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# Exploring incivility as experienced by faculty and staff of Silliman University

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Incivility in the workplace has become of interest in industrial/organizational psychology research to understand employee welfare and design programs to develop employee wellbeing. A mixed method design was employed with faculty and staff at a private university in Central Philippines; a survey questionnaire was administered to measure their experiences of incivility and how these were related to their levels of burnout. While generally the faculty and staff reported not experiencing incivility and not associated with their average-to-low levels of burnout, the qualitative interviews indicated that respondents did not only experience incivility but also bullying. It was found that the faculty and staff of Silliman University did not understand what incivility really was, misconstruing the behaviors as bullying, hence the inconsistency on the data between the quantitative and qualitative researches. It is recommended that another survey study be done with a more robust research procedure.

**Keywords:** incivility, bullying, burnout, teaching, employee wellbeing

## INTRODUCTION

Incivility continues to be an important interest in research. In more recent studies, incivility has been examined in association with passive leadership (Harold & Holtz, 2015); school climate (Powell, Powell, & Petrosko, 2015); higher, continuing, and professional education (Misawa & Rowland, 2015); health sciences faculty membership (Wright & Hill, 2015); advice, leadership, and

performance (Porath, Gerbasi, & Schorch, 2015); gender and race (Johnson-Bailey, 2015); and gender and work withdrawal (Loi, Loh, & Hine, 2015). In earlier studies, incivility was studied along with job satisfaction and total quality management (Morrow, Elroy, & Scheibe, 2011); psychological distress and self-evaluation (Lim & Tai, 2013); and norms, safety climate, and outcomes (McGonagle et al., 2014). One study investigated individual and organizational moderators of incivility (Zhou et al., 2014), and a recent one explored positive buffers between incivility and employee outcomes (Sliter & Boyd, 2015). In the attempt to understand in more depth what workplace incivility really is and why it occurs, a concept analysis was done using 50 studies that addressed incivility at work (Vaghareyyedin, 2015). The common themes that emerged were ambiguous intent, violation of mutual respect, and low intensity physical assault. Organizations suffer financial losses and employees demonstrate reduced citizenship performance, psychological distress, and anxiety.

## RELATED LITERATURE

Incivility has been found to result in undesirable outcomes in the worker and in the organization. Research has indicated that targets (recipients of incivility) suffer from negative affective states like being depressed, disappointed, moody, 'in a black cloud,' irritated, or hurt (Pearson et al., 2001). They may also feel alienated and may instigate intimidation towards the instigators (actors of incivility). An emergency medical professional interviewee reported, "Incivility has the power to intimidate people into silence. It isolates the targets and makes them feel ashamed and responsible. Angry words lead to physical avoidance" (p. 1399). Another interviewee, a lawyer, related that one's work with others who have been uncivil prompts a greater temptation to retaliate which may then be the beginning of an escalating incivility as demonstrated by Pearson et al. in their research *Assessing and Attacking Workplace Incivility* (2000). They illustrated that an individual who is a target of incivility may retaliate intentionally with a counter-uncivil behavior. This was explained to lead to a chain reaction that escalates into a behavior with more aggression and coercion such as bullying. Clark (2008) compares incivility with dance. If, in dance, one leads and the other follows and then both lead and follow interchangeably in a spontaneous manner, incivility occurs in a similar way, with one initially instigating, the other being the target, and then later on the target follows through with a counter-incivility becoming now the instigator towards the target who initially was the instigator.

This exchange of roles between the instigator and target becomes spontaneous and thoughtless. Andersson and Pearson in 1999 named this phenomenon incivility spiral (Penney & Spector, 2005). Further, a study by Spitzmuller, Glenn, Barr, Rogelberg, and Daniel (2006) on organizational citizenship behavior reveals that the expressive behavior “If you treat me right, I reciprocate,” is definitely a factual experience among workers.

Incivility, believed to be a kind of psychological harassment and emotional aggression that violates the ideal workplace norm of mutual respect (Felblinger, 2008), is inclusive of “rude and discourteous behavior; displaying a lack of regard for others” (as cited in 2008, p. 235). While uncivil behaviors in the workplace like gossiping and spreading rumors harm a coworker’s reputation, name-calling and discounting input from others at any organizational level result in negative affective states on the person, their measure on their impact psychologically and emotionally on a worker is less clear than that of bullying. Incivility and bullying may differ in that sense, but they are believed to be closely associated with each other.

Cases of incivility/bullying/harassment. Jodie Zebell was at the center of the news when she committed suicide in 2008 after months of being a victim of workplace bullying (Hall, 2010). She was looked up as a model employee at the clinic where she worked part-time as a mammographer. Her boss joined in the bullying that started from her coworkers after she was promoted, by filling her personnel file with unwarranted complaints. Zebell also experienced being criticized loudly in front of other people. She was 31 years old and married with two children. Hall additionally cited other cases of bullying in the workplace. Spanish teacher, Susan Steide, also once a marathon runner, related that, for four years, she was left out by older colleagues in her school. As a result of the maltreatment by her coworkers, she suffered from clinical depression, chest pain, and panic attacks and showed symptoms of posttraumatic stress disorder. To cope, she quit teaching in 2009. Another employee who refused to be named said that her boss bullied her by spreading rumors about her and forced her to transfer to an office with no telephone and isolated her from her coworkers. She learned that the boss found another worker to bully when she filed a six-month stress leave.

To address the problem of workplace bullying, several states in the United States are considering the Healthy Workplace Bill to protect employees from bullying (Namie, 2010). Some countries in the European Union, the Scandinavian nations, Britain, and Canada have had antibullying laws in place

since 1994 and early 2000s. In Victoria, Australia, an antibullying law, called Brodie's Law, has been passed. The law states that employers have a responsibility to provide safe working environments where bullying does not happen ("New Victorian antibullying laws welcome but employers cannot shirk responsibility," 2011). At present, the Victorian government is studying tougher punishments to bullies including a jail sentence of up to 10 years. The law also extends to cyberbullying and bullying in the schoolyards.

The law is named after Brodie Panlock who, in 2006, jumped from a building and killed herself after being bullied physically and emotionally by four coworkers in a café in Hawthorne, Victoria. After 5 years from her death, on June 1, 2011, Brodie's Law was passed (Butcher, 2011).

**Bullying and incivility.** Bullying has been found to be the overt aggressive behavior counterpart of incivility that is oftentimes viewed as "less intent and less transparent in intent but more prevalent in organizations" (Liu, Chi, Friedman, & Tsai, 2009, p. 164). Specifically, "workplace bullying is a form of aggression at work" (as cited in Feblinger, 2008, p. 236). It is known to be a more intentional and repetitive behavior in interpersonal situations that has harmful effects to the health and wellbeing of a person, while incivility is defined as relatively mild, rude, and discourteous behavior (Penney & Spector, 2005). Workplace incivility refers to low intensity deviant behavior possessing an ambiguous intent to injure the target, violating norms of mutual respect in the workplace.

While Felblinger (2008) claimed that the relationship between incivility and bullying, incivility as a precursor of bullying, remains to be empirically investigated, Penney et al. (2005) analyzed that workplace incivility has much in similarity with employee abuse, bullying or mobbing, social undermining, and interpersonal conflict. Research has indicated that the psychological and emotional implications incivility has on a person and organization are found to be in common with those that bullying has. Maybe the time lag between that of incivility and bullying in terms of the appearance of a concrete evidence of those implications on a person and organization is different. In the long run, the impact they have becomes the same. Much so, there has been strong empirical evidence that uncivil behaviors, when not addressed, escalate into bullying behaviors. Hence, addressing workplace incivility is necessary in the prevention of workplace bullying. This, as an organizational management strategy, is actually easier, smoother, and less costly than when interventions only happen after bullying has already emerged when people have become more damaged and the organization has started to suffer from indifferent employees. For instance, when

supervisors are uncivil and cynics, they facilitate job dissatisfaction and low commitment among staff nurses and predict turnover intent. Individuals who have been targets of incivility suffer from physical changes such as headaches, eating disorders, depression, and suicide, which consequentially influence the affective commitment of an employee to an organization (Smith, Andrusyszyn, & Laschinger, 2010). "Incivility can make the workplace unpleasant, and it can be bad for business. Relationships at work that are strained by uncivil encounters can make cooperation and collaboration more difficult to achieve" reiterates Pearson et al. (2001, p. 1403). Employee wellbeing was found to decline with the presence of experienced incivility in the workplace (Lim & Cortina, 2005). Leiter and Stright (2009) explained that the daily rude, demeaning, and neglecting behavior of incivility seems to be a primary cause for people to feel distasteful of and dislike their jobs especially that the violations of basic rules of kindness and respect are pervasive in the organization.

The link among burnout, incivility, and work performance. A study by Laschinger, Leiter, Day, and Gilin (2009) demonstrated the relationships among workplace empowerment, incivility, and burnout and their impact on recruitment and retention outcomes among staff nurses. The study cited literature on similar studies. Pearson and Porath in 2005 determined that workers who experienced incivility intentionally reduced their efforts and quality of work, leading to a diminished overall effectiveness. Cortina et al.'s 2001 study was also cited explaining that there is a link between workplace incivility and decreased job performance and job dissatisfaction. The study further cited the researches of Lim et al. in 2008 that showed significant relationships between incivility and employee health and wellbeing and turnover intentions and those of Dion in 2008 that determined a significant relationship between perceptions of workplace incivility and feelings of support from supervisors. Workplace incivility was further found to be positively related to occupational stress and turnover intentions.

Laschinger et al. (2009) concluded that, when nurses work in environments that empower them to practice according to professional standards and without experiences of uncivil behaviors from supervisors and colleagues, they have very low risks of burning out and high chances of retention in their work settings. Workplace incivility was found to be related to health professionals' experiences of burnout and salient factors for retention. Particularly, supervisor incivility and burnout were important indicators of turnover intentions. Given these findings, the study emphasized that there is a need to ensure professional

practice environments in order to facilitate high quality supervisory and collegial working relationships. In this way, it can be certain that highly skilled nurses remain engaged in their work, and sufficient resources are available “for high quality patient care in today’s chaotic health care settings” (p. 309).

Given the evidence thus far mentioned, it is clear that incivility most often has adverse effects on the employees and organization. Some studies have indicated that burnout has adverse effects on work performance. Other studies show the association between burnout and incivility. Still, other studies demonstrate a positive link between incivility and work performance. While it is also known that burnout among employees has adverse effects on their work performance, it is yet to be clearly and empirically seen what role incivility has on the experiences of burnout among employees and further on their work performance. Specifically, it is hypothesized that incivility may play a facilitating role in the relationship between burnout and work performance; incivility appearing or disappearing at some point in the experience of burnout towards trying to meet a level of work performance. These variables are studied in the context of employees in an academic institution who have an important influence on the education of the young generation. A study by Croom and Moore (2003) emphasized that a more emotionally fatigued teacher has a performance that is likely to suffer. Importantly, as Luparell (2011) concluded, in her article entitled *Incivility in Nursing: The Connection Between Academia and Clinical Settings*, “we stand little chance of breaking the chain of workplace incivility if we communicate to the next generation of nurses that this type of behavior is accepted as a part of our profession” (p. 95). Therefore, it is important, as facilitators of learning and givers of opportunities for human growth, that academic institutions take great attention in shaping and developing civility among students and other clientele to encourage the creation of a supportive community at present and in the future.

## METHOD

The research project employed a mixed-method design. Study 1 was a sample survey of faculty and staff of Silliman University measuring their workplace incivility, burnout states, and work performance ratings. It is a longitudinal study measuring these variables in the sample at the beginning of the semester, middle of the semester, and end of the semester. The sample comprised of 166 faculty and staff of Silliman University.

The Workplace Incivility Scale (WIS) was used to measure incivility. The Maslach Burnout Inventory—Educators Survey (MBI-ES) was used to measure job burnout for employees working in an educational system, and the school’s evaluation tool for faculty and staff was used to measure work performance. Correlational and comparative statistical procedures were used to analyze the data collected.

Study 2 was qualitative interviews of 15 Silliman University faculty and staff. Respondents were asked questions relating to what uncivil behaviors they experienced in the workplace and how often these specific behaviors happened and acted by whom. They were also asked what kinds of feelings they had on their experiences of incivility and how they responded to such behaviors. The Scanlan Collaborative Interview Method was used for the interview procedure and data analysis.

RESULTS

Study 1

The results of Study 1 have already been initially published in a discussion on the authors’ research challenges (Valbuena, 2013). In a brief review of them, the following table illustrates their scores on incivility and burnout.

Incivility was measured as experienced (WIS) and instigated (IWI).

Table 1. Scores on Incivility, N = 166.

Respondents	Experienced Incivility	Instigated Incivility
Phase 1 (n1 = 81)		
Faculty	1.14	1.09
Staff	1.33	1.17
Phase 2 (n2 = 8)		
Faculty	1.41	1.32
Staff	1.36	1.23
Phase 3 (n3 = 27)		
Faculty	1.57	1.26
Staff	1.38	1.22

Overall (N = 166)		
Phase 1	1.24	1.13
Phase 2	1.39	1.28
Phase 3	1.51	1.24

Incivility was measured in a scale of 1–4; 1 as very low levels of incivility and 4 as very high levels of incivility. Faculty and staff were independently measured at three periods in the semester: phase 1 was beginning of the semester, phase 2 was middle of the semester, and phase 3 was end of the semester, in order to see their experiences of incivility across periods that entail different kinds and levels of work challenges. All faculty and staff experienced low levels of incivility across the three periods.

Burnout was measured on three dimensions: emotional exhaustion, depersonalization, and personal accomplishment. High levels of emotional exhaustion and depersonalization and low levels of personal accomplishment indicate burnout.

**Table 2.** Scores on Burnout, N = 166 (nfaculty = 93 and nstaff = 73).

	Rating	f	%
<b>FACULTY</b>			
Emotional Exhaustion	Low	64	68.8
	Moderate	21	22.6
	High	8	8.6
Depersonalization	Low	84	90.3
	Moderate	8	8.6
	High	1	1.1
Personal Accomplishment	Low	56	60.2
	Moderate	17	18.3
	High	20	21.5
<b>STAFF</b>			
Emotional Exhaustion	Low	55	75.3
	Moderate	10	13.7
	High	8	11
Depersonalization	Low	54	74
	Moderate	16	21.9
	High	3	4.1



Personal Accomplishment	Low	14	19.2
	Moderate	30	41.1
	High	29	39.7

While the faculty experienced low levels of emotional exhaustion and depersonalization as measures of work burnout, they also reported low levels of personal accomplishment as a third measure of work burnout. The staff on the other hand experienced low levels of emotional exhaustion and depersonalization and moderate-to-high levels of personal accomplishment. More particularly, Table 2 shows the participants' scores across the three periods in the semester.

**Table 2.** Scores on burnout across the three periods in a semester, N = 166 (nfaculty = 93 and nstaff = 73).

	Emotional Exhaustion				Depersonalization				Personal Accomplishment			
Phase 1	High	Mod	Low	Total	High	Mod	Low	Total	High	Mod	Low	Total
Faculty	4	8	29	41	0	1	40	41	11	5	25	41
Staff	7	8	25	40	2	12	26	40	15	16	9	40
Total	11	16	54	81	2	13	66	81	26	21	34	81
Phase 2												
Faculty	2	5	25	32	1	2	29	32	5	9	18	32
Staff	1	1	24	26	0	3	23	26	10	12	4	26
Total	3	6	49	58	1	5	52	58	15	21	22	58
Phase 3												
Faculty	2	8	10	20	0	5	15	20	4	3	13	20
Staff	0	1	6	7	1	1	5	7	4	2	1	7
Total	2	9	16	27	1	6	20	27	8	5	14	27

**Burnout, Work Performance, and Incivility**

Generally, burnout and experienced incivility by faculty and staff have been found to be significantly associated in the dimension of emotional exhaustion ( $r = .159, p > 0.05$ ) and depersonalization ( $r = .276, p > 0.05$ ). Burnout was also found to be significantly associated with experienced incivility in the dimension of depersonalization ( $r = .270, p > 0.05$ ). Specifically, among faculty members, experienced and instigated incivility was not found to be significantly associated with burnout. On the other hand, experienced and instigated incivility by staff members was found to be significantly associated with depersonalization ( $r = .460, p > 0.05$  and  $r = .453, p > 0.05$ , respectively).

Looking into the experiences of faculty and staff across the three periods, their experiences of incivility at the beginning of the semester were found to be significantly associated with emotional exhaustion ( $r = .290$ ,  $p > 0.05$  and  $r = .273$ ,  $p > 0.05$ , respectively), and depersonalization ( $r = .447$ ,  $p > 0.05$  and  $r = .437$ ,  $p > 0.05$ , respectively).

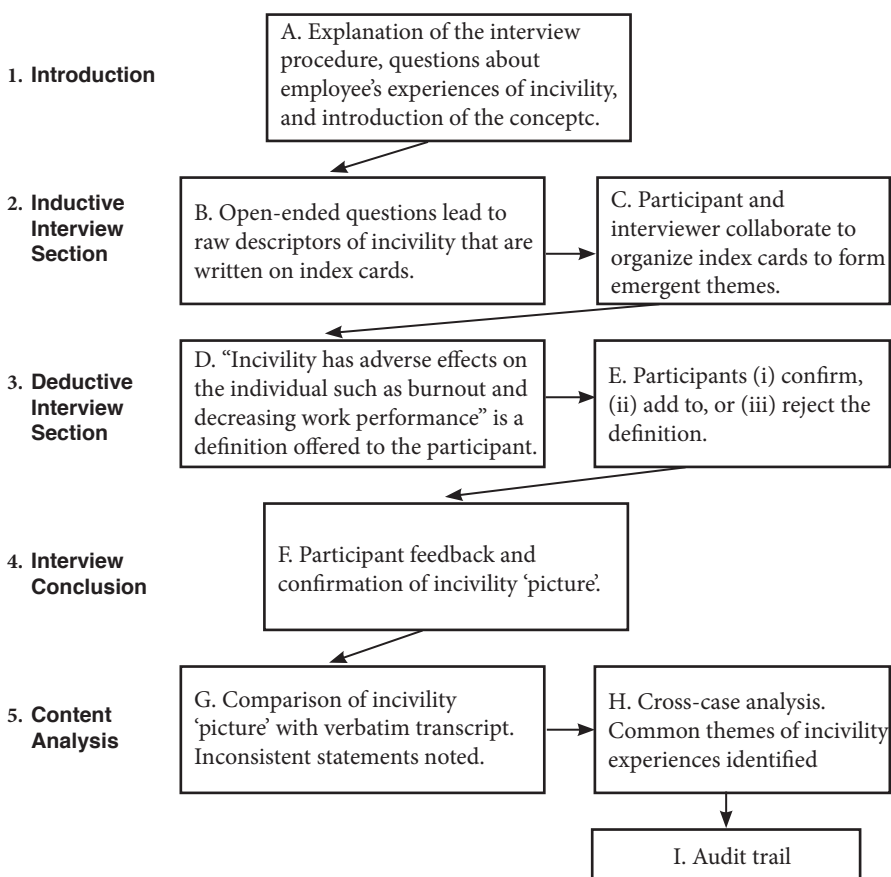
Personal Accomplishment (PA). Given that there was a significant difference between faculty and staff on their PA ( $t = 3.10$ ,  $p > 0.05$ ) and staff having higher PA than the faculty members, it was inferred that the reason why the staff members are higher on their PA as a dimension of burnout compared with faculty members was most likely because their nature of work did not change all year round, whereas the faculty members' work seems to change as per term or period in the semester from starting class activities for the course curriculum to giving exams and making grades. The promotion scheme for staff members is different from that for faculty members. Productivity among staff members is primarily measured in their years of service, seminars attended, and performance appraisal ratings. Although years of service and performance appraisal ratings contribute to points for productivity among faculty members, it is primarily measured through the research projects they make and publications they are able to do. Seminars attended by faculty members do not count towards their promotion. Also, it is the presentation of research papers or being resource persons in seminars/conferences that is given value for promotion. Mere attendance in seminars does not count towards promotion. Because not majority of the faculty members do research, their measured productivity is then low, promotion is very slow, and therefore personal accomplishment is low.

Work Performance. There were only 40 faculty members who had work performance ratings from the Office of Instruction. The lowest rating was 4.33 (good) and the highest rating was 5.0 (excellent). Work performance was rated from 1 (poor) to 5 (excellent). Work performance ratings of staff were not given by the Human Resource Department because of administrative concerns. No correlations were found between burnout and work performance and incivility and work performance.

Incivility. Valbuena (2013) indicated that all participants scored low on both experienced (WIS) and instigated (IWI) incivility scales. It was thought "that employees could have adapted well to incivility in the workplace they have come to look at it as only a natural occurrence and so not seen as largely uncivil" (p. 182). The data from the qualitative interviews in Study 2 gives a better understanding of this experience.

## Study 2

The second study undertaken explored on the employees' personal understanding of incivility. The Scanlan Collaborative Interview Method (Figure 1) was a bit modified for this particular study. Instead of doing a "member check within 10 days" after "comparison with incivility 'picture' with verbatim transcript" and before "cross-case analysis where common themes of incivility experiences identified," that step has already been deleted. The researchers believed that it might be difficult to set another appointment with the interviewees given their initial hesitation for the interview because of the sensitivity of the topic.



**Figure 1.** The Scanlan Collaborative Interview Method used for the gathering and analysis of qualitative data on incivility.

The questions asked were the following:

1. Having heard the definition of incivility, can you think back over your career and remember a time you felt that someone in your workplace particularly was uncivil to you? Tell me about that experience, what was that like to you?
2. Can you recall any of the feelings associated with that experience?
3. Can you recall any emotions surrounding that experience?
4. Can you recall any consistent thoughts you had during that experience?
5. How do you feel about your supervisors/superiors? How do you feel about your colleagues?
6. How do you feel about your work overall?
7. How do you feel mentally? Physically?
8. Were there any thoughts, feelings, or emotions that you had during this experience?
9. How did this experience last?

Fifteen faculty and staff were interviewed. The average interview time was 25 to 45 minutes.

## UNDERSTANDING OF INCIVILITY

The answers to the questions were categorized into a) what to them is incivility, b) what they know are uncivil behaviors, c) feelings that were associated with incivility, d) thoughts that were associated with incivility, e) how they responded, and f) how it affected their work performance.

The 15 interviewees generally did not exactly know what incivility was. Many of them started their description of it from the word “civil” (which they said they assumed to be the root word) and what they know of “civil”.

The interviewees’ descriptions of incivility were the following: unethical, emotional aggression, rudeness, cruelty, insubordination, disobedience, unfriendliness, disrespect, betrayal, discord, tension, disagreement, betrayal name-calling, unfairness, injustice, defiance, and psychological harassment. They further reported that intentionally making your work difficult, making comments that are inappropriate, when people manipulate, not conforming to prescribed order or rules, questioning credibility, unsupportive of others or crab mentality, backstabbing, gossiping, and unrecognized work are indicators of incivility. One particularly said that incivility is normal in an organization of leadership.

Uncivil behaviors. The interviewees enumerated the following as examples of what they understood were uncivil behaviors: shouting and saying bad comments in front of people, hitting the table, not asking permission on the use of personal things of coworker, accusing you of things you did not do, making black propaganda, red tape, not paying attention to requests by students and colleagues (people who are not friends with you do not prioritize your requests/showing favoritism), and when your rights are not respected.

Thoughts and feelings. When asked what their thoughts were when they were experiencing incivility, they said that they thought that instigators come from different family orientations and so behave differently, they have to continue to be professional despite others being uncivil to them ("I have to think about my students"), they have to do right despite the displeasing feelings, and they take it as part of their work. One interviewee is quoted by saying against her instigator, "She does not know me." Another one thought, "Bahala na sila" (I let them be). Another further mentioned he only kept telling himself, "I need to settle this with him." Other thoughts were "Being civil is a responsibility", "I think about the positive characteristics of the person to help me survive", and "Vindication is not mine. It's the Lord's. I just pray every day that I should be a blessing to others".

When experiencing incivility, they reported feeling angry and hateful, dismay and disgust, hurt and half-heartedness or apathy, frustration, and betrayal. They further expressed feeling displaced from where they believed they rightfully belong, got emotionally exhausted, felt belittled, and resented their supervisor when they are not trusted. One interviewee said that she kept herself positive and accepting of people, but it came to a point that she wanted to shout, "Tama na!" (Enough!).

Responsive behaviors. Interviewees indicated that telling the person personally but in a casual way, changing one's thinking, finding someone to discuss the experience with, forcing oneself to continue being professional, and working hard at trying to prove oneself were reported as behaviors they engaged in when they experience incivility from others. In very angry situations, interviewees indicated that they walked away, detached oneself from the situation, wrote an anonymous letter, became uncivil too saying harsh words, and developed a strong desire to get out of the system because she could not take it anymore. She did not only experience incivility. The behavior by her coworkers escalated to bullying. One interviewee emphasized, "Ako gyung kitkiton kung hilabtan ko kay dili ra ba ko manghilabot" (I will bite that person to bits if anyone dared to attack me because I do not ever attack anyone first).

Impact on the person. When asked how experiencing incivility affected their work performance, interviewees reported that they felt demotivated and disheartened, have become uncivil themselves towards others, lost the desire to go to the office, did not anymore put value in university activities, and felt burnt-out because of the loss of interest at work. One said that experiencing incivility did not adversely affect her teaching but she no longer participated in university activities to avoid being criticized all the time. Another mentioned that he felt being pulled down or unsupported by colleagues when they saw that his students liked him. While one developed hatred, another became combative.

Incivility vs bullying. From 15 interviews done among faculty and staff, data indicated that most of the interviewees either did not know what incivility was or were not sure if it was similar to bullying. When asked what they think about the differences between bullying and incivility, most of them looked at both of them as similar to each other. Others indicated that bullying was a kind of incivility. Further, others understood incivility as intentional injury to others while bullying was unintentional. One said that incivility was gossiping and name-calling while bullying could be “playful bullying and teasing each other”. Two of the interviewees had a good understanding of the two by saying that incivility was name-calling, being inconsiderate of others, and being tactless while bullying was emotional outbursts and a behavior that degrades others.

## DISCUSSION

Data in Study 2 did not follow through from Study 1. As results in Study 1 indicated that faculty and staff did not generally experience uncivil behaviors, data in Study 2 showed that not only did faculty and staff experienced incivility but also bullying. The qualitative responses in Study 2, in some ways, may have confirmed that participants did not experience uncivil behaviors, but it must be known that there existed a gap between what the participants understood as incivility and civility. They did not know they were experiencing uncivil behaviors. The uncivil behaviors they were asked about in Study 1 could have been behaviors that participants viewed as normal occurrences in the workplace because the behaviors they indicated in the qualitative interviews as uncivil were actually bullying behaviors already.

Many of them described uncivil behaviors as shouting rude comments in front of people, hitting the table, making black propaganda, and violation of one's rights. Others described it as red tape, disobedience to organizational rules

or insubordination, not conforming to social norms, and name-calling. Very few understood that uncivil behaviors included not asking permission when personal things were used by coworkers, gossiping, indirectly making one's work difficult and unrecognized/unappreciated work, and engaging in unethical, rude, and cruel behavior. There is a very poor knowledge about what incivility is. Just like "texting while in a meeting" may be found as uncivil, there are others who are not affected by it and will find it okay. However, research has indicated that incivility in general may have an adverse impact on the organization in the long run. Porath (2018) said, "Small uncivil actions can lead to much bigger problems like aggression and violence". In Porath's research, she found that incivility caused people to be less motivated. Specifically, 80% of employees lost work time because they spent so much time worrying about their experience, 66% cut back on their work efforts, and 12% left their job (2018). With that research finding, CISCO reported that it believed they lost 12 million dollars a year because of incivility experiences in their workplace. In a follow-up research study, Porath (2018) also found that incivility does not just impact the direct recipient but also affect the performances of the witnesses or bystanders. Their work performances declined by 25%. Porath concluded that "Incivility is like a bug. It is contagious. We become carriers of it just by being around it" (2018).

The emotional experiences of anger, hate, hurt, betrayal, displacement, or degradation when another coworker was being uncivil made participants either engage in similar uncivil behaviors to survive the situation or force themselves to try to think positive of the situation. However, for the latter, they said that, sometimes, it comes to a point that they could not take it anymore, so they similarly engage in uncivil behaviors like using harsh words towards others. For others, they sought others they can talk to about the experience who they think can understand them, did things to prove to others that they are good workers too, or continue to behave professionally. One said that she wanted to get out of the system because she could not take it anymore. This was the employee who actually did not only experience incivility in her workplace. The behavior by her coworkers has actually escalated to bullying.

Incivility has a lot of costs. While Study 1 failed to confirm experiences of incivility by faculty and staff and what its role is in relation to burnout and work performance, Study 2 clearly showed a widespread experience of incivility in the workplace. More concerning is on the reported experiences of bullying of faculty and staff which, when not addressed, may become a much worse problem in the future both on employee wellbeing and organizational success.

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## CONCLUSION

The insufficient knowledge and understanding about incivility in the workplace allow for incivility to continue to occur which has adverse effects on the employees. Because incivility continues to be unaddressed, employees have come to accept them as normal workplace experiences. Unaware about the direct cause of incivility, employees continue to feel less respected, valued, and appreciated at work, which, in turn, affects the way they fulfill their tasks. The organization as a whole becomes less productive. What has become more of a problem is the progression of uncivil behaviors into bullying which has more negative consequences on the wellbeing of individuals and the entire organization.

It is recommended that the quantitative study (Study 1) will be repeated with a more refined, rigorous, and vigorous methodology addressing all the challenges (Valbuena, 2013) encountered in implementing it. It might yield different results.

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