016) study demonstrated that 38.6% of participants reported having experienced online WI. In 2022, El Ghaziri et al.'s study showed that 43.2% of 526 nurses in the U.S. experienced online WI at various frequencies. More recently, Xiao et al.'s pilot study (2023) showed that 75% of Chinese employees experienced online WI. These findings demonstrate that online WI is far too common to be ignored.

At this point, it is important to emphasize the distinction between online WI and other forms of online workplace mistreatment. As in WI, online WI (or mostly known as cyber incivility) is also different from other online mistreatments such as cyber aggression and cyberbullying. Cyber aggression is defined as an intentionally harmful behavior in an online work environment, especially in email settings (Richard et al., 2020). Cyberbullying is defined as a repeated/lasting unfavorable or aggressive behavior to harm

the target in an online work setting (Richard et al., 2020; Vranjes et al., 2018). In addition, interfering with and revealing an employee's private life is also considered cyberbullying (Vranjes et al., 2018). Hence, online WI (cyber incivility) is different from those concepts in terms of its intensity (i.e., it is less intense) and intention to harm (i.e., intention to harm is ambiguous) (Lim & Teo, 2009; McCarthy et al., 2020; Richard et al., 2020).

### ***1.2.1 Antecedents of Online WI***

Available literature suggests that antecedents of online WI can be classified into three categories: individual, situation-related, and technological antecedents (Ju & Pak, 2025; McCord et al., 2024; Shahwar & Dhar, 2024). Individual antecedents include the targets' demographics and personality characteristics and the instigators' personality characteristics. Based on McCord et al.'s (2024) meta-analysis, younger and male employees had more cyber mistreatment experiences than their older and female counterparts. For different findings in gender (compared to face-to-face WI), McCord et al. (2024) argued that, stereotypically, men were perceived as less sensitive and less agreeable than women, resulting in more cyber mistreatment experiences. On the other hand, Ju and Pak's (2025) review also demonstrated mixed findings on gender as an antecedent. As in face-to-face WI, neuroticism was positively correlated with cyber mistreatment experiences (McCord et al., 2024).

From the instigators' perspective, Krishnan's (2016) study found that emotional stability and extraversion were negatively associated with online WI instigation, and this relationship was moderated by conscientiousness. Specifically, extraversion was positively associated with online WI instigation when levels of conscientiousness were low. There was also a negative association between emotional stability and online WI instigation in the presence of higher levels of conscientiousness.

Situational antecedents include attitudes shaped by ICT, job-related situations, and interpretation of the messages. Communication increased and became faster with technology-mediated communication channels. Therefore, some people might think they do not have enough time to act or respond politely to the receiver since they have to catch up with other messages or meetings (Pearson & Porath, 2005). This attitude may increase uncivil behaviors at work. For job-related situations, work demands predicted engaging in email incivility (Francis et al., 2015) and were related to online mistreatment experiences (McCord et al., 2024). In addition to work demands, job insecurity was positively associated with online mistreatment experiences (McCord et al., 2024). On the other hand, employees who have higher job control, organizational support, and social support reported fewer online mistreatment experiences (McCord et al., 2024).

Francis et al.'s (2015) experiment also demonstrated that perceiving emails as rude or unfair can increase the likelihood of individuals engaging in online WI as a form of retaliation. In many cases, while the sender of the message believes that they sent the message with no bad intentions (or even if the person states the message and positive intention are crystal clear), the receiver of the message may attribute hostile intentions to the incoming message (Kruger et al., 2005; McCarthy et al., 2020). This is because written communication is more difficult than face-to-face interaction in terms of getting feedback and understanding the meaning of the message (Bryon, 2008; Francis et al., 2015; Kruger et al., 2005; Suler, 2004; Wang et al., 2024).

In addition to these antecedents, the digital environment allows people not to inhibit their behaviors; it creates a feeling of being private, invisible, and not responsible for one's actions (McCarthy et al., 2020; Suler, 2004). This can be explained by *the online disinhibition effect* (Suler, 2004). Thus, people can be less inhibited in online work than

they are in face-to-face interactions at work. That is, people can be more disclosing than they are in face-to-face interaction (e.g., sharing their private information) or arguing in a way that they cannot engage in face-to-face interaction (e.g., having a rude tone, giving harsh criticism; Suler, 2004; see also Alonzo & Aiken, 2004). Since online communication is mostly asynchronous in nature, in the absence of immediate cues from the receiver, message senders may feel less inhibited in constructing their messages (Suler, 2004). Unlike face-to-face interactions, where a person's power and authority status can be perceived directly through things like their office, body language, and attire (Suler, 2004), in online interactions, the other person's power and authority status cannot be perceived directly. Although employees know their colleagues' power and status, the impact of these symbols might be less than face-to-face interactions due to colleagues' limited physical presence. Therefore, people may speak up/write up in a more unfiltered manner (Suler, 2004).

### ***1.2.2 Outcomes of Online Workplace Incivility***

Existing literature suggests that being exposed to online WI is negatively associated with job satisfaction (Heischman et al., 2019; McCord et al., 2024), commitment (McCord et al., 2024), work engagement (Ju & Pak, 2025; McCord et al., 2024), interpersonal justice (McCord et al., 2024), and physical health (Ju & Pak, 2025; McCord et al., 2024). In addition, experienced online WI is positively related to psychological distress (McCord et al., 2024), burnout (Heischman et al., 2019; McCord et al., 2024), negative affect (Ju & Pak, 2025; McCord et al., 2024), work-family conflict (Shahwar & Dhar, 2024), turnover intentions (Heischman et al., 2019; Ju & Pak, 2025; McCord et al., 2024), deviant behaviors (McCord et al., 2024), and face-to-face workplace mistreatment exposure (Heischman et al., 2019; McCord et al., 2024).

Existing literature also suggests that online WI is associated with performance-related outcomes, mainly counterproductive work behaviors (Ju & Pak, 2025; McCord et al., 2024; Shahwar & Dhar, 2024; see also Lim & Teo, 2009). Counterproductive work behaviors (CWB) are defined as “volitional acts that harm or are intended to harm organizations or people in organizations [and other stakeholders]” (Spector & Fox, 2005, p. 151). Intention is critical in defining a behavior as counterproductive (Spector & Fox, 2005). These acts can be intentionally showing aggressive or hostile behaviors, sabotage and/or theft, work withdrawal, disregarding workplace safety, showing poor performance, not coming to work, and spreading rumors (Spector & Fox, 2005; Tuncer, 2019).

Different from the findings on CWB, the findings concerning job performance are, in general, inconclusive (Ju & Pak, 2025; McCord et al., 2024; Shahwar & Dhar, 2024). While McCord et al.’s (2024) meta-analysis found no significant relationship between online WI/cyber mistreatment and job performance, Giumetti et al.’s (2016) study found a negative relationship. Moreover, McCarthy et al. (2020), Giumetti et al. (2013), and Wang et al. (2024) demonstrated that online WI experiences harmed employees’ current task performance. Motowidlo et al. (1997) made a distinction between task performance and contextual performance. *Task performance* refers to fulfilling necessary duties required by a job in order to transform or maintain an organizations’ technical goals with speed and/or quality (Carlos & Rodrigues, 2016; Karakurum, 2005; McCarthy et al., 2020; Motowidlo et al., 1997; Ng & Feldman, 2009). It includes job knowledge, efficiency, and planning and organization skills (Carlos & Rodrigues, 2016).

On the other hand, *contextual performance* includes behaviors beyond task behaviors like helping colleagues or supporting organizational goals voluntarily and

intentionally (Carlos & Rodrigues, 2016; Motowidlo et al., 1997). In addition to task performance, employees' contextual performance is also important for the competitive business environment and civil workplaces (Carlos & Rodrigues, 2016). Since job performance is a major outcome variable of interest for work organizations and organizational researchers, the present study revisits these outcomes (i.e., counterproductive work behaviors and task and contextual performance) with a newly developed measure for online WI. In the following section, how experienced online WI might contribute to engaging in CWB and lower job performance (task and contextual performance) is explained in the light of the Conservation of Resources theory (Hobfoll, 1989; Hobfoll et al., 2018).

### ***1.2.3 Conservation of Resources Theory in Understanding CWB and Task and Contextual Performance - Online WI Associations***

Conservation of Resources (COR) theory provides a valuable framework for understanding how online workplace incivility may lead to counterproductive work behaviors (CWB) and decreased task and contextual performance. COR theory posits that people desire to protect, maintain, or increase their resources in order to avoid stressful conditions that lead to or might lead to a decrease in or loss of their resources that they care for, such as well-being or status (Hobfoll, 1989; Hobfoll et al., 2018). Those resources consist of a person's physical objects, personal features, conditions, energy, and anything that serves the acquisition of those resources, such as status, relationships with others, time, well-being, or self-esteem (Hobfoll, 1989; Hobfoll et al., 2018). These resources are important since it helps people to cope with stress.

In the absence of immediate threats to their resources, people are motivated to invest in gaining additional resources to safeguard against potential future losses

(Hobfoll, 1989; Hobfoll et al., 2018). However, when a resource loss happens, people tend to act defensively to protect themselves and minimize the effects of these losses with direct or indirect means (Hobfoll, 1989; Hobfoll et al., 2018). For example, using savings after losing income is a direct means of resource replacement, while improving skillset for employees to gain income is an indirect means of resource replacement (Hobfoll et al., 2018).

When examining the relationships between resource losses and outcomes in the light of workplace mistreatment, Akram et al.'s (2019) study demonstrated that abusive supervision was positively associated with CWB, and this relationship was mediated by emotional exhaustion coming from conflicts between subordinates and abusive supervisors. In terms of incivility, as expected, studies demonstrated that experiencing incivility is a stressful event for people (Cortina et al., 2001), and it depletes people's emotional and cognitive resources (Cortina et al., 2017). For example, colleague students who experienced incivility reported more perception of social exclusion and institutional injustice, resulting in less institutional satisfaction and academic engagement (Caza & Cortina, 2007).

Porath and Erez's (2007) experimental study demonstrated that uncivil conditions resulted in increased negative affect and poorer creativity and task performance by impairing participants' cognitive resources (i.e., working memory). Kabat-Farr et al.'s (2018) study found that employees reported more anger if they experienced workplace incivility, resulting in decreased sense of control and increased intention to leave. In addition, the mediation model in Loh et al.'s (2021) study demonstrated that workplace incivility increased employees' burnout, resulting in decreased job satisfaction and increased withdrawal. In terms of work effort and CWB, Sakurai and Jex's (2012) study

showed that the relationship between these outcomes and experienced (coworker) incivility was mediated by negative affect. These findings suggest that when an employee faces workplace incivility, this stressful event might drain their cognitive and/or emotional resources by increasing their negative emotions, anger, stress, and feelings of exclusion and decreasing justice perception and the sense of control. Therefore, in response to such stressful events and the resulting depletion of resources, employees may reduce their engagement and performance, and resort to withdrawal or counterproductive work behaviors as a means of regaining or safeguarding their remaining resources.

Given that the resource loss and response to losses are explored in the context of face-to-face WI literature, it can be expected that COR theory offers a conceptual framework to understand how the experience of online incivility can be associated with certain outcomes. As a stressor, online workplace incivility may also deplete individuals' physical (e.g., time) and psychological resources (e.g., cognitive capacity, and social support), prompting efforts to conserve what remains or restore what has been lost (e.g., boundaries, respect, honor, etc.) (see also Giumetti et al., 2012; Giumetti et al., 2013; Hobfoll, 1989). Moreover, limited contextual and nonverbal cues in online communication might reduce employees' resources because online communication might require more meaning-making processes for employees, increasing cognitive effort (Byron, 2008; McCarthy et al., 2020; Wang et al., 2024). Supporting this, Giumetti et al.'s (2013) experiment demonstrated that participants' mental, emotional, and social energy levels in the uncivil email condition were lower than in the supportive email condition. People in the uncivil condition also performed poorer on task performance than in the supportive condition (Giumetti et al., 2013). Wang et al.'s (2024) study also showed that the negative association between online WI and next-day task performance was

mediated by daily and next-day negative affect. Therefore, COR provides a valuable theoretical basis for understanding the association between online WI experiences and outcome variables.

Therefore, in the context of online WI, individuals may respond to resource loss induced by online WI by withdrawing from interpersonal interactions, engaging in CWB, and lowering task and contextual performance as coping mechanisms to manage incivility-related stress and restore their self-esteem, sense of control or stability, and cognitive efforts (Giumetti et al., 2012; Giumetti et al., 2013; Lim & Teo, 2009; Shahwar & Dhar, 2024). Drawing on COR theory as its conceptual foundation, the present study examines the relationship between online WI and CWB and task and contextual performance based on the hypotheses below:

**H1:** *Online workplace incivility experiences are positively associated with counterproductive work behaviors.*

**H2:** *Online workplace incivility experiences are negatively associated with task performance (H2a) and contextual performance (H2b).*

#### ***1.2.4 Differences Between Face-to-Face Workplace Incivility and Online Workplace Incivility on Outcomes***

Existing evidence suggests that face-to-face and online WI differ in their outcomes. For instance, face-to-face incivility has been more strongly associated with negative organizational attitudes, such as reduced job satisfaction, increased turnover intentions, and higher levels of burnout, compared to online WI (Heischman et al., 2019; McCord et al., 2024). McCord et al.'s (2024) meta-analysis also found additional differences. That is, face-to-face WI explained more variance in job stress, physical health symptoms, and turnover intentions than online workplace mistreatment. Although

McCord et al.'s (2024) meta-analysis did not have data comparing face-to-face and online WI in terms of job performance, McCarthy et al. (2020) found that individuals who experienced online WI exhibited a greater decline in task performance compared to those who experienced face-to-face WI. One possible explanation is that face-to-face interactions offer more contextual and nonverbal cues, which help individuals interpret the environment and intent behind a message. In contrast, digital communication often lacks these cues, making interpretation more difficult and potentially leading to ambiguity or misperception (Byron, 2008; McCarthy et al., 2020; Suler, 2004; Wang et al., 2024). As a result, individuals may ruminate over their experiences in an effort to make sense of the interaction (Wang et al., 2024). This rumination can heighten stress levels and, in turn, impair work performance (Wang et al., 2024). Given the limited research on these differential outcomes, the present study seeks to address the following research question:

**RQ1:** *Does the medium of incivility (i.e., face-to-face workplace incivility and online workplace incivility) predict outcomes (i.e., task and contextual performance and counterproductive work behaviors) differentially?*

Two studies (i.e., online workplace incivility checklist development study and the main study) were conducted to answer the above hypotheses and the research question. The first study was conducted to define the content domain of online WI and to develop a new and comprehensive online workplace incivility checklist. A qualitative study was conducted to develop the Online Workplace Incivility Checklist (OWIC). Details of Study 1 are presented in the next chapter.

After the development of the OWIC, the main study was conducted online via Qualtrics and Google Forms to test the hypotheses with a sample of working adults. In other words, employees' face-to-face workplace incivility experiences and online

workplace experiences, their behaviors regarding CWB, job performance (both task and contextual performance), and other information were collected to test hypotheses and address the research question. More information regarding the main study is provided in the Method chapter.



## 2. METHOD

### 2.1 Study 1: Online Workplace Incivility Checklist Development

#### 2.1.1 Participants and the Procedure

Semi-structured interviews were conducted with 16 professionals in Türkiye (9 women and seven men ( $M_{\text{age}} = 27.31$ ,  $SD_{\text{age}} = 2.77$ ). Participants were recruited after the approval of the Human Subjects Ethical Review Board of Özyeğin University (Approval Code: 2024/04/01). The interviews were conducted online, in which participants were asked to share their online workplace incivility experiences through emails, online meetings, online collaboration tools, or instant messaging platforms. Participants' average work experience in their current organization was 2.48 years ( $SD = 2.34$ ), and their average overall work experience was 3.91 years ( $SD = 2.32$ ). They were from different industries such as e-commerce, public sector, information technology, retail, pharmaceutical, engineering, electronics, automotive, advertising, banking, media, and construction. Participants held a range of supervisory roles, from assistant specialist to manager. In terms of working arrangements, 12.5% reported working fully remotely, 37.5% followed a hybrid model, and 50% worked entirely on-site. Participants spent a median of 3.5 days per week in the office ( $SD = 1.87$ ).

Participants were recruited using a convenience sampling approach. Those interested in the study were invited to the online semi-structured interview via email, and interviews were organized for those who signed the informed consent form. Data were collected between March 2024 and August 2024, and interviews lasted approximately 40 minutes. In interviews, workplace incivility was defined as rude or disrespectful behaviors at work with an ambiguous intention to harm most of the time (Andersson &

Pearson, 1999). The interviews were voice recorded for transcription with the participants' permission. Participants also completed a demographic information form online and returned it to the researcher. At the outset of the interviews, participants were also asked to indicate the online tools they used for their work. After this part, participants were asked to report their online WI experiences with six questions (see Appendix A). Finally, all participants were debriefed regarding the study via email after the interviews.

### ***2.1.2 Thematic Analysis***

The responses of the participants were subjected to a six-step thematic analysis procedure using Braun and Clarke's (2006) approach to inductive thematic analysis. First, the interviews were transcribed by the researcher, increasing familiarization. Second, initial codes were generated from the data. Details of the initial codes are presented in the Results section. Third, potential themes were determined based on the initial codes. Fourth, after generating initial codes and themes from the dataset, iterations were conducted to further refine themes and codes. Fifth, the final six themes were identified under which the identified codes were allocated. At this point, to ensure the reliability of the theme-code matching, four academics with Ph.D.s and one person with a Master's degree in the work and organizational psychology area matched the themes and relevant codes on a matrix. Based on the feedback from these subject matter experts, the final iteration of the codes and themes was completed. The final codes and their corresponding themes were used as a guide for the development of the Online Workplace Incivility Checklist (OWIC) items (for the themes and codes, see Table 3.1).

## **2.2 Study 2: The Main Study**

### **2.2.1 Participants**

Based on power analysis on G\*Power, approximately 200 participants were needed to obtain a small effect size for the second part of the study with an acceptable level of power at .80 (see Han et al., 2022; Yao et al., 2022). Upon completion of the qualitative study and the development of the Online Workplace Incivility Checklist (OWIC), the approval of the Human Subjects Ethical Review Board was renewed (Approval Code: 2025/02/05). Again, a convenience sampling approach was used in recruiting participants for the main study. The online survey for the main study was viewed by approximately 5000 people via various sources such as social media and university boards. Of the potential participants who had a look at the survey, 311 participants participated in the study. After the data cleaning procedure mentioned in the results part of this study, 161 respondents remained for the analyses. Participants' demographics varied in terms of their ages, employment types, working conditions, education levels, work experiences, tenure, sectors, industries, and management statuses. Participants' demographics were presented in Table 3.2.

### **2.2.2 Materials**

#### **2.2.2.1 Participants' Demographical Information**

Participants were asked to provide their age, gender, employment type (full-time, part-time, or intern), education level, tenure within the organization, total tenure, their working arrangement (i.e., working from the office, hybrid, or completely remote), the number of days spent at home and in the office for work, sector (public sector, private sector, non-governmental organization, or other), organization type they work

(information technologies, human resources, marketing, research and development, etc.), managerial position and managerial level. The form is presented in Appendix B.

#### **2.2.2.2 AIMSS Workplace Incivility (AIMSS WI) Scale**

The workplace incivility scale was developed by Sümer et al. (2024) with 25 items (one item was a bogus item) to assess the frequency of experienced uncivil workplace behaviors from supervisors, colleagues, and subordinates (1 = never, 5 = always) (e.g., “The person did not thank me when I did my job well” and “The person asked annoying personal questions”). The workplace incivility scale had a Cronbach’s alpha level of .96 and convergent validity with Erdaş’s (2016) WI Scale which was adapted to Turkish from Cortina et al.’s (2013) WI Scale. The AIMSS WI Scale is presented in Appendix C. In the present study, the AIMSS WI Scale alpha level was .93.

#### **2.2.2.3 Online Workplace Incivility Checklist (OWIC)**

The OWIC was developed by the researcher for the purpose of the present study. The OWIC included 38 Yes/No items, and the participants were asked to indicate whether they were subjected to each of the online WI behaviors presented by supervisors, colleagues, and subordinates within six months. For those items marked as “Yes”, they were then asked to indicate the extent to which the behavior affected them (1 = did not affect at all, 5 = completely affected). The total score is calculated in two different ways. The first method involves the calculation of the number of online WI items checked on the scale (i.e., the frequency of the incident with Yes/No questions), resulting in a score range of 0 to 38. The second method involves the calculation of the impact ratings of the online WI items checked on the scale (i.e., summed impact scores of the items marked as “Yes”), resulting in a score range of 0 to 190. Since the perceived impact score is

calculated using the checked WI incidences, it also covers the frequency of the incident in some way. Therefore, in all analyses, summed impact ratings are used as a measure of online WI experiences.

#### **2.2.2.4 Performance Measure**

The Performance measure used in the present study was the one used by Karakurum (2005) to measure employees' task performance and contextual performance with 11 items. The items of the scale were largely adopted from Befort and Hettrup's (2003) scale. Six items tapped task performance (e.g., "I deliver high-quality work.") and the remaining five items tapped contextual aspects of performance (e.g., "I volunteer to work that is not part of my job."). The items were rated on a 5-point scale (1 = it does not reflect at all, and 5 = it completely reflects). Overall self-rated performance had a Cronbach's alpha level of .85. Self-rated task performance and contextual performance had a Cronbach's alpha level of .81 and .80, respectively. Supervisor-rated task and contextual performance had a Cronbach's alpha level of .89 for both. Validity information was not presented in Karakurum's (2005) thesis study. Scale items were presented in Appendix E. In the present study, the self-rated performance measure's Cronbach's Alpha was .83 (.80 for task performance and .74 for contextual performance).

#### **2.2.2.5 Counterproductive Work Behaviors Checklist**

Öcel (2010) adapted Spector et al.'s (2006) Counterproductive Work Behaviors Checklist into Turkish to measure employees' self-reported intentionally harming behaviors at work (i.e., counterproductive work behaviors). Although the original scale had 33 questions with five factors (abuse, production deviance, sabotage, theft, and withdrawal), her adaptation study resulted in 32 items with four factors (abuse, sabotage,

theft, and withdrawal). The scale had a Cronbach's alpha value of .97 and test-retest reliability (four-week interval) at .92 with Abuse consisting of 17 items (e.g., "Pushing or hitting someone at work"), Sabotage consisting of three items (e.g., "Intentionally polluting your work environment"), Theft consisting of six items (e.g., "Taking something that belongs to someone at work without permission"), and Withdrawal consisting of six items (e.g., "Taking longer breaks than allowed). Participants rated their counterproductive work behaviors based on frequencies of their behaviors (1 = never, 2 = rarely, 3 = once or twice in a month, 4 = once or twice in a month, 5 = every day). Öcel's (2010) study showed that the measure had convergent validity: There was a significant positive relationship between the checklist and Altıntaş's (2009) Sabotage Scale.

In the present study, the total scale's reliability was .87. However, because of an unexpectedly low alpha level for the sabotage subscale (.06), a decision was made to run a series of exploratory factor analyses to see how the items were grouped for the present sample. The exploratory analyses led to the identification of an interpretable single-factor solution with 23 items (e.g., "Hitting someone" and "Taking longer breaks than allowed" with a Cronbach's alpha level of .84. Items used in the analyses are presented in bold in Appendix F.

#### **2.2.2.6 Supervisors' Demographical Information**

Supervisors were asked to provide their age, gender, education level, tenure within the organization, total tenure, working arrangement (i.e., working from the office, hybrid, or completely remote), the number of days they spent at home and in the office for work, and the duration of management of the participant who gave their information. This form is presented in Appendix G.

#### **2.2.2.7 Performance Ratings by Supervisors**

Participating supervisors rated the relevant subordinate's job performance using the same scale adopted by Karakurum (2005). The wording of the items was revised such that it was suitable for supervisory ratings of performance. For example, the item "I deliver high-quality work" was changed to "He/She delivers high-quality work." This measure is presented in Appendix H.

#### **2.2.3 Procedure**

Participants were invited to the study via social media posts, online messages, and posters. The link to the questionnaire package was shared with the participants through the Qualtrics online survey platform. Data were collected between February 2025 and June 2025. The survey took approximately 20 to 25 minutes to complete. Participants were presented with the survey items after they gave their informed consent. Participants responded to Demographical Information Form, the Workplace Incivility Scale, Online Workplace Incivility Checklist, Performance Scale, and Counterproductive Work Behavior Scale in this order. After the completion of the scales, participants were asked to provide their supervisors' information (optional) so the researcher could contact them. When they agreed to share the contact information of their supervisor, they were asked to provide their own names, their supervisors' names, supervisors' email addresses, and the duration that they had worked together. Supervisory information was collected with the purpose of collecting participants' job performance data from another source. For those who did not give their consent for supervisory ratings of performance, the study ended with a debriefing. For those who gave their consent, a survey was sent to their supervisors to assess the participants' performance.

The supervisors were invited via email to participate in the study. After providing informed consent, they completed a demographic information form and evaluated the job performance of the relevant subordinate. Upon completing the survey, they received a debriefing.



### 3. RESULTS

#### 3.1 Results of Study 1: Online Workplace Incivility Checklist Development

This study aimed to examine online WI and develop a psychometrically sound measure tapping online WI. The Online Workplace Incivility Checklist was developed by following Braun and Clarke's (2006) thematic analysis approach. Initially, 115 different codes emerged from 394 responses of 16 participants. Then, several code and theme iterations were conducted. In these iterations, some codes were deleted since they could be considered other forms of workplace mistreatment (e.g., *making employees do personal work* for abusive supervision). In addition, some codes were excluded since they were reported by a single respondent (e.g., *asking employees to turn on their cameras for meetings* or *using emojis only in conversation*) or the sources of uncivil interactions and the source of the instigators (e.g., customers) were unclear. Thus, 115 codes were reduced to 39 codes.

After finalizing codes, eight themes representing the 39 codes were identified: *violating employees' work routines and boundaries* (e.g., contacting the person outside their work hours), *inconsideration* (e.g., not considering the way of communication with the person), *blaming/threatening* (e.g., making the person feel threatened), *ignoring communication* (e.g., not responding the person), *attacks on one's honor* (e.g., humiliating the person), *interfering with the person's work* (e.g., not providing necessary resources to the person to accomplish their work), and *acting with the sense of superiority* (e.g., belittling the person), and *other* (outside of determined themes). To test reliability, the theme-code matrix was shared with academics specialized in workplace incivility research. After the experts' evaluation, some overlaps in themes were identified. Therefore, themes and codes were reevaluated with the thesis supervisor. Finally, *codes*

regarding starting the message with pleasantries and finishing the message with pleasantries were merged, resulting in 38 codes that represent 319 behaviors. Table 3.1 presents the 38 codes with their frequencies and four themes under which the codes are grouped.

**Table 3.1** *Themes, Codes, Frequencies, and Percentages for Online Workplace Incivility Checklist*

| Themes and Codes                                                                                 | Frequency | Percentage (%) |
|--------------------------------------------------------------------------------------------------|-----------|----------------|
| <b>Theme 1: Inconsiderate and Unprofessional Behaviors</b>                                       |           |                |
| <b>Codes:</b>                                                                                    |           |                |
| • Not responding to messages                                                                     | 30        | 9.4            |
| • Not starting/ending a message with pleasantries                                                | 27        | 8.5            |
| • Belittling the person in an online message/meeting                                             | 19        | 6              |
| • Having a commanding tone in a message                                                          | 18        | 5.6            |
| • Giving a short deadline to an immediate request                                                | 12        | 3.8            |
| • Interrupting the person while speaking during an online meeting                                | 9         | 2.8            |
| • Having a disrespectfully casual tone in a message                                              | 9         | 2.8            |
| • Not adding one of the necessary email recipients to the email                                  | 7         | 2.2            |
| • Raising voice at a person                                                                      | 6         | 1.9            |
| • Scheduling meetings without considering participants' availability                             | 6         | 1.9            |
| • Having a personal conversation in an online communication platform (e.g., Teams)               | 6         | 1.9            |
| • Not listening to the person during the online meeting                                          | 6         | 1.9            |
| • Attending the online meeting without turning on their camera                                   | 6         | 1.9            |
| • Criticizing the person in front of others in an online meeting                                 | 5         | 1.6            |
| • Exceeding the scheduled meeting time                                                           | 5         | 1.6            |
| • Not providing the necessary support/resources to the person in shared online working platforms | 5         | 1.6            |
| • Leaving the online meeting without informing anyone                                            | 4         | 1.3            |
| • Ignoring the person's contribution/effort                                                      | 4         | 1.3            |

| Themes and Codes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Frequency                        | Percentage (%)                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------|
| <ul style="list-style-type: none"> <li>• Not thanking the person after completing the task</li> <li>• Attending online meetings late</li> <li>• Not attending the scheduled online meeting</li> <li>• Ending the phone call without saying anything suddenly</li> </ul>                                                                                                                                                                                                                                                                                                             | 3<br>2<br>2<br>1                 | 0.9<br>0.6<br>0.6<br>0.3                    |
| <b>Theme 2: Professional Boundary Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                  |                                             |
| <b>Codes:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  |                                             |
| <ul style="list-style-type: none"> <li>• Sending a message regarding the work outside of working hours</li> <li>• Persistently following a subject without giving a chance to respond to the person</li> <li>• Calling the person directly without controlling their availability</li> <li>• Calling the person regarding the work outside of work hours</li> <li>• Sending a message without controlling one's availability</li> <li>• Using private communication channels (e.g., personal WhatsApp) instead of using the online communication channels of the company</li> </ul> | 25<br>16<br>11<br>7<br>6<br>5    | 7.8<br>5<br>3.4<br>2.2<br>1.9<br>1.6        |
| <b>Theme 3: Creating a Hostile Environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                  |                                             |
| <b>Codes:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  |                                             |
| <ul style="list-style-type: none"> <li>• Having a passive-aggressive tone in a message</li> <li>• Cc'ing the supervisor although it is not necessary</li> <li>• Using an accusatory tone in a message when dissatisfied with the work</li> <li>• Suddenly inviting the person to an online meeting in one's calendar</li> <li>• Using slang during an online meeting/messaging</li> <li>• Gossiping about someone in an online environment</li> <li>• Using facial expressions to show dissatisfaction to the speaker during an online meeting (e.g., eye-rolling)</li> </ul>       | 16<br>7<br>7<br>6<br>5<br>3<br>2 | 5<br>2.2<br>2.2<br>1.9<br>1.6<br>0.9<br>0.6 |
| <b>Theme 4: Poor Communication</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |                                             |
| <b>Codes:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  |                                             |
| <ul style="list-style-type: none"> <li>• Using sloppy language in a message</li> <li>• Sending unclear messages</li> <li>• Not updating the relevant person regarding changes made in the online work platform</li> </ul>                                                                                                                                                                                                                                                                                                                                                           | 5<br>4<br>2                      | 1.6<br>1.3<br>0.6                           |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>319</b>                       | <b>100</b>                                  |

*Inconsiderate and Unprofessional Behaviors* are defined as not considering employees' emotions, opinions, or resources, such as knowledge and time, and making them feel uncomfortable, worthless, and humiliated. *Not responding to messages* can be considered under this theme. For example, Participant 9 said, "Well, I need him. I need to ask him something. He did not respond, but I saw him online." *Professional Boundary Violations* are defined as violating employees' boundaries at or outside of work and creating pressure or discomfort. Sending a message regarding the work outside of working hours was a common behavior regarding professional boundary violation. Participant 8 reported that they received an email at 9 pm. *Creating a Hostile Environment* is defined as subtle behaviors that might lead to feelings of insecurity in the workplace (physical or online). *Having a passive-aggressive tone in a message* is an example of a hostile environment. Participant 10 mentioned that they received messages with indirect sentences or a decreased warm tone in sentences. Finally, *Poor Communication* is defined as unclear, inelaborate, or misinforming employees. For example, *using sloppy language in a message*, like responding just "ok" to a long message, is part of poor communication. All codes, code frequencies, and themes were presented in Table 3.1. Among 38 codes, the most frequent behaviors were *not responding to messages*, *not starting/ending a message with pleasantries*, *sending a message regarding work outside of working hours*, and *having a commanding tone in a message*. Sample excerpts representing corresponding codes and themes were presented in Appendix I. Based on this qualitative study, an Online Workplace Incivility Checklist (OWIC) was developed by the researcher (see Appendix D).

## 3.2 Results of Study 2: The Main Study

### 3.2.1 Data Screening, Cleaning, and Assumption Testing

To examine data accuracy, first, survey participation was analyzed. The study link was viewed by approximately 5000 people. Three hundred eleven people opened the link. Due to incomplete data ( $N = 117$ ), not meeting the inclusion criterion that working in the same company for at least six months ( $N = 10$ ) and failing at a bogus item ( $N = 22$ ), 162 out of 311 participants (52%) completed the study, and their data were checked for accuracy. Participants' data were within the necessary range, providing data accuracy since participants were required to answer all items in the measures. Because of the platforms used for data collection purposes (i.e., Qualtrics and Google Forms), the data included no out-of-range or missing values.

Univariate outliers were checked by computing  $z$  values and checking the presence of values exceeding the cut-off of  $\pm 3.29$ , as Tabachnick and Fidell (2012) suggested. Although there were three univariate outlier cases (one for task performance and two for CWB) across five variables (i.e., face-to-face WI experiences, online WI experiences, task performance, contextual performance, and CWB), upon examination, it was concluded that these individuals, identified as outliers, did not appear to have responded randomly, and it was considered likely that their responses reflected their actual situation on these variables. Hence, a decision was made not to exclude these univariate outliers from the analyses. Multivariate outliers were explored using Mahalanobis distance (Tabachnick & Fidell, 2012). For five continuous variables, the critical Chi-square value was 20.515 at .001  $p$  value. This analysis showed that there were three outliers in the study, exceeding  $\chi^2 = 20.515$ . When the outliers were examined, one participant was excluded from the study since their data gave the impression of random

responding, resulting in a sample size of 161. The other two responses were retained for the study since they might reflect participants' real-world experience.

For the assumption of the absence of multicollinearity, bivariate correlations demonstrated that there was no multicollinearity between study variables. In testing the normality assumption, histograms, skewness, and kurtosis of the variables were examined. Histogram examinations showed that, as expected, task and contextual performance data were negatively skewed, and CWB, online WI experiences, and face-to-face WI experiences were positively skewed. When the variables' skewness and kurtosis values were examined, skewness and kurtosis values for CWB (skewness = 5.89; kurtosis = 53.02) had values exceeding  $\pm 3$  (Kline, 2011), suggesting the presence of a non-normal distribution for CWB. The planned analyses are considered robust to the observed assumption violations, which are not deemed severe or concerning.

Since only 21 participants consented to have their performance evaluated by their supervisors (or shared their supervisors' contact information for this purpose), supervisor ratings could not be used in hypothesis testing. Hence, a decision was made to examine the presumed relationships between online incivility experience and task and contextual performance by using self-ratings of performance. This decision is supported by Han et al.'s (2022) meta-analytic findings, which showed that there were no statistically significant differences in the relationship between WI and self-rated or supervisor-rated job performance.

### ***3.2.2 Descriptive Statistics***

Participants' demographic information is presented in Table 3.2 and Table 3.3 (see variables 10-17). These tables demonstrate that study participants were mostly women (57.1%), highly educated (96%), full-time employees (97.5%) in the private sector

(92.5%) and had non-managerial positions (79.5%). It also shows that employees mostly had hybrid working arrangements (50.9%) and worked in organizations focusing on manufacturing and research and development (R&D; 26.1%).

**Table 3.2** *Participants' Demographic Information*

| Demographic Variables             | N   | (%)  | Demographic Variables                                   | N   | (%)  |
|-----------------------------------|-----|------|---------------------------------------------------------|-----|------|
| <b>Gender</b>                     | 161 |      | <b>Organization Type</b>                                | 161 |      |
| Female                            | 92  | 57.1 | Information Technologies                                | 26  | 16.1 |
| Male                              | 67  | 41.6 | Human Resources/Training                                | 19  | 11.8 |
| Prefer not to say                 | 2   | 1.2  | Logistics/Maintenance-Support                           | 3   | 1.9  |
| <b>Education</b>                  | 161 |      | Marketing/Sales/Representative/<br>Business Development | 16  | 9.9  |
| High school degree                | 2   | 1.2  | Purchasing/Supply                                       | 2   | 1.2  |
| Associate degree                  | 4   | 2.5  | Manufacturing/R&D/Design/<br>Analysis/Test/Project      | 42  | 26.1 |
| Bachelor's degree                 | 100 | 62.1 | Finance                                                 | 7   | 4.3  |
| Master's degree and above         | 55  | 34.2 | Health                                                  | 15  | 9.3  |
| <b>Working Arrangement</b>        | 161 |      | Other                                                   | 31  | 19.3 |
| From the office                   | 64  | 39.8 | <b>Managerial Position</b>                              | 161 |      |
| Remote                            | 15  | 9.3  | Yes                                                     | 33  | 20.5 |
| Hybrid                            | 82  | 50.9 | No                                                      | 128 | 79.5 |
| <b>Sector</b>                     | 161 |      | <b>Managerial Level</b>                                 | 33  |      |
| Public sector                     | 8   | 5    | Entry-level Manager                                     | 5   | 3.1  |
| Private sector                    | 149 | 92.5 | Middle-level Manager                                    | 16  | 9.9  |
| Non-governmental<br>organizations | 1   | .6   | High-level Manager                                      | 12  | 7.5  |
| Other                             | 3   | 1.9  | <b>Employment Type</b>                                  | 161 |      |
|                                   |     |      | Full-time employee                                      | 157 | 97.5 |
|                                   |     |      | Part-time employee                                      | 4   | 2.5  |

*Note. % represents the percentage of participants in that level of the variable.*

The total number of incidents checked by participants was 2181. Table 3.4 illustrates the number of uncivil online WI experiences those 161 participants reported. Table 3.4 also illustrates the mean perceived impact of each item. Ninety-seven percent of participants reported that they experienced at least one incidence of online WI and

were impacted by it to various degrees. The five most frequently reported online WI behaviors and the five online WI behaviors that were perceived to have the strongest impact are presented in Table 3.5. Since two items shared the same frequency (*Texted me outside of working hours and asked a work-related task* and *Called me regarding the work outside of work hours*), they were both included in the table.



**Table 3.3** *Reliabilities, Correlations, and Descriptive Statistics for the Study Variables*

| Variables                                           | <i>N</i> | Number<br>of items | <i>M</i> | <i>SD</i> | 1      | 2       | 3       | 4       | 5       | 6     | 7       | 8     | 9       | 10    | 11    |
|-----------------------------------------------------|----------|--------------------|----------|-----------|--------|---------|---------|---------|---------|-------|---------|-------|---------|-------|-------|
| 1. Online WI                                        | 161      | 38                 | 35.45    | 29.48     | -      |         |         |         |         |       |         |       |         |       |       |
| 2. Face-to-face WI                                  | 161      | 24                 | 1.71     | .58       | .631** | (.93)   |         |         |         |       |         |       |         |       |       |
| 3. Task performance                                 | 161      | 6                  | 4.28     | .52       | .080   | -.070   | (.80)   |         |         |       |         |       |         |       |       |
| 4. Contextual performance                           | 161      | 5                  | 4.13     | .59       | -.193* | -.228** | .486**  | (.74)   |         |       |         |       |         |       |       |
| 5. Overall job performance                          | 161      | 11                 | 4.21     | .48       | -.075  | -.178*  | .844**  | .879**  | (.83)   |       |         |       |         |       |       |
| 6. CWB                                              | 161      | 23                 | 1.14     | .20       | .080   | .100    | -.394** | -.301** | -.400** | (.84) |         |       |         |       |       |
| 7. Age                                              | 161      | 1                  | 31.32    | 7.28      | -.072  | -.082   | .029    | .205**  | .141    | -.083 | -       |       |         |       |       |
| 8. Gender                                           | 159      | 1                  |          |           | -.079  | -.120   | .036    | -.042   | -.006   | -.007 | .096    | -     |         |       |       |
| 9. Managerial position                              | 161      | 1                  |          |           | -.084  | .029    | .007    | -.161*  | -.095   | .008  | -.546** | -.080 | -       |       |       |
| 10. Managerial level                                | 33       | 1                  |          |           | -.054  | -.059   | .262    | .418*   | .365*   | -.110 | .418*   | .045  | .c      | -     |       |
| 11. Employment type                                 | 161      | 1                  |          |           | .113   | .144    | .002    | -.076   | -.045   | .111  | -.139   | .107  | .081    | .c    | -     |
| 12. Working experience in the organization (months) | 161      | 1                  | 46.09    | 5.39      | -.092  | -.107   | .028    | .135    | .098    | -.008 | .665**  | -.002 | -.420** | -.068 | -.091 |
| 13. Overall working experience (months)             | 161      | 1                  | 94.29    | 87.41     | -.091  | -.126   | .032    | .211**  | .147    | -.078 | .942**  | .115  | -.558** | .383* | -.122 |
| 14. Working from home (days)                        | 159      | 1                  | 1.58     | 1.63      | .032   | -.070   | .042    | .068    | .065    | -.005 | -.176*  | .072  | .161*   | .197  | .041  |
| 15. Working from the office (days)                  | 159      | 1                  | 3.3      | 1.71      | .042   | .187*   | -.032   | -.085   | -.070   | -.025 | .049    | -.106 | -.151   | .015  | -.075 |

| Variables                                           | N   | Number of items | M     | SD    | 11    | 12     | 13     | 14      | 15 |
|-----------------------------------------------------|-----|-----------------|-------|-------|-------|--------|--------|---------|----|
| 11. Employment type                                 | 161 | 1               |       |       | -     |        |        |         |    |
| 12. Working experience in the organization (months) | 161 | 1               | 46.09 | 59.39 | -.091 | -      |        |         |    |
| 13. Overall working experience (months)             | 161 | 1               | 94.29 | 87.41 | -.122 | .708** | -      |         |    |
| 14. Working from home (days)                        | 159 | 1               | 1.58  | 1.63  | .041  | -.045  | -.159* | -       |    |
| 15. Working from the office (days)                  | 159 | 1               | 3.3   | 1.71  | -.075 | .019   | .031   | -.705** | -  |

*Note. Gender: Female = 1, Male = 2. Two participants did prefer not to say, counted as missing for analyses. Managerial position: Yes = 1, No = 2. Managerial level: Entry-level = 1, Middle-level = 2, High-level = 3. Employment type: Full-time = 1, Part-time = 2. Online WI was measured by summing impact ratings of the items checked and rated (Range = 0 - 190). Face-to-face WI was measured with 1 = Never to 5 = Always. The scale consists of 25 items, but one of the items was bogus and was excluded from analyses. Performance (task, contextual, and overall) was measured with 1 = It does not reflect at all to 5 = It completely reflects. CWB was measured with 1 = Never to 5 = Everyday. Working experience (overall and within the organization) was calculated in months. Working from home and the office were presented days in a week. Cronbach's alpha level is presented in parentheses. c represents that two variables are categorical.*

*\*p < .05 (2-tailed) and \*\*p < .01 (2-tailed).*

**Table 3.4** *The Frequency and Perceived Impact of Experienced Online WI*

| OWIC Items                                                                                                               | Frequency of the Incident | Mean Perceived Impact of Experienced Incident |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------|
| 1. Criticized my work while messaging or in an online meeting in the presence of others.                                 | 36                        | 3.14                                          |
| 2. Interrupted me when I was speaking in an online meeting.                                                              | 57                        | 2.40                                          |
| 3. Exceeded allocated time for the online meeting.                                                                       | 104                       | 2.22                                          |
| 4. Texted me without controlling my status (available/busy/in a call) on an online communication platform (e.g., Teams). | 82                        | 2.28                                          |
| 5. Raised his/her voice to me/others during an online meeting.                                                           | 31                        | 3.10                                          |
| 6. Unexpectedly asked/requested a task to complete with a short deadline.                                                | 102                       | 3.16                                          |
| 7. Started the message without a greeting or ended the message without a greeting.                                       | 59                        | 2.10                                          |
| 8. Talked my/others' back negatively or gossiped about me/others.                                                        | 52                        | 2.75                                          |
| 9. Texted me outside of working hours and asked about a work-related task.                                               | 91                        | 2.86                                          |
| 10. Used a commanding tone in a message.                                                                                 | 51                        | 2.78                                          |
| 11. Attended the online meeting late without informing.                                                                  | 70                        | 2.04                                          |
| 12. Did not reply to my message.                                                                                         | 82                        | 2.67                                          |
| 13. Organized an online meeting without asking/considering my availability.                                              | 73                        | 2.53                                          |
| 14. Used facial expression during an online meeting to show his/her dissatisfaction (e.g., rolled his/her eyes).         | 36                        | 3.11                                          |
| 15. Put my manager/their manager in cc on emails even if it was unnecessary.                                             | 43                        | 2.47                                          |
| 16. Maintained personal conversations with others in online work group communication platforms (e.g., Teams).            | 32                        | 1.97                                          |
| 17. Called me directly without informing or asking about my availability.                                                | 105                       | 2.13                                          |
| 18. Replied to my long messages with short and sloppy responses like "OK".                                               | 79                        | 2.00                                          |
| 19. Did not provide necessary support to accomplish tasks on online working platforms.                                   | 58                        | 3.17                                          |
| 20. Did not attend the planned online meeting without informing.                                                         | 42                        | 2.48                                          |
| 21. Used slang in messages/online meetings.                                                                              | 16                        | 2.63                                          |
| 22. Humiliated me in a message or in an online meeting with the presence of others.                                      | 11                        | 4.36                                          |
| 23. Left the online meeting without explanation/giving information.                                                      | 22                        | 1.73                                          |
| 24. Disregarded my effort/contribution to the work by acting as if he/she completed the task.                            | 44                        | 3.70                                          |

| OWIC Items                                                                                                                                                                                               | Frequency of the Incident | Mean Perceived Impact of Experienced Online WI |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------|
| 25. Did not inform me regarding changes that he/she made on a task we worked together on an online working platform.                                                                                     | 66                        | 3.39                                           |
| 26. Suddenly hung up the phone without saying pleasantries like "have a nice day."                                                                                                                       | 17                        | 2.12                                           |
| 27. Contacted me persistently for the case that he/she asked, and I followed up without providing me a chance to respond.                                                                                | 48                        | 2.96                                           |
| 28. Did not listen to me in an online meeting.                                                                                                                                                           | 31                        | 2.97                                           |
| 29. Sent a message with an inappropriate/ too informal tone.                                                                                                                                             | 21                        | 2.38                                           |
| 30. Sent a message with an accusatory tone when his/her expectations regarding the work were not met.                                                                                                    | 51                        | 3.55                                           |
| 31. Did not appreciate/thank me for the work I completed.                                                                                                                                                | 72                        | 2.89                                           |
| 32. Included me in an online meeting that was not on my work schedule without informing me beforehand.                                                                                                   | 80                        | 2.48                                           |
| 33. Called me regarding the work outside of work hours.                                                                                                                                                  | 91                        | 2.48                                           |
| 34. Sent a message for work via a private communication channel not used for work (e.g., personal WhatsApp account) instead of using online workplace communication channels (e.g., Teams, Skype, etc.). | 83                        | 2.17                                           |
| 35. Attended an online meeting without turning on his/her camera.                                                                                                                                        | 94                        | 1.50                                           |
| 36. Sent unclear messages to ask me to complete the task.                                                                                                                                                | 53                        | 3.11                                           |
| 37. Did not add me to the emails I was supposed to be in.                                                                                                                                                | 60                        | 3.20                                           |
| 38. Sent a message with a passive-aggressive and uncomfortable tone.                                                                                                                                     | 36                        | 3.56                                           |

*Note. The total number of experienced incidents was 2181. Perceived Impact was rated on a scale from 1 = Did not affect at all to 5 = It completely affected.*

**Table 3.5** *Top Five Online WI Incidents With Respect to Frequency and Perceived Impact of the Incident*

| OWIC Items                                                                                                                    | Frequency of the Incident | OWIC Items                                                                                                       | Mean Perceived Impact of Experienced Incident |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Called me directly without informing or asking about my availability.                                                         | 105                       | Humiliated me in a message or in an online meeting with the presence of others.                                  | 4.36                                          |
| Exceeded allocated time for the online meeting.                                                                               | 104                       | Disregarded my effort/contribution to the work; acted as if he/she completed the task.                           | 3.70                                          |
| Unexpectedly asked/requested a task to complete with a short deadline.                                                        | 102                       | Sent a message with a passive-aggressive and uncomfortable tone.                                                 | 3.56                                          |
| Attended an online meeting without turning on his/her camera.                                                                 | 94                        | Sent a message with an accusatory tone when his/her expectations regarding the work were not met.                | 3.55                                          |
| Texted me outside of working hours and asked about a work-related task. / Called me regarding the work outside of work hours. | 91                        | Did not inform me regarding changes that he/she made on a task we worked together on an online working platform. | 3.39                                          |

*Note.* Frequency was rated as Yes/No, and ratings for Yes were counted. Perceived impact was rated from 1 = Did not affect at all to 5 = It completely affected.

### 3.2.3 Hypothesis Testing

The goal of Study 2 was both to understand the relationship between online WI experiences and performance outcomes (i.e., CWB, task performance, and contextual performance) and to examine the differences between experiences of face-to-face WI and online WI on these outcomes. In analyses regarding contextual performance, age was

controlled since it was positively correlated with contextual performance in the current study ( $r = .21, p < .001$ ) and in the existing literature (e.g., Ng & Feldman, 2008).

Hypothesis 1, which stated that online WI experiences positively associated with CWB, was tested by a simple linear regression analysis. The result showed that there was no significant relationship between online WI experiences and CWB,  $F(1,159) = 1.03, \beta = .08, p > .05$ . Therefore, H1 was not supported.

Hypothesis 2 stated that experienced online WI would be negatively associated with task performance (H2a) and contextual performance (H2b). The result of a simple linear regression analysis which was run to test H2a demonstrated that there was no relationship between online WI experiences and task performance,  $F(1,159) = 1.01, \beta = .08, p > .05$ . Therefore, H2a was not supported. H2b was tested by running a multiple hierarchical regression analysis in which age was entered at the first step, followed by the online WI variable. Results demonstrated that this model explained 7% of the variance in contextual performance,  $F(2,158) = 6.31, p < .05$ . Online WI significantly was related to contextual performance ( $\beta = -.18, p < .05, 95\% \text{ CI } [-.01, .00]$ ) after controlling for age ( $\beta = .19, p < .05, 95\% \text{ CI } [.00, .03]$ ), yielding support for H2b.

### ***3.2.4 Examination of the Research Question***

A series of regression analyses were conducted to examine whether online WI and face-to-face WI differed in predicting the outcome variables of interests (i.e., CWB, task performance, and contextual performance). For CWB, given that online WI experiences failed to predict CWB, a simple linear regression analysis was carried out for face-to-face WI experiences. The result indicated that face-to-face WI experiences were not significantly related to CWB,  $F(1,159) = 1.62, \beta = .09, p > .05$ .

Similar to the findings concerning online WI, results demonstrated that face-to-face WI experiences were not significantly related to task performance,  $F(1,159) = .78, \beta = -.07, p > .05$ .

To examine predictive differences of experienced face-to-face WI and online WI on contextual performance, three hierarchical multiple regression analyses were conducted while controlling for age. In testing the first hierarchical regression model, age was entered in Step 1, and online and face-to-face WI experiences were entered in Step 2. The first step significantly predicted contextual performance,  $F(1,159) = 6.98, p < .05, R^2 = .04$ . That is, as expected, age predicted contextual performance,  $\beta = .21, p < .05, 95\% \text{ CI } [.00, .03]$ . The second step, in which online WI and face-to-face WI variables were entered into the equation, also predicted contextual performance,  $F(3,157) = 5.19, p < .05, R^2 \text{ change} = .05$ . Regression coefficients of this model demonstrated that age continued to predict contextual performance ( $\beta = .19, p < .05, 95\% \text{ CI } [.00 - .03]$ ), but online WI experiences ( $\beta = -.08, p > .05$ ) and face-to-face WI experiences failed at predicting contextual performance ( $\beta = -.17, p > .05$ ).

Then, to compare unique contributions of online and face-to-face WI experiences, these variables were entered into hierarchical regression models separately and in counterbalanced order. Results of these hierarchical regression analyses are presented in Table 3.6 as Model 2 and Model 3.

**Table 3.6** Hierarchical Regression Models for Experienced Online WI and Face-to-Face WI to Determine Their Unique Predictive Abilities

| Hierarchical<br>Regression<br>Models | Contextual Performance |             |         |       |          |                 |
|--------------------------------------|------------------------|-------------|---------|-------|----------|-----------------|
|                                      | <i>B</i>               | <i>SE B</i> | $\beta$ | $R^2$ | <i>F</i> | <i>F</i> Change |
| <b>Model 1</b>                       |                        |             |         |       |          |                 |
| <i>Block 1</i>                       |                        |             |         | .04   | 6.98*    | 6.98*           |
| Age                                  | .02                    | .01         | .21*    |       |          |                 |
| <i>Block 2</i>                       |                        |             |         | .09   | 5.19*    | 4.16*           |
| Age                                  | .02                    | .01         | .19*    |       |          |                 |
| Face-to-face WI                      | -.17                   | .10         | -.17    |       |          |                 |
| Online WI                            | .00                    | .00         | -.08    |       |          |                 |
| <b>Model 2</b>                       |                        |             |         |       |          |                 |
| <i>Block 1</i>                       |                        |             |         | .04   | 6.98*    | 6.98*           |
| Age                                  | .02                    | .01         | .21*    |       |          |                 |
| <i>Block 2</i>                       |                        |             |         | .09   | 7.51**   | 7.74*           |
| Age                                  | .02                    | .01         | .19*    |       |          |                 |
| Face-to-face WI                      | -.21                   | .08         | -.21*   |       |          |                 |
| <i>Block 3</i>                       |                        |             |         | .09   | 5.19*    | .59             |
| Age                                  | .02                    | .01         | .19*    |       |          |                 |
| Face-to-face WI                      | -.17                   | .10         | -.17    |       |          |                 |
| Online WI                            | .00                    | .00         | -.08    |       |          |                 |
| <b>Model 3</b>                       |                        |             |         |       |          |                 |
| <i>Block 1</i>                       |                        |             |         | .04   | 6.98*    | 6.98*           |
| Age                                  | .02                    | .01         | .21*    |       |          |                 |
| <i>Block 2</i>                       |                        |             |         | .07   | 6.31*    | 5.45*           |
| Age                                  | .02                    | .01         | .19*    |       |          |                 |
| Online WI                            | .00                    | .00         | -.18*   |       |          |                 |
| <i>Block 3</i>                       |                        |             |         | .09   | 5.19*    | 2.81            |
| Age                                  | .02                    | .01         | .19*    |       |          |                 |
| Online WI                            | .00                    | .00         | -.08    |       |          |                 |
| Face-to-face WI                      | -.17                   | .10         | -.17    |       |          |                 |

Note. \* represents  $p < .05$ . \*\* represents  $p < .001$ .

These analyses demonstrate that both face-to-face WI experiences and online WI experiences predicted contextual performance negatively. However, when both variables were entered into the model, their unique predictive abilities faded. This might be due to the high correlation between online and face-to-face WI experiences ( $r = .63, p < .001$ ). They possibly share variance in explaining contextual performance. However, trend-wise,

it seems that face-to-face WI is a slightly stronger predictor of contextual performance than online WI.

### ***3.2.5 Exploratory Analysis***

An exploratory analysis was run to examine the relationship between face-to-face and online WI experiences and overall job performance (i.e., the composite of task and contextual performance). Overall job performance was calculated by averaging task and contextual performance variables for a broader understanding.

After controlling for age, a hierarchical regression analysis showed that the model significantly predicted overall job performance,  $F(3,157) = 2.78, p < .05, R^2 = .05$ . The standardized regression coefficients demonstrated that face-to-face WI experiences negatively predicted overall job performance ( $\beta = -.21, p < .05$ ). However, online WI experiences ( $\beta = .07, p > .05$ ) and age ( $\beta = .13, p > .05$ ) did not predict overall job performance. Therefore, it can be concluded that face-to-face WI experiences predicted overall job performance better than online WI experiences.

## 4. DISCUSSION

### 4.1 Overview

The present research, composed of two studies, aimed to explore the content domain of online workplace incivility, a relatively new form of workplace mistreatment, develop a sound measure for it, and understand its relations to performance outcomes. In the first study, semi-structured interviews were conducted to collect incidences of online WI. Thematic analysis of the incidents resulted in the identification of themes representing online WI, which was later used in developing the items to be used in the OWIC, a checklist-based measure of online WI. The objective of the second study was to examine the relationship between online WI and performance outcomes. In addition, online WI and face-to-face WI were compared in terms of their ability to predict organizational performance outcomes.

### 4.2 Discussion of the Findings of Study 1: The Development of the OWIC

As stated above, the purpose of Study 1 was to explore the content domain of online workplace incivility. The thematic analysis revealed that online WI included incidents beyond emails (see Lim & Teo, 2009; McCarthy et al., 2019). It included incidents taking place through messaging media (e.g., Teams, Skype, and WhatsApp), videoconferences (e.g., Teams and Meet), and online working platforms (e.g., SharePoint and Drive). Thematic analysis revealed four themes: *Inconsistent and Unprofessional Behaviors* (e.g., not responding to messages), *Professional Boundary Violations* (e.g., sending a message about work outside of working hours), *Creating a Hostile Environment* (e.g., having a passive-aggressive tone in a message), and *Poor Communication* (e.g., having a sloppy language in a message). The codes under the

themes formed the basis of the item development for the checklist (see Table 3.1). The codes reflected content similar to the ones in the current measures of the WI literature (see Lim & Teo, 2009; McCarthy et al., 2019). For example, *not responding to messages*, *having a commanding tone in a message*, *putting the supervisor in cc in emails*, and *using an accusatory tone in messages*. On the other hand, some incidents were different from the ones included in the previous measures. For example, *using sloppy language in a message*, *not adding one of the necessary email recipients to the email*, and *having a disrespectfully casual tone in a message* are typically not found in the existing measures. Similar to face-to-face WI behaviors (see Sümer et al., 2024), some of the online WI behaviors appeared to be culture-specific. For instance, *belittling the person in an online message/meeting*, *criticizing the person in front of others in an online meeting*, and *failing to include culturally expected customary greetings at the start and close of the message* seem more pronounced incidences of WI when looked through a cultural lens. Such behaviors can damage people's self-worth and dignity, foster feelings of exclusion, and/or reflect a disregard for internalized status differences between people. As cultural norms influence what employees consider uncivil, actions that damage self-worth appear more likely to be interpreted as WI in an honor cultural context (Ghosh, 2017; Lim & Lee, 2011; Liu et al., 2009; Wasti & Erdaş, 2018).

Items such as *calling/sending a message to an employee for work outside of work hours*, *directly calling with the person without asking/controlling their availability*, and *using private communication channels instead of work-related communication channels*, widened the domain of existing online/cyber incivility measures (Lim & Teo, 2009; McCarthy et al., 2019).

Some of the incidents also illustrated behaviors that were unique to online interactions and less likely to emerge in in-person interactions, supporting Suler's (2004) definition of disinhibition effect (i.e., demonstrating less inhibited behaviors in online settings with a sense of invisibility). *Leaving the online meeting without informing anyone, attending the online meeting without turning on the camera, and sending a message/calling the person regarding work outside of working hours* are examples of such behaviors. That is, when a person attends a face-to-face meeting, they are less likely to leave the meeting without informing anyone, and they would not have a chance to hide themselves. Technology-mediated environments seem to make such uncivil behaviors easier to engage in or be exposed to, compared to face-to-face workplace interactions.

#### **4.3 Discussion of the Findings of Study 2: The Main Study**

The main study examined the relationship between online WI and three outcome variables important for organizational success (i.e., CWB, task performance, and contextual performance). Moreover, differences between face-to-face WI and online WI were analyzed to determine if they differed in predicting these outcomes.

Before hypothesis testing and exploring the research question, descriptive statistics were examined. As shown in Tables 3.4 and 3.5, these examinations revealed the online WI incidences/items with the highest frequencies and highest perceived impact on the participants. The five most frequently reported online WI behaviors were mostly about inconsiderate and unprofessional behaviors (i.e., exceeding online meeting duration, unexpectedly asking completion of a task with a short deadline, and not turning on the camera in an online meeting) and professional boundary violations (i.e., calling directly/without asking availability and texting/calling for work-related communication outside of working hours). On the other hand, perceived impact was strongest for

behaviors that include humiliation (i.e., humiliation in messages or online meetings in the presence of others), exclusion (i.e., disregarding the effort and contribution and not informing regarding the updates in collaboration tools), and hostility (i.e., having messages in passive-aggressive and accusatory tones). This analysis demonstrates that online WI includes a variety of uncivil behaviors with different intensities and frequencies (i.e., from inconsideration of resources or boundaries with less intensity yet higher frequency to humiliation, exclusion, and hostility with more intensity yet less frequency). This finding also supports the potential effect of honor culture on employees' online WI experiences (see also Sümer et al., 2024; Wasti & Erdaş, 2018). That is, worth/status threatening incidents (e.g., humiliation in front of others in online interactions) were perceived as having a stronger negative impact than less worth/status threatening behaviors.

A simple linear regression analysis testing Hypothesis 1 showed that experienced online WI did not significantly predict CWB. This finding is in conflict with the meta-analytic studies on cyber mistreatment (see Han et al., 2022; McCord et al., 2024), which demonstrated moderate to high correlations between incivility and CWB (or deviance) with a medium to large effect size. One plausible explanation for the failure to predict CWB could be associated with the nature of the CWB measure used. The CWB Checklist used in the study openly requires participants to indicate whether they engage in the listed CWBs (e.g., stealing something from work, insulting someone at work, etc.). It is possible that participants might have been reluctant to report their CWB when asked so directly. Although the study provided anonymity regarding responses, participants might not want to be seen negatively or feel ashamed of what they did from their perspective (Dalal & Hakel, 2016).

Online WI experiences failed to predict employees' task performance. Since limited studies examined the relationship between task performance and cyber incivility (i.e., online WI), interpretations should be made cautiously. Previous studies measured task performance with cognitive/math tasks in experimental settings after encountering cyber incivility (Giumetti et al., 2013; McCarty et al., 2020) or task performance on the next day (Wang et al., 2024). This study did not measure short-term task performance, and the relationship between online WI experiences and task performance was found to be nonsignificant. A possible explanation might be that the negative effects of online WI on task performance might be short-lasting. Sample size may be another reason for not being able to capture a relationship between online WI and task performance. As mentioned in the Method section, approximately 200 participants were needed to obtain a small to medium effect. Due to participants' low response rates in online studies (Daikeler et al., 2020; Nayak & Narayan, 2019) and time limitations in the data collection period, the number of participants could not reach 200. Hence, future studies with larger sample sizes are needed to reach a conclusive explanation for this finding.

As expected, online WI negatively predicted employees' contextual performance, yielding partial support for Hypothesis 2. Based on the COR theory framework, it was expected that when employees face online WI (a stressful experience), they might reduce extra-role behaviors in their roles to protect their physical like energy and mental resources like cognitive load (Giumetti et al., 2012; Giumetti et al., 2013; Hobfoll, 1989; Hobfoll et al., 2018). In addition, as mentioned in the Introduction section, culture shapes people's perceptions and reactions. Emotion displays, as reactions, are also influenced by the culture (Matsumoto et al., 2010). Since in collectivistic contexts group harmony and compliance are valued (Welbourne et al., 2015), expressing negative feelings such as

anger, frustration, and discontentment may not be easy (Her & Sin, 2024; Matsumoto et al., 2010). Hence, refraining from extra-role behaviors such as helping others may be one way of reacting to the experience of online WI. However, future research is needed to better understand the nature of the associations between online WI and both short-term and long-term task and contextual performance indicators.

For the research question (i.e., *Does the medium of incivility predict task and contextual performance and counterproductive work behaviors differentially?*), a series of multiple regression analyses were run. It was found that neither experienced online nor face-to-face workplace incivility significantly predicted counterproductive work behavior or task performance. Therefore, they were not different in predicting these variables, and they did not have a predictive advantage over each other. As mentioned above, the nonsignificant finding concerning CWB might be associated with the nature of the CWB Checklist measure itself since participants might not want to disclose or face their CWB (Dalal & Hakel, 2016). As discussed above, the task-performance-online WI relationship may be limited to cognitive tasks rather than self-report task performance measures (e.g., Porath & Erez, 2007; Scisco et al., 2019). Although future research is needed to further clarify this point, the present findings appear to suggest that WI in any form does not seem to have an effect on task performance.

In comparing the effects of face-to-face WI and online WI experiences on contextual performance, analyses demonstrated that both online and face-to-face WI experiences were related to contextual performance when they were entered into the models separately. However, their significant predictive abilities faded when they were entered into the prediction model together. This can be due to their possible shared variance. On the other hand, trend-wise, face-to-face WI experiences seemed better at

predicting contextual performance than online WI experiences. In addition, exploratory analyses demonstrated that face-to-face WI experiences predicted overall job performance (i.e., the composite of task and contextual performance), while online WI experiences failed. These findings can be explained by COR Theory (Hobfoll, 1989; Hobfoll et al., 1989) and characteristics of communication. That is, although limited nonverbal and contextual cues in online interactions might require more cognitive effort as a resource (Byron, 2008; McCarthy et al., 2020; Wang et al., 2024), online interactions also provide lagged interactions between parties (Heischman et al., 2019). Therefore, when employees face online WI, they might have more chances of leaving the interpersonal interaction for a while to cope with experienced stress (see also Heischman et al., 2019), increasing their direct or indirect resources. However, in face-to-face interactions, quick breaks for interactions might not be as easy as online interactions (Heischman et al., 2019). Therefore, face-to-face WI experiences might deplete more resources than online WI experiences.

#### **4.4 Strengths, Suggestions, and Limitations**

This study redefined/expanded the construct of cyber incivility (i.e., online WI) and demonstrated that cyber incivility is/cannot be limited to email incivility. An important finding of this study is that 97% of participants experienced at least one incident of online WI and were impacted by it to various degrees. This means that online WI is a common workplace experience and should not go unnoticed. Therefore, the newly developed OWIC was the main strength of this study. Associated with this strength, a major contribution of the present study is the development of the OWIC, a checklist of online WI that also allows the researchers to focus on the perceived impact of incivility experiences.

Based on a search in TRDizin, this study appears to be the first study exploring the associations between online WI experiences and performance-related outcomes in Türkiye. Hence, I believe it will contribute to the emerging cyber/online incivility research in Türkiye. In addition, in the Western literature, McCord et al.'s (2024) meta-analysis and Ju and Pak's (2025) review did not examine contextual performance (or organizational citizenship behavior) as an outcome measure associated with WI. Therefore, this study also contributes to cyber incivility literature by examining contextual performance among the outcome variables. The present study was an initial attempt to explore the relationship between online WI and performance outcomes. Future studies can examine whether online WI experiences are associated with other critical outcome variables, such as job engagement, well-being, burnout, and organizational commitment. Future research is also needed to examine the antecedents of online workplace incivility and to explore how this relatively new form of mistreatment dynamically interacts with other types, such as bullying, discrimination, sexual harassment, and abusive supervision.

In addition to its strengths, it is important to acknowledge the limitations of the present research. An important limitation of the study involves lack of a strong evidence for construct validity. Although the correlation between the OWIC Scale and the AIMSS face-to-face incivility measure provides some evidence of convergence and, therefore, construct validity, a more thorough examination of the construct validity of the newly developed online workplace incivility scale would require exploratory and confirmatory factor analyses conducted on independent samples, as well as the establishment of convergent validity with another established measure of online WI. Since the OWIC is a checklist with Yes/No response options, an exploratory factor analysis (EFA), which

relies on a bivariate correlation matrix, could not be run on it (see Fontaine, 2005). Sample size limitations also played a role in not being able to run an EFA properly. For future research with a larger sample size, an EFA can be conducted on the dichotomous items of the OWIC items by first computing a tetrachoric correlation matrix, which estimates the associations between the underlying continuous traits reflected in binary responses. This matrix can then be used in EFA using methods such as principal axis factoring or maximum likelihood (using software like R, Jamovi, or Mplus, supporting factor analysis based on tetrachoric correlations). Following an EFA, the refined checklist's factor structure can be further tested on another sample by conducting a confirmatory factor analysis (CFA).

Another limitation regarding not being able to establish the construct validity of the OWIC scale was not comparing OWIC with another cyber WI scale, such as the one developed by Lim and Teo (2009). The reason for this was that another, established cyber incivility scale was not available in Turkish at the time of data collection. However, as stated above, the correlation between the OWIC and Sümer et al.'s (2024) face-to-face WI scale ( $r = .63, p < .001$ ) provided some indirect evidence for the convergent validity of the newly developed measure. Since there are two cyber incivility scales in Türkiye available now (see Gültekin & Gültekin, 2024; Ülbeği et al., 2024), future studies can examine the OWIC's convergent validity using those scales.

An important limitation of the present study was not being able to reach the sample size initially targeted. The response rate problem in online surveys has been discussed by a number of researchers (Daikeler et al., 2020; Nayak & Narayan, 2019). Due to limited time for participant recruitment and participants' low return rates, some analyses were not conducted (e.g., an exploratory factor analysis using a tetrachoric correlation matrix).

Another limitation appears to be associated with the CWB Checklist. This measure provided very limited variance, possibly preventing the observation of the associations of interest. Future studies could benefit from a sounder, perhaps an indirect, measure of CWB (see Dalal & Hakel, 2016, p. 9). When indirect questioning is used, the respondent evaluates an average worker's CWB in the workplace, but psychologically, respondents would base their behaviors on estimating an average worker's experiences by thinking they represent the majority of employees in general (Dalal & Hakel, 2016). Alternatively, future studies may employ measures of cyber counterproductive work behavior, as we can expect the nature of counterproductive behaviors at work to shift largely toward those carried out through ICT. Examining the relationships between cyber workplace incivility and cyber counterproductive work behavior measures may provide a more accurate understanding of how these constructs relate to each other (see Mercado, 2017).

Another limitation concerns the comparison of the face-to-face WI and online WI constructs. Since face-to-face WI was measured with a frequency measure, whereas online WI was measured with a dichotomous response requiring measure, comparison of these two measures should be interpreted with caution. Future studies can compare these two variables using the same method (either with frequencies or with perceived impacts for both). Finally, as OWIC was developed based on Turkish employees' experiences, possibly, there are some behaviors specific to honor cultures, as face-to-face WI literature would suggest (see Sümer et al., 2024; Wasti & Erdaş, 2018).

#### **4.5 Practical Implications**

Although hypotheses regarding the relationship between online WI experiences and CWB and task performance were not supported, this study demonstrated that online

WI experiences predicted contextual performance. In addition, this relatively new form of workplace mistreatment is expected to predict other outcome variables such as well-being and job satisfaction (see also McCord et al., 2024). Therefore, as Carlos and Rodrigues (2016) also pointed out, promoting a civil online working environment is important for organizations to maintain a competitive advantage. Civil workplaces can be established by raising awareness regarding online WI and its possible outcomes (see also Reio Jr & Ghosh, 2009), building norms for interpersonal interactions in online work (i.e., *netiquette*; Heitmayer & Schimmelpfennig, 2024), and training programs about online WI.

To establish *netiquette* (i.e., rules and norms for respectful and appropriate behavior in online communication and interactions), organizations should determine clearly defined general rules and standards applicable to all employees (Heitmayer & Schimmelpfennig, 2024; Ju & Pak, 2025; Wang et al., 2024). Leaders and managers should also take the lead in demonstrating civil behaviors in technology-mediated environments so that the other employees will acquire those acceptable behaviors with social learning (Estes & Wang, 2008; Heitmayer & Schimmelpfennig, 2024). Training programs should also be provided to raise awareness concerning online WI (Ju & Pak, 2025), and employees should be empowered in coping with this form of workplace mistreatment (see Beattie & Griffin, 2014; Wang et al., 2024). Such training programs may help reduce incidents of online workplace incivility while enhancing employees' coping capacities, thereby contributing to the development of their psychological resources.

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## **APPENDICES**

**APPENDIX A. DEMOGRAPHICAL INFORMATION AND ONLINE  
WORKPLACE INCIVILITY QUESTIONS FOR STUDY 1: ONLINE  
WORKPLACE INCIVILITY CHECKLIST DEVELOPMENT**

| <b>DEMOGRAFİK BİLGİ FORMU</b>                                                      |
|------------------------------------------------------------------------------------|
| Adınız ve Soyadınız: _____                                                         |
| Cinsiyetiniz: Kadın__ Erkek__ Diğer (Lütfen açıklayınız)__ Belirtmek istemiyorum__ |
| Yaşınız: _____                                                                     |
| Mevcut Kurumunuzdaki Çalışma Süreniz: _____                                        |
| Toplam Çalışma Süreniz: _____                                                      |
| Çalıştığınız Sektör: _____                                                         |
| Göreviniz/Ünvanınız: _____                                                         |
| Çalışma Şekliniz: Ofisten__ Uzaktan__ Hibrit__                                     |
| Haftada Ofise Kaç Gün Gidiyorsunuz?: _____                                         |

| <b>GİRİŞ</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>İş yeri nezaketsizliği, iş yerinde gerçekleşen kaba ya da saygısızca olan ve zarar verme niyeti çoğu zaman örtük olan davranışlar olarak tanımlanmaktadır. Bu çalışmanın amacı çalışanların deneyimlediği çevrim içi iş yeri nezaketsizlikleri hakkında bilgi toplamaktır. Çalışmaya başlamadan önce sizden kısa bir formda demografik bilgilerinizi doldurmanız istenmektedir. Sonrasında çalışmanın amacı doğrultusunda görüşme gerçekleştirip deneyimlerinizi dinleyeceğim. Kabul etmeniz halinde görüşme boyunca ses kaydı alınacaktır. Bu ses kaydının amacı konuşulanların daha sonrasında analizini gerçekleştirmektir. Analizler boyunca yanıtlarınız kişisel bilgilerinizle eşleştirilmeyecektir. Bu ses kayıtları ve kişisel bilgileriniz kimseyle paylaşılmayacaktır.</p> |
| <b>TANIMA SORULARI</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Adınız ve Soyadınız: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Cinsiyetiniz: Kadın__ Erkek__ Diğer (Lütfen açıklayınız)__ Belirtmek istemiyorum__                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Yaşınız: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Mevcut Kurumunuzdaki Çalışma Süreniz: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Toplam Çalışma Süreniz: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Çalıştığınız Sektör: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Göreviniz/Ünvanınız: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Çalışma Şekliniz: Ofisten__ Uzaktan__ Hibrit__                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Haftada Ofise Kaç Gün Gidiyorsunuz?: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ÇEVİRİM İÇİ ARAÇLAR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Çalışanlar iş yerlerinde bazı çevrim içi araçları kullanabilmektedirler.</p> <ul style="list-style-type: none"><li>● Siz iş yerinizde işinizi yaparken hangi çevrim içi araçları kullanıyorsunuz?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>ÇEVİRİM İÇİ NEZAKETSİZLİK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>İnsanlar yüz yüze ya da çevrimiçi alanlarda (örn., e-posta, WhatsApp iletişimi, Zoom/Teams toplantıları vb.) çalışırken farklı şekillerde nezaketsiz davranışlara maruz kalabilirler.</p> <ul style="list-style-type: none"><li>● Nezaketsizlik deyince aklınıza neler geliyor?</li><li>● Peki çevrim içi nezaketsizlik deyince aklınıza neler, ne gibi örnekler gelmekte? (Sizce ne tür davranışlar çevrim içi nezaketsizlik kapsamına girer?)</li><li>● Farklı kişiler farklı davranışları çevrim içi nezaketsizlik olarak algılayabilmektedirler. Size göre çevrim içi nezaketsizlik nedir? (Çevrim içi çalışırken nasıl çalışıyorsunuz? Burada neler çevrim içi nezaketsizlik olarak tanımlanabilir?)</li><li>● Bahsettiğiniz çevrim içi nezaketsizliklere maruz kaldınız mı? Neler oldu?</li><li>● Aklınıza gelen başka örnekler var mı?</li><li>● Bu konuda başka neler söylemek istersiniz, eklemek istediğiniz bir şeyler var mı?</li></ul> |
| <b>KAPANIŞ</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Yanıtlarınız için teşekkür ederim. Sorularımız burada bitmiş bulunuyor. Bu çalışmanın amacı çevrim içi nezaketsizliğe dair bilgi toplamaktı. Çalışmama katıldığınız için teşekkür ederim. Çalışmamıza dair daha detaylı bilgi edinmek için Ağustos 2025 tarihinde bana veya Canan Sümer'e ulaşabilirsiniz.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**APPENDIX B. DEMOGRAPHICAL INFORMATION FORM FOR THE MAIN  
STUDY**

|                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yaşınız:                                                                                                                                                                                                                                                                                                         |
| Cinsiyetiniz: Kadın Erkek Diğer (Lütfen açıklayınız) Belirtmek istemiyorum                                                                                                                                                                                                                                       |
| Çalışma durumunuz: Tam zamanlı Yarı zamanlı Stajyer                                                                                                                                                                                                                                                              |
| En son aldığınız eğitim derecesi: İlkokul__ Ortaokul__ Lise__ Ön lisans__ Lisans__ Yüksek Lisans ve Üzeri                                                                                                                                                                                                        |
| Şu anda çalıştığınız kurumda ne kadar süredir çalışıyorsunuz? (örn., 1 yıl 8 ay veya 2 yıl 0 ay): __ yıl __ ay                                                                                                                                                                                                   |
| Toplamda ne kadar süredir çalışıyorsunuz (şu anda çalıştığınız kurumdaki süreniz dahil olmak üzere)? (örn., 1 yıl 8 ay veya 2 yıl 0 ay): __ yıl __ ay                                                                                                                                                            |
| Çalışma şekliniz nasıldır?: Ofisten__ Uzaktan__ Hibrit__                                                                                                                                                                                                                                                         |
| Haftada kaç gün evden çalışıyorsunuz? __ gün                                                                                                                                                                                                                                                                     |
| Haftada kaç gün ofisten çalışıyorsunuz? __ gün                                                                                                                                                                                                                                                                   |
| Çalıştığınız sektör: Kamu__ Özel__ Sivil Toplum Kuruluşu (STK)__ Diğer (Lütfen açıklayınız) :                                                                                                                                                                                                                    |
| Çalıştığınız kurum:<br>__ Bilgi Teknolojileri<br>__ Hukuk<br>__ İnsan Kaynakları/Eğitim<br>__ Lojistik/Bakım-Destek<br>__ Pazarlama/Satış/Tanıtım/İş Geliştirme<br>__ Satın Alma/Tedarik<br>__ Üretim/Ar-Ge/Tasarım/Analiz/Test/Proje<br>__ Finans<br>__ Sağlık<br>__ Güvenlik<br>__ Diğer (Lütfen açıklayınız): |
| Şu anda çalıştığınız kurumda yönetici misiniz?: Evet__ Hayır__                                                                                                                                                                                                                                                   |
| Yönetici iseniz düzeyiniz nedir?: Giriş__ Orta__ Yüksek                                                                                                                                                                                                                                                          |

## APPENDIX C. AIMSS WORKPLACE INCIVILITY SCALE

| İş Yeri Nezaketsizliği                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <p>Aşağıda iş yerlerinde karşılaşılabilecek olumsuz davranışlara bazı örnekler sunulmaktadır. Bu davranışlar amirler, çalışma arkadaşları ya da astlar tarafından sergilenebilir.</p> <p>Her bir davranışa, <b>son 6 ay içinde iş yerinizde</b> ne sıklıkla maruz kaldığınızı aşağıda sunulan 5 basamaklı ölçek üzerinde belirtiniz.</p> <p>1= Hiç olmadı; 2= Nadiren oldu; 3= Bazen oldu; 4= Sıklıkla oldu; 5= Her zaman oldu</p> <p><b>Çalışma arkadaşlarınız, amirleriniz veya astlarınızdan biri ...</b></p> |   |   |   |   |   |
| 1. Sorularıma baştan savma cevaplar verdi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1 | 2 | 3 | 4 | 5 |
| 2. Kendini benden üstün gördüğünü ima eden davranışlar sergiledi.                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 3. İşle ilgili yetkinliklerimi yok saydı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 4. Herkesin önünde benimle kaba bir şekilde konuştu.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
| 5. Yaptığı bir hata karşısında benden özür dilemedi.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
| 6. Ben yokmuşum gibi davrandı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 | 2 | 3 | 4 | 5 |
| 7. İşimi iyi yaptığımda takdir/teşekkür etmedi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
| 8. Rica etmek yerine benimle emir kipiyle konuştu.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1 | 2 | 3 | 4 | 5 |
| 9. Başkasına olan öfkesini benden çıkardı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1 | 2 | 3 | 4 | 5 |
| 10. Bana danışması gereken bir konuda danışmadan karar verdi.                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
| 11. Başkalarının önünde beni azarladı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 | 2 | 3 | 4 | 5 |
| 12. Başka şeylerle meşgul olarak beni dinlemediğini hissettirdi.                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1 | 2 | 3 | 4 | 5 |
| 13. Sözümü kesti, konuşmamı bitirmeme fırsat vermedi.                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 14. Benimle alay etti.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 | 2 | 3 | 4 | 5 |
| 15. Arkamdan konuştu, dedikodumu yaptı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 16. Selam vermedi veya selamımı almadı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 17. İşle ilgili mesajlarıma geri dönmedi ya da gecikmeli döndü.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
| 18. Tercih etmediğim halde benimle senli benli konuştu.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 19. İzin almadan bana gelen mesajları, evrakı, postaları okudu.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
| 20. İzin almadan eşyalarımı karıştırdı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 21. Benden ödünç aldığı bir eşyayı geri getirmedi.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1 | 2 | 3 | 4 | 5 |
| 22. Rahatsız edici kişisel sorular sordu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 23. Argolu/küfürlü konuştu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1 | 2 | 3 | 4 | 5 |
| 24. Sözleştiğimiz halde, zamanında gelmedi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1 | 2 | 3 | 4 | 5 |
| 25. Dikkatinizin dağılmadığını göstermek için lütfen bu maddede 5'i işaretleyiniz.                                                                                                                                                                                                                                                                                                                                                                                                                               | 1 | 2 | 3 | 4 | 5 |

## APPENDIX D. ONLINE WORKPLACE INCIVILITY CHECKLIST

| <b>Çevrim İçi İş Yeri Nezaketsizliği Ölçeği</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              |                                     |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------------------|---|---|
| <p>Aşağıda çevrim içi çalışırken veya iş yerinizde işinizi yapmanız için çevrim içi araçlar kullanırken maruz kalınabilecek bazı olumsuz davranışlar sunulmaktadır. Bu davranışlar amirler, çalışma arkadaşları ya da astlar tarafından sergilenebilir.</p> <p>Aşağıda listelenen her bir davranışa <b>son 6 ay içinde iş yerinizde</b> maruz kalıp kalmadığınızı “Evet” ya da “Hayır” seçeneklerinden birini seçerek belirtiniz. Ardından bu davranışın sizi ne kadar etkilediğini size sunulan 5 basamaklı ölçek üzerinde belirtiniz.</p> <p><b>(1= Hiç etkilemedi; 2= Az etkiledi; 3= Orta derecede etkiledi; 4= Çok etkiledi; 5= Tamamen etkiledi).</b></p> |             |              |                                     |   |   |
| <b>Çalışma arkadaşlarınız, amirleriniz veya astlarınızdan biri ...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |              |                                     |   |   |
| 1. Mesajlaşırken veya çevrim içi toplantıda başka insanların yanında yaptığım işi eleştirdi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 2. Çevrim içi toplantıda konuşurken sözümü kesti.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 3. Çevrim içi toplantı için ayrılan süreyi aştı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 4. Çevrim içi iletişim platformundaki (örn., Teams) müsait/meşgul/toplantıda gibi belirttiğim durumumu kontrol etmeden bana mesaj gönderdi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 5. Çevrim içi toplantı esnasında bana/bir başka kişiye sesini yükseltti.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 6. Benden aniden yeni bir iş/görev talep edip kısa tamamlama süresi verdi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 7. Mesajına selamsız-sabahsız başladı veya selamsız sabahsız bitirdi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 8. Çevrim içi çalışma ortamımda benim arkamdan veya başkasının arkasından olumsuz konuştu/dedikodu yaptı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 9. Çalışma saatleri dışında bana mesaj gönderip benden iş istedi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |
| 10. Bana mesaj gönderirken buyurgan bir dil kullandı.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 1                                   | 2 | 3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |              | 4                                   | 5 |   |

|                                                                                                                      |             |              |                                     |
|----------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------------------|
| 11.Çevrim içi toplantıya haber vermeden geç katıldı.                                                                 | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 12.Gönderdiğim mesaja yanıt vermedi.                                                                                 | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 13.Uygunluğumu sormadan/değerlendirmeden çevrim içi toplantı organize etti.                                          | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 14.Çevrim içi toplantı esnasında ben konuşurken hoşnutsuzluğunu ifade etmek için mimikler yaptı (örn., göz devirdi). | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 15.Gerekli olmadığı halde yöneticimi/yöneticisini gönderdiği e-postada cc'de tuttu.                                  | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 16.Çevrim içi grup iletişimi kanalı (örn., Teams) içerisinde başkasıyla olan bireysel sohbetini sürdürdü.            | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 17.Çalışırken haber vermeden ya da müsaitliğimi sormadan beni direkt aradı.                                          | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 18.Uzun mesajlarıma "ok", "tmm" gibi kısa ve özensiz bir dille cevap verdi.                                          | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 19.Çevrim içi ortak platformlarda yapılan işlerde işin tamamlanması için gereken desteği sağlamadı.                  | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 20.Planlanan çevrim içi görüşmeye bir bilgilendirme yapmadan katılmadı.                                              | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 21.Çevrim içi yazışmada/toplantıda argo kelimeler kullandı.                                                          | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 22.Mesajlaşırken veya çevrim içi toplantıda başka insanların içerisinde beni küçük düşürdü.                          | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 23.Çevrim içi toplantıdan açıklama yapmadan/haber vermeden ayrıldı.                                                  | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 24.Yapılan işteki emeğimi/katkımı yok saydı; kendi o işi yapmış gibi davrandı.                                       | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |
| 25.Çevrim içi ortak çalışma alanında beraber yaptığımız işteki değişiklikler hakkında beni bilgilendirmede.          | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                      |             |              | 1 2 3 4 5                           |

|                                                                                                                                                                                         |             |              |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------------------------------|
| 26.Telefon konuşmasının sonunda telefonu iyi günler vb. gibi bir şeyler demeden direkt kapattı.                                                                                         | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 27.Talep ettiği ve takip etmekte olduğum bir konu hakkında cevap vermeme fırsat vermeden ısrarlı bir şekilde tekrar iletişime geçti.                                                    | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 28.Çevrim içi toplantı esnasında beni dinlemedi.                                                                                                                                        | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 29.Bana laubali/aşırı samimi bir dil kullanarak mesaj gönderdi.                                                                                                                         | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 30.İş ile ilgili beklentileri karşılanmadığında suçlayıcı ve hesap sorar bir üslupla mesaj gönderdi.                                                                                    | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 31.Tamamladığım bir iş sonunda takdir/teşekkür etmedi.                                                                                                                                  | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 32.Beni, önceden haber vermeden, aniden iş takvimimde olmayan bir çevrim içi toplantıya dahil etti.                                                                                     | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 33. Çalışma saatim dışında işle ilgili beni aradı.                                                                                                                                      | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 34. İş için ilgili çevrim içi iletişim platformunu kullanmak yerine (örn., Teams, Skype vb.) özel iletişim kanallarını (örn., bireysel Whatsapp hesabı) kullanarak bana mesaj gönderdi. | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 35. Çevrim içi toplantıya kamerası kapalı bir şekilde katıldı.                                                                                                                          | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 36. Açıklamasız/ne istendiği açık olmayan mesajlar gönderip ilgili işi yapmamı istedi.                                                                                                  | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 37. Ekli olmam gereken e-postalara beni eklemedi.                                                                                                                                       | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |
| 38. Bana yolladığı mesajda üstü kapalı ve rahatsızlık hissettiren bir dil kullandı.                                                                                                     | Evet<br>[ ] | Hayır<br>[ ] | Bu davranış sizi ne kadar etkiledi? |
|                                                                                                                                                                                         |             |              | 1 2 3 4 5                           |

## APPENDIX E. PERFORMANCE MEASURE

| Performans Ölçeği                                                                                                                                                                                                                                                                                                                                                                              |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Aşağıdaki cümleler kişilerin çalıştıkları kurumda sergiledikleri performans hakkındaki düşüncelerini yansıtmaktadır. Aşağıda sunulan 11 ifadeye ne derece katıldığınızı her ifadenin yanında verilen ölçek üzerinde uygun olan rakamı işaretleyerek belirtiniz.<br><b>1= Hiç yansıtmıyor; 2= Az yansıtıyor; 3= Orta derecede yansıtıyor; 4= Büyük ölçüde yansıtıyor; 5= Tamamen yansıtıyor</b> |   |   |   |   |   |
| 1. Yüksek kalitede iş ortaya koymaktayım.                                                                                                                                                                                                                                                                                                                                                      | 1 | 2 | 3 | 4 | 5 |
| 2. İşimin esasını oluşturan ana görevlerimi başarıyla yerine getirmekteyim.                                                                                                                                                                                                                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
| 3. İşimi yaparken zamanı verimli bir şekilde kullanabilmekte ve iş planlarına bağlı kalmaktayım.                                                                                                                                                                                                                                                                                               | 1 | 2 | 3 | 4 | 5 |
| 4. İş başarıyla bir şekilde yapabilmek için gerekli teknik bilgiyi görevlerimi yerine getirirken etkili bir şekilde kullanabilmekteyim.                                                                                                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 5. Görevlerimi yerine getirirken sözlü iletişim becerisini etkili bir şekilde kullanabilmekteyim.                                                                                                                                                                                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
| 6. Görevlerimi yerine getirirken yazılı iletişim becerisini etkili bir şekilde kullanabilmekteyim.                                                                                                                                                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
| 7. Kendi işimin bir parçası olmayan işleri de yapmak için gönüllü olmaktadır.                                                                                                                                                                                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
| 8. Kendi işlerimi yaparken büyük bir heves ve gayret içerisindeyim.                                                                                                                                                                                                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 9. Gerekliğinde çalışma arkadaşlarıma yardım etmekte ve onlarla işbirliği içerisinde çalışmaktayım.                                                                                                                                                                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 10. Kurum kurallarını ve prosedürlerini onaylamakta ve bunlara uyum göstermekteyim.                                                                                                                                                                                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 11. Kurum hedeflerini onaylamakta, desteklemekte ve savunmaktayım.                                                                                                                                                                                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |

## APPENDIX F. COUNTERPRODUCTIVE WORK BEHAVIORS CHECKLIST

| <b>Üretim Karşısı İş Davranışları Ölçeği</b>                                                                                                                       |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Aşağıda listelenen davranışları mevcut işinizde ne sıklıkla yaptığınızı belirtiniz. Davranışın sıklığını belirtmede aşağıda sunulan 5 basamaklı ölçeği kullanınız. |   |   |   |   |   |
| 1= Hiçbir zaman; 2= Çok seyrek; 3= Ayda bir ya da iki kez; 4= Haftada bir ya da iki kez; 5= Her gün                                                                |   |   |   |   |   |
| 1. İşvereninize ait araç/gereçleri kasıtlı bir şekilde boşa harcama.                                                                                               | 1 | 2 | 3 | 4 | 5 |
| 2. Örgüt mallarına bilerek zarar verme.                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 3. Çalışma ortamınızı bilerek kirletme.                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 4. İzin almadan işe geç gelme.                                                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 5. Hasta olduğunuzu bahane ederek işe gelmeme.                                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 6. Mola saatlerini izin verilenden daha uzun tutma.                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 7. Mesai bitiminden önce işten ayrılma.                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 8. İş bilerek yanlış yapma.                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 9. Verilen yönergelere bilerek uymama.                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
| 10. İşvereninize ait olan bazı şeyleri yürütme.                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
| 11. İşyerine ait bazı araç-gereçleri izin almadan eve götürme.                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 12. Gerçekte çalıştığınızdan daha fazla saat için mesai ücreti almaya çalışma.                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 13. İzin almadan işvereninize ait parayı alma.                                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 14. İşyerindeki birine ait bir şeyi izinsiz alma/yürütme.                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 15. Dışarıdaki insanlara çalıştığınız yer hakkında kötü şeyler söyleme.                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 16. İşyerine zarar verici söylentiler çıkarma.                                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 17. Müşterilere ya da tüketicilere karşı kaba ya da çirkin davranma.                                                                                               | 1 | 2 | 3 | 4 | 5 |
| 18. İşyerindekileri performanslarından dolayı çalışma arkadaşlarınızı aşağılama.                                                                                   | 1 | 2 | 3 | 4 | 5 |
| 19. İnsanların özel hayatlarıyla alay etme.                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 20. İşyerindeki diğer çalışanları yok sayma.                                                                                                                       | 1 | 2 | 3 | 4 | 5 |
| 21. Kendi yaptığınız bir hatadan dolayı bir başkasını suçlama.                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 22. İşyerindeki insanlarla tartışma çıkarma.                                                                                                                       | 1 | 2 | 3 | 4 | 5 |
| 23. İşyerindeki herhangi birini sözel olarak aşağılama.                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 24. İşyerindeki birine uygunsuz el kol hareketleri yapma.                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 25. İşyerindeki insanları itip kakarak korkutma.                                                                                                                   | 1 | 2 | 3 | 4 | 5 |
| 26. İşyerindeki insanları sözel olarak tehdit etme.                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 27. İşyerindeki herhangi birine kendisini kötü hissettirecek açık saçık şeyler söyleme.                                                                            | 1 | 2 | 3 | 4 | 5 |
| 28. İşyerindeki birinin kötü duruma düşmesine yol açacak bir şeyler yapma.                                                                                         | 1 | 2 | 3 | 4 | 5 |
| 29. İşyerindeki birine onu utandıracak eşek şakaları yapma.                                                                                                        | 1 | 2 | 3 | 4 | 5 |

|                                                                                        |   |   |   |   |   |
|----------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>30. İzin almadan herhangi birinin özel eşyalarını (mektup, çekmece) karıştırma.</b> | 1 | 2 | 3 | 4 | 5 |
| <b>31. İşyerindeki birini itme ya da vurma.</b>                                        | 1 | 2 | 3 | 4 | 5 |
| <b>32. İşyerindeki biriyle dalga geçme ya da ona hakaret etme.</b>                     | 1 | 2 | 3 | 4 | 5 |



**APPENDIX G. SUPERVISORS' DEMOGRAPHIC INFORMATION FORM**  
**FOR THE MAIN STUDY**

|                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| Yaşınız: __                                                                                                      |
| Cinsiyetiniz: Kadın__ Erkek__ Diğer (Lütfen açıklayınız)__ Belirtmek istemiyorum__                               |
| En son aldığınız eğitim derecesi: İlkokul__ Ortaokul__ Lise__ Ön lisans__ Lisans__ Yüksek Lisans__ Doktora__     |
| Şu anda çalıştığınız kurumda ne kadar süredir çalışıyorsunuz?: __yıl __ay                                        |
| Toplamda ne kadar süredir çalışıyorsunuz (şu anda çalıştığınız kurumdaki süreniz dahil olmak üzere)?: __yıl __ay |
| Çalışma şekliniz nasıldır?: Ofisten__ Uzaktan__ Hibrit__                                                         |
| Haftada kaç gün evden çalışıyorsunuz? __gün                                                                      |
| Haftada kaç gün ofisten çalışıyorsunuz? __gün                                                                    |
| [Çalışan adı soyadı]'nın ne kadar süredir yöneticiliğini yapmaktasınız?: __yıl __ay                              |

## APPENDIX H. PERFORMANCE SCALE FOR SUPERVISORS

| Performans Ölçeği                                                                                                                                                                                                                                                                                                                                               |   |   |   |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Aşağıda ismi geçen çalışanınızın iş performansını değerlendirmeniz için 11 madde sunulmaktadır. Her bir maddede ifade edilen görüşün çalışanınızın performansını ne derecede yansıttığını 5 basamaklı ölçek üzerinde belirtiniz.<br><b>1= Hiç yansıtmıyor; 2= Az yansıtıyor; 3= Orta derecede yansıtıyor; 4= Büyük ölçüde yansıtıyor; 5= Tamamen yansıtıyor</b> |   |   |   |   |   |
| <b>Çalışanınızın Adı Soyadı:</b>                                                                                                                                                                                                                                                                                                                                |   |   |   |   |   |
| 1. Yüksek kalitede iş ortaya koymakta.                                                                                                                                                                                                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 2. İşinin esasını oluşturan ana görevlerini başarıyla yerine getirmekte.                                                                                                                                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 3. İşini yaparken zamanı verimli bir şekilde kullanabilmekte ve iş planlarına bağlı kalmakta.                                                                                                                                                                                                                                                                   | 1 | 2 | 3 | 4 | 5 |
| 4. İşini başarılı bir şekilde yapabilmek için gerekli teknik bilgiyi görevlerini yerine getirirken etkili bir şekilde kullanabilmekte.                                                                                                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 5. Görevlerini yerine getirirken sözlü iletişim becerisini etkili bir şekilde kullanabilmekte.                                                                                                                                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
| 6. Görevlerini yerine getirirken yazılı iletişim becerisini etkili bir şekilde kullanabilmekte.                                                                                                                                                                                                                                                                 | 1 | 2 | 3 | 4 | 5 |
| 7. Kendi işinin bir parçası olmayan işleri de yapmak için gönüllü olmakta.                                                                                                                                                                                                                                                                                      | 1 | 2 | 3 | 4 | 5 |
| 8. Kendi işlerini yaparken büyük bir heves ve gayret içerisinde.                                                                                                                                                                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 9. Gerektiğinde çalışma arkadaşlarına yardım etmekte ve onlarla işbirliği içerisinde çalışmakta.                                                                                                                                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 10. Kurum kurallarını ve prosedürlerini onaylamakta ve bunlara uyum göstermekte.                                                                                                                                                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 11. Kurum hedeflerini onaylamakta, desteklemekte ve savunmakta.                                                                                                                                                                                                                                                                                                 | 1 | 2 | 3 | 4 | 5 |

## APPENDIX I. THEMES, CODES, AND SAMPLE EXCERPTS FOR ONLINE WORKPLACE INCIVILITY

| Themes and Codes                                                                                                                     | Examples                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Theme 1: Inconsiderate and Unprofessional Behaviors</i></b>                                                                    |                                                                                                                                                                                |
| <b>Codes:</b>                                                                                                                        |                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>● Not responding to messages</li> </ul>                                                       | <p>P11: "You send something to someone, and they do not respond to you."</p>                                                                                                   |
| <ul style="list-style-type: none"> <li>● Not starting/ending a message with pleasantries</li> </ul>                                  | <p>P16: "Now everyone is chasing their work without writing 'good morning.' They directly ask what they ask and wait for a response immediately."</p>                          |
| <ul style="list-style-type: none"> <li>● Belittling the person in an online message/meeting</li> </ul>                               | <p>P7: "I [if I were a manager] should not belittle X in front of other people. I should not do this normally, but I should be extra careful when there are other people."</p> |
| <ul style="list-style-type: none"> <li>● Having a commanding tone in a message</li> </ul>                                            | <p>P5: "There is a difference between saying 'this task must be completed until 4 pm' and 'I would appreciate it if you sent this until 4 pm'."</p>                            |
| <ul style="list-style-type: none"> <li>● Giving a short deadline to an immediate request</li> </ul>                                  | <p>P6: "The message 'can you please do this until tomorrow?' seems nice, but there is no prior notification. It is directly giving a task."</p>                                |
| <ul style="list-style-type: none"> <li>● Interrupting the person while speaking during an online meeting</li> </ul>                  | <p>P10: "They asks something by interrupting the speaker."</p>                                                                                                                 |
| <ul style="list-style-type: none"> <li>● Having a disrespectfully casual tone in a message</li> </ul>                                | <p>P8: "Sometimes we receive emails as if it is written to their friends."</p>                                                                                                 |
| <ul style="list-style-type: none"> <li>● Not adding one of the necessary email recipients to the email</li> </ul>                    | <p>P15: "They removed me from the email loop, and they continued."</p>                                                                                                         |
| <ul style="list-style-type: none"> <li>● Raising voice at a person</li> </ul>                                                        | <p>P11: "Fighting, yelling, raising voice. At that time, there were 100 people in the meeting."</p>                                                                            |
| <ul style="list-style-type: none"> <li>● Scheduling meetings without considering participants' availability</li> </ul>               | <p>P7: "Directly sending a meeting invitation without checking their calendar."</p>                                                                                            |
| <ul style="list-style-type: none"> <li>● Having a personal conversation in an online communication platform (e.g., Teams)</li> </ul> | <p>P3: "It can be perceived as rude if I share one of my [work] friends' photographs I took in the [work] group."</p>                                                          |
| <ul style="list-style-type: none"> <li>● Not listening to the person during the online meeting</li> </ul>                            | <p>P13: "Having the meeting in the background, but in fact they did not</p>                                                                                                    |

- Attending the online meeting without turning on their camera
- Criticizing the person in front of others in an online meeting
- Exceeding the scheduled meeting time
- Not providing the necessary support/resources to the person in shared online working platforms
- Leaving the online meeting without informing anyone
- Ignoring the person's contribution/effort
- Not thanking the person after completing the task
- Attending online meetings late
- Not attending the scheduled online meeting
- Ending the phone call without saying anything suddenly

listen to the meeting. They stays in the meeting even though it finishes.”

P5: “If I turn on my camera, you should turn on your camera if you do not have a problem with your camera.”

P10: “One time they said, ‘Our manager did not like this at all. What kind of work is this?’”

P9: “If you send a 30-minute slot for the meeting, it should end in 30 minutes. If you exceed this time, you delay their other plans.”

P4: “I think the mindset, like let’s not fix this data and send this directly, is uncivil.”

P3: “I think leaving online calls without saying anything is very problematic.”

P4: “I give the report to you. You email this report to your manager and say I searched and found these.”

P7: “They approved my purchasing order without writing anything. They might not like me, but they could have written ‘Hello X, I have approved your PO. Thank you’.”

P9: “For example, attending online meetings late. If it happens once, it might not be a problem, but I have a meeting series with them and I meet them twice a week. And they attends all meetings 5 or 10 minutes late.”

P1: “Most of the time, we could not meet at our arranged time because they did not respond to my message, or they postponed.”

P5: “There are basics. For example, ending a phone call without saying ‘have a nice day’ or ‘see you’.”

## ***Theme 2: Professional Boundary Violations***

### **Codes:**

- Sending a message regarding the work outside of working hours
- Persistently following a subject without giving a chance to respond to the person

P2: “Being reached out to after working hours is very annoying.”

P7: “For example, they emails me, then writes me via Teams, and then calls me.”

- Calling the person directly without controlling their availability
- Calling the person regarding the work outside of work hours
- Sending a message without controlling one's availability
- Using private communication channels (e.g., personal WhatsApp) instead of using online communication channels of the company

***Theme 3: Creating a Hostile Environment***  
**Codes:**

- Having a passive-aggressive tone in a message
- Cc'ing the supervisor although it is not necessary
- Using an accusatory tone in a message when dissatisfied with the work
- Suddenly inviting the person to an online meeting in one's calendar
- Using slang during an online meeting/messaging
- Gossiping about someone in an online environment
- Using facial expressions to show dissatisfaction to the speaker during an online meeting (e.g., eye-rolling)

***Theme 4: Poor Communication***  
**Codes:**

- Using sloppy language in a message
- Sending unclear messages

P4: "Actually, I do not like getting called from Teams without asking."

P5: "People think they can reach everyone, or everyone is always available especially if they have a problem, but there is a rule. Working hours should be considered."

P11: "You set red-busy or share screen in a meeting, but they writes you anyway. They disturbs you in your Skype meeting."

P7: "Why does they write from WhatsApp at night? If it is urgent, write to me via Teams."

P10: "There is aggression in this sentence: 'I thought we would deliver today, did not we?'"

P2: "They sends you an email and puts your supervisor in cc to intimidate you."

P3: "We should not argue more after saying, 'X did not provide this for this work' because it might escalate things."

P6: "Sending an online meeting invitation with short notice or without informing is uncivil for me."

P14: "They calls X to everyone they gets angry at. I know what they says is slang."

P1: "Always discrediting works of some teams."

P10: "You feel you are judged when they listens to you. They looks different or lift their eyebrows."

P8: "Actually, they does not complete their sentence correctly."

P15: "Sometimes they just forwards the email without explaining anything. I do not know. I have to ask them on WhatsApp again, or I sometimes do it myself. Sometimes I do not do

- Not updating the relevant person regarding changes made in the online work platform

anything, then they does not remember them.”

P9: “I think they thinks as if I am supposed to check the shared folder, and they does not update me about what they did on the folder. You should update me so that I could report your task.”

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