YOU ARE ON MUTE, AN EMPIRICAL STUDY ON IDENTITY THREAT AND
RESILIENCE ON VOICE PATTERNS WITH THE MODERATING EFFECT OF
SUPERVISOR INCIVILITY

by

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ABSTRACT

TYLER SHAYNE COKER. You are on Mute, an Empirical Study on Identity Threat and Resilience on Voice Patterns with the Moderating Effect of Supervisor Incivility. (Under the direction of DR. LAURA STANLEY)

This dissertation explores employee voice behaviors, specifically promotive voice and prohibitive voice. Literature acknowledges that employee voice behaviors are primarily measured at the individual level. However, there is a need for more research on employees' experiences or the potential influence that supervisors have on employees' voices (promotive and prohibitive) through actions such as supervisor incivility. Drawing from Conservation of Resource theory and the resource of Psychological Safety as the theoretical framework. This study reviews the interaction of experiences such as employee resiliency, threats to employee identity, and employee voice behaviors with moderating effects of supervisor incivility. A sample size of employees (N= 294) provides support for the relationship between employee resiliency and promotive voice behaviors. In addition, the study provides insights on practical implementation and future research in academia.

DEDICATION

I dedicated this dissertation to my family and friends, especially my parents, Kim Coker and Paul "Bud" Coker. Their continued dedication to challenging me to pursue higher education helped me achieve this degree. Their encouragement, love, and support throughout my life, especially during this doctorate journey, have been invaluable. I also dedicate this dissertation to my sister, Maeghan Carter. Thank you for inspiring me to push myself and being a great example of academic and professional success. Finally, thank you to all my friends and family for your support throughout the years, especially for understanding the extreme time committee this degree took to complete.

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TABLE OF CONTEXT

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LIST OF ABBREVIATIONS

BRS	Brief Resilience Scale
COR	Conservation of Resources
CFA	Confirmatory Factor Analysis
DV	Dependent Variable
EFA	Exploratory Factor Analysis
EVLN	Exit, Voice, Loyalty, and Neglect
ICC	Intraclass Correlation
IV	Independent Variable
OB	Organizational Behavior
PS	Psychological Safety
PsyCap	Psychological Capital
YOS	Years of Service (Tenure)
VIF	Variance Inflation Factor

CHAPTER I: INTRODUCTION

"You are on mute" has become a common phrase in meetings over the past few years as virtual meetings have grown more prevalent (Anh et al., 2023; Johns et al., 2021). Typically, the meeting participant is unintentionally muted, which results in their voice not being heard during the virtual meeting. Although the meeting participant is often muted unintentionally, the experience of being "on mute" generated an exploration into the reasons why employees may remain silent in the workplace. The following questions arise in this regard: are some employees making a conscious effort to be on "mute" regardless of the virtual or in-person environment? Why do some employees refrain from bringing their concerns and ideas to the business' attention, regardless of the meeting setting? Do employees feel that speaking up will not make an impact, or do employees feel unsafe to do so?

To address these questions, this research has adopted the Conservation of Resources (COR) theory. This theoretical framework has been implemented in various organizational behavior (OB) studies (Halbesleben et al., 2014) and has become popular for numerous reasons, particularly because it is more comprehensive than prior models considering employee motivations (Halbesleben et al., 2014; Hobfoll, 1989). COR theory focuses on a specific resource that an individual views as valuable and studies reactions when the resource is gained or lost (Halbesleben et al., 2014; Hobfoll, 1989). This theory is particularly interesting as it can consider a multitude of resources, including both tangible and non-tangible items. Additionally, this theory takes into account that individuals react differently based on their personal experiences when a resource is gained or lost (Halbesleben et al., 2014); this is a unique approach as resources can be offered to a group of individuals may be valued differently depending on the context of the individual and the value they place on the resources through their self-reflection.

Individuals then take the resources and place the tangible or non-tangible resources into categories. Scholars Ten Brummelhuis and Baker (2012) created a matrix of these categories with four dimensions. These dimensions focus on the source (either contextual or personal) and transience (either volatile or structural) and denote 1) objects or conditions, 2) constructive resources, 3) social support, and 4) energies. In addition, there is also literature on reactions when one loses or gains a resource.

This dissertation focuses on the resources of psychological safety (PS) as an undertone of the environment needed to foster employees to speak up in the workplace (Edmondson, 1999; Kahn, 1990). PS is a well-established concept in academic literature, including in research on organizational behavior and human resources (Edmondson & Lei, 2014; Huyghebaert et al., 2018; Newman et al., 2017). PS refers to employees' perception of being in an environment where they can reveal their identities and ideas without adversely impacting their image, career advancement, or organizational status (Edmondson, 1999; Kahn, 1990). This concept has recently gained attention in relation to the workplace environment (Edmondson & Lei, 2014; Robinson, 2022). A survey administered to the general US population of full time employees during the COVID-19 pandemic found that only 26% of employees felt psychologically safe at work during the COVID-19 pandemic (Robinson, 2022). Research has also determined that having low PS has been correlated with higher stress patterns, loneliness, and other negative factors (Edmondson, 2018; Robinson, 2022). Low PS became a noticeable trend with the onset of the COVID-19 pandemic and has continued to spread, with management practitioners treating PS similarly to physical safety in terms of practical usefulness in the workplace (Korneeva et al., 2022; Sundu et al., 2022; Weiner et al., 2021). These numbers and study began to question, is it possible that employees feel uncomfortable bringing their concerns and ideas up in a formal or

informal setting with their leadership team as they do not believe the ideas will be implemented? An example of this is noted by Edmondson (2018) stating, "In one study investigating employee experiences with speaking up, 85% of respondents reported at least one occasion when they felt unable to raise a concern with their bosses, even though they believed the issue was important" (Edmondson, 2018, p. 5). This is a pressing matter for organizations today, with far-reaching implications for PS and employee voice.

Employee voice refers not just to the physical action of speaking in the workplace but also to the action of communicating one's ideas and thoughts in the workplace efficiently (Farrell & Rusbult,1992; Frese et al., 1999; LePine & Van Dyne, 1998; Rusbultet et al., 1988; Withey & Cooper, 1989; Zhou & George, 2001; Van Dyne et al., 2003). Morrison (2014) defines employee voice as the "informal and discretionary communication by an employee of ideas, suggestions, concerns, information about problems, or opinions about work-related issues to persons who might be able to take appropriate action, with the intent to bring about improvement or change" (Morrison, 2014, p. 174). Scholars have found that the construct of employee voice has a connection to PS (Edmondson & Lei, 2014; Ge, 2020; Walumbwa & Schaubroeck, 2009) and serves as the foundational component of this dissertation throughout the literature.

Although the OB literature on PS and employee voice is mature, there is room for improvement and growth, particularly regarding the disconnect between employee voice and individual perceptions of, for example, personal identity and experiences. Studies relying on COR to understand PS, have seen a positive relationship between personal identity and employee experience (Cunningham et al., 2014; Picketts et al., 2021). Nonetheless, employee voice patterns and potential antecedents related to the employee experience are currently underrepresented in the literature. Addressing this gap will assist with improving understanding

of how individual perceptions and experiences influence employee voice, which can both expand the literature and offer relevant implications for practitioners.

Employee experience is a wide-ranging concept; this dissertation concentrates on a few key elements of employee experience that have yet to be studied in relation to employee voice. Given the lack of relevant literature, it is first essential to determine if the relevant aspects of employee experience are beneficial or harmful to employee voice behaviors. This dissertation focuses on the potential antecedents of employee voice behavior and how they interact with each other. The dissertation has three key objectives and questions to address the literature gap.

The first objective is to explore employees' personal resilience as an antecedent of voice. Individual resilience has not yet been studied in relation to employee voice behaviors and directionality. Thus, the question is proposed: is it possible for employees with a higher level of individual resilience to have more employee voice in the workplace? Although existing employee voice literature does not prove a direct relationship between the interaction between individual resilience and employee voice, there is supporting evidence that points to a potential relationship.

The second objective is to explore identity threat as an antecedent of voice. An example of an identity threat is stereotyping, which can create negative connotations toward an employee's own identity (London et al.,2007; London et al., 2014; Spencer et al., 2016; Walton & Cohen, 2017). Existing employee voice literature has not examined identity threats as antecedents of voice. Focusing on one's identity when a threat is introduced can elucidate how employee voice behaviors are impacted and whether they speak up or remain silent when they feel threatened in the workplace. Furthermore, answering this question will inform how

practitioners and scholars can create preventative measures to avoid negative impacts on employees and organizations.

The last objective regards the influence of leadership, particularly between leaders and their employees. In most cases, organizational leaders are expected to be a beneficial resource to employees and to offer assistance when problems arise. However, what if leaders do not offer assistance and create incivility on employees' identity, resilience, and ultimately employee voice? Does supervisor incivility foster an environment for employees to speak up and voice their concerns, or does it create fear, discouraging employees from speaking up? Past studies on the interaction between leadership styles and employee voice patterns have focused on supportive and positive aspects (Bolino et al., 2010; Detert & Burris, 2007; Farndale et al., 2011; Mowbra et al., 2015; Ng et al., 2014; Zhang et al., 2021), but more recent the literature has found a direct correlation between supervisor incivility and employee voice (Dedahanov et al., 2022). However, studies have not addressed the influence that supervisor incivility has when introduced as a moderator for other variables.

Multiple constructs are involved in this study, and it is therefore critical to specify the boundary conditions. This dissertation focuses on employee voice patterns and their interactions with aspects of employee individual experience and perceptions such as identity threat, resilience, and supervisor incivility.

The dissertation is structured as follows: Chapter 2 assesses the literature on employee voice and other interacting variables, highlights gaps, and proposes the hypotheses and research rationale. Chapter 3 provides an overview of the methodological tools used, the sample, data collection methods, and other measurements. Chapter 4 presents the findings of the hypothesis

testing while offering recommendations for practitioners and academics leading to the studies conclusion.

CHAPTER II: LITERATURE REVIEW

Overview

This literature review is separated into three segments. The first section clarifies the

definitions of key concepts, including identity threat, resilience, supervisor incivility, employee

voice, and subcategories within employee voice literature. The second section synthesizes the

relationship between the constructs through the lens of COR theory, with PS as the assigned

resource. The concluding section gives an overview of the research model, introduces the

hypotheses, and provides the rationale for independent variables (IV) on the relationship with the

dependent variable (DV) of employee voice.

Literature Review

Employee Voice

In the management and OB literature, extensive research has identified multiple concepts

associated with employees' voice. One of the primary examples is how voice patterns relate to

one's sense of belonging and feeling safe at work (Bienefeld & Grote, 2014; Detert & Burris,

2007; Lee et al., 2021; Sherf et al., 2021; Tynan, 2005). Voice literature is robust and has a

variety of definitions and applications in industry contexts. Early on, scholars relied on a

framework of multiple variables known as the EVLN (exit, voice, loyalty, and neglect)

framework to create a composite understanding of employee behavior (Farrell, 1983; Hirschman,

1970; Rusbult et al., 1988; Van Dyne, 1998; Withey & Cooper, 1989). However, some scholars

focused explicitly on voice as a standalone variable defined as employees being constructive and

proactive in speaking their concerns (Farrell & Rusbult, 1992; Frese et al., 1999; LePine & Van

Dyne, 1998; Rusbultet et al., 1988; Withey & Cooper, 1989; Zhou & George, 2001; Van Dyne et

al., 2003). Other scholars defined employee voice through the lens of unionization, considering

how voice is utilized for due process, fairness of treatment amongst all employees, and the engagement relationship between organizations and their employees in decision-making (Bies & Shapiro, 1988; Folger, 1977; Lind et al., 1990; Van Dyne et al., 2003). Over the years, employee voice has functioned as a very broad construct that has been defined as the action of challenging the status quo to improve situations instead of criticizing work practices (Burris et al., 2008; Detert & Burris, 2007; Detert & Trevino, 2010; LePine & Van Dyne, 1998; Morrison, 2014; Tangirala & Ramanujam, 2008; Van Dyne et al., 2003; Van Dyne & LePine, 1998; Whiting et al., 2012), which often results in cost- saving suggestions ensuing in the workplace (Withey & Cooper, 1989). Although scholars' definitions vary in relation to the context of their studies, there are three commonalities among the definitions. The first commonality is that employee voice is an expression in which the message is relayed from the sender (employee) to the receiver (employer, team member, or stakeholder, Morrison, 2011). The second commonality is the discretionary behavior of employee voice, meaning an individual has the choice to voice their concerns; if one elects not to voice their concerns, this may impact them negatively at a future time (Morrison, 2011), depending on the situation. Finally, the last commonality is that the purpose of utilizing voice is to be constructive instead of critical in a negative aspect (Morrison, 2011).

Ng and Feldman (2012) proposed a model (Figure 1) outlining antecedents to employee voice (Ng & Feldman, 2012, p. 218). The literature notes that stressors and strains are

categorized into three areas that, when present in an individual's work environment, have the potential to result in higher levels of employee voice behaviors (Ng & Feldman, 2012).

Job Stressors and Strains	*Social Stressors and Strains*	*Organizational Stressors and Strains*
• Lack of job autonomy • Lack of job challenge • Global job dissatisfaction • Dissatisfaction with work conditions • Dissatisfaction with pay • Dissatisfaction with promotions	• Strained relationships with supervisors • Supervisor interactional unfairness • Strained relationships with coworkers • Dissatisfaction with supervisors • Dissatisfaction with coworkers	• Breaches of promises or expectations • Distributive unfairness • Procedural unfairness • Lack of organizational support • Lack of organizational communication • Lack of openness to employee voice • Fear of retaliation • Affective detachment from organizations • Organizational disloyalty

Voice Behavior

Performance variables
- In-role performance
- Creativity
- Implementation of new ideas

Figure 1: Voice Behavior Model

This model is supported by additional literature, stating that when one utilizes their voice after stress is present, there is a sense of control, which increases motivation and positive effects (Greenberger & Strasser, 1986; Morrison, 2011; Parker, 1993). On the other hand, if one elects to remain silent and not voice their concerns, this can negatively impact one's physical and psychological health (Cortina & Magley, 2003; Morrison, 2011). The need for a more refined approach when discussing employee voice in the literature drove scholars to utilize specific dimensions of employee voice, such as suggestion-focused, problem-focused, and opinion-focused (Morrison, 2011). In 2011, Liang et al. determined to act on Morrison's (2011) recommendation for more definitions of employee voice with more structured parameters. Thus,

Liang et al. created a new concept for employee voice that divided voice into two categories: promotive voice and prohibitive voice (Liang et al., 2012). Liang et al. (2012) proposed that employee voice patterns could be divided into two categories and observed psychological antecedents potentially related to each of the proposed categories. The psychological antecedents of voice are 1) psychological contribution to positive attitudes towards voice patterns, 2) employees feeling an obligation for constructive change as a contribution to voice, and 3) organization-based self-esteem about the perception of behavioral control over voice (Liang et al., 2012).

Promotive Voice

The construct of promotive voice is relatively new, but it has gained momentum because the strong foundation for employee voice and EVLN in the existing literature (Liang et al., 2012). Scholars define *promotive voice* as employees' efforts to express their thoughts and ideas to improve current processes and procedures (Chamberlin et al., 2017; Kakkar et al., 2016; Liang et al., 2012; Wei et al., 2015; Xie et al., 2015). The following exemplifies promotive voice in the workplace: an employee discovers a productivity discrepancy. Without being asked, the employee drafts a proposal for their leadership to review a potential improvement plan. The employee recommends utilizing new technology to decrease overhead costs while increasing the efficiency of the organization's product. This employee has thus utilized their promotive voice to provide a recommendation to improve and streamline an outdated process. Since the promotive voice is focused on streamlining processes, it tends to be more positive in its delivery (Chamberlin et al., 2017; Liang et al., 2012). Promotive voice focuses on future opportunities for improvement instead of adhering to the status quo (Liang et al., 2012) and aims to produce long-term innovation to the workplace (Qin et al., 2014). Additionally, promotive voice strives to

provide solutions to issues instead of bringing concerns to peers, leadership, the organization, and other stakeholders without a solution proposal (Chamberlin et al., 2017; Kakkar et al., 2016; Liang et al., 2012; Wei et al., 2015; Xie et al., 2015).

Promotive voice is rooted in psychological components. In 2012, Liang et al. studied the interactions of psychological antecedents and promotive voice, determining that employees with a high promotive voice are strongly correlated with feelings of obligation to the organization, a need to provide constructive feedback to develop new procedures, and a desire to correct issues within their organization (Liang et al., 2012). Other scholars have noted that positive emotions benefit one's motivation and increase the probability of promotive voice patterns (Madrid, 2020). Through a practical lens, this is logical, as employees who present ideas for improvement are usually well-connected with their organization. Additionally, scholars have determined that employees who are engaged and showcase higher levels of promotive voice behavior by speaking up and providing ideas for improvement receive higher performance evaluations compared to employees who engage in lower levels of promotive voice (Chamberlin et al., 2017). This finding is particularly interesting because it focuses on the direct leader's perspective of the employee. However, scholars have also observed that employees who have higher levels of promotive voice have been associated with promotion-focused tendencies (Lin & Johnson, 2015). Therefore, it is important to note that employees who exhibit high levels of promotive voice behaviors are often positively advocating for their ideas (Chamberlin et al., 2017; Parker & Collins, 2010), and speak up with improvement ideas (Wang et al., 2012), often leading to having a focus or intent towards promotion opportunities. Using promotive voice is acknowledged by leaders through positive rewards such as promotional opportunities (Chamberlin et al., 2017; Lin & Johnson, 2015).

This interaction is not limited to the supervisor and the employee. Scholars have found that employees who experience more support from their co-workers have a higher sense of belonging and engagement as well as a need for constructive ideas to be shared through a promotive voice (Xie et al., 2015; Chen & Trevino, 2022). Although the sharing of constructive ideas is beneficial for the team, it is important to note that scholars have found that promotive voice tendencies have also been linked to pride (Morrison, 2023; Welsh et al., 2022) as proud and excited to share their ideas with the company. Although recent studies have found that there are additional avenues that are often focused on outside of the self-focus realm in the workplace, these additional lenses often consider societal impact, such as corporate social responsibility (CSR) (Morrison, 2023; Wang et al., 2020). As mentioned, promotive voice is only one avenue for employees to utilize their voice behaviors at work.

Prohibitive Voice

On the other side of the spectrum is prohibitive voice. Prohibitive voice has similar origins with employee voice (Liang et al., 2012). Similar to promotive voice, the construct of prohibitive voice is relevantly new in the literature compared to employee voice (Liang et al., 2012). Prohibitive voice is defined as a communication style that focuses on raising awareness of aspects of current practice to address issues before they create harmful outcomes at the organizational or individual level (Chamberlin et al., 2017; Liang et al., 2012). Scholars have found that employees often have an avoidance orientation, a disposition to monitor and reduce harmful threats to one's environment (Carver, 2006), which is positively associated with prohibitive voice behaviors (Kakkar et al., 2016). Furthermore, prohibitive voice's antecedents and motivational drivers have been positively linked to PS (Chamberlin et al., 2017; Liang et al.,

2012; Miao et al., 2020; Wei et al., 2015), which focuses on one's comfort with being oneself at work with the fear of retaliation from others (Edmondson, 1999).

Scholars continued to search for the potential demographics of employees who utilize their prohibitive voice behaviors. One study addressed the employee-supervisor relationship, hypothesizing that a closer relationship would produce a higher level of prohibitive voice behavior. However, there was instead strong support for higher levels of prohibitive voice when an individual employee held a higher hierarchical rank in the organization (MacMillan et al., 2020). Thus, the more senior or higher-level employees are, the more confident they are in raising their concerns (Ibarra, 1999), which is linked to prohibitive voice (MacMillan et al., 2020); this finding is particularly intriguing as it removes the relational antecedent of prohibitive voice and instead focuses on legacy knowledge in organizational power dynamics.

Importantly, the intention of prohibitive voice is to raise awareness of concerns about harmful practices that the organization or stakeholders partake in order to avoid harm (Liang et al., 2012; Kakkar et al., 2016). The following exemplifies prohibitive voice in the workplace: an employee sees an issue with productivity and raises their concerns with leadership. The employee does not provide a solution; they simply relay the issue and end the communication transaction. While both promotive and prohibitive voices stem from being proactive and making an effort to improve the organization (Chamberlin et al., 2017), how others receive their message is key. Although the employee's intent might be positive when using prohibitive voice, leadership could perceive this voice pattern as complaining and blaming leadership for the current state of the concern (Mesmer-Magnus et al., 2005). As such, prohibitive voice can lead to negativity and increased defensiveness (Chamberlin et al., 2017; Laing et al., 2012; Van Dyne et al., 1995) among leaders. Additionally, prohibitive voice has been linked to one being anxious

when voicing concerns (Morrison, 2023; Welsh et al., 2021), as they do not know how they will be received. The literature has noted the discrepancies in performance reviews between employees who utilize promotive voice and those prohibitive voice; those who have higher levels of prohibitive voice tend to have a lower performance evaluation compared to those who use promotive voice (Chamberlin et al., 2017). Thus, the utilization of prohibitive voice behaviors in the workplace can be risky and riddled with threats to current and future opportunities.

Identity Threat

In addition to the perceived risk posed by using one's selected voice behavior, it is fundamental to acknowledge other factors that could be a threat to employees in the workplace. Threats include how one is perceived not only for their actions but also for how they self-identify. How one identifies is a crucial component of who they are, and their connections with others through networking (Silversides, 2001). *Identity* can be defined in relation to a multitude of contexts and personal attributes, some of which are demographics (i.e., ethnicity and gender) and some which can be hidden (i.e., sexual orientation). Identities are personal, and individuals tend to be motivated to maintain a positive perception among others, especially in the workplace (Ashforth & Kreiner, 1999; Silversides, 2001). However, when one feels that their identity is being scrutinized by leadership, peers, or other stakeholders, they begin to feel intimidated; this phenomenon is called identity threat. Scholars define *identity threat* as any overt harm or inappropriate action by others to diminish an individual's self-worth, accomplishments, or sense of competence (Aquino & Douglas, 2003; Bies, 1999; Miscenko & Day, 2016; Petriglieri, 2011; Steele, 1988). The concept of identity threat is subjective (Elsbach, 2003) since it is primarily

based on one's experiences (Weiss & Rupp, 2011). Therefore, two individuals with similar identities may perceive a threatening trigger differently, rendering it a perception-based concept.

Petriglieri (2011) divided identity threats into three possible sources: individuals, others, and the material world. The first possible identity threat source, individuals, is an internal conflict that has not been resolved. An example of this would be members of the LGBTQIA+ community who experience conflicting emotions because of internalized homophobia and their sexuality (Breakwell & Jaspal, 2022; Herek, 1998). The second possible identity threat source is others. This source can result in outcomes like bullying within the workplace (Lutgen-Sandvik, 2008; Miscenko & Day, 2016), company acquisitions, and mergers and the familiar organizational culture will begin to shift (Miscenko & Day, 2016; Van Dijk & Van Dick, 2009). The last identity threat source is the material world, which refers to traumatic external occurrences that are not directly related to the individual's identity initially but impact them later after the event (Petriglieri, 2011). An example of a material threat is a natural disaster that negatively impacts an individual's mental health, including their ability to cope with the daily tasks of living after the disaster. Naturally, when one experiences identity threats in the workplace, this can result in reactions such as anger (Bies, 2001; Felson & Steadman, 1983; Steele, 1988), antisocial behavior, efforts to restore justice (Aquino & Douglas, 2003), psychological withdrawal and burnout from the organization (Bedyńska & Żołnierczyk-Zreda, 2015; Foldy et al., 2009; Holmes et al., 2016), and reduced levels of authenticity and overall wellbeing (Boyce et al., 2007; George et al., 2023; Pachankis, 2007). Such threats can therefore have long-lasting effects on employees throughout their careers.

Resilience

One way of mitigation of feeling threatened is resilience. Being resilient in the workplace is a sought-after attribute in the world of business practitioners. The definition of resilience varies depending on discipline, but this dissertation focuses on the OB literature and interactions on an individual level in the workplace setting. Resilience is a significant construct in the OB literature (Hartmann et al., 2020; Luthans, 2002), and scholars have borrowed from psychology research to define the concept. Resilience has many applications in organization (Annarelli & Nonino, 2016; Barasa et al., 2018), such as in team interactions (Chapman et al., 2020; Hartwig et al., 2020) and individual development (Jackson et al., 2007; Taormina, 2015). Numerous scholars have defined *resilience* as an individual's ability to remain dynamic while adjusting to adversity (Coleman & Ganong, 2002; Hartmann et al., 2020; Meyer, 1982; Rutter, 1999; Staw, 1981). Baloochi (2020) expanded the definition to discuss how resilience assists an individual to find balance and thrive despite any daily obstacles they encounter.

Resilience has two parts: first, one must experience an adversity that is not subject to a specific level of intensity or duration of time (Fisher et al., 2019; Hartmann et al., 2020; Masten, 2001) that threatens an individual's well-being and work performance (Hartmann et al., 2020; Richardson, 2002). In the second part, one must be adaptive toward seeking a positive outcome; this allows for one's well-being and performance to be restored to their original or better state (Britt et al., 2016; Hartmann et al., 2020; Luthar et al., 2000; Masten, 2001). Importantly, resilience is a behavior that can be developed over time. Environments that encourage freely sharing knowledge in the workplace and learning the workplace culture are factors in personal resilience development (Hartmann et al., 2020; Malik & Garg, 2017).

Supervisor Incivility

Similarly, with the prerequisite of resilience being driven as a product of one's environment, it is important to note that there are aspects of one's environment that go beyond their control. One of these external factors is others' perceptions and interactions. Individuals spend the majority of their lives in the workplace (Garg et al., 2012). Thus, organizations are responsible for creating a safe environment for employees. These safe environments comprise several elements, including physical, emotional, and psychological components. However, some negative aspects of the work environment are less intense and, therefore, can be overlooked, even if they occur daily. An example of this is incivility. *Incivility* is a less intense form of mistreatment than discrimination or bullying (Cortina et al., 2001; Jawahar & Schreurs, 2018), but its purpose and intent are still to target and harm (Andersson & Pearson, 1999; Jawahar & Schreurs, 2018; Labelle-Deraspe & Mathieu, 2023). According to Cortina et al. (2001), it is estimated that 71% to 96% of employees have experienced incivility in the workplace during their career (Cortina et al., 2001; Jawahar & Schreurs, 2018).

Incivility in the workplace comes from many sources such as coworkers, customers, and leadership (Cortina et al., 2001; Namin et al., 2021). This dissertation only considers supervisory incivility, where the source of incivility stems from leadership within the organization. According to one study that reviewed IT employees from a company in the mid-Atlantic US, 78% of employees have experienced a level of supervisor incivility (Reio & Sanders-Reio, 2011). It is important to note that supervisor incivility does not have to come from the direct supervisor but can also come from a member of the leadership within the organization. Because the power difference between employees and their leadership, there are limited resources for employees to address uncivil behavior from leaders. Scholars have found there is a higher level

of intensity when incivility comes directly from leaders as opposed to other sources, such as customers and coworkers; this is due in part to the hierarchical structure of the company, in which the employee reports to the supervisor (Chris et al., 2022; Hershcovis & Barling, 2010). Supervisor incivility causes a higher level of psychological distress (Labelle-Deraspe & Mathieu, 2023), leading to lower levels of PS in the workplace. In one study, when supervisor incivility was shown to the team as a whole instead of singling one person out, this resulted in a shared experience that produced a sense of camaraderie and efforts to buffer the supervisor's negativity (Chris et al., 2022)

Furthermore, it has been determined that when supervisor incivility is present, this has a strong correlation with employee turnover (Namin et al., 2021; Spence et al., 2009; Yang et al., 2016). These higher levels of employee turnover can be linked to how the employee views their leadership's opinions of them. For example, Eisenberger et al., concluded that employees view their supervisor as a specific extension of the organization, and if the supervisor views the employee in a certain way, the organization as a whole has the same view on the employee (Eisenberger et al., 2002; Eisenberger et al., 2010; Reio & Sanders-Reio, 2011). Therefore, if an employee is experiencing incivility from their leader, they do not feel obligated to stay with the same company. Additionally, scholars have reported that age is a factor in regard to experiencing supervisor incivility, stating that employees who are older (60-69) correlated with experiencing less supervisor incivility than their younger counterparts (30-49) (Reio & Sanders-Reio, 2011). In addition, certain employees might react differently to supervisor incivility experiences. For example, employees who are classified as "high-status" meaning individuals who possess, sought after job titles, prominence in the organization, or high position within the organizational hierarchy, have been shown to be more sensitive when experienced with supervisor incivility

compared to "lower status" employees; these "high-status" employees may feel as though they are not valued or supported by the organization (Potipiroon & Ford, 2019), leading to higher turnover and less organizational commitment.

THEORETICAL FRAMEWORK

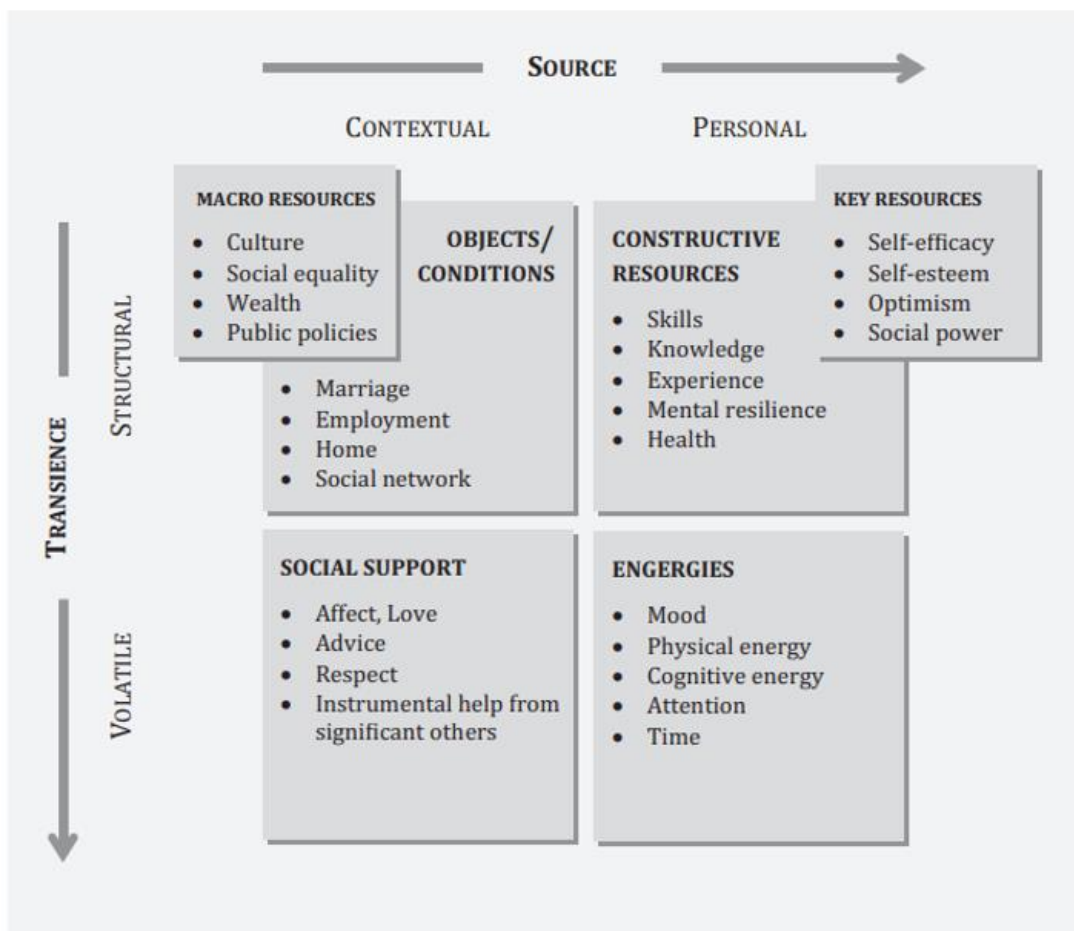### Conservation of Resources Theory

In reviewing the employee voice literature, COR emerged as a common theme in the key literature (Detert & Burris, 2007; Halbesleben et al., 2014; Ng & Feldman, 2012). This dissertation will continue to rely on COR theory as the theoretical underpinning as it is consistent with the voice literature. To appropriately utilize COR theory as the theoretical foundation for this dissertation, it is critical to understand the historical context of the theoretical framework as well as the aspects that have been considered in the prior literature. COR was founded by Hobfoll (Hobfoll, 1989), who sought to modernize the conceptualization of stress analysis in a "more direct testable, comprehensive, and parsimonious" manner than prior models had done (Hobfoll, 1989 p. 513). Hobfoll's model was successful as COR theory has become one of the most heavily used theories among OB scholars, especially in areas surrounding employee motivation and stress management (Halbesleben et al., 2014).

The key principle of COR theory is the status of the resources displayed by the individual such as being lost of newly acquired. Hobfoll loosely defined a resource as something that people value. These items can be tangible or non-tangible and include objects, personal characteristics, social status, and energies or efforts (Halbesleben et al., 2014; Hobfoll, 1989). Some scholars have redefined resources as anything that an individual perceives will be beneficial to attaining a goal (Halbesleben et al., 2014), while other scholars have created

categories of resources based on their stability and maturity (Halbesleben et al., 2014; Ten Brummelhuis & Bakker, 2012).

Scholars Ten Brummelhuis and Bakker (2012) created a matrix featuring four dimensions to assist with resource categorization. The first dimension is the horizontal axis. This dimension has two elements: contextual or personal. Contextual resources are external to one's self-control, such as social constructs (Ten Brummelhuis & Bakker, 2012), while personal resources relate to the more controlled space of one's self-control and personal traits (Ten Brummelhuis & Bakker, 2012). The second dimension consists of volatile resources and structural resources and is on the vertical axis of the matrix. Volatile resources are classified as scarce and momentary such as time; once utilized, they cannot be repurposed for another occasion (Ten Brummelhuis & Bakker, 2012). Additionally, energies such as psychological attributes fall within this category. On the other hand, structural resources are less fleeting and more resistant over time. If an individual has more structural resources that can be used multiple times, this is beneficial to coping with stressful circumstances (Ten Brummelhuis & Bakker, 2012). The third dimension is a subtype of resource, namely key resources. Key resources focus on the management aspect of resources through selection and modification (Hobfoll, 2002; Thoits, 1994; Ten Brummelhuis & Bakker, 2012)and relate to coping with aspects of resources when an individual is stressed. For example, individuals with high levels of self-esteem, a key resource, will be able to start a stressful task and complete it (Hardré, 2003). The final dimension focuses on boundary aspects of one's environment that can be utilized in a direct manner, categorized as macro resources. For example, "the presence of public child care enables both spouses to participate in the labor market and makes it unnecessary to search for private day care" (Ten Brummelhuis & Bakker, 2012, p. 548), as this environmental resources goes beyond the control of individual and is at an

larger scale level. An outline of the categorization of resources is given in Figure 2 (Ten Brummelhuis & Bakker, 2012, p. 549).

Figure 2: Conservation Of Resource Theory Matrix

The principal element of COR theory is that humans are motivated to protect themselves by conserving resources that are readily available to them in addition to expanding or acquiring new resources (Halbesleben et al., 2014; Hobfoll, 1989). Uniquely, COR understands resources as determined according to personal experiences. For example, "time with family could be viewed as a valuable resource to one person while it may not be valued by someone else or may even be perceived as a threat to other resources (e.g., one's self-esteem in an abusive relationship)" (Halbesleben et al., 2014, p. 1335). COR is composed of several key principles.

The first principleis the primacy of resource loss. Halbesleben et al. stated that when an individual fails to keep a resource, it is psychologically harmful to the individual; even when the resource is recovered, there is still a negative psychological impact on the individual from the initial loss (Halbesleben et al., 2014). This impact can take a toll on the employee and may result in burnout (Halbesleben et al., 2014; Shirom, 1989), employee silencing (Sahabuddin et al., 2023), and workplace incivility behaviors (Gümüştaş & Karataş, 2022).

The second principle is resource investment which involves protecting against potential loss, recovering from lost resources, or expanding available resources. Hobfoll (1998) created four subcategories, known as corollaries, to break down the complexity of this principle. The first corollary reviews how an available resource allows individuals to easily invest in the said resources. The second corollary is the opposite: investment opportunities become more complicated if an individual fails to keep resources. The third corollary states that when an individual gains a valued resource. Once gained, these individuals are able to provide more support to acquire more resources. Lastly, the fourth corollary states that a lack of resources can lead individuals to be defensive and conserve any remaining resources (see Figure 3) (Halbesleben et al., 2014 p. 1337).

Basic Tenets of Conservation of Resources Theory

Name	Description	Example Studies Testing Tenet
Principle 1	Resource loss is more salient than resource gain.	R. T. Lee & Ashforth (1996)
Principle 2	People must invest resources to gain resources and protect themselves from losing resources or to recover from resource loss.	Halbesleben, Harvey, & Bolino (2009); Halbesleben & Wheeler (2008); Ng & Feldman (2012); Vinokur & Schul (2002)
Corollary 1	Individuals with more resources are better positioned for resource gains. Individuals with fewer resources are more likely to experience resource losses.	Demerouti, Bakker, & Bulters (2004); Mäkikangas, Bakker, Aunola, & Demerouti (2010); Whitman, Halbesleben, & Holmes (2014)
Corollary 2	Initial resource losses lead to future resource losses.	Demerouti et al. (2004)
Corollary 3	Initial resource gains lead to future resource gains.	Hakanen, Peeters, & Perhoniemi (2011); Halbesleben & Wheeler (in press); Mäkikangas et al. (2010); Xanthopoulou, Bakker, Demerouti, & Schaufeli (2009)
Corollary 4	Lack of resources leads to defensive attempts to conserve remaining resources.	Halbesleben (2010); Halbesleben & Bowler (2007); Halbesleben & Wheeler (2011)

Figure 3: Basic Tenets of COR Theory

COR theory has been utilized in the literature on employee voice behaviors because employees adapt to share ideas and resources to protect and develop themselves (Kong et al., 2020; Ng & Feldman, 2012), especially when they interact with stressful challenges. COR theory focuses on the psychological aspect of stress and traumatic events to persevere (Hobfoll et al., 2018). Therefore, honing in on a resource, such as psychological safety, which has been supported through the literature, has the potential to reduce resource depletion in order to be more adaptative to the environment (Gong et al., 2020; Marx-Fleck et al., 2021; Savickas & Porfeli, 2012).

Psychological Safety

Workplace safety has become a buzzword in the organizational management practitioner realm and encompasses various environmental aspects. However, with the emergence of the COVID-19 pandemic, the term "safety" began to shift (Korneeva et al., 2022; Sundu et al., 2022; Weiner et al., 2021). From a practitioner's standpoint, organizations have historically focused on the physical aspect of workplace safety (Beus et al., 2016; Christian et al., 2009; Edmondson &

Lei, 2014; Hayes et al., 1998; Yaris et al., 2020). While it is essential to continue to offer physical safety to employees, there has been a growing trend to extend safety at work by adopting newer terms such as PS (Edmondson & Lei, 2014; Vella et al., 2022) that consider employees' overall well-being, including mental health (Edmondson & Lei, 2014; Vella et al., 2022). PS has been studied and defined within various contexts. PS denotes employees' perceptions of being in an environment where they can reveal their identities and ideas without adversely impacting their image, career advancement, or organizational status (Edmondson, 1999; Kahn, 1990). There has been debate regarding the appropriate level of measuring PS among teams or individuals. For example, Kahn's (1990) seminal work on PS analyzed individual experiences to determine people's comfort level in presenting their ideas and full identity without fear of retaliation for their careers. Kahn observed that employees with higher PS levels had greater trust in the workplace and their relationships with their peers (Kahn, 1990). However, Edmondson (1999) contended that PS is dependent on the team level and climate-based, thus examining a shared belief created by the team's climate of taking risks. The popularity of the construct of PS began in team environments in the workplace (Bradley et al., 2012; Edmondson, 2004; Edmondson & Lei, 2014; Harvey et al., 2019; Hu et al., 2018; Koopmann et al., 2016; Lee et al., 2018; Li & Tangirala, 2022; Post, 2012). Numerous studies have been conducted at the team level (Edmondson & Lei, 2014; Newman et al., 2017; O'Donovan & Mcauliffe, 2020), but studies of PS at the individual level have become increasingly prevalent in recent years (Edmondson, 2014). Regardless of whether the focus is on the micro or meso level, the theme of PS has been observed across various disciplines and variables. Figure 4 presents a holistic overview of the PS literature, including antecedents, independent variables (IV), dependent variables (DV), and moderators.

The literature review revealed that the reoccurring theme of the variables depicted in

Figure 4 had an interaction that was critical in focusing on the PS and PS climate. PS climate is

defined as the environment in which an individual feels comfortable taking interpersonal risks in

the workplace without fear of negative consequences (Bradley et al., 2012; Koopmann et al.,

2016; Edmondson, 1999; Edmondson, 2004; Gibson & Gibbs, 2006). The literature presents
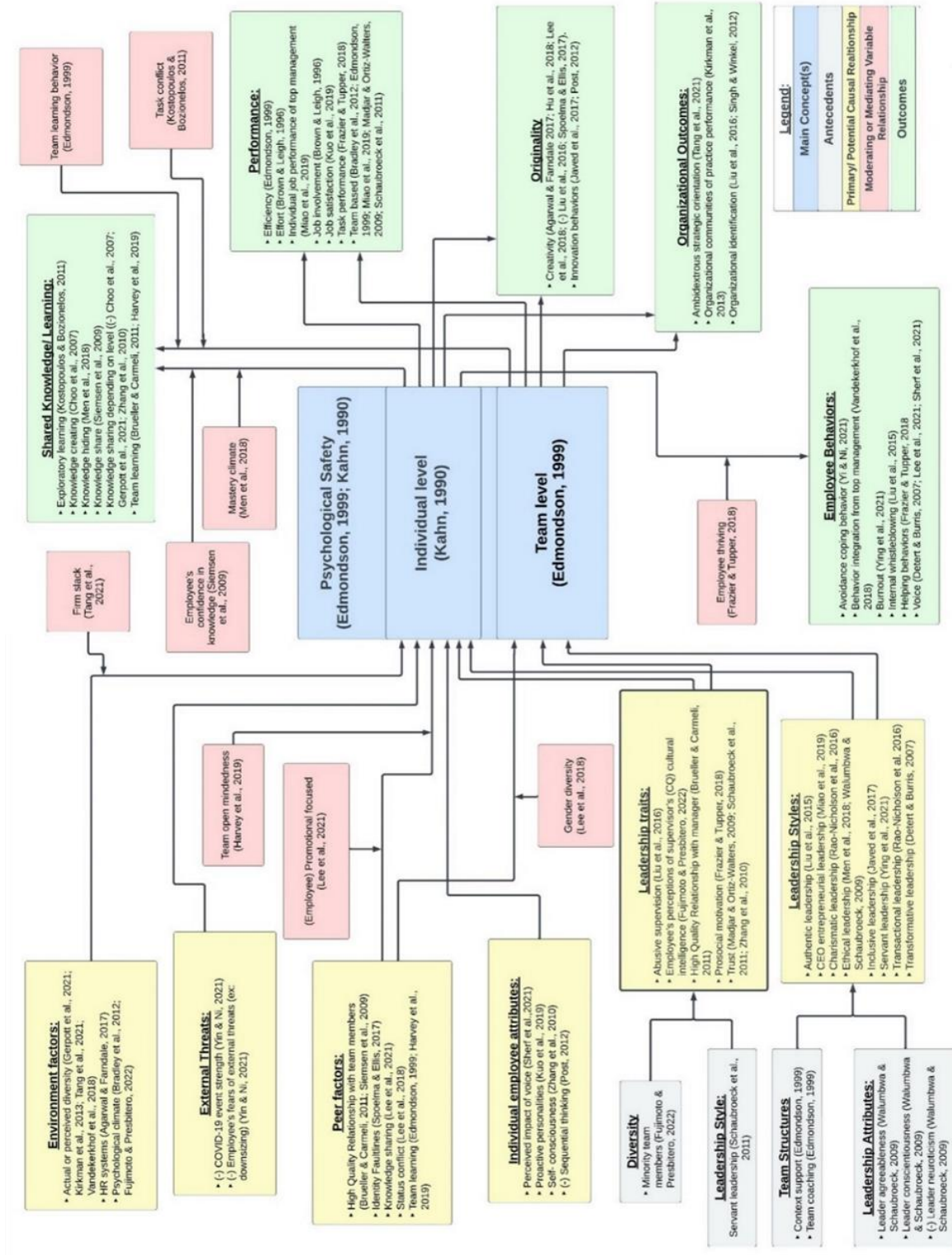
correlations between PS and employee behaviors.

Figure 4: Psychological Safety Concept Map

These variables (see Figure 4) include perceptions of leadership and leadership style (Detert & Burris, 2007), coworkers sharing knowledge through the lens of internal promotional opportunity (Lee et al., 2021), employee burnout (Sherf et al., 2021), and employee voice patterns (Detert & Burris, 2007; Walumbwa & Schaubroeck, 2009). When reviewing the PS concept, there was a recurring theme of honing in on a safe environment by fostering a collaborative and healthy workplace. Fostering a strong PS climate is critical, as it appears to be a precursor to employee voice outcomes (Detert & Burris, 2007; Lee et al., 2021; Sherf et al., 2021) and other individual attitudes (Kuo et al., 2019; Sherf et al., 2021; Post, 2012; Zhang et al., 2010). Thus, PS is used as the resource in the underlying COR theory in this dissertation.

Overview of the Hypothesized Model

As previously discussed, one of the guiding research questions for this dissertation is: "What are the antecedents of employee voice behavior?" This dissertation has three objectives. First, it extends the current literature on identity threats and employee voice. The existing employee voice literature has yet to introduce the variable of identity threat into the broader conversation among scholars on the topic. Focusing on the individual level and the relationships between employee voice behaviors can identify the directionality and impact of identity threats on employee voice behaviors. The insight gained from this can assist practitioners and scholars in creating preventative measures to avoid negative impacts on employees and the business. The second objective is to clarify the relationship between individual resilience and employee voice behavior. Gaps in knowledge remain regarding employee voice behaviors, whether they are impacted by resilience and the directionality of this influence. The third objective is to determine how incivility moderates the relationship between identity threat, resilience, and voice. Does

supervisor incivility impact employees' willingness to voice their concerns and influence employees' use of promotive voice or prohibitive voice?

Identity Threat and Employee Voice

The purpose of this research paper is to uncover missing antecedents of employee voice, particularly regarding personal identity and experiences. This study proposes that identity can negatively affect individuals' voice and sense of belonging at work**.** Identity threats can create antisocial patterns at work and cause a drive toward assimilation with others (Aquino et al., 2003). In an effort to "fit- in," employees are less likely to voice their comments, thoughts, and ideas for improvement to the workplace when an identity threat is present. The workforce tends to be diverse with regard to both visible and invisible aspects of one's identity (Ashforth & Kreiner, 1999; Silversides, 2001). For example, employees of a given generation, such as Millennials (born approximately 1980- 1995) (Becton et al., 2014), might experience an identity threat because of the negative societal perception that Millennials are narcissistic, entitled in the workplace, and less committed to the company than prior generations (Anderson et al., 2017; Hebl et al., 2020). Millennials can view this perception as being negative and become disengaged because of the identity threat generated by a negative interaction with other generational workgroups (Spencer et al., 2016).

Individuals may also perceive identity threats in their workplace for belonging to a particular social class, community, or other classification group or area. Scholars have discovered that individuals who experience identity threats because of stereotypes begin to withdraw and disengage (London et al.,2007; London et al., 2014; Spencer et al., 2016; Walton & Cohen, 2017). Additionally, individuals who experience threats to their identity and self-expression are more likely to be resistant to change (Jamil et al., 2014). Scholars have explored the many facets

of identities and the impact when a threat is present. Even the perception of a threat can negatively impact one's self-esteem. Furthermore, the literature expands upon this stream of thought by diving into the impact of social identity as it is comprised of belonging, control, and self-esteem (Verkuyten et al., 2019; Vignoles, 2011).

The literature has also considered how aspects of the workplace, such as microaggressions, stigmatization, and stereotypes, often contribute to negative outcomes such as ostracism (DeSouza et al., 2017; Goodwin et al., 2010; Kurzban & Leary, 2001; Smart et al., 2009; Willaims & Sommer, 1997). When ostracism is present in the workplace, it threatens the basic psychological needs of belonging, self-esteem, and control (Williams, 2009). Scholars have found a negative correlation between self-ostracism, which is excluding oneself from other groups, and employee voice patterns (Kim & Kiura, 2023; Lin et al., 2022; Welsh et al., 2022). Conversely, Li and Tian (2016) concluded that coworkers experiencing ostracism in the workplace did not significantly negatively impact their promotive voice behaviors. However, Li and Tian's study lacked supporting findings and may have been skewed because of cultural differences, given that their sample considered 22 companies in China. The inconclusiveness of Li and Tian's findings is believed to be a result of cultural differences, as most of the promotive voice literature is being studied and sampled from Western countries (Li & Tian, 2016). Although Li and Tian presented limited findings on the impact of ostracism and promotive voice, other studies have found a positive correlation between ostracism and promotive voice behaviors (Jahanzeb & Newell, 2022; Ng et al., 2022; Wu et al., 2019). Based on the above information, this dissertation proposes the following hypothesis:

H1a*: There is a negative relationship between identity threat and promotive voice.*

Furthermore, research has demonstrated that a productive, healthy environment is critical for prohibitive voice behaviors. For example, organizations can offer support to their employees by removing psychological stressors and fostering a safe environment for employees to utilize their prohibitive voice (Loi & Xu, 2014; Morrison, 2023). Psychological stressors include anxiety, which negatively impacts employees' prohibitive voice patterns (Zhou et al., 2019). Anxiety has been studied in relation to both the promotive and prohibitive voices. However, the results are varied. Promotive voice has been linked to employee pride, whereas prohibitive voice has been linked to anxiety after speaking up (Morrison, 2023; Welsh et al., 2022). This discrepancy is because of a key difference in the nature of voice behavior. On the one hand, the promotive voice tends to focus on improvement and streamlining processes (Chamberlin et al., 2017; Kakkar et al., 2016; Liang et al., 2012; Wei et al., 2015; Xie et al., 2015) and is often viewed as more positive in the message (Chamberlin et al., 2017; Liang et al., 2012). Therefore, promotive voice potentially helps both the organization and the employee (who gains leadership visibility through their ideas). On the other hand, prohibitive voice is primarily used to raise awareness of current processes or practices that have been or can be harmful; therefore, employees may feel more hesitant and anxious to utilize prohibitive voice (Morrison, 2023; Welsh et al., 2022), resulting in a potentially higher level of stressors such as anxiety (Zhou et al., 2019). These psychological stressors negatively impact employee health, productivity, and overall well-being.

Similarly, scholars have traced a correlation between psychological stressors such as anxiety and individuals who experience forms of identity threat (Hunger et al., 2015; Jaspal et al.,2020; Ma & Hmielowski, 2022; McGonagle & Barnes-Farrell, 2014). Although the literature has not identified a direct relationship between prohibitive voice and identity threat, it is believed that when identity threat is introduced, it will have a negative relationship with prohibitive voice.

Supporting this, the literature has identified correlations between identity diffusion status, which is similar to the reaction to identity threat, and a decrease in both internal (Cadinu et al., 2006; McConnell, 1986; Rotter, 1966) and external loci of control (Lillevoll et al., 2013). The locus of control is defined as the general perception of control that individuals have in a certain circumstance. These perceptions can be divided into two categories, internal and external, depending on the source (Cadinu et al., 2006; Lillevoll et al., 2013). The literature discusses how employees are motivated to have some level of control (Tangirala & Ramanujam, 2008; Tangirala & Ramanujam, 2012). When there is a lower level of control for the employees, it creates an environment that is not conducive to employees bringing forth concerns as employees are not viewed as critical to organizational success, as well as fostering more levels of silencing by not speaking up from the employee stance. (Chillas & Mark, 2020; Donaghey et al., 2011; Huan et al., 2023). Furthermore, it has been found that employees' personalized morality, which is attached to one's identity, is positively correlated with prohibitive voice behaviors (Hameed et al., 2020; Mesdaghinia et al., 2022). Employees tend to be more engaged and speak up if actions at work do not align with their identity and beliefs (Aquino & Reed, 2002; Shao et al., 2008). Similarly, employees' authenticity in the workplace is a predictor of increased prohibitive voice pattern behaviors (Knoll & Van Dick, 2013). If authenticity is a predictor of prohibitive voice, then when a threat goes against authentic behavior (Schmader & Sedikides, 2018; Winkler, 2018), a negative relationship is anticipated, though research has yet to address this. Hence, to determine the relationship between identity threat and prohibitive voice, the following hypothesis is proposed:

H1b: *There is a negative relationship between identity threats and prohibitive voice.*

Resilience and Employee Voice

From a practical standpoint, if an employee is resilient in their approach, they will be willing to voice their opinions and concerns more freely in the workplace. However, existing research does not directly support this claim. For example, voice scholars have found that perceptions are a significant factor in voice pattern metrics across all units of measurement, including individual and team levels (Detert & Burris, 2007; Lee et al., 2021; Shef et al., 2021). Perceptions from leaders, such as influence on an employee's voice, both positive and negative. The perception that an employee has limited influence on their job can create burnout tendencies and low engagement within the workplace (Halbesleben et al., 2014; Shef et al., 2021; Shirom, 1989). Moreover, workplace engagement and performance have been directly correlated to employee resilience (Lu et al., 2023; Schaufeli et al., 2002), with high levels of employee engagement linked to higher levels of employee voice behaviors (Bailey et al., 2013; Holand et al., 2017; Jha et al., 2019; Rees et al., 2013; Ruck et al., 2017). However, this has not been studied as a direct relationship with individual resilience as the antecedent. Nonetheless, several scholars have studied employee voice, specifically promotive voice, as an antecedent to team and organizational resilience (Han & Hwang, 2019; Li & Tangirala, 2022).

It seems reasonable that individual resilience would be an antecedent to promotive voice, as an employee who is resilient in their approach would be more willing to voice their opinions and concerns. Research has indirectly supported this by highlighting connections between antecedents such as proactive personalities, self-efficacy, and promotive voice behavior. Scholars have stated that proactive personalities and actions taken are precursors to resiliency tendency within employees in the workplace (Roberts & Caspi, 2003; Nguyen et al., 2016; Zhu & Li, 2021), especially those who are focused on promotional opportunities (Zhu & Li, 2021).

As mentioned, individuals who are driven by promotional opportunities are often more concerned with utilizing their promotive voice (Lin & Johnson, 2015); this is in part because of employee's perception their leaders will feel they are more engaged in the workplace. Moreover, proactive behavior among employees impacts on employee voice behaviors, particularly promotive voice (Li et al., 2022; Martin et al., 2013), as proactive individuals want to seize the opportunity to speak up and provide suggestions on improvement measures for the organization. Additionally, promotive voice can be measured by asking participants if they "proactively develop and make suggestions for issues that may influence the unit" (Liang et al., 2012). Therefore, proactiveness in nature is part of resilience and promotive voice behaviors. Additionally, self-efficacy, another antecedent for resilience, has been shown to be related to promotive voice behaviors. The literature has supported that high levels of self-efficacy often result in higher levels of resiliency patterns for individuals (Mache et al., 2014; Nguyen et al., 2016). A similar effect is influenced by promotive voice when interacting with self-efficacy. Higher levels of self-efficacy have been correlated with higher levels of promotive voice behaviors (Li et al., 2016; Song et al., 2020; Qian et al., 2020). Although studies have not reviewed the direct relationship between resilience and promotive voice, the literature supports a potential relationship because of a similar antecedents and measures. Hence, this dissertation proposes the following hypothesis:

H2a: *There is a positive relationship between resilience and promotive voice.*

Furthermore, if there is a possible relationship between resilience and promotive voice, there is a potential relationship between resilience and prohibitive voice. As mentioned, prohibitive voice is one's expression of concerns about harmful matters and practices that impact one's colleagues or other stakeholders (Liang et al., 2012). Scholars have revealed a correlation

between prohibitive voice and team resilience during times of exogenous change (Li & Tangirala, 2022). Prohibitive voice is used to remain vigilant amid change and to raise concerns about harmful threats to processes and procedures (Li & Tangirala, 2022). The literature situates this finding in the context of a team environment. Nonetheless, this impact should remain constant because resilience is about adapting and adjusting to change in the face of adversity (Coleman & Ganong, 2002; Hartmann et al., 2020; Meyer, 1982; Rutter, 1999; Staw, 1981; Vough & Caza, 2017). Prohibitive voice behaviors aim to challenge the status quo to prevent errors (Li & Tangirala, 2022; Pfrombeck et al., 2022), and individual resilience has been positively linked to advocating for others in a variety of studies across disciplines. Studies have found that individuals who were exposed to domestic abuse utilize their personal experience to advocate for others to become educated and offer support, which positively impacts their own recovery and resilience (Crann & Barata, 2021; Shanthakumari et al., 2014). From the workplace lens, employers who offer additional resources through employee assistance programs (EAP), such as peer support, witness an increase in resilience levels in the workplace (Freeman & Carson, 2007). Selected peers have personally experienced similar issues to those being brought to the attention of the organization, and they are able to act as advocates and offer an additional layer of support.

Support through advocacy impacts resilience levels and is a reoccurring aspect of an essential characteristic of resilience, as described by Wagnild and Young (1990). One of the key elements of resilience is the realization that while each personal experience is unique, there is some similar overlap through shared experiences (Wagnild & Young, 1990); this impacts prohibitive voice behaviors as one advocates and speaks up, leading to empowering the employee with address concerns, which is a key to prohibitive voice. Therefore, individual resilience will likely have a

positive relationship with prohibitive voice behaviors. In support of this claim, research has

identified a positive correlation between psychological capital (PsyCap) and employee voice

patterns (Han & Hwang, 2019; Lainidi et al., 2023), especially within prohibitive voice behavior

(Han & Hwang, 2019). PsyCap consists of a composite of multiple variables such as hope, self-

efficacy, resilience, and optimism (Han & Hwang, 2019). Although there is a positive correlation

between PsyCap and prohibitive voice, it is unclear if the positive relationship will remain

unchanged if other variables (hope, self-efficacy, and optimism) are removed from the

composite. Thus, removing the other variables and honing in on one area of resilience will clarify

the interaction between resilience and the prohibitive voice. Thus, the following hypothesis is

proposed:

H2b: *There is a positive relationship between resilience and prohibitive voice.*

The Moderating Effects of Supervisor Incivility

The moderating effects of perceptions of leadership represent a developing area within the

voice literature. For example, scholars have studied the influence between leadership and

subordinates and how the perception of trust in leaders' styles and choices impacts employee

voice patterns (Zhang et al., 2021; Farndale et al., 2011). Moreover, negative interactions with

leadership can ultimately create a psychological breach or a disconnect between an employee's

behaviors and their professional work (Balogun, 2017; Balogun et al., 2018; Lin et al., 2022; Ng

et al., 2014). These breaches have a negative impact on employees' commitment to the

organization and their peers. Employees' self-restricting voice patterns reflect this negative

impact (Ng et al., 2014). Furthermore, numerous studies have concluded that leadership traits

and styles positively influence employees' voice behaviors (Bolino et al., 2010; Detert & Burris,

2007; Farndale et al., 2011; Mowbra et al., 2015; Ng et al., 2014; Zhang et al., 2021), but there is

limited literature on the directionality of a negative aspect of leadership as it relates directly to employee voice. A primary example is the negative that certain leadership styles can be extended to other constructs, such as abusive supervision. This construct has been defined as "subordinates' perceptions of how supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact" (Tepper, 2007, p. 264). Many studies have determined that leadership traits and styles influence employees' voice behaviors (Bolino et al., 2010; Detert & Burris, 2007; Farndale et al., 2011; Mowbra et al., 2015; Ng et al., 2014; Zhang et al., 2021), but the literature does not specify the long-term effects of leadership traits on employee voice, especially if the leadership style is hostile toward the employee. Recently, the literature has supported a direct negative correlation between supervisor incivility and a decrease in employee voice patterns (Dedahanov et al., 2022). However, research has largely neglected supervisor incivility in a moderator context.

This dissertation therefore proposes utilizing supervisor incivility as a moderator in the previously discussed relationships of the positive relationship of resilience between promotive voice and prohibitive voice as well as the negative relationship of identity threat between promotive voice and prohibitive voice. Madhan et al. offered insight into the impact of incivility on employee voice (Madhan et al., 2022). They determined that, as in COR, when employees in the service industry, which tends to experience higher levels of incivility because of the work environment, experience incivility and threats to their individual resources, this negatively impacts their voice patterns (Madhan et al., 2022). Another study within the service industry, specifically in the hotels sector, determined that employees who experience positive supervisor-to-employee patterns are more likely to be engaged and provide constructive suggestions to their leader (Han & Hwang, 2019; Kim et al., 2017); this type of engagement can be categorized as

promotive voice because of the constructive suggestions and dialogue for new and improved ideas and processes. However, researchers have revealed that supervisory incivility patterns in the workplace negatively affect promotive voice behaviors. According to Dedahanov et al., employee psychological distress is mediated by the link between supervisor incivility and employee promotive voice (Dedahanov et al., 2022). Dedahanov et al.'s research concluded that when employees perceive that they are being treated unjustly through acts of supervisor incivility, will tend to feel psychologically distressed and strained, which leads to lower levels of employee promotive voice (Dedahanov et al., 2022).

Similarly, supervisor incivility has a negative correlation with one's identity. Scholars have determined that supervisor incivility creates both identity-relevant stressors that negatively impact one's self-esteem (Gerhardt et al., 2021) as well as feelings of exclusion if one does not assimilate with others (Ferris et al., 2017). Furthermore, supervisor incivility has been studied as a moderator of work identity discrepancy and emotional exhaustion, with the correlation being negative when more supervisor incivility was present. Thus, the past literature indirectly supports that using more supervisor incivility as a moderator would result in a stronger negative relationship with identity threat and promotive voice. Therefore, this dissertation introduces the variable of supervisor incivility to the previously proposed negative relationship between identity threat and promotive voice, per the following hypothesis:

H3a: The negative relationship between identity threat and promotive voice is moderated by supervisor incivility such that higher levels of supervisor incivility will strengthen the relationship.

It is important to note that incivility is often misclassified amongst practitioners as bullying, which is a similar concept. However, incivility is less intense than more overt variables, such as

workplace violence and bullying. The intent of incivility is often categorized as subtle (Schilpzand et al., 2016). Researchers have observed that employees who experience bullying in the workplace are more susceptible to a higher level of identity work called intensive remedial identity work (Branch et al., 2013; D'Druz, 2010; D'Cruz & Noronha, 2012; Lutgen-Sandvik, 2008; Winkler, 2018). Identity work is a mental activity individuals undertake that consists of forming, repairing, maintaining, strengthening, or revising aspects of themselves and their identity to maintain security within groups (D'Cruz, 2010). Scholars have described identity work as an actionable response when individuals are faced with threatening behaviors (Alvesson & Willmott, 2002; D'Cruz, 2010) towards their identity and potential stigmatization in response to actions like workplace bullying (D'Cruz, 2010). One of the key motives for identity work is the belongingness levels of individuals (Baumeister & Leary, 1995). Similarly, belonging elements are impactful when workplace incivility is introduced. The effects of incivility, regardless of the sources, are negative as this creates a perception of a lack of belonging for the individual (Hershcovis et al., 2017).

Researchers have noted that employees who belong to a certain identity group may feel as though they do not belong in the workplace as they are perceived as a minority in comparison to other groups because of historic exclusion or underrepresentation. This may affect, for example, LGBT employees (Newheiser et al., 2017; McFadden & Crowley-Henry, 2018), women (Hoyt & Murphy, 2016; Wilson & VanAntwerp, 2021), and other groups (Emerson & Murphy, 2014). Furthermore, Dedahanov et al. recently conducted a study revealing a direct correlation between prohibitive voice and supervisor incivility (Dedahanov et al., 2022). Furthermore, leaders' views of their employees have the potential to influence their subordinates' prohibitive voice outcomes. For example, leadership might view concerns brought forth by utilizing a prohibitive voice as

complaints or whistle-blowing activities that ultimately blame leadership for identifying problems; this leads to leadership viewing employee negatively, reporting lower performance metrics, and being less receptive to feedback and thoughts (Mesmer-Magnus et al., 2005). Additionally, leaders are sometimes threatened by employees who utilize their prohibitive voice because of concerns about being replaced (Isaakyan et al., 2018; Popelnukha et al., 2022). As a result, leadership may engage in subtle acts of incivility toward their subordinates, resulting in limiting employees' prohibitive voice behaviors. Researchers have also found that lower levels of leadership and ethical standards positively increase prohibitive voice among employees with defensive suggestions for problem-solving (Akhtar et al., 2017). This dissertation builds upon this finding by utilizing supervisor incivility as a moderator. Therefore, the following hypothesis is proposed:

H3b: *The negative relationship between identity threat and prohibitive voice is moderated by supervisor incivility such that higher levels of supervisor incivility will strengthen the relationship.*

It is important to note that the literature addresses how leadership support can enhance employees' self-confidence in completing their work (Han & Hwang, 2019), foster employees' resilience levels in the face of adversity (Han & Hwang, 2019), and encourage employees to share their ideas (Han & Hwang, 2019; Vough & Caza, 2017). Conversely, a lack of leader support may negatively impact individuals' resilience and confidence in solving problems (Han & Hwang, 2019; Wu & Parker, 2017). Once an employee's confidence is negatively impacted, this can limit their promotive voice behavior (Han & Hwang, 2019; Wu & Parker, 2017). Scholars have offered a clear indication of the correlation between how individual resilience is negatively impacted and indirectly connected to incivility in work environments (Al-Hawari et

al., 2020; Urban et al., 2021). Regarding promotive voice behaviors and supervisor incivility, a 2022 study demonstrated that supervisor incivility and promotive voice are mediated by employee psychological distress (Dedahanov et al., 2022). Building upon this finding, when employees are not supported and experience supervisor incivility, this may negatively affect their personal resilience and promotive voice behaviors. As such, introducing more supervisory incivility will weaken the relationship between resilience and promotive voice, as past research has determined that less incivility will lead to increased self-confidence and promotive voice patterns (Han & Hwang, 2019; Vough & Caza, 2017). Hence, the following hypothesis is proposed:

H4a: *The positive relationship between resilience and promotive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will weaken the relationship.*

Finally, this dissertation reviews how supervisor incivility moderates employees' choice to use prohibitive voice. There is limited existing literature on supervisor incivility and the direct relationship between prohibitive voice and resilience. However, ostracism similar to incivility has been noted to correlate with producing lower prohibitive voice behaviors, especially among new employees (Wu et al., 2019). Both ostracism and incivility are low-intensity behaviors that can be intentional or unintentional (Andersson & Pearson, 1999; Ferris et al., 2008; Ferris et al., 2017), and both often result in negative outcomes for others (Ferris et al., 2017; Robinson et al., 2013; Schilpzand et al., 2016).

Given the similarities between ostracism and incivility, it is reasonable to propose that when more incivility is introduced, especially from a leadership level, this will have a negative impact on prohibitive voice. Additional supporting evidence for this argument includes findings that

coworker incivility negatively influences prohibitive voice with a mediating effect on employee psychological distress (Dedahanov et al., 2022). Furthermore, another study concluded that individuals who were classified as direct victims of workplace sexual harassment had lower resilience levels when presenting their concerns (Ford et al., 2021), utilizing their prohibitive voice. However, those who observed the sexual harassment, which can be viewed as a type of incivility towards the victim, did not experience any negative impact on their resilience levels (Ford et al., 2021) as they were advocating for the victim. Thus, resilience levels might be different depending on the speaker. Additionally, a study examining supervisor incivility as it relates to organizational commitment found that higher supervisor incivility patterns lead to lower levels of organizational commitment (Reio, 2011). Once employees have lower levels of organizational commitment, they are less likely to use prohibitive voice behaviors (Chamberlin et al., 2017) and be resilient (Paul et al., 2016). Hence, it is proposed that introducing supervisor incivility as a moderator will weaken the previously proposed relationship between resilience and prohibitive voice, which was initially proposed to be a positive relationship.

Accordingly, if an employee is exposed to greater levels of supervisor incivility, it will weaken the relationship between resilience and prohibitive voice; this is a result of employees potentially feeling uncomfortable with raising concerns since they are not committed to the organization (Chamberlin et al., 2017), do not feel supported by their leader or the organization as a whole, and do not have the confidence to report concerns (Han & Hwang, 2019; Wu & Parker, 2017). Consequently, the following hypothesis is proposed:

H4b: *The positive relationship between resilience and prohibitive voice is moderated by supervisor incivility such that higher levels of supervisor incivility will weaken the relationship.*

Model Summary

This dissertation expands upon the literature on promotive and prohibitive employee voice by addressing the prevalent workplace phenomenon of identity threat and resilience from a micro level. Figure 5 depicts the hypothesis model in its entirety.

Table 1: Hypotheses Summary

Hypotheses Summary

Identity Threat and Employee Voice	
H1a	There is a negative relationship between identity threat and promotive voice.
H1b	There is a negative relationship between identity threat and prohibitive voice.
Resilience and Employee Voice	
H2a	There is a positive relationship between resilience and promotive voice.
H2b	There is a positive relationship between resilience and prohibitive voice.
Moderating Role of Supervisor Incivility	
H3a	The negative relationship between identity threat and promotive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will strengthen the relationship.
H3b	The negative relationship between identity threat and prohibitive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will strengthen the relationship.
H4a	The positive relationship between resilience and promotive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will weaken the relationship.
H4b	The positive relationship between resilience and prohibitive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will weaken the relationship.
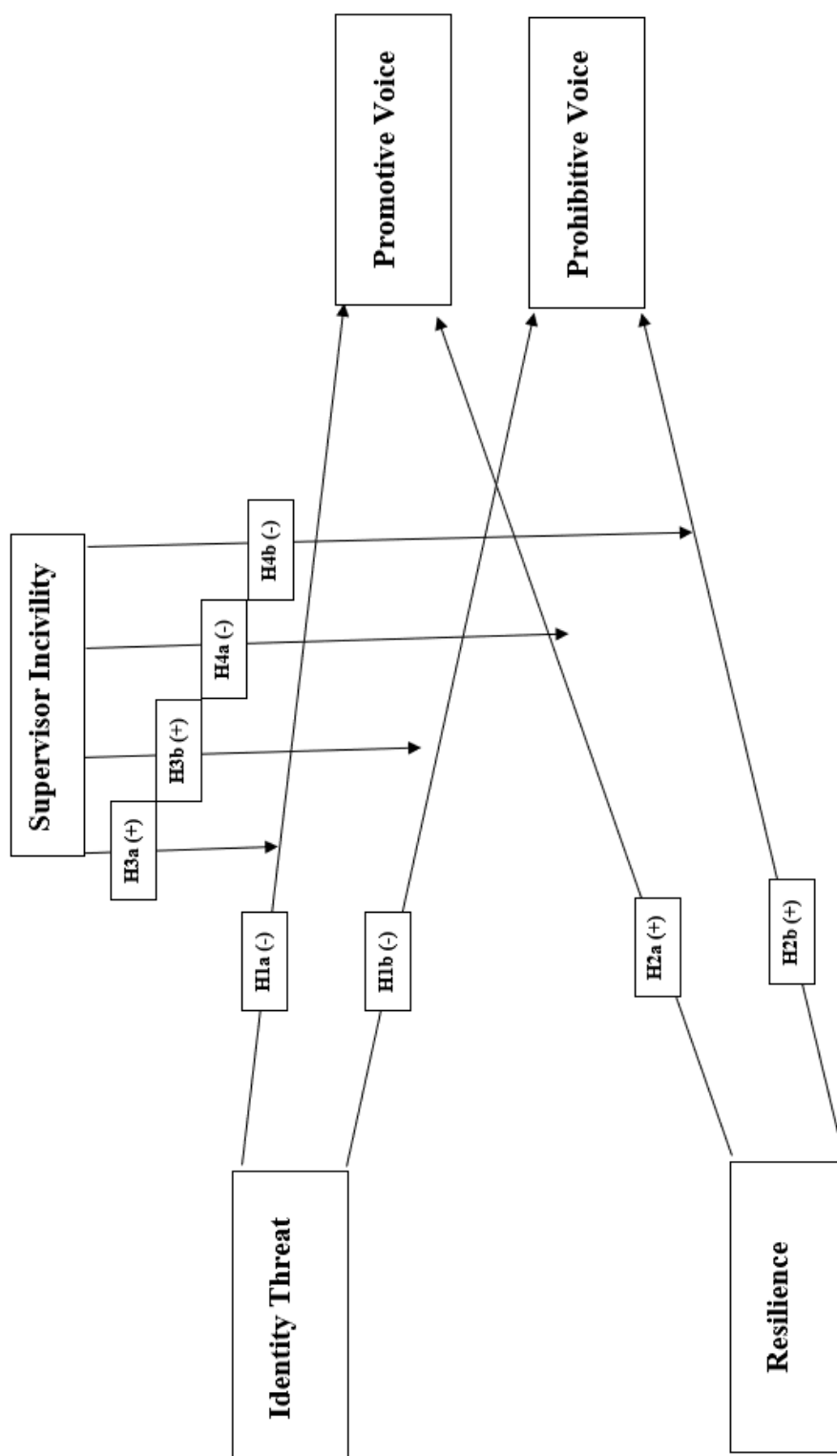
Figure 5: Proposed Relationship Hypotheses

CHAPTER III: METHODS

This chapter describes the dissertation methodology. This dissertation is categorized as quantitative research because of the data collection method of leveraging survey data. This chapter reviews the study's sample, data collection procedures, and measures based on the literature, in addition to the methodology for testing the hypothesis stated in Chapter II.

Sample and Procedures

Data were collected from 300 participants by launching a survey. Power analysis was performed via G*power 3.1 software to determine a suitable sample size for the study (Creswell & Creswell, 2018; Faul et al., 2009). The G*power software was utilized, and adjustments were made to determine the appropriate sample size. The setting was set as the statistical test of linear multiple regression: fixed model R^2 deviation from zero, effect size f^2, significance level, power (1-β err prob), and the number of predictor variables. The initial effect size was defined as small and processed at 0.80 (Cohen, 1977), a significance level of 0.05, and a power of 0.95, with eight predictor variables (five control variables, two independent variables, and one moderator). This resulted in a sample size of 159 participants.

Participants were required to meet the criteria of being 18 years of age or older in addition to being a full-time employee working > 35 hours a week. The criteria and survey were reviewed and approved on January 22, 2024, by the University of North Carolina Charlotte's Office of Research Protections and Integrity (Study #24-017). Once approved, the study requested that participants complete the survey through Qualtrics® survey, but was administered through Prolific. Prolific® is a third-party data collection service vendor. Before viewing the questionnaire, each participant received an introductory message that listed the inclusion criteria previously mentioned (being 18 years of age or older and currently working > 35 hours a week),

followed by a consent form for the participant to acknowledge (see Appendix D). This third-party vendor has a database of individuals who are willing to complete surveys in exchange for payment. Prolific® has created preventive measures to assist with having a dataset that maintains a certain level of integrity within the data. One of these measures is a "speed check," which records response time and does not include in the final dataset or pay respondents if they respond too quickly (< 5 minutes). This study recorded an average completion time of 7.23 minutes. Prolific® also does not pay participants the agreed-upon amount ($2.00) if they do not complete the survey in its entirety.

In addition to these system preventive measures on Prolific®, "attention checker" items were embedded throughout the survey. These items provided participants with directions on how to answer the attention checker items, such as *"Please choose Disagree (2) for this question"*. The respondents who did not pass the attention checker items were removed from further data analysis testing. The survey was launched on January 26, 2024, and yielded a 100% completion rate, with 300 complete responses from Prolific®. However, after further analyzing the dataset provided by Prolific®, Six participant responses were omitted because of failing the attention check items (five on the first attention checker and one on the second), resulting in a 98% completion rate with 294 usable responses.

The demographics among the participants were as follows: 49% were female, 50% were male, and 1% were classified as other genders. Therefore, there was a good distribution of male and female respondents. Ages ranged between 22 and 51 years old, with an average age of 35.47 years old. The approximate education level distribution is high school 21%, associates 10%, bachelor 44%, and graduate 25%. One participant did not wish to disclose their education level. Furthermore, the sample collected data on employment tenure was skewed more towards the 1-

10 years range. The distribution included less than 1 year 7%, 1-5 years 44%, 6-10 years 32%, 11-15 years 11%, 16-20 years 4%, 21-25 years 2%, and 26-30 years >1%. Graphs depicting the sample's demographics are shown in Tables 2 through 5.

Table 2: Sample Gender Distribution

Sample Gender Distribution

Gender	Frequency	%
Male	147	50%
Female	143	49%
Other	4	1%

Table 3: Sample Education Level Distribution

Sample Education Level Distribution

Highest level of education	Frequency	%
High School	61	21%
Associates	30	10%
Bachelors	129	44%
Graduate	73	25%
Did not disclose	1	>1%

Table 4: Sample Age Distribution

Sample Age Distribution

Age Range	Frequency	%
22-25	14	5%
26-28	41	14%
29-31	32	11%
32-34	22	8%
35-37	57	19%
38-40	58	20%
41-43	47	16%
44-46	22	7%
47-49	0	-
50-52	1	>1%

Table 5: Sample Tenure Distribution

Sample Tenure Distribution

Tenure	Frequency	%
Less than 1 year	22	7%
1-5 years	128	44%
6-10 years	93	32%
11-15 years	30	10%
16-20 years	12	4%
21-25 years	7	2%
26-30 years	2	>1%

Analytical Procedures

The software IBM SPSS Statistics 28 was utilized for data analysis. The dataset was

uploaded into the SPSS software and transposed with any data that needed to be reverse scored;

in reverse scoring, the selected survey item is coded from the highest score to the lowest and vice

versa. The items that were reverse-scored were Q6, Q8, and Q10. Completing the reverse scores

aligned with the past literature that administered the Brief Resilience Scale (BRS; Smith et al.,

2008). SPSS assignments were made to the appropriate category as either nominal, ordinal,

interval, or ratio for each survey measurement was consistent with the past literature (Salkind,

2012). Missing values analysis was completed to ensure missing data would not be included in

the model analysis. This test resulted in zero missing values. Furthermore, reviews of descriptive

statistics, Cronbach's alpha (α), exploratory factor analysis (EFA), confirmatory fact analysis

(CFA), and intraclass correlation (ICCs) were completed to ensure model fit before completing

model and hypothesis testing. Multiple hierarchical regression was performed for hypothesis

testing.

Measures

To accurately represent and capture the appropriate data, the literature was reviewed to

determine which scales were utilized. Scholars highly referenced each scale and listed it as a

reputable scale associated with each variable. More details on the scales and the items associated

with the composite scale can be found in Tables 6 to 10.

Independent Variables

Identity Threat. Identity threat was measured using the Aquino et al. (2003) identity threat scale, which consists of nine items. The nine items are drawn from diverse elements that could threaten one's identity, such as "overt action by another party that challenges, calls into question, or diminishes a person's sense of competence, dignity, or self-worth" within the workplace (Aquino et al., 2003 p. 200-201). The respondents self-reported instances within a six-month period in which they felt threatened in the workplace, especially toward the respondent's identity. Each item operates on a 5-point Likert scale: (1 = never, 2 = 1-3 times, 3 = 4-6 times, 4= 7-9 times, and 5 = 10 or more times). Table 6 outlines each item in the survey to measure identity threats. Cronbach's alpha (α) for the identity threat construct was 0.925 for the nine items.

Table 6: Identity Threat Scale

Identity Threat Scale (Aquino & Douglas, 2003)
Q: Rate the following interactions with your co-workers and/ or supervisor in the last 6 months:
1)   Did something to make you look bad
2)   Swore at you
3)   Made insulting comments about your private life
4)   Looked at you in a negative way
5)   Judged your work in an unjust manner
6)   Criticized you unfairly
7)   Questioned your abilities or judgements
8)   Embarrassed you in front your coworkers
9)   Unfairly blamed you for a negative outcome.

Resilience. Resilience was measured via the six item BRS (Smith et al., 2008). This scale measures an individual's ability to recover from stress. The scale originates from other scales, including other resilience scales like the Connor-Davidson Resilience Scale as well as scales for other measures like social relationships, health-related outcomes, coping styles, and other personal characteristics. The six items are scored on a scale of 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). Some items have negative phrasing and required reverse-coding to interpret the findings. Table 7 lists reverse-coded items and the items in the questionnaire. Cronbach's alpha (α) for the resilience construct with the reverse-coded items included was 0.950 for the six items.

Table 7: Brief Resilience Scale

Brief Resilience Scale (Smith et al., 2008)	
1	I tend to bounce back quickly after hard times.
2	I have a hard time making it through stressful events (***R***)
3	It does not take me long to recover from a stressful event
4	It is hard for me to snap back when something bad happens (***R***)
5	I usually come through difficult times with little trouble
6	I tend to take a long time to get over set-backs in my life (***R***)

Dependent Variables

Promotive Voice and Prohibitive Voice. Promotive and prohibitive voice were measured on a ten item scale adapted from the voice literature (Liang et al., 2012). This scale was divided into two subsets of questions: five items to measure promotive voice and five items to measure prohibitive voice. The ten items are scored on a scale of 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). In Liang et al.'s (2012) seminal article, the scale was administered to leadership to rate subordinates' employee voice (promotive and prohibitive) patterns. This format was created to limit self-reporting bias if administered to

employees directly (Liang et al., 2012). Although the initial survey was disseminated from the leadership assessment, other scholars have utilized the same promotive and prohibitive scale but modified its delivery. For example, subordinates were asked to self-evaluate how likely leadership would be to endorse their voice patterns by utilizing the ten items in Liang et al.'s (2012) scale, with results examining the individuals' intentions and self-efficacy of voice (Wang et al., 2022; Wei et al., 2015). The survey adhered to Liang et al.'s (2012) scale and involved individuals' self-evaluation of the item questionnaire (see Table 8). Cronbach's alpha (α) for the promotive voice construct was 0.930 for the five items. Cronbach's alpha α for the prohibitive voice construct was 0.871 for the five items.

Table 8: Promotive and Prohibitive Voice Scale

Promotive Voice Scale (Liang et al., 2012)
1   Proactively develop and make suggestions for issues that may influence the unit
2   Proactively suggest new projects which are beneficial to the work unit.
3   Raise suggestions to improve the unit's working procedure.
4   Proactively voice out constructive suggestions that help the unit reach its goals
5   Make constructive suggestions to improve the unit's operation.
Prohibitive Voice Scale (Liang et al., 2012)
1   Advise other colleagues against undesirable behaviors that would hamper job performance.
2   Speak up honestly with problems that might cause serious loss to the work unit, even when/ though dissenting opinions exist.
3   Dare to voice out opinions on things that might affect efficiency in the work unit, even if that would embarrass others.
4   Dare to point out problems when they appear in the unit, even if that would hamper relationship with other colleagues.
5   Proactively report coordination problems in the workplace to the management.

Moderator

Supervisor Incivility. Supervisor incivility was measured using the Cortina et al. (2001) Workplace Incivility Scale (WIS). The WIS items invite participants to reflect on their experiences with the frequency of covert and overt unprofessional behavior that is considered rude or condescending in coworker and leadership interactions in the previous five years (Cortina et al., 2001). The study focused on supervisor incivility to capture the perception of the interaction based on the model. Items in the WIS represent a collection of negative interactions such as social exclusion, insulting comments, and so on (Einarsen & Skogstad, 1996; Einarsen et al., 1994). Cortina et al. (2001) also tested the scale's relatability from other measures with similar perceptions but in a more positive context, such as fair interpersonal treatment within the workplace, with an alpha coefficient of .89 (Donovan et al., 1998). The WIS consists of seven items, which are scored on a scale of 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). For a list of the items in the questionnaire, refer to Table 9. Cronbach's alpha (α) for the supervisor incivility construct was 0.920 for the seven items.

Table 9: Workplace Incivility Scale

Workplace Incivility Scale (Cortina et al., 2001)
Q: During the past 5 years while employed, have you been in a situation where any of your superiors:
1 Put you down or was condescending to you?
2 Paid little attention to your statement or showed little interest in your opinion?
3 Made demeaning or derogatory remarks about you?
4 Addressed you in unprofessional terms, either publicly or privately?
5 Ignored or excluded you from professional camaraderie?
6 Doubted your judgment on a matter over which you have responsibility?
7 Made unwanted attempts to draw you into a discussion of personal matters?

Control Variables

Additional variables were included in the study as design control variables. These control variables include the respondents' age, gender, tenure, education level, industry, position level, and narcissism. The majority of the control variables were asked in the introduction portion of the survey (Section 1 of the survey) to gain more background. However, the variable narcissism was captured later in the survey (Section 6 of the survey). The study had other variables that might skew the data, but only the previously listed control variables were measured to enhance the study's internal validity by limiting the influence of extraneous variables.

Age. Age was captured as a continuous variable. Participants ages will be captured in order to determine if a certain demographics are more susceptible to supervisor incivility (Reio & Sanders-Reio, 2011). An additional lens is reviewing how age interacts with identity threats, as it is depicted in the literature that younger generations (i.e., millennials) are more prone to identity threats (Spencer et al., 2016). Controlling for age assists with determining the impact of age within these study's constraints.

Gender. Gender has been defined by scholars as a social construct that is formed through cultural conventions, behaviors, and roles within an individual's identity; this term is contrasted with sex, which is defined as a biological construct that is male or female (Cameron & Stinson, 2019; Lindqvist et al., 2021; Luyt, 2015; Samulowitz et al., 2018). Thus, the study listed gender as a control variable. Gender was captured through self-discourse. Historically, the voice literature has conducted studies with gender as a variable. However, studies included only two options, and the variable was, therefore, closer to sex rather than gender as the data represented a binomial variable of male or female (Mcclean et al., 2018; Kakkar et al., 2016; Xie et al., 2015). In this study, this control variable included four options in the survey. Allowing for more

inclusive data, especially given the focus on identity threats in this study. Participants selected from options of male, female, prefer not to disclose, and other genders. The codes used for the analysis for each group are as follows: male = 1, female = 2, other = 3.

Tenure. Historically, the employee voice literature has utilized an individual's organizational tenure as a control variable. The rationale for including tenure in prior studies is that individuals with higher tenure were more willing to voice their concerns and ideas from a promotive or prohibitive voice stance (Liang et al., 2012; Wang et al., 2022; Xie et al., 2015). This study in followed a similar format. Participants were asked to disclose their tenure with their current organization, which was captured as a whole number in increments over the years. The data were aggregated into eight ordinal categories. The codes used for the analysis of the tenure categories are as follows: less than 1 year = 1, 1–5 years = 2, 6–10 years = 3, 11–15 years = 4, 16–20 years = 5, 21–25 years = 6, 26–30 years =7, and 30+ years = 8 (Farndale et al., 2011).

Education level. In the employee voice literature, scholars have utilized individuals' highest education level achieved as a control variable. Scholars have determined that individuals with higher levels of education are more likely to be more vocal in raising awareness and proposing ideas in work-related situations (Chen et al., 2018; Morrison, 2011). Similarly, the study included education level as a control variable to determine if there is a connection between education level and individuals' voice patterns. Additionally, inclusion of this variable can be used to measure if education attainment is connected with identity threat as there is no supporting the literature regarding this relationship. Participants were asked to select their highest level of education obtained from four options (Chen et al., 2018; Song et al., 2022). The code used for analysis of the educational level is as follows: high school = 1, junior college

(associate degree) = 2, undergraduate (bachelor's degree) = 3, or graduate level (master's/

doctoral degree) = 4 and did not disclose = 5.

Narcissism.

The literature has depicted narcissism negatively impacting employee voice patterns but

only through the lens of leadership narcissism (Harrison & Romney, 2020; Liao et al., 2019;

Zhang et al., 2022). However, it has not been studied in the context of self-narcissistic

tendencies. Although not researched in relation to employee voice patterns, it is important to

control narcissism. Listing as a control variable is important because in reviewing the definition

of narcissism, which is defined as one being entitled, having high self-esteem, viewing one's

needs, goals, and options higher than others (Krizan & Herlache, 2018). Therefore, has the

potential to skew the data on promotive voice behavior when the sample has high levels of

narcissistic respondents. Narcissism was measured utilizing the Narcissistic Personality

Inventory (NPI-16) scale. Per its name, the scale consists of sixteen items and was originally

developed by Ames et al. (2006). The item inventory is an abbreviated version of the NPI-40,

which is a fourty item scale from Raskin and Terry (1988). Ames et al. (2006) completed five

studies that yielded consistent results with their abbreviated version. In this study, participants'

perceptions were captured via a series of statement pairs they had to select from to best describe

their life or approach to work. Each statement was classified as indicating narcissist or non-

narcissist tendencies. For a list of the items in the questionnaire, refer to Table 10. Cronbach's

alpha (α) for narcissism construct was 0.785 for the sixteen items.

Table 10: Narcissistic Personality Inventory 16 Scale

	Narcissistic Personality Inventory 16 Scale (Ames et al., 2006)	
	Narcissistic	*Non-Narcissistic*
1	I know that I am good because everybody keeps telling me so.	When people compliment me I sometimes get embarrassed.
2	I like to be the center of attention.	I prefer to blend in with the crowd
3	I think I am a special person	I am no better or nor worse than most people
4	I like having authority over people	I don't mind following order
5	I find it easy to manipulate people	I don't like it when I find myself manipulating people
6	I insist upon getting the respect that is due me	I usually get the respect that I deserve.
7	I am apt to show off if I get the chance	I try not to show off
8	I always know what I am doing	Sometimes I am not sure of what I am doing.
9	Everybody likes to hear my stories	Sometimes I tell good stories
10	I expect a great deal from other people	I like to do things for other people
11	I really like to be the center of attention	It makes me uncomfortable to be the center of attention
12	People always seem to recognize my authority	Being an authority doesn't mean that much to me
13	I am going to be a great person	I hope I am going to be successful
14	I can make anybody believe anything I want them to	People sometimes believe what I tell them
15	I am more capable than other people	There is a lot that I can learn from other people.
16	I am an extraordinary person	I am much like everybody else

Attention checker items. Two attention-checker items were randomly placed in the survey to determine if the participant was reading the questions thoroughly. Utilizing these questions assisted in determining if the respondents were careless or intentional in their answers (Meade & Craig, 2012). The questions were not included in the data analysis. The attention-checker items have clear directions for the participant to "pass" the attention-checker test. For example, in Q12, the question states, "To show you are paying attention, select strongly disagree for this answer," while Q33 reads, "Please choose Disagree (2) for this question". Attention- checks have been used in the previous literature (Jiang et al., 2019; Sheehan, 2018). The third-party data collection service used in this study was directed to omit data from participants who did not participant does not pass the attention check items. However, an additional check was performed to ensure no responses failed the attention checker test were included in the dataset used for analysis.

Reliability and Validity

Validity should be consistent, given that items and scales were reviewed in and adapted from the existing literature. Nevertheless, an additional test was completed to confirm the data's validity. The Cronbach's alpha test was completed to test the reliability of the measures. A threshold of 0.70 or above is an acceptable finding (Cronbach, 1951; George & Mallery, 2003), and all variables resulted in reliabilities of 0.70 or higher. Following verification of the reliability of an exploratory factor analysis (EFA) and a confirmatory factor analysis (CFA) were performed to check validity (Kyriazos, 2018). Reviewing the data, it was determined that the variable identity threat required data transformation before testing. Therefore, a log10 transformation was completed in order to normalize the data. Furthermore, z-score composite variables were computed on the IV (the log 10 version of identity threat and resilience) and the

moderator (supervisor incivility). Creating z-scores allow the data to become more standardized which will assist with identify any outliers in the distribution (Salkind & Green, 2005).

Testing the Research Model

Testing for the normality of the data was also critical. Normality testing determines if the data were drawn from a normally distributed population (Fisher & Marshall, 2009). Normality was assessed by reviewing the data skewness as well as kurtosis. According to the literature, skewness should fall within a range of -2 to +2 for acceptability (Byrne, 2010; George, 2011). The following results were obtained for skewness: resilience (-0.567), identity threat (1.407), supervisor incivility (0.681), promotive voice (-1.351), prohibitive voice (-0.625), and narcissism (0.958). The acceptable range for kurtosis is between -7 and +7 (Kline, 2023). The results for the kurtosis were as follows: resilience (-0.387), identity threat (1.691), supervisor incivility (-0.673), promotive voice (2.329), prohibitive voice (0.274), and narcissism (0.667). All of the listed variables were within the scope of the acceptable range for skewness and kurtosis. Reviewing these scores will allow for controlling for potential issues with multicollinearity, which can increase R^2 values (Slinker & Glantz, 1985). Table 11 outlines the skewness, kurtosis, and standard error associated with each variable. Finally, the variance inflation factor (VIF) test was completed, and the range was under 10, which is acceptable (Hair et al., 2011). Completing this test assists in testing if multicollinearity exists in the presented regression (Hair et al., 2011).

Table 11: Normality Statistics

Normality Statistics

	Skewness	Std. Error	Kurtosis	Std. Eror
Independent Variable				
Identity Threat	1.407	0.142	1.691	0.283
Resilience	-0.567	0.142	-0.387	0.283
Dependent Variable				
Promotive Voice	-1.351	0.142	2.329	0.283
Prohibitive Voice	-0.625	0.142	0.274	0.283
Moderating Variable				
Supervisor Incivility	0.681	0.142	-0.673	0.283

Correlation Results

The descriptive statistics (Table 12) report multiple significant correlation findings at both the $p < 0.01$ and $p < 0.05$ levels. The IV of resilience had a strong negative correlation with identity threat ($r = -0.221$, $p < 0.01$) as well as supervisor incivility ($r = -0.302$, $p < 0.01$). At the same time, the data reported a positive correlation with promotive voice ($r = 0.207$, $p < 0.01$), prohibitive voice ($r = 0.167$, $p < 0.01$), and narcissistic tendencies ($r = 0.115$, $p < 0.05$). Additionally, from a demographics standpoint, the data on resilience provide indications of a negative correlation with females ($r = -0.198$, $p < 0.01$) and other genders. Meanwhile, males had a positive correlation with narcissistic tendencies ($r = 0.138$, $p < 0.05$). From the stance of tenure, the data suggest that employees with less than one YOS was negatively correlation with narcissistic tendencies ($r = -0.179$, $p < 0.01$). There is a positive correlation between resilience and males ($r = 0.226$, $p < 0.01$). Furthermore, IV identity threat presents a strong positive correlation with supervisor incivility ($r = 0.619$, $p < 0.01$). Additionally, identity threat shows a negative relationship with employees who hold a graduate degree ($r = -0.148$, $p < 0.05$).

Regarding narcissistic tendencies, a positive correlation was found between narcissism amongst males ($r = 0.138$, $p < 0.05$), promotive voice ($r = 0.198$, $p < 0.01$), and prohibitive voice ($r = 0.134$, $p < 0.05$). Meanwhile, a negative correlation emerges between narcissism and both age ($r = -0.124$, $p < 0.05$) and females ($r = -0.129$, $p < 0.05$). From the lens of supervisor incivility, data suggest a positive correlation between females ($r = 0.116$, $p < 0.05$) and individuals with an associate's degree ($r = 0.124$, $p < 0.05$). Finally, the correlation of the variables and the DVs, suggests that promotive voice has a positive correlation with age ($r = 0.183$, $p < 0.01$) and 11 - 15 years of tenure with the company ($r = 0.145$, $p < 0.05$). The data suggest a positive correlation between the relationship between prohibitive voice and males ($r = 0.150$, $p < 0.05$) and 6 - 10 years of tenure with the company ($r = 0.134$, $p < 0.05$). Meanwhile, prohibitive voice has a negative correlation among females ($r = -0.158$, $p < 0.01$) and employees with 1 - 5 years of service ($r = -0.122$, $p < 0.05$). For a full review of the descriptive statistics, refer to Table 12.

Table 12: Descriptive Statistics

		Mean	St. Dev	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Age	35.47	6.10	1.00																					
2	Gender: Male	0.50	0.50	0.03	1.00																				
3	Gender: Female	0.49	0.50	0.00	**-0.97	1.00																			
4	Gender: Other	0.01	0.12	*-0.14	*-0.12	-0.11	1.00																		
5	Education: High School	0.21	0.41	0.08	0.06	-0.06	0.01	1.00																	
6	Education: Associates	0.10	0.30	0.03	-0.02	0.01	0.06	**-0.17	1.00																
7	Education: Bachelors	0.44	0.50	-0.09	-0.01	0.03	-0.10	**-0.45	**-0.30	1.00															
8	Education: Graduate	0.25	0.43	0.01	-0.04	0.02	0.07	**-0.29	**-0.19	**-0.51	1.00														
9	Education: Did not disclose	0.00	0.06	0.02	0.06	-0.06	-0.01	-0.03	-0.02	-0.05	-0.03	1.00													
10	Tenure: > 1 YOS	0.07	0.26	-0.04	*-0.13	0.09	0.19	-0.05	-0.05	0.11	-0.04	-0.02	1.00												
11	Tenure: 1 - 5 YOS	0.44	0.50	**-0.26	*-0.12	*0.12	0.02	-0.04	0.09	0.01	-0.03	-0.05	**-0.25	1.00											
12	Tenure: 6- 10 YOS	0.32	0.47	0.00	**0.18	**-0.16	-0.08	0.03	-0.11	-0.01	0.05	0.09	**-0.19	**-0.60	1.00										
13	Tenure: 11-15 YOS	0.10	0.30	**0.23	0.05	-0.04	-0.04	0.05	0.00	-0.05	0.01	-0.02	-0.10	**-0.30	**-0.23	1.00									
14	Tenure: 16-20 YOS	0.04	0.20	**0.18	0.03	-0.03	-0.02	-0.11	**0.16	-0.01	0.00	-0.01	-0.06	**-0.18	*-0.14	-0.07	1.00								
15	Tenure: 21- 25 YOS	0.02	0.15	**0.17	-0.07	0.07	-0.02	0.09	-0.05	-0.05	0.01	-0.01	-0.04	*-0.14	-0.11	-0.05	-0.03	1.00							
16	Tenure: 26-30 YOS	0.01	0.08	*0.12	0.00	0.00	-0.01	**0.16	-0.03	-0.07	-0.05	-0.01	-0.02	-0.07	-0.06	-0.03	-0.02	-0.01	1.00						
17	Narcissism	0.23	0.20	*-0.12	*0.14	*-0.13	-0.04	-0.07	-0.05	0.03	0.07	0.01	-0.07	0.03	0.01	0.05	-0.04	-0.04	-0.02	1.00					
18	Resilience	3.54	0.97	0.05	**0.23	**-0.20	*-0.12	0.03	0.02	-0.05	0.02	-0.08	**-0.18	-0.06	0.08	0.07	0.05	0.03	0.01	*0.12	1.00				
19	Identity Threat	1.40	0.60	0.03	-0.08	0.08	-0.02	0.10	0.02	0.04	*-0.15	-0.04	0.05	0.03	-0.04	0.00	-0.03	0.01	-0.06	0.67	**-0.22	1.00			
20	Supervisor Incivility	2.11	1.06	-0.07	-0.11	*0.12	-0.01	-0.02	*0.12	0.04	-0.11	-0.05	0.09	0.10	-0.10	-0.06	-0.06	0.03	-0.06	-0.05	**-0.30	**0.62	1.00		
21	Promotive Voice	3.77	0.83	**0.18	0.11	-0.11	0.01	-0.05	0.06	-0.07	0.08	0.07	-0.07	-0.08	0.03	*0.15	0.01	0.01	-0.03	**0.20	**0.21	0.04	0.03	1.00	
22	Prohibitive Voice	3.48	0.85	0.09	*0.15	**-0.16	0.04	0.08	0.04	-0.04	-0.07	0.05	-0.11	*-0.12	*0.13	0.09	-0.02	0.00	0.06	*0.13	**0.17	0.07	-0.03	**0.65	1.00

** Correlation is significant at the .01 level (two- tailed).

* Correlation is significant at the .05 level (two- tailed).

Hypothesis Testing

Hierarchical regression analysis was used to test the hypotheses. Before testing the hypotheses, the interaction variables of the IVs (resilience and identity threat) and the moderator (supervisor incivility) were computed. The interaction variables were created by multiplying the z-scores of the independent variables and the moderator. Hence, there were two interaction variables: resilience (IV) multiplied by supervisor incivility (moderator) and identity threat (IV) multiplied by supervisor incivility (moderator) (Hair et al., 1998). The rationale for utilizing the hierarchical regression analysis approach was to review the variance change between the DV in response to the IV (Cohen et al., 2013; de Jong, 1999; Guimaraes et al., 1992). Each corresponding test represented a relationship between the selected variables and hypothesis testing. There were four models associated with each dependent variable. The four variables included in Model 1 are the control variables in relation to one of the DVs. Model 2 included all of the IVs. Model 3 introduces the moderator. Finally, Model 4 introduces the interaction variables, which, as noted are computed variables that consist of the product of the IV and the moderator. Since the hypothesis model (Figure 5) includes two dependent variables there were a total of eight models. Table 13 presents the overall results. The results of the hypothesis testing are as follows:

Table 13: Model Results

	Dependent Variable: Promotive Voice				Dependent Variable: Prohibitive Voice			
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8
Step 1: Controls								
Age	*0.20	*0.20	**2.04	**0.21	0.08	0.75	0.07	0.08
Gender: Male	-0.18	-0.28	-0.31	-0.36	-0.31	-0.38	-0.38	-0.40
Gender: Female	-0.25	-0.32	-0.35	-0.40	-0.40	-0.46	-0.46	-0.48
Education: High School	-0.48	-0.64	-0.67	-0.71	-0.17	-0.31	-0.31	-0.31
Education: Associates	-0.26	-0.38	-0.42	-0.45	-0.11	-0.21	-0.21	-0.21
Education: Bachelors	-0.55	-0.74	-0.78	-0.80	-0.27	-0.42	-0.41	-0.40
Education: Graduate	-0.42	0.57	-0.61	-0.64	-0.29	-0.42	-0.41	-0.41
Tenure: > 1 YOS	0.07	0.07	0.06	0.05	-0.24	-0.25	-0.25	-0.25
Tenure: 1 - 5 YOS	0.19	0.17	0.16	0.15	-0.33	-0.37	-0.37	-0.37
Tenure: 6 - 10 YOS	0.21	0.18	0.18	0.19	-0.17	-0.22	-0.22	-0.20
Tenure: 11 - 15 YOS	0.21	0.18	0.18	0.17	-0.11	-0.15	-0.15	-0.15
Tenure: 16 - 20 YOS	0.05	0.03	0.03	0.02	-0.14	-0.16	-0.16	-0.16
Tenure: 21 - 25 YOS	0.06	0.05	0.04	0.04	-0.08	-0.10	-0.10	-0.09
Narcissism	**0.20	*0.18	**0.19	**0.19	0.14	0.11	0.11	0.11
Step 2: Independent Variables								
Resilience		**0.19	**.21	**.22		0.15	0.14	0.14
Identity Threat		0.09	0.01	-0.07		0.11	0.12	0.05
Step 3: Moderator								
Supervisor Incivility			0.13	0.14			-0.02	-0.01
Step 4: Interaction Variables								
Resilience * Supervisor Incivility				-0.08				-0.03
Identity Threat * Supervisor Incivili				0.07				0.07
R^2	**0.12	*0.15	0.16	0.17	0.09	0.12	0.12	0.12
Adjusted R^2	0.07	0.10	0.11	0.11	0.05	0.06	0.06	0.06
ΔR^2		*0.033	0.01	0.01	0.09	0.02	0.00	0.00
F	**2.68	**3.10	**3.17	**2.96	2.00	*2.24	2.11	1.94
Δ F		*5.47	2.98	1.53		3.65	0.06	0.57

** Statistically significant at $p < 0.01$

* Statistically significant at $p < 0.05$

Model 1

As depicted in Table 13, Model 1 included all controls except for the reference group with the DV or promotive voice. Thus, gender, educational level, tenure with the current company, and narcissism were included in Model 1. The only noteworthy exclusions were other genders, individuals who did not disclose their education level, and those with 21 - 25 YOS. These responses were classified as the reference group, and their response rate was low in comparison to the other categories; the remaining responses numbered 287. The results from Model 1 suggest that a couple of predictors of promotive voice are positively correlated with the list of control variables. These predictors are age ($\beta = 0.199$, $p < 0.05$), and narcissism ($\beta = 0.204$, $p < 0.01$). Additionally, the model is also statistically significant regarding the R^2 which was reported as 0.119 ($p < 0.01$). It is therefore, suggested that 11% of the variance in promotive voice is explained by these control variables.

Model 2

Model 2 builds on the previous model, which includes only control variables, by introducing the IVs. The previous control variables that were found to be predictors, namely being males ($\beta = 0.194$, $p < 0.05$) and having narcissistic tendencies ($\beta = 0.179$, $p < 0.05$), continued to be supported in Model 2. According to the data analysis, Model 2 does not support H1a ($\beta = 0.085$, $p = 0.148$). However, the results indicate a strong positive correlation between resilience (IV) and promotive voice (DV) ($\beta = 0.193$, $p < 0.01$), thus supporting H2a. In addition, the model reports an R^2 of 0.152 ($p < 0.05$), a change in R2 from the previous model, suggesting that 15% of the variance in promotive voice is explained by these variables. This model tested for H1a (not supported) and H2a (supported).

Model 3

Building on the prior model, Model 3 included the control variables (age, gender, educational level, and narcissism), the IVs (identity threat and resilience), and the moderator of supervisor incivility. According to the data analysis, moderator supervisor incivility ($\beta = 0.129$, p $= 0.085$) is not significant in relation to promotive voice. This model tested for H3a (not supported) and H4a (not supported).

Model 4

Model 4, regarding the DV of promotive voice, includes the prior variables (controls, IV, moderators) and introduces the interaction variables (i.e., computed variables of the z-scored IV multiplied by the z-score moderator). The results of this model are not significant and do not support the moderating hypothesis H3a regarding identity threat ($\beta = 0.073$, p $= 0.421$) and H4a regarding resilience ($\beta = -0.077$, p $= 0.212$). This model confirms the testing results for H1a (not supported), H2a (supported), H3a (not supported), and H4a (not supported).

Model 5

Similarly to Model 1, Model 5 tests the second DV of prohibitive voice. This model includes all of the control variables, such as age, gender, tenure, and narcissistic tendencies. The only noteworthy exclusions were other genders, individuals who did not disclose their education level, and those with 21 - 25 YOS. These responses were classified as the reference group, and their response rate was low in comparison to the other categories; the remaining responses numbered 287. According to the data, this model is not significant.

Model 6

Model 6 builds on the previous model. This model includes not only the control variables (age, gender, educational level, and narcissism) but also the independent variables of resilience and identity threat. However, the results from the analysis are not significant. Hence, hypotheses H1b ($\beta = 0.1.07$, $p = 0.075$) and H2b ($\beta = 0.146$, $p = 0.075$) are not supported as there is no indication of interaction between identity threat (H1b) or resilience (H2b) and prohibitive voice. This model tested for H1b (not supported) and H2b (not supported).

Model 7

Model 7 includes the control variables (age, gender, educational level, and narcissism), the IVs (identity threat and resilience), and the moderator of supervisor incivility. According to the data analysis, moderator supervisor incivility ($\beta = -0.019$, $p = 0.806$) is not significant in relation to prohibitive voice. This model tested for H3b (not supported) and H4b (not supported).

Model 8

Finally, Model 8 includes all variables in relation to the DV prohibitive voice. The model includes the control variables (age, gender, educational level, and narcissism), the IVs (identity threat and resilience), the moderator (supervisor incivility), and the interaction variables. The interaction variables in this model were computed as variables in which the z-score of the IVs (resilience and identity threat) was multiplied by the z-score of the moderator (supervisor incivility), resulting in two separate new variables. The results of this model are not significant, and therefore the moderating hypotheses H3b and H4b are not supported regarding identity threat ($\beta = 0.074$, $p = 0.432$) and resilience ($\beta = -0.029$, $p = 0.645$), respectively. This model confirms the testing results for H1b (not supported), H2b (not supported), H3b (not supported), and H4a (not supported).

Table 14: Summary of Hypothesis Tests

	Summary of Hypothesis Tests	
Identity Threat and Employee Voice		
H1a	There is a negative relationship between identity threat and promotive voice.	Not Supported
H1b	There is a negative relationship between identity threat and prohibitive voice.	Not Supported
Resilience and Employee Voice		
H2a	There is a positive relationship between resilience and promotive voice.	Supported
H2b	There is a positive relationship between resilience and prohibitive voice.	Not Supported
Moderating Role of Supervisor Incivility		
H3a	The negative relationship between identity threat and promotive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will strengthen the relationship.	Not Supported
H3b	The negative relationship between identity threat and prohibitive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will strengthen the relationship	Not Supported
H4a	The positive relationship between resilience and promotive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will weaken the relationship	Not Supported
H4b	The positive relationship between resilience and prohibitive voice is moderated by supervisor incivility, such that higher levels of supervisor incivility will weaken the relationship	Not Supported
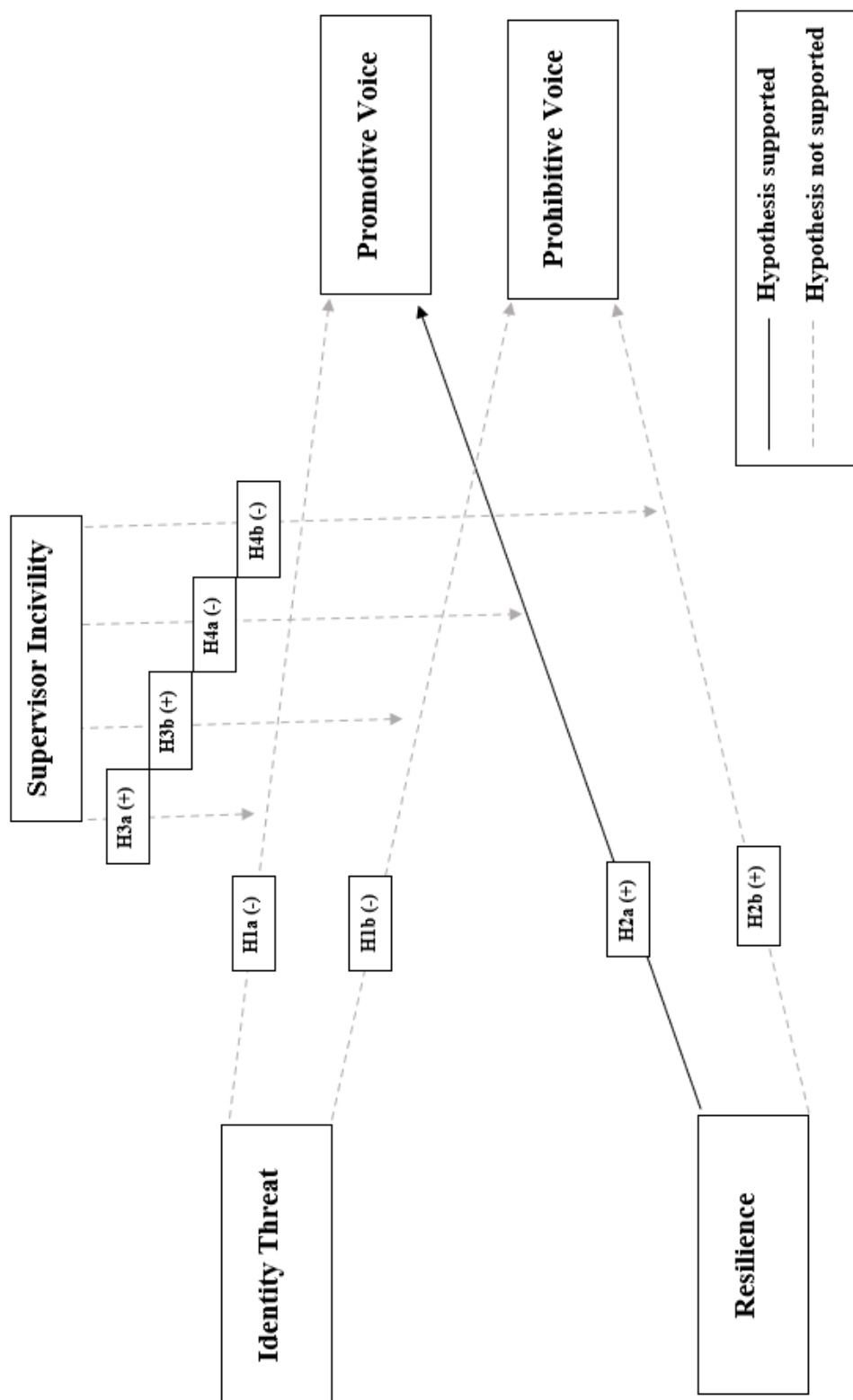
Figure 6: Summary of Hypothesis Test

CHAPTER IV: DISCUSSION

This chapter's objective is to discuss the study findings, contribution to the literature, study limitations, future research suggestions, and implications for academics and practitioners.

Overview

Employees spend the majority of their lives at work (Garg et al., 2012), and employees encounter a variety of situations that can either be self-determined as harmful or areas of improvement that need to be streamlined, depending on the context. In these situations, employees must decide whether to voice their concerns and ideas to the organization.

This dissertation examined the potential antecedents of employee voice behaviors, specifically promotive and prohibitive voice. These antecedents are focused on personal experience from an employee standpoint. This dissertation adopted a holistic approach in reviewing these antecedents and was guided by three key objectives. The first objective was a hypothesis on the positive relationship between individual resilience and employee voice (promotive and prohibitive). This study is rooted in the literature, as employee resilience has been linked to higher levels of workplace engagement (Lu et al., 2023; Schaufeli et al., 2002). Additionally, higher levels of individual engagement in the workplace have resulted in higher levels of prohibitive and promotive voice behaviors (Bailey et al, 2013; Holand et al., 2017; Jha et al., 2019; Rees et al., 2013; Ruck et al., 2017). These resilience tendencies have been known to be created through advocacy for others (Freeman & Carson, 2007; Wagnild & Young, 1990) as well as self-efficacy tendencies (Mache et al., 2014; Nguyen et al., 2016) all ofwhich have a direct relationship with promotive and prohibitive voice behaviors (Han & Hwang, 2019; Li et al., 2016; Song et al., 2020; Qian et al., 2020).

The second objective considered the employee experience when encountering identity threats in the workplace. The hypothesis proposed a negative relationship between identity threat and voice (promotive and prohibitive) behaviors based on past findings that when identity threats are present, employees are less likely to be engaged in the workplace (London et al., 2007; London et al., 2014; Spencer et al., 2016; Walton & Cohen, 2017); withdrawal from the company results in lower levels of employee voice (promotive and prohibitive) as employees distance themselves from the company (Kim & Kiura, 2023; Lin et al., 2022; Welsh et al., 2022). Furthermore, identity threat creates psychological stressors such as anxiety (Hunger et al., 2015; Jaspal et al.,2020; Ma & Hmielowski, 2022; McGonagle & Barnes-Farrell, 2014), and research supports a negative impact on prohibitive voice when these stressors are present (Loi & Xu, 2014; Morrison, 2023; Zhou et al., 2019).

The final objective was to review the influence of negative leadership influences, such as supervisor incivility, on employee voice behaviors. A moderator was used to determine the level of impact leadership has on employees' behaviors. The past literature suggests that the negative relationship between identity threats will be strengthened when supervisor incivility is introduced. Studies have observed that mistreatment by supervisors has a significantly stronger impact on employees compared to mistreatment by coworkers (Hershcovis & Barling, 2010) and that supervisor incivility has negative impacts on employee self-esteem (Gerhardt et al., 2021). Such mistreatment creates an environment that discourages employees from speaking up when incivility is present (Madhan et al., 2022), as employees feel threatened and excluded (Baumeister & Leary, 1995; Hershcovis et al., 2017). In contast, employees who have positive experience with their supervisors are willing to utilize their promotive voice (Han & Hwang, 2019; Kim et al., 2017).

Additionally, the past literature indicates that the positive relationship of resilience will be weakened when supervisor incivility is introduced because the lack of leadership encouragement and support (Han & Hwang, 2019; Vough & Caza, 2017), which can negatively impact employees' confidence in utilizing their promotive voice behaviors (Han & Hwang, 2019; Wu & Parker, 2017). Furthermore, employees who bring forth concerns such as sexual harassment have lower levels of resilience (Ford et al., 2021), impacting their organizational commitment (Reio, 2011). A lack of organizational commitment creates lower levels of resilience (Paul et al., 2016) and lower levels of prohibitive voice behaviors (Chamberline et al., 2017).

This dissertation tested the hypothesis model and found relationships between resilience and promotive voice. However, the other hypothesis was not supported. A more detailed account of the findings is listed in the next section.

Findings

Relationship between Identity Threat and Employee Voice (Promotive & Prohibitive)

Although promotive and prohibitive voice are separate concepts, this dissertation hypothesized that identity threat would negatively affect both promotive and prohibitive voice behavior. These hypotheses were built on past findings that identity threats that damage one's authentic (Knoll & Van Dick, 2013) sense of belonging and self-esteem (Williams, 2009) and create ostracism tendencies (DeSouza et al., 2017; Goodwin et al., 2010; Kurzban & Leary, 2001; Smart et al., 2009; Willaims & Sommer, 1997)- resulting being less willing to speak up and utilized their voice (Jahanzeb & Newell, 2022; Knoll & Van Dick, 2013; Ng et al., 2022; Wu et al., 2019). However, according to the data analysis the hypotheses H1a ($\beta = 0.085$, $p = 0.148$) and H1b ($\beta = 0.1.07$, $p = 0.075$) were not supported.

Relationship between Resilience and Employee Voice (Promotive and Prohibitive)

Another focus of this dissertation was the potentially positive relationship between resilience and both promotive and prohibitive employee voice. The hypothesis regarding promotive voice was rooted in the literature findings that employees who are resilient tend to be more focused on promotional opportunities (Zhu & Li, 2021) and proactive in their approach (Mache et al., 2014; Nguyen et al., 2016), which are both correlated with promotive voice behavior (Liangg et al., 2012; Song et al., 2020; Qian et al., 2020). The data analysis suggested a positive relationship between resilience and promotive supporting H2a ($\beta = 0.193$, $p < 0.01$). On the contrary, the hypothesis that suggested a positive relationship between resilience and prohibitive voice was not supported. Thus H2b was not supported ($\beta = 0.146$, $p = 0.075$).

Supervisor Incivility Interaction

Another key focus of this dissertation was the interaction of supervisor incivility with personal experiences such as resilience and identity threat. Based on the past literature, this study hypothesized that supervisor incivility would strengthen the relationship between identity threat and resilience. However, the data did not support H3a ($\beta = 0.073$, $p = 0.421$), H3b ($\beta = 0.074$, $p = 0.432$), H4a ($\beta = -0.077$, $p = 0.212$), or H4b ($\beta = -0.029$, $p = 0.645$). Nevertheless, it is critical to note the importance that supervisor incivility can have. Incivility, regardless of the source, creates identity threats (Branch et al., 2013; D'Druz, 2010; D'Cruz & Noronha, 2012; Lutgen-Sandvik, 2008; Winkler, 2018), negatively impacting self-esteem (Gerhardt et al., 2021), exacerbating psychological distress (Dedahanov et al., 2022), and harming individual resilience (Al-Hawari et al., 2020; Urban et al., 2021).

Overall Findings

Although the only hypothesis supported by the data was H2a which predicted a positive relationship between resilience and promotive voice, there are other critical findings to report. These critical findings were centered around the control variables as they correlate with the DV or IVs, particularly in relation to the demographics of the sample. For example, data suggest a type of gender has a correlation with resilience, narcissism, supervisor incivility, and prohibitive voice. The study reports that females have a positive relationship with supervisor incivility ($\beta = 0.116$, $p < 0.05$). Females also have a negative relationship with resilience ($\beta = -0.198$, $p < 0.01$), as well as prohibitive voice ($\beta = -0.158$, $p < 0.01$) and narcissism ($\beta = -0.129$, $p < 0.05$). Meanwhile, males have a positive relationship with narcissism ($\beta = 0.138$, $p < 0.05$) and a negative relationship with resilience ($\beta = 0.226$, $p < 0.01$). The bivariate correlations continue by reporting level of education is a factor in supervisor incivility and identity threat. Employees with associate degrees are positively related to supervisor incivility ($\beta = 0.124$, $p < 0.05$), and employees with graduate degrees have a negative relationship to identify threats ($\beta = -0.148$, $p < 0.05$). Finally, in the realm of demographics, the level of tenure had a correlation with resilience and prohibitive voice. For example, employees with less than one year of service with the organization are negatively related to resilience ($\beta = -0.179$, $p < 0.01$). As well as, employees with 1-5 years of service are negatively related to prohibitive voice ($\beta = -0.122$, $p < 0.05$), although once at 6-10 years of service, there is a positive relationship ($\beta = 0.134$, $p < 0.05$). Additionally, data suggest that narcissism has a positive correlation with promotive voice ($\beta = 0.186$, $p < 0.01$). However, the literature has not studied the effects of self-reported narcissism from the employee level and instead focuses on leadership narcissism and the impact it has on employee voice (Ding et al., 2018; Harrison & Romney, 2020). From the literature stance, the

results are logical as narcissistic tendencies are linked to an inflated sense of self-importance and pride (Fetterman et al., 2010; Foster et al., 2003; Tracy et al., 2009) and prideful thoughts of oneself have been linked to promotive voice behaviors (Morrison, 2023; Welsh et al., 2022).

Although only one hypothesis test was supported, upon reflection on the model and potential rationale for the inconclusiveness of the findings, it is proposed that the non-findings of the IV, identity threat, and the moderating effects of supervisor incivility could be a result of the nature of resilience being present. As defined, resilience is the ability to adapt and overcome challenges at multiple levels (Coleman & Ganong, 2002; Hartmann et al., 2020; Meyer, 1982; Rutter, 1999; Staw, 1981; Vough & Caza, 2017). Therefore, when an employee who has resilience tendencies is introduced to factors such as identity threat and levels of supervisor incivility, they will be able to overcome the obstacle. Therefore, creating no significant findings for H1a, H1b, H3a, H3b, H4a, and H4b. Finally, in reviewing inconclusive findings for resilience and prohibitive voice, it is important to reflect on the findings of the positive relationship between resilience and narcissism ($\beta = 0.198$, $p < 0.01$). When reviewing this relationship, it is critical to recall that narcissism is linked to a higher sense of importance. As a result, narcissistic employees are willing to speak up with their ideas. However, prohibitive voice only focuses on making stakeholders aware of concerns. Therefore, it is proposed that narcissistic employees will not provide just their concern (prohibitive voice) but provide a recommendation (promotive voice) in order to get their recommendation heard and acknowledged.

Limitations

There are several limitations to this study. The first limitation is the source of the dataset. The data were purchased through Prolific ®, which created an inherent limitation as a source of data collection was limited to a specific database of participants registered with the Prolific ®

system. This limitation has the potential to create skewness and kurtosis in the data. The distribution of the sample was lacking in diversity, especially in terms of age (47+) and company tenure (21+ YOS); see Tables 4 - 5 for distribution. This limitation created an unintentional exclusion criterion, which resulted in more senior employees being included in the analysis. Furthermore, the agreed-upon payment amount could represent a limitation because of the inherent bias of the $2.00. Some participants may have viewed this payment as inadequate and, therefore, may not have taken the time to thoroughly read or accurately respond to the survey questions. However, such responses were generally not included in the analysis because of the attention checker items, which indicated who failed to read the questions. A field study with data collection, snowball method, or secondary data collection could have mitigated this limitation to control unintentional bias.

A secondary limitation was the inclusion criteria. Participants were required to be 18 years of age or older and to be working full-time (>35 hours a week). Although full-time working status was initially created to maintain the integrity of the data, upon reflection, it could have also limited potential participants. For example, participants who were unemployed or working part-time were not included, but there was no rationale for this omission. It is possible that unemployed individuals might have been disengaged in the workplace because of supervisor incivility (Alola et al., 2018; Jiménez et al., 2015; Khalid et al., 2022; Namin et al., 2021; Potipiroon & Ford, 2019) or identity threat (Meisenbach et al., 2019; Von Hippel et al., 2013) and therefore made the choice to be unemployed instead of being in a toxic work environment.

The third limitation is the study's cross-sectionality, as data were collected at one point in time. A longitudinal data review would be beneficial to determine if there are trends in the data, especially with the variables of supervisory incivility and identity threat.

Finally, the last limitation is using narcissism as a control variable. The study reported interesting findings regarding narcissism as a control variable, and the same may have resulted if narcissism were treated as a moderator or IV.

Future Research

For future research ideas, it would be beneficial to continue re-testing this study through some additional enhancements. Firstly, dividing the research model into two models. As previously mentioned, resilience has conflicting interactions with identity threats and the model supervisor's incivility. The literature supports both models. However, there will need to be enhancements to the areas such as data collection, such as a field study as opposed to cross-sectional data, as well as additional variables to be captured. Enhancements could potentially include less limiting criteria, such as requiring participants to be working full time. As well as adding the position level as an item for analysis. Including the level of position as a control variable could determine if the level at the company impacts the overall model. Additionally, it is not limiting incivility just from the lens of the supervisor but boarding the term to all levels of incivility (customers, peers, and leaders). This will allow for a boarder breath of understanding the interaction of incivility has on resilience and employee voice. Furthermore, applying an industry-specific law could be interesting, especially when applying the study to industries in which employees experience higher levels of incivility, such as in the medical field and service industry.

A longitudinal study should be conducted. The model proposed that incivility and identity threats are not one-time events but reoccur over time. Adjusting for a longitudinal study can reveal more detailed trends in the overall data analysis. This dissertation focuses on individual perception instead of including others' perspectives. Surveying others would give a

broader understanding, especially for those who have narcissistic tendencies, as their personal responses might be self-inflated.

In addition to performing this study again with specific enhancements, based on the findings, a further review of narcissistic tendencies would be useful. According to the data, narcissism and resilience are positively correlated. It would be intriguing to determine if this correlation continues to be reflected in future studies with narcissism as a moderator between the relationship between resilience and promotive voice. In addition, would these results hold if applied to other cultures outside the United States? According to the literature, one study produced inconclusive findings regarding employee voice outside the United States (Li & Tian, 2016). Most employee voice studies are completed in Western countries (Li & Tian, 2016), and it would be intriguing to determine if past findings are consistent in other countries as well.

Theoretical Implications

I utilized COR theory as an underpinning and focused on the resources of PS in this dissertation. According to scholars, COR is personalized to one's own experience as everyone values resources differently (Halbesleben et al., 2014; Hobfoll, 1989); personal experience is shown in the model, as the majority of the results were inconclusive. However, it is essential to note that the findings assist in furthering the literature for future studies, particularly regarding narcissism, resilience, and promotive voice. The results are unique, as narcissism and resilience were not previously studied in the context of employee voice behaviors from the employee's perspective. Specific concepts such as narcissism and resilience can be used in various contexts to provide additional insight into how they can be expanded at the micro and team levels. Furthermore, although some of the hypotheses were not supported, the non-conclusive findings can be used as a basis for scholars to determine future studies.

Practical Implications

In addition to the theoretical applications, it is important to note how practitioners can apply the findings. This dissertation identified potential antecedents of employee voice (promotive and prohibitive voice). For employees, the descriptive statistics suggest that resilience has different relationships to the various genders. Males have a positive relationship with resilience, while females have a negative relationship. This finding is interesting as it suggests that women in the workplace are less likely to feel their resilience levels at work. This could relate to the additional finding that women are more susceptible to supervisory incivility behaviors compared to their male co-workers. Additionally, employees with associate's degrees are even more vulnerable to feeling low levels of resilience. Organizations should take measures to address these concerning findings, though recommendations for approaching these concerns vary according to the company. Organizations can form focus groups to understand why employees might feel negatively impacted by their supervisor or another individual in a leadership capacity. Additionally, mentoring programs are beneficial as employees with shorter tenure (i.e., less than a YOS) had lower levels of resilience. However, employees with longer tenure (i.e., 11 - 15 YOS) had a positive relationship with promotive voice behaviors. Therefore, partnering these groups together could influence less experienced employees to exhibit promotive voice or resilience patterns through mentorship programming.

From the lens of talent acquisition, organizations are recommended to include versions of the resilience scale in their interview process. Including this composite questionnaire allows employers to determine individual resilience levels before offering a job to a candidate. If an applicant has higher levels of resilience, they will likely exhibit promotive voice behaviors. Implementing this extends beyond just the intention to fill the role as it can be the most cost-

effective way to hire as they are more likely to be engaged in the organization. Employees who exhibit promotive voice behaviors have been found to be more promotable (Chamberlin et al., 2017; Lin & Johnson, 2015) and have lower levels of intention to quit (Loi et al., 2006).

Conclusion

This dissertation examined and bridged the gap between personal experiences at work and employee (promotive and prohibitive) voice behaviors. The literature review was critical in highlighting the ever-developing topic of voice as well as potential research gaps. Only one hypothesis was supported as a direct positive relationship was identified between resilience and promotive voice behaviors.

Although some of the study's findings were inconclusive, the research has valuable theoretical implications for furthering the literature on promotive and prohibitive voices. Additionally, it calls for practitioners to enrich their employees' engagement, which ultimately also benefits the company.

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APPENDIX A- IRB APPROVAL

To: Tyler Coker

From: Office of Research Protections and Integrity

Approval Date: 22-Jan-2024

RE: Notice of Determination of Exemption

Exemption Category: 2

Study #: IRB-24-0171

Study Title: You are on Mute, an Empirical Study on Identity Threat and Resilience on Voice patterns with the Moderating Effect of Supervisor Incivility.

This submission has been reviewed by the Office of Research Protections and Integrity (ORPI) and was determined to meet the Exempt category cited above under 45 CFR 46.104(d). This determination has no expiration or end date and is not subject to an annual continuing review. However, you are required to obtain approval for all changes to any aspect of this study before the changes can be implemented and to comply with the Investigator Responsibilities detailed below.

Investigator's Responsibilities:

1. Use only the approved versions of study materials (e.g., recruitment scripts, consent forms, data collection materials, etc.).

2. Amendments **must** be submitted for review and the amendment approved before implementing the amendment. This includes changes to study procedures, study materials, study personnel, etc.

3. Researchers must adhere to all site-specific requirements mandated by the study site (e.g., face mask, access requirements and/or restrictions, etc.).

4. Data security procedures must follow procedures as described in the protocol and in accordance with OneIT Guidelines for Data Handling.

5. Promptly notify the IRB office (uncc-irb@charlotte.edu) of any adverse events or unanticipated risks to participants or others.

6. Five years (5) following this approval/determination, you must complete the Administrative Check-in form via Niner Research to provide a study status update.

7. Failure to submit Administrative Check-in will result in a process hold on future submissions until the administrative check-in is complete.

8. Be aware that this study is included in the Post-Approval Monitoring program and may be selected for post-review monitoring at some point in the future.

9. Reply to the ORPI post-review monitoring and administrative check-ins that will be conducted periodically to update ORPI as to the status of the study.

10. Complete the Closure eform via Niner Research once the study is complete.

Please be aware that approval may still be required from other relevant authorities or "gatekeepers" (e.g., school principals, facility directors, organization leadership, listserv administrators, custodians of records, etc.).

APPENDIX B –SURVEY

Section 1- Please provide some background information about yourself.

Q#	Question							
Q1	Age					Prefer not to disclose		
Q2	Gender	(Male)		(Female)		(Other)	Prefer not to disclose	
Q3	Highest education completed	High school		Associates	Bachelors	Graduate	Prefer not to disclose	
Q4	Tenure with current company	Less than 1 year	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	30+ years

Section 2- Please indicate your level of agreement with each of the statements below (1 = Strongly disagree; 5 = Strongly agree).

Q#	Question	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Q5	I tend to bounce back quickly after hard times.					
Q6	I have a hard time making it through stressful events. (R)					
Q7	It does not take me long to recover from a stressful event.					
Q8	It is hard for me to snap back when something bad happens. (R)					
Q9	I usually come through difficult times with little trouble.					
Q10	I tend to take a long time to get over setbacks in my life. (R)					

Section 3- Please indicate your level of agreement with each of the statements below (1 = Strongly disagree; 5 = Strongly agree).

Q#	Question	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Q11	Proactively develop and make suggestions for issues that may influence the unit.					

Q12	To show you are paying attention, select strongly disagree for this answer.					
Q13	Proactively suggest new projects which are beneficial to the work unit.					
Q14	Raise suggestions to improve the unit's working procedure.					
Q15	Proactively voice out constructive suggestions that help the unit reach its goals.					
Q16	Make constructive suggestions to improve the unit's operation.					
Q17	Advise other colleagues against undesirable behaviors that would hamper job performance.					
Q18	Speak up honestly with problems that might cause serious loss to the work unit, even when/ though dissenting opinions existing.					
Q19	Dare to voice out opinions on things that might affect efficiency in the work unit, even if that would embarrass others.					
Q20	Dare to point out problems when they appear in the unit, even if that would hamper relationship with other colleagues.					
Q21	Proactively report coordination problems in the workplace to the management.					

Section 4- How would you rate your work experience in the last 6 months.

		In the last 6 months:				
Q#	**Question**	Never	1-3 times	4-6 times	7-9 times	10+ times
Q22	Did something to make you look bad.					
Q23	Swore at you.					
Q24	Made insulting comments about your private life.					
Q25	Looked at you in a negative way.					
Q26	Judged your work in an unjust manner.					
Q27	Criticized you unfairly.					
Q28	Questioned your abilities or judgments.					

Q29	Embarrassed you in front of your coworkers.					
Q30	Unfairly blamed you for a negative outcome.					

Section 5- During the past five years while employed, have you been in a situation where any of your supervisors.

Q#	Question	In the last 5 years				
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Q31	Put you down or was condescending to you?					
Q32	Paid little attention to your statement or showed little interest in your opinion?					
Q33	Please choose Disagree (2) for this question.					
Q34	Made demeaning or derogatory remarks about you?					
Q35	Addressed you in unprofessional terms, either publicly or privately?					
Q36	Ignored or excluded you from professional camaraderie?					
Q37	Doubted your judgment on a matter over which you have responsibility?					
Q38	Made unwanted attempts to draw you into a discussion of personal matters?					

Section 6- For each pair of statements, choose the one you identify with most.

Q39	I know that I am good because everybody keeps telling me so.	When people compliment me I sometimes get embarrassed.
Q40	I like to be the center of attention.	I prefer to blend in with the crowd.
Q41	I think I am a special person.	I am no better or nor worse.
Q42	I like having authority over people.	I don't mind following order.
Q43	I find it easy to manipulate people.	I don't like it when I find myself manipulating people.
Q44	I insist upon getting the respect that is due me.	I usually get the respect that I deserve.

Q45	I am apt to show off if I get the chance.	I try not to show off.
Q46	I always know what I am doing.	Sometimes I am not sure of what I am doing.
Q47	Everybody likes to hear my stories.	Sometimes I tell good stories.
Q48	I expect a great deal from other people.	I like to do things for other people.
Q49	I really like to be the center of attention.	It makes me uncomfortable to be the center of attention.
Q50	People always seem to recognize my authority.	Being an authority doesn't mean that much to me.
Q51	I am going to be a great person.	I hope I am going to be successful.
Q52	I can make anybody believe anything I want them to.	People sometimes believe what I tell them.
Q53	I am more capable than other people.	There is a lot that I can learn from other people.
Q54	I am an extraordinary person.	I am much like everybody else.

APPENDIX C- COVER LETTER

Emails sent by Prolific to the participants to solicit the completion of the survey contained the following message:

This information is being gathered by Tyler Coker in support of a dissertation research project for the Belk College of Business at the University of North Carolina Charlotte. Participation is voluntary, and all responses are strictly anonymous and confidential. No personally identifiable information will be collected, and all data collected will be strictly used for research purposes.

Please click on the link below to access the survey.

*Link: (**placeholder**).*

Thank you for your participation. If you have any questions or concerns, please contact the researcher directly at tcoker@uncc.edu.

APPENDIX D- INFORMED CONSENT NOTIFICATION

Once a potential participant clicks on the link, the participant will be directed to a Prolific® and will be provided with the below consent notification. The participant cannot proceed to the survey questionnaire unless they acknowledge the consent form.

You are invited to participate in a research study. Participation in this research study is solely voluntary. The information below will assist you with critical information to help you decide on the criteria of whether to participate or not.

- *The purpose of this study is to examine employee voice patterns and how employees' interactions can be impacted by their personal experiences.*

- *You must be age 18 or older to participate in this study.*

- *You must be a working adult employed full-time (>35 hours/week).*

- *You are asked to complete a survey asking a series of questions about your personal work experiences and your potential work behaviors.*

- *It will take you approximately 15 to 20 minutes to complete the survey.*

- *We do not believe that you will experience any risk from participating in this study.*

- *No benefits are extended in exchange for your participation in this study beyond any contractually due payments from Prolific®.*

Your privacy will be protected, and confidentiality will be maintained as a priority. You will be asked to provide your name. However, your responses will be treated as confidential and will not be linked to your identity. Participation is voluntary. You may choose not to take part in the study. You may start participating, change your mind, or stop participating at any time. Partial responses will not be included in the finished project.

If you have questions concerning the study, please contact the principal investigator, Tyler Coker, at tcoker@uncc.edu or his faculty advisor, Dr. Laura Stanley, at Lstan11@uncc.edu. If you have further questions or concerns about your rights as a participant in this study, contact the Office of Research Compliance at (704) 687-1871 or uncc-irb@uncc.edu.

You may print a copy of this form. If you are 18 years of age or older, have read and understand the information provided, and freely consent to participate in the study, you may proceed to the survey.

To continue, please select "I Agree."

APPENDIX E- CODEBOOK

Control Variables

Variable	Definition
Age	Respondent's age- continuous variable
Dum_Male	Respondent who identifies as male
Dum_Female	Respondent who identifies as female
Dum_Other_Gender	Respondent who identifies as other gender
Dum_High_School	Respondent highest obtained education is High School
Dum_Associates	Respondent highest obtained education is an Associates degree
Dum_Bachelors	Respondent highest obtained education is an Bachelors degree
Dum_Graduate	Respondent highest obtained education is an Graduate degree
Dum_Education_Did_Not_Disclose	Respondent did not response to highest obtained education.
Dum_Less than_1YOS	Respondent's tenure with current company is less than 1 year.
Dumb_1_5YOS	Respondent's tenure with current company 1- 5 years
Dumb_6_10YOS	Respondent's tenure with current company 6- 10 years
Dumb_11_15YOS	Respondent's tenure with current company 11- 15 years
Dumb_16_20YOS	Respondent's tenure with current company 16- 20 years
Dumb_21_25YOS	Respondent's tenure with current company 21- 25 years
Dumb_26_30YOS	Respondent's tenure with current company 26- 30 years
Narcissism	Composite variable of respondent's response to narcissism scale.

Independent Variables

Variable	Definition
R1	I tend to bounce back quickly after hard times.
Reverse_R2	Reverse coded- I have a hard time making it through stressful events.

R3	It does not take me long to recover from a stressful event.
Reverse_R4	Reverse coded- It is hard for me to snap back when something bad happens.
R5	I usually come through difficult times with little trouble.
Reverse_R6	Reverse coded- I tend to take a long time to get over setbacks in my life.
IdTh_1	Did something to make you look bad.
IdTh_2	Swore at you.
IdTh_3	Made insulting comments about your private life.
IdTh_4	Looked at you in a negative way.
IdTh_5	Judged your work in an unjust manner.
IdTh_6	Criticized you unfairly.
IdTh_7	Questioned your abilities or judgments.
IdTh_8	Embarrassed you in front of your coworkers.
IdTh_9	Unfairly blamed you for a negative outcome.
Moderator	
WIS_1	Put you down or was condescending to you?
WIS_2	Paid little attention to your statement or showed little interest in your opinion?
WIS_3	Made demeaning or derogatory remarks about you?
WIS_4	Addressed you in unprofessional terms, either publicly or privately?
WIS_5	Ignored or excluded you from professional camaraderie?
WIS_6	Doubted your judgment on a matter over which you have responsibility?
WIS_7	Made unwanted attempts to draw you into a discussion of personal matters?
Dependent Variables	
PromV_1	Proactively develop and make suggestions for issues that may influence the unit.

PromV_2	Proactively suggest new projects which are beneficial to the work unit.
PromV_3	Raise suggestions to improve the unit's working procedure.
PromV_4	Proactively voice out constructive suggestions that help the unit reach its goals.
PromV_5	Make constructive suggestions to improve the unit's operation.
ProhV_1	Advise other colleagues against undesirable behaviors that would hamper job performance.
ProhV_2	Speak up honestly with problems that might cause serious loss to the work unit, even when/ though dissenting opinions existing.
ProhV_3	Dare to voice out opinions on things that might affect efficiency in the work unit, even if that would embarrass others.
ProhV_4	Dare to point out problems when they appear in the unit, even if that would hamper relationship with other colleagues.
ProhV_5	Proactively report coordination problems in the workplace to the management.