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# Observing Incivility: What influences detection, perceived motivations, and intervention?

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Observing Incivility: What influences detection, perceived motivations, and intervention?

by

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A THESIS

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## Abstract

Workplace incivility can be operationalized as low-intensity rude, discourteous behaviours, that violate workplace norms of respect, and are ambiguous in their intent to harm the target. These behaviours are ubiquitous in workplaces. While incivility in the workplace is common, evidence suggests that minoritized groups are disproportionately targeted with uncivil behaviour, *selective incivility*, and represent a form of modern discrimination.

The current dissertation explored whether non-target observers of incivility were able to differentiate between two different types of witnessed workplace mistreatment, 1) general incivility (i.e. incivility not motivated by target identity) and 2) selective incivility (i.e. incivility motivated by the target's sociodemographic identity). Theoretically informed by literature on both Aversive Prejudice, and Bystander Intervention Models, experimental methodologies were employed in Study 1, by which participants listened to recordings of group interactions that contained general incivility, selective incivility, or no incivility. The role of experimental conditions on participants' detection of mistreatment, motivational attributions surrounding the instigator, and interventional intentions were then assessed with regression analyses, while also exploring the potential interactive roles of bystander gender, ethnicity, and Social Dominance Orientation (SDO) on these relationships using moderation. Study 2 enhanced this work, in part, by introducing evidence of longitudinal mistreatment in the recordings (i.e., reductions in incivility ambiguity), and importantly shifted to measure intervention behaviours. Regression-based analyses were conducted in Study 2, but also bolstered by the inclusion of qualitative assessments of participants' intervention behaviours.

Over both studies, data demonstrated that bystanders were able to meaningfully detect between different types of workplace incivility and attributed that mistreatment to prejudicial or generalized negative motivations of the perpetrator, based on discernible characteristics of the target (i.e. minoritized vs. non-minoritized identity). Participants that were higher in SDO tended to downplay the role of prejudice as a motivational factor behind the mistreatment of the minoritized target. Qualitative results indicated that participants had a diverse set of responses to incivility, which resulted in a variety of interventional behaviours, including providing emotional support to the victim, reprimanding the instigator, and inciting support from other observers. Notably, intervention behaviours favoured participants in the selective incivility condition (i.e., when the target was minoritized). In some cases, intervention behaviours were accompanied with evidence of victim blaming. Last, future directions for this research and other important practical implications are discussed.

## **Preface**

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Have you been at your place of work and witnessed a co-worker subtly put another co-worker down? Perhaps you have seen one team member fail to give credit to another for their contributions on a project. Maybe your manager did not give your colleague sufficient notice about changes to their meeting time, for the second time that week. These behaviours are examples of workplace incivility. Workplace incivility is a type of workplace aggression characterized by low intensity rude and discourteous behaviours that violate norms of respectful behaviour but are ambiguous in their attempt to harm the target (Andersson & Pearson, 1999). Such behaviours are common in the workplace (Porath & Pearson, 2010). Estimates suggest that 98% of workers have experienced workplace incivility, with 50% experiencing it weekly (Porath & Pearson, 2013). The costs and consequences of workplace incivility are high for targets, bystanders, and organizations (Cortina et al, 2017; Porath et al, 2015).

To illustrate an important sub-type of workplace incivility, envision the initial examples of workplace incivility with additional information: imagine your co-worker, a man, subtly putting down your other co-worker, a woman; perhaps a white co-worker failed to give credit to a team member from a minoritized ethnic group for their contributions; or your heterosexual manager failed to give your gay colleague sufficient notice about a change in their meeting. Could there be subtle but malicious intent behind these behaviours? These behaviours could be classified as *selective incivility* or the disproportionate targeting of uncivil behaviour toward individuals with marginalized identities (Cortina, 2008). I will examine whether observing uncivil acts that target individuals *selectively* versus indiscriminately influences incivility detection, perceptions of motivations (i.e., prejudicial vs. generalized negative) behind the incivility, and interventional intentions or behaviours.

### **The costs of incivility**

Despite being operationalized as low-grade in intensity, workplace incivility is associated with numerous negative outcomes for the various parties involved, notably targets, observers, and organizations (see Schilpzand et al., 2016, for a full review). For the direct targets of workplace incivility, the consequences include emotional exhaustion (Hershcovis et al, 2018; Kern & Grandey, 2009), depression (Lim & Lee, 2011), reduced trust (Cameron & Webster, 2011), stress (Cortina et al 2001; 2021, Miner et al, 2010), reduced satisfaction with co-workers, supervisors, and their job (Bunk & Magley, 2013; Cortina et al 2001, Lim & Cortina, 2005), reciprocation of incivility or retaliation (Andersson & Pearson, 1999; Bunk & Magley, 2013; Cortina et al, 2022), decreased task performance (Giumetti et al, 2013; Porath & Erez, 2007), withdrawal from work and absenteeism (Cortina et al, 2001; Sliter et al 2012), turnover intentions (Lim et al, 2008; Wilson & Holmval, 2013), and actual turnover (Porath & Pearson, 2012). Recent literature also highlights the potential health implications of incivility imposed through chronic upregulation of physiological stress (Cortina et al, 2022), a process that has been associated with memory issues, insulin production (Tamashiro et al, 2011), decision making, anxiety, and mood (McEwen, 2017). Witnesses of incivility are not free from the negative outcomes associated with incivility. Outcomes include negative emotions (Reich & Hershcovis, 2015; Porath & Erez, 2009; Totterdell et al, 2012), physiological stress (Cortina et al, 2022), reduced task performance, reduced helpfulness (Porath & Erez, 2009), withdrawal behaviours (Miner-Rubino & Cortina, 2004), retaliatory behaviours (Reich & Hershcovis, 2015), and reduced creativity (Porath & Erez, 2009).

Given the long list of negative consequences at the individual level, it is not surprising that workplace incivility has significant costs for organizations as well. Work by Pearson and

Porath (2009) have estimated that the cost of incivility to be about \$14,000 USD per employee annually, stemming from delays in projects and distraction from work. Workplace incivility can result in the exodus of well-qualified employees, and contribute to costs of rehiring, and retraining. The reputation of an organization also stands to be damaged by this type of workplace aggression, both through reduced perceptions of organizational justice (Griffin, 2010), through damage to team functioning (Porath et al, 2015), and customer relations (Porath & Pearson, 2013).

The consequences of incivility may be even worse for marginalized groups. Beyond the effects of generalized incivility, selective incivility also erodes interpersonal trust, psychological safety, and leaves minoritized employees looking for ways out of their organizations (Ozturk & Berber, 2022). Members of marginalized groups tend to experience structural isolation in their workplaces (e.g., being the only visible minority female manager) (Cortina et al, 2022) and are often targeted with greater incivility (Cortina et al, 2013; Di Marco et al, 2018). Such behaviours may also result in the target of such behaviours misattributing selective incivility as their own personal failings, rather than as veiled discrimination (Ozturk & Berber, 2022). The gaslighting of targets by management, that is, claiming that prejudices are not the root of the behaviour, is common (e.g., Ozturk & Berber, 2022). These marginalized individuals are likely to benefit from greater social support, as this may downregulate some of the negative mental and physiological consequences of incivility, but often lack such support (Cortina et al, 2022). This ultimately results in the disempowerment of individuals with marginalized identities, negative health outcomes, and an exodus of valuable individuals belonging to diverse backgrounds from organizations. For these reasons, selective incivility, above general workplace incivility alone, is integral to identify and stymie through intervention. Toward this aim, I will investigate whether

selective incivility (*vs.* general incivility), is differentially - detected, understood in terms of perceived motivations, or intervened in by bystanders.

### **Theoretical underpinnings**

#### **Aversive Prejudice**

Theoretical perspectives in social psychology have recognized that reductions in overt racism and discriminatory behaviour have occurred over time (Brief et al, 1997; Dovidio & Gaertner, 1998), but that modern forms of discrimination persist, usually characterized by unconscious, subtle, or covert behaviours. Selective incivility is one such form of modern discrimination. One important approach in understanding modern discrimination and selective incivility is through an *aversive prejudice* framework (Gaertner & Dovidio, 1986). Such a framework proposes that members of dominant social groups (i.e., white men) will often endorse values of egalitarianism, support for diversity, and claim to be non-prejudicial in nature, but continue to discriminate in subtle ways in which they can attempt to justify or rationalize on non-prejudicial grounds. For example, in one study, bias against Black job candidates (*vs.* white candidates) emerged only in scenarios where qualifications were ambiguous, but not when credentials were clearly adequate, or clearly inadequate. That is, hiring recommendations were equivalent for Black and white candidates that were clearly adequate (i.e., hire) or clearly inadequate (i.e., do not hire), but for ambiguous candidates hiring recommendations favoured white over Black candidates (Dovidio & Gaertner, 2000; Gaertner & Dovidio, 1986). According to aversive racism perspectives, subtle discrimination emerges in ambiguous scenarios (*vs.* non-ambiguous scenarios) because the ambiguity provides perpetrators a way of maintaining an egalitarian or non-discriminatory self-image (i.e., rationalizing not hiring the ambiguously

qualified Black candidate by focusing on those qualities that were poor), while continuing to engage in modern forms of discrimination.

Findings from the incivility literature suggest that instigator behaviours likely exist on a spectrum of intentionality, ranging from unconscious to covertly discriminatory (Ozturk & Berber, 2022). Consistent with aversive prejudice theory, many offenders are likely to use contexts and behaviours characterized by ambiguity to engage in such discrimination. Instigating individuals are likely to be mindful of who they are uncivil to, when they engage in such behaviours, and who might be watching, in an attempt to veil their motivations. Often, such behaviours aim to target the less powerful (Porath & Pearson, 2010), although they can and do still target marginalized professionals and management (Holm et al, 2019; Ozturk & Berber, 2022). Regardless of where perpetrators' motivations are positioned on the spectrum of intentionality (i.e., implicit or explicit), stereotypes and prejudicial attitudes projected on marginalized groups, in-group favouritism, or beliefs in dominance of certain social groups over others (i.e., Pratto et al., 2006; Sidanius et al, 2004; Sidanius et al, 2018) may lead to individuals within dominant/majority groups engaging in discrimination in the form of incivility, and may rationalize that behaviour as being unrelated to group characteristics (Cortina, 2008). The ambiguous nature of workplace incivility makes it difficult to combat, and more susceptible to rationalize or justify, consistent with aversive prejudice. This suggests that proactive approaches such as formal training, action learning and organizational development initiatives are likely necessary to reduce its prevalence (Githens, 2011).

### **Bystander Intervention Models**

In addition to aversive prejudice, the current work is also informed by bystander intervention models (Latané & Darley, 1968;1970; Piliavin et al, 1981; Dovidio et al, 1991).

Bystanders who detect mistreatment towards a target are well-positioned to intervene but are an often-underutilized tool against workplace incivility (Jensen & Raver, 2021). Stemming from Latané and Darley's highly cited work (1970), bystander intervention models dominated much of social psychology literature for nearly three decades and continue to be relevant today (e.g., Nickerson et al, 2014). The *bystander effect* has been operationalized as inhibitory effects relating to helping behaviours that come into play in the presence of others (Dovidio et al, 2006; Latané & Darley, 1968). Such inhibition has by hypothesized to relate to individuals feeling a reduced sense of responsibility to intervene in the presence of others (*vs.* alone) and is referred to as *diffusion of responsibility* (Latané & Nida, 1981).

Latané and Darley's bystander intervention model outlines five critical steps, that must be engaged in sequentially, in order to intervene in a behaviour 1) noticing the event, 2) interpreting said event as urgent or severe enough to require aid, 3) accepting personal responsibility for intervention 4) having an understanding how to intervene in a helpful way and 5) engaging in the intervention decision. More severe events tend to elicit a greater likelihood of bystander intervention (e.g., Fischer et al, 2011), with bystanders being less likely to intervene in an event if they are uncertain that they have correctly interpreted a situation as harmful (Bowes-Sperry & O'Leary-Kelly, 2005). While bystander intervention models (e.g., Latané & Darley, 1970; Piliavan et al, 1981) were initially conducted to explore the inaction of bystanders when witnessing an emergency, their theoretical context is still valuable to understanding responses to workplace incivility (e.g., Jensen & Raver, 2021). Incivility is low-grade in nature (Andersson & Pearson, 1999) and as such, it may not necessarily be interpreted by bystanders as an urgent or emergency situation, which may inhibit observer responses. Indeed, bystander intervention may occur less than 20% of the time, even in the face of overt bullying (e.g. Hawkins et al, 2001).



Related models of bystander intervention (i.e., Arousal: Cost-Reward Model, Piliavin et al, 1981; Dovidio et al, 1991) suggest that successful perceptions that help or intervention are required induce arousal, and that arousal ultimately leads to greater motivation to help. Indeed, uncertainty in the interpretation of ambiguous events as harmful is likely to have an inhibitory effect on intervention (Dovidio et al, 1991; Jensen & Raver, 2021). Unfortunately for victims of workplace incivility, this type of workplace aggression is ambiguous in its intent to harm the target and is low-grade in its magnitude (Andersson & Pearson, 1999; Hershcovis, 2011). The insidious nature of workplace incivility makes it a challenge for bystander intervention to occur, particularly due to barriers to both 1) noticing the event, and 2) interpreting the incident as severe enough to warrant action.

A recent study has suggested that supervisors may have a particularly challenging time identifying incivility because of the nature of their work (i.e., high demands, preoccupation with other distractions, etc.) (Jensen & Raver, 2021). Literature suggests that bystanders witnessing workplace incivility may not proceed through the necessary cognitive steps to intervention, unless ambiguity is reduced. Namely, the level of harm inflicted on the target, and target appeals for help may be critical for influencing ambiguity levels (Jensen & Raver, 2021). Dovidio and colleagues (1991) have suggested that even after identifying a situation as requiring help, cognitive evaluations must occur, weighing the potential costs versus rewards of intervening. Costs include being seen as interfering in the business of others, potentially being drawn into the conflict (Dovidio et al, 1991), being targeted with retaliatory behaviours, as well as emotional and physiological stress that could accompany intervention. Recent literature specific to interventional behaviours also identified high workload as having an inhibitory influence when it comes to bystander responses to workplace incivility (Jensen & Raver, 2021). These findings are

consistent with early work on bystander intervention, that found that time constraints, such as being in a hurry, limited observers' abilities to identify those requiring help (Darley & Batson, 1973). However, potential rewards to intervention could include establishing or maintaining a positive and civil work environment, reducing the guilt of non-involvement, or perhaps avoiding the social ramifications of ignorance to the behaviours (Ryan & Wessell, 2012; Ghumman et al, 2016; Bowes-Sperry & O'Leary-Kelly, 2005). Ultimately, Dovidio and colleagues (1991) argue that the costs of intervening must weigh less than the rewards to induce intervention. Within the context of observing workplace incivility, the most consistent determinants of decisions to intervene were contextual factors that reduced ambiguity (e.g., appeals for help from the target, and whether it was clear that the target was harmed by the mistreatment [i.e., reduced work performance]). It too may be challenging, once detected, for witnesses of incivility to identify the situation as being an emergency, due to its low-grade nature. However, literature suggests that the long-term effects of chronic incivility may have great mental and even physiological impacts on the target (Cortina et al, 2022), perhaps even more than acute, shorter term workplace aggression (Yao et al, 2022; Labelle-Deraspe & Mathieu, 2024). In summary, the bystander intervention literature provides a valuable context in which to understand observers' detection and response to workplace incivility.

### **The importance of intersectionality**

Much of the limited literature on selective workplace incivility has used the lens of intersectionality. Intersectionality is a way of understanding how social and political life are shaped by multiple axes of social division (Collins & Bilge, 2016). Specifically, race, ethnicity, class, gender, sexuality, age, nationality, among other social categories should be understood relationally, rather than in isolation. There are complex systems of power that are fundamentally

unjust, that various individuals and groups are forced to navigate (Collins, 2015). For example, prominent and well-cited work has explored how intersectionality is a tool that can be used to understand interactions between race and gender in the context of violence against women of colour (Crenshaw, 1991). From the perspective of social dominance theory and intersectionalist perspectives, social hierarchy and societal power differ for individuals who find themselves at the center of multiple social identities (Sidanius et al, 2018). The role of intersectionality is societally pervasive but has been confirmed to play a complex and key role in the realm of workplace mistreatment (e.g., Hollis, 2018; McDowell & Carter-Francique; 2017; Rosette et al, 2018). Specifically, it has become an important goal to explore who tends to experience workplace incivility at the greatest frequency and/or severity (Cortina et al, 2013). Current findings tend to demonstrate that individuals at the intersection of multiple disadvantaged or marginalized identities (i.e., visible minority women) have often been those most strongly affected.

### **Observers of incivility matter**

While workplace incivility, both generalized and selective, is in its purest form dyadic in nature, it rarely occurs in a vacuum. Observers, most notably co-workers, managers, clients, or customers, are often exposed to such occurrences of workplace deviance, and are well-positioned to intervene. As such, both proposed studies will focus on the role that observers play in detecting incivility, both selective and general. A significant challenge in combatting selective workplace incivility is its detection. From the perspective of the target (and usually observer/bystander), workplace incivility is ambiguous in its attempt to harm, at least in its early stages. Not only may it be challenging for a target or witness to know whether the instigator of such behaviours intended to harm them with their actions, but determining whether such

behaviours were motivated by group membership adds another dimension of instigator motivation to assess. The intentionality of incivility exists on a spectrum, ranging from inadvertent and/or unconscious acts to calculated derision toward a person or group of people (Ozturk & Berber, 2022). For targets and observers of incivility, one might not necessarily know how to evaluate the motivations of an instigator, if interactions or observations are brief and/or fleeting. These motivations may become clearer when the behaviours become more frequent, intense, or reflect a pattern over time (e.g., an instigator with a propensity to interrupt women in meeting settings).

The next critical question is if someone witnesses incivility, would they intervene, and if so, what would that intervention look like? Important questions remain surrounding whether identification (or suspected identification) of selective incivility might influence witnesses' intervention behaviours. Recent literature has called for researchers to examine the roles of ethnicity and gender on witnesses' perceptions of incivility, whether witnesses are more likely to side with perpetrators or targets, and what circumstances would lead an observer to intervene when observing uncivil behaviours (Smith et al, 2020; Jensen & Raver, 2021). Indeed, these studies bolster recent calls to continue research on bystander identity and its role on whether bystanders recognize selective incivility as discriminatory (Gloor et al, 2023). Focusing specifically on the role of witnesses' gender, ethnicity/race, and other individual differences in their perceptions, and intervention behaviours surrounding incivility is one key route for research.

I have conducted two studies, the first of which examined whether observers of workplace incivility (i.e., participants in these studies) varied in their ability to detect uncivil behaviours as a function of the type incivility observed (i.e., selective incivility aimed toward a

minoritized target, or general incivility aimed toward a non-minoritized target). Additionally, observers' perceptions of the instigator's motivations behind their behaviours were evaluated, along with observers' behavioural intentions surrounding various intervention strategies.

Importantly, I also explored whether the relationships between observing incivility and these outcomes varied based on the key observer characteristics of gender and ethnicity, and social dominance orientation.

Building upon and refining study methodologies from the first study, Study 2 continued to examine observer detection, perceived motivations surrounding uncivil behaviour, and their relationships with moderators of interest, but also placed observers into scenarios in which patterns of behaviour of the instigator could be observed temporally. Critically, Study 2 also provided participants with the opportunity to move beyond behavioural intentions, by creating a scenario in which participants could observe the activities of a group of individuals that were ostensibly continuing to meet and interact with each other in the future. This allowed participants to engage in actual intervention behaviours that could have a meaningful effect on future meetings of these individuals. This approach allowed for the evaluation of how the observation of different types of workplace incivility impacted intervention behaviours and allowed for an exploratory dive into the types of intervention strategies observers employed.

### **The Current Research**

In this research, I assessed whether observers of workplace incivility could differentiate between general incivility and selective incivility, as they have differing theoretical and motivational underpinnings (Cortina, 2008). Whereas general incivility can be characterized by low-grade deviant or disrespectful behaviour, with ambiguous intent to harm, selective incivility is more insidious (Kabat-Farr et al, 2020). Selective incivility has been identified as a form of

*modern discrimination* (Cortina, 2008; Labelle-Deraspe & Mathieu, 2024). Modern discrimination differs from traditional types of overt discrimination, instead focusing on subtle, implicit, and ambiguous manifestations. Selective incivility has emerged as such a form of modern discrimination, by which individuals belonging to targeted social groups experience significantly greater incidents of incivility, particularly at the intersection of multiple marginalized identities. Although selective incivility initially focused on sex and race, Cortina (2008) has acknowledged that similar processes are likely at play for other social characteristics and groups. Indeed, during the past decade and a half, a body of literature has found that members of various marginalized groups, such as women (e.g., McCord et al, 2018), visible minorities (e.g., Labelle-Deraspe & Mathieu, 2024), sexual minorities (DiMarco et al, 2018), those with physical disabilities (Labelle-Deraspe & Mathieu, 2024), immigrants (Krings et al, 2014) etc., do experience incivility at greater rates than non-marginalized individuals. Successful identification of incivility, however, can be challenging (Jensen & Raver, 2021), as motives surrounding these behaviours may be ambiguous unless chronic patterns of mistreatment toward individuals are noted. This detection may even be more challenging for selective incivility, as its successful detection may require the identification of such patterns of mistreatment being directly associated with specific social identities (i.e., is the instigator targeting visible minority women, or discourteous to everyone). Indeed, literature suggests that subtle discrimination can become clearer in motive when multiple members of a specific social group experience similar negative outcomes, as it makes the link between the outcome and social group more salient (Crosby et al, 1986). However, some have suggested that current cultural movements aimed at reducing discrimination, mistreatment, and increasing equity (e.g., Black Lives Matter, #MeToo, etc.) may increase selective incivility detection and prompt a greater propensity for intervening

when witnessing these behaviours (Jensen & Raver, 2021). As such, it is plausible that if uncivil behaviours target a person with a minoritized group membership, bystanders may be more willing to intervene.

### **Gender as a moderator**

Gender has been identified as a key social category for stereotypes within organizations (Eagly & Karau, 2002). Literature has found that women are more likely to be the victims of incivility (McCord et al, 2018; Yao et al, 2022; Cortina et al, 2001; Cortina et al, 2013), but found that the effect of gender on incivility varied quite significantly from study to study. However, a recent large study (N = 6706) drawn from a large Canadian public sector organization found no evidence of women receiving greater uncivil treatment than men (Labelle-Deraspe & Mathieu, 2024). The authors of this study have suggested that these disparate findings surrounding gender and incivility may be due to complex relationships surrounding the gender norms of a work environment (e.g., women employed in work environments dominated by men may be at greater risk of facing gender-based incivility, Kabat-Farr & Cortina, 2014), and encourage continued exploration of this phenomena.

When considering the role of gender in incivility, particularly from the eyes of bystanders or witnesses observing these behaviours, it may also be important to consider the gender dynamics of the perpetrator-target dyad. Indeed, research suggests that even when interpersonal mistreatment is not sexual in nature, dyads in which the perpetrator is a man, and the target is a woman, may trigger sex-based harassment schemas (Bowes-Sperry & O'Leary-Kelly, 2005). Indeed, a recent study using the critical incident technique (i.e., describing incivility they experienced at work in the last 3 months) found that when faced with incivility from men, women were more likely to make gender attributions (*vs.* external or personal attributions) about

the motives of the instigator (Lopez-Alvarez et al, 2024). Further, results from this study found that when incivility frequency was high, women were *less* likely to ignore selective incivility, but *more* likely to ignore general incivility. When intervening, women that attributed the mistreatment to their gender were more likely to engage in problem focused responses (Lopez-Alvarez et al, 2024) (i.e. direct confrontation with the perpetrator, or using formal reporting mechanisms; see Hershcovis et al, 2018).

Alternatively, literature that utilized policy capturing methodologies that investigated bystander's decisions to intervene (or not) against workplace incivility, found little evidence that indicated that the gender of targets (or perpetrators) played a significant role in bystanders' decisions to intervene (Jensen & Raver, 2021). Similarly, time-lagged cross-sectional research did not find female bystanders' gender identification as predictive of their perceptions of selective incivility, however provided some evidence that feminist identification may predict these perceptions (Gloor et al, 2023).

Despite these mixed findings, it has been suggested that gendered effects might play a larger role if the interpersonal mistreatment was more overtly gendered in nature (Jensen & Raver, 2021). However, it is known that selective incivility need not overtly make reference to a specific social group or characteristic, and that covert motivations may still exist (Cortina, 2008). Although not explicitly hypothesized by Jensen and Raver (2021), they exploratorily identified observers' gender as potentially playing a role in intervention. Specifically, they noted an effect such that bystanders that were women were more likely to intervene to support the target in a series of scenarios. As such, they have encouraged future research to explore the role that bystander gender may have in intervention behaviours. Indeed, current literature suggests that women may react more strongly to workplace incivility than men (Montgomery et al, 2004;



Sinclair et al, 2021). In Sinclair and colleagues' (2021) study, victims that were women were also more likely to evoke helping intentions than if they were men. Little evidence of same-gender bias was found, meaning men and women did not selectively support a victim matching their own gender, but did preferentially intervene when the target was a woman. Gender may also play an important role in how intervention behaviour may manifest. Within Sinclair and colleague's study, it was found that bystanders' negative emotional reactions to incivility were stronger for women. There is reason to expect then, that women (*vs.* men) may be more likely to detect selective incivility, attribute this behaviour toward prejudicial motivations, and be more likely to intend to intervene.

### **Ethnicity as a moderator**

The literature that has explored the role of ethnicity and/or race and workplace incivility has found that racial minorities were at greater risk of experiencing incivility than white individuals, particularly those at the intersection of multiple marginalized identities (e.g., African-American women, Cortina et al, 2013; Smith et al, 2020). Indeed, broader literature suggested that racialized employees frequently face denial of opportunities in recruitment and selection (e.g., Oreopoulos, 2011; Bertrand & Mullainathan, 2004), experience workplace bullying (e.g., Fox & Stallworth, 2004), receive lower performance ratings (e.g., Greenhaus et al, 1990), less pay, and fewer rewards (e.g., Guest 2017). While evidence that visible minorities disproportionately face greater quantities of incivility in the workplace is fairly entrenched in the literature, less attention has been paid to how ethnicity may play a role in the detection of incivility. Broader literature on discrimination suggests that a previous history of experiencing discriminatory behaviours results in greater likelihood of attributing ambiguous circumstances of behaviours as resulting from bias (Inman & Baron, 1996). This phenomenon has been referred to

as the *vigilance perspective* (Kaiser & Major, 2006). Given that minoritized groups, such as visible minorities often experience workplace incivility with greater frequency than their non-minority co-workers, they may be particularly attuned to identify, and attribute witnessed incivility to selective incivility (i.e. being prejudicially motivated).

Alternatively, a *minimization perspective* suggests that minoritized groups may be less likely to identify or report discriminatory behaviour (Kaiser & Major, 2006) because it is psychologically taxing to recognize oneself as a victim of discrimination, a cognition that may be at odds with perceptions of the world as a fair and controllable place (Jost & Banaji, 1994; Van Der Toorn et al, 2011; Lerner & Miller, 1978). Research also suggests that bystanders may sometimes be reticent or reluctant to report or get involved in conflicts, for fear of retaliatory behaviours from perpetrators, fear of being perceived as getting involved in others business, or belief that someone else may intervene (Bennett et al, 2014; Fischer, 2011). Indeed, recent interviews with racialized employees suggest that reporting or claiming subtle racism may result in the victim facing questions about the validity of their perceptions or face reactionary responses from perpetrators (Ozturk & Berber, 2022). Such responses could easily dissuade victims from reporting discriminatory behaviours. Additionally, the subtle and ambiguous nature of discrimination in the workplace, like selective incivility, may make detection challenging (Nier & Gaertner, 2012), but some evidence suggests that the salience of discrimination may increase when the number of common in-group members experience similar negative outcomes (Crosby et al, 1986).

Although both vigilance and minimization perspectives have meritorious support, I anticipated that the vigilance perspective would be more likely to be supported in the context of these studies, as the costs to intervene would likely be considerably lower than if faced in their

day-to-day work lives (e.g., little to no risk of retaliation, a level of anonymity, participants were observers but not direct targets, etc.). As such, detecting incivility, and evaluating a perpetrator's attitudes as prejudicial may be less psychologically taxing, although it is recognized that minimization processes could still manifest.

### **Socially Dominant Worldviews**

Social Dominance Theory (SDT) seeks to understand how psychological predispositions, social identity, social context, social institutions, and cultural ideologies intersect to reproduce group-based inequalities (Sidanius et al, 2004, p. 849). SDT highlights that institutional discrimination extends through broad domains of society, including housing, labour, healthcare, retail, education and law. It also describes how many powerful institutions, such as banks, insurance companies, and criminal justice systems allocate resources in a way that maintain and create group dominance (Sidanius et al, 2004, Sidanius & Pratto, 1999). These hierarchy enhancing institutions are bolstered when employing individuals who share in these anti-egalitarian values, attitudes, and dispositions (Sidanius et al, 2004; Sidanius et al, 1994). The most common tool to measure these socially dominant worldviews is that of social dominance orientation (SDO) (Pratto et al, 1994; 2006). Social dominance orientation scales measure preferences for the world to be structured hierarchically and represents one important individual difference component within a much broader model of SDT (Sidanius et al, 2004).

Endorsement of socially dominant worldviews, such that certain social groups are superior and others inferior, has been found to be one of the main individual difference predictors of prejudicial attitudes (e.g., Duckitt & Sibley, 2010). SDO is strongly and negatively associated with empathy, concern for the welfare of others (Bäckström & Björklund 2007; Hodson et al, 2009), endorsement of social welfare programs, and progressive racial policies (Pratto et al,

1994). Individuals scoring high on SDO also endorse beliefs that women (*vs.* men) lack the skills and ability to be successful in the workforce (Pratto et al, 1994). SDO also taps into various components of meritocratic worldviews (Sidanius & Pratto, 1999). Meritocratic values, norms, and beliefs essentially contend that individuals should strive to be successful, and anyone regardless of their social position in the world can succeed through hard work (Hochschild, 1995; Kaiser & Major, 2006). Such beliefs are also often associated with *belief in a just world* (Lerner, 1980), beliefs that good things happen to good people, and bad things happen to bad people.

Endorsement of these worldviews may result in individuals belonging to minoritized or marginalized groups (i.e., visible minority women) being seen as deserving of lower societal and social positions, and individuals belonging to dominant higher status groups as being entitled to the privileges and status they received (Kaiser & Major, 2006). Such beliefs have also been found to be associated with decreased perceptions that marginalized groups face discrimination (Kaiser & Major, 2006; Major et al, 2002). Literature also provides evidence that members of marginalized groups that also endorse these beliefs may blame negative experiences or outcomes on themselves, rather than discriminatory behaviours (Shorey et al, 2002). Indeed, within the context of selective incivility, ascriptions of deficit toward racialized professionals from non-minoritized supervisors sometimes led to those professionals feeling they were undeserving of their jobs, or they did not have the capacity to meaningfully contribute to their organization in their roles. Such themes of misattribution of selective incivility (and other forms of modern discrimination) to group, individual, or personal characteristics is exceedingly damaging (Ozturk & Berber, 2022). Endorsement of SDO has also been found to be positively associated with non-marginalized groups (i.e., white students) viewing their own ethnic group as targets of racism

(i.e., reverse discrimination) (Shorey et al, 2002). These findings suggest that meritocratic beliefs may result in marginalized groups minimizing discrimination, and members of higher-status groups being hypersensitive to prejudice directed toward their in-group (Kaiser & Major, 2006). Taken together, the literature indicates that SDO is likely to have interactive effects on observers' perceptions of selective (*vs.* general) uncivil behaviour. Specifically, it is anticipated that individuals scoring high on SDO may be less likely to detect incivility, less likely to attribute uncivil behaviour as being prejudicially motivated and may be less likely to intend to intervene.

## **Study 1**

### **Hypotheses Study 1**

In Study 1, I experimentally examined whether an observer is more likely to detect uncivil behaviour, as well as their perceptions of the instigator's motivations, and their intervention intentions, in a selective versus general incivility scenario. Additionally, I explored several potential moderators of these relationships. Specifically, moderators included in Study 1 (and Study 2) consisted of the participants' (i.e., observer) gender, ethnicity, and social dominance orientation.

The theory and research literature discussed above informed my hypotheses. Although incivility is low-grade in nature, and ambiguous in its intent to harm the target, observers of the incivility (i.e., study participants) are likely to take notice of behaviours that violate workplace norms of respect. The current salience of certain social movements highlighting the marginalization of social groups (e.g., #MeToo, Black-Lives-Matter) may heighten participants' likelihood to identify incivility toward minoritized targets, be attributed to prejudicial motivations, and increase helpful intervention intentions (Jensen & Raver, 2021). The potential rewards for intervening could include establishing positive and civil work environments for all

employees or reducing the potential guilt of non-involvement. Indeed, a reward for intervening could take the form of avoiding the unwanted social ramifications of ignoring the behaviour (e.g. Ryan & Wessell, 2012; Ghumman et al, 2016; Bowes-Sperry & O’Leary-Kelly, 2005). Women may also be more likely to attribute incivility stemming from men toward women as being attributed to gender, and lead to more direct confrontation or formal reporting of the incident but may be more likely to ignore the event when faced with general incivility (Lopez-Alvarez, et al, 2024). Additionally, when considering gender, literature has suggested that bystanders that are women may be more likely to attribute incivility instigated by men toward women as selective (Jensen & Raver, 2021). Women may be more likely to utilize sex-based harassment schemas, even when the mistreatment is not explicitly sexual in nature (Bowes-Sperry & O’Leary-Kelly, 2005). There is also evidence that women may be more likely to intervene in the face of incivility (Jensen & Raver, 2021), and may be more likely to endorse helping intentions, if targets are women (Sinclair et al, 2021).

Surrounding ethnicity, literature has suggested that experiencing discrimination in the past may increase the likelihood of attributing ambiguous mistreatment as prejudicial in nature (Inman & Baron, 1996), and may influence individuals belonging to non-white ethnicities to better identify discriminatory behaviours and increase their reporting behaviours due to a vigilance perspective (Kaiser & Major, 2006).

Individuals that score highly on SDO, however often are less likely to perceive marginalized groups as facing discrimination (Kaiser & Major, 2006; Major et al, 2002). The endorsement of meritocratic and prejudicial beliefs associated with SDO (Sidanius & Pratto, 1999; Pratto et al, 2006; Kaiser & Major, 2006) may also lead to beliefs that marginalized groups

may be deserving of mistreatment (i.e., less likely to identify mistreatment, because they do not see it as mistreatment, or feel other social groups are inferior).

The following hypotheses and research questions were examined in Study 1.

H1. Participants will be more likely to a) detect incivility toward either target, b) perceive the instigator as having greater prejudicial motivations, c) perceive the instigator (Craig) as having greater generalized negative motivations, and d) endorse stronger intervention intentions in the incivility conditions (combined) versus no incivility (control).

H2. Participants will be more likely to a) detect incivility toward the non-minoritized target (Trevor), b) perceive the instigator (Craig) as having greater generalized negative motivations, and c) be more likely to endorse stronger intervention intentions in the general incivility (*vs.* selective incivility) condition

H3. Participants will be more likely to a) detect incivility toward the minoritized target (Anita), b) perceive the instigator (Craig) as having greater prejudicial motivations, and c) be more likely to endorse stronger intervention intentions in the selective incivility (*vs.* general incivility) condition.

### ***Moderation Research Questions***

I tested whether SDO, Gender, and Ethnicity moderated the relationships between the experimental conditions and outcome variables (i.e., incivility detection toward each target, perceived prejudicial motivations of the instigator, perceived generalized negative motivations of the instigator, and intentions [8 in total] to use a selection of intervention strategies).

Specifically, I tested whether any 3-way or 2-way interactions existed (e.g., are women who are lower in SDO more likely to detect incivility in the selective incivility *vs.* general

incivility condition?). I did not test for four-way interactions, as literature suggests even 3-way interactions can be challenging to interpret and “interactions of higher order than three are nearly impossible to interpret” (Darlington & Hayes, 2016, p.439). Due to the complexity and quantity of these potential relationships, formal hypotheses for each individual relationship were not established, but were evaluated exploratorily. However, the moderators were selected based on theoretical considerations, and past research, and are acknowledged to have a potential impact on a number of relationships.

As such, I will outline the ways I generally anticipated how the moderators would influence the magnitude of relationships.

RQ1. Are participants that are 1) non-men (i.e., women, and non-cis gendered individuals combined), 2) non-white (i.e., all ethnicities - except for white - combined), and/or 3) lower on SDO (or some combination of these identities): a) better attuned to detect incivility toward the minoritized target, b) more likely to attribute the instigator’s behaviours toward the minoritized target as prejudicial, c) more likely to endorse helpful intervention intentions toward helping the target or castigating the perpetrator, and d) less likely to endorse pretending they did not witness the mistreatment in the selective incivility (vs. general incivility) condition?

The study was pre-registered at [aspredicted.org](https://aspredicted.org), including the main research questions of interest (i.e., the moderation research questions). Notably, H1-H3 were not pre-registered, but were implied, and noted prior to any data analyses. There were also two research questions that were not tested in the dissertation. One is the plan to test the 4-way interaction, which was not tested, as has been recommended by experts due to the potential complexity in interpreting such effects (e.g., Darlington & Hayes, 2016). The other was testing of simultaneous path models which will be tested outside of the dissertation. The preregistration can be found in Appendix A.



## Study 1 Methods

### Participants

Participants ( $N = 413$ ) were recruited through the crowdsourcing platform Prolific Academic (PA) and asked to complete a 20-minute online questionnaire for £3.00 (equivalent of \$5CAD). Eligibility was restricted to Canadian users who could complete the study on a desktop computer, and required participants be able to listen to audio. This study received approval from the University of Calgary CFREB (Conjoint Faculties Research Ethics Board; REB22-0784).

### Power Analysis

A desired sample size of 400 participants was ascertained through the results of an a priori power analysis. G\*Power (Faul et al, 2007) was used for the power analysis, specifically – a fixed linear multiple regression model using a small-to-medium effect size (Cohen, 1988), 5 predictors,  $\alpha$  of .05, and power of .80 were selected. The resulting sample size requirement was 327 participants. I aimed to recruit 400 participants to buffer against participant loss (e.g., non-reconsent, withdrawal, failure of attention checks).

### Demographics

The final sample size after preliminary analyses (see below) was composed of 407 participants. The sample was composed of 185 (45.5%) men, 214 (52.6%) women, and 5 (1.2%) non-binary, 2 (.5%) genderfluid. Ethnicity was as follows: 239 white/European (58.7%), 63 East Asian (15.5%), 16 Middle Eastern, North African, and West Asian (3.9%), 15 Black/African American (3.7%), 7 Latin American, South American, and Hispanic (1.7%), 3 Aboriginal Peoples of Canada (.7), 13 Mixed ethnicities (3.2%), 13 other ethnicities (3.2%). One participant did not complete the ethnicity section. The immigration status of participants was composed of 290 born in Canada (71.3%), 108 immigrants (26.5%), 2 refugees (0.5%), and 6 other

immigration statuses (1.5%). Employment status consisted of 330 (81.1%) participants that were currently employed, 56 (13.8%) as not currently employed but had been employed previously, 7 (1.7%) identified as never employed, and 13 (3.2%) preferred not to say, and 1 individual did not respond.

## **Materials and Procedure**

### ***Pre-Manipulation Procedures***

All participants were recruited through Prolific Academic, a crowdsourcing platform that aims to connect researchers with participants, while maintaining strong ethicality around reimbursement, and data quality. A dashboard with available studies and descriptions are available for eligible participants on Prolific Academic. Participants that selected this study were provided with a Qualtrics link and were provided with study details and the information required for informed consent (see Appendix B for the study description and consent forms). Consenting participants provided their Prolific Academic identification number for reimbursement, and then proceeded to complete demographic questions. Next, participants completed a measure of social dominance orientation (Pratto et al, 2006), which was randomly embedded with a larger questionnaire of filler questions (Obasi et al 2009; Ogunbode, 2013), the purpose of which is discussed in subsequent sections.

### ***Experimental Manipulation Audio Recording***

Next, participants were randomly assigned to one of three experimental conditions represented by 3 different sets of audio clips and corresponding verbatim transcripts. The three conditions consisted of recordings of general incivility, selective incivility and no incivility (control). A pilot test with 253 undergraduate psychology students was previously conducted to finalize the content of the audio clips. The purpose of the pilot was to assess whether

participants' perceptions of the characters (i.e., Craig, Trevor, and Anita) in the recordings were as intended. Specifically, perceptions of gender, visible minority status, and immigration status were evaluated. Additionally, this pilot was used to test whether characters explicitly stating of their country of origin (vs. no explicit statement) played a role in participants' perceptions of characters' identities. Results were reviewed descriptively, with explicit descriptions increasing the accuracy of participants' perceptions of the characters. As such, explicit descriptions of characters' country of origin were used in Studies 1 and 2. Additional details about the pilot can be found in Appendix C.

The duration of the condition clips ranged from 5:24 to 5:40 minutes. All audio recordings were created by paid amateur voice actors. Craig and Trevor were created in such a manner as to represent non-minoritized individuals (i.e., group members with dominant social group identities). Craig filled the role of an instigator of workplace incivilities in general and selective incivility conditions, and a neutral group member in the no-incivility condition. Trevor filled the role of target in the general incivility condition, and neutral group member in selective incivility and no-incivility conditions. Anita was created with the aim to represent a minoritized individual at the intersection of multiple marginalized identities (i.e., woman, visible minority, immigrant [born in Iran], having an accent). Anita filled the role of incivility target in the selective incivility condition, and neutral group member in the general incivility and no-incivility conditions. The voice actors' identities were matched to the character they portrayed (i.e., white men born in Canada for the roles of Craig and Trevor, and a visible minority immigrant woman for Anita).

The names used by the actors were selected on the basis of their perceived warmth and competence (Newman et al, 2018), the key dimensions of the Stereotype Content Model (Cuddy

et al, 2008; Fisk, 2018). Specifically, all three names were selected as having similarly perceived warmth and competence, based on work by Newman and colleagues (2018), as these have been shown to have a meaningful impact on how an individual is perceived, and could have an impact on the replicability of research findings. Specifically, on a 5-point Likert scale, with higher scoring indicating greater warmth and competence, Craig was scored 2.94 on warmth, and 3.10 on competence, Trevor was scored 3.13 on warmth, and 3.07 on competence, and Anita was scored 2.90 on warmth, and 3.11 on competence. Feedback for name selection was also provided by the voice actor playing Anita (a native Iranian), in the selection of “Anita”, to ensure this name was used in the Persian vernacular.

The audio clips were created by recording the audio of a zoom call but were created in a manner to create the illusion that the voice actors were all in the same room together. This included the addition of Foley sound effects to enhance the perceived authenticity of the recording (i.e., papers rustling as they were passed back and forth between voice actors, or doors being closed after the research coordinator completed sharing the study instructions with the characters). Audio clips were then edited for quality and consistency using Ocenaudio audio editor.

### **Study 1 Recording Content.**

All audio clips, regardless of condition, were prefaced with a request to listen to the audio clip in full, and that transcripts of the audio would be provided. Participants were encouraged to take note of participants’ names, as they would be asked about them later. Additionally, participants were informed that they would be unable to proceed to the subsequent sections of the questionnaire until after listening to the recording in full. Consistent with this, the

questionnaire was coded such that the “next” button needed to proceed would not appear until the participant had been on the page with the recording for a duration of at least 5 minutes.

All clips contained a recording of a team building group activity engaged in by the actors. All recordings were presented such that the voice actors were undergraduate students who were engaging in a team building activity for the purposes of attaining academic research credits.

The recordings began with a study coordinator introducing the team building activity. The team building activity consisted of the group being provided a basket containing several survival goods (i.e., flint, tarp, etc.), and being asked to collaboratively rank the usefulness of the items and provide a written explanation of how they came up with the ordering. In the recording, all group members were told this activity must be completed within a 5-minute time limit and required to reach consensus among all group members. The groups were then instructed by the study coordinator to first introduce themselves to each other, share information about where they were from, and a couple of interesting facts about themselves, and then proceed with the activity. The research coordinator then leaves the study room.

All 3 characters, Craig, Trevor, and Anita were portrayed as 3<sup>rd</sup> year psychology students. Craig and Trevor identified themselves as being born in Canada, while Anita herself as moving from Iran to Canada for school. All characters shared several ice-breaking facts about themselves (i.e., hobbies or activities they engaged in).

In both incivility conditions, Craig was portrayed as the instigator. Craig’s behaviour in these incivility conditions consisted of interrupting the target, correcting the target’s language, ignoring requests from the target (e.g., Anita/Trevor asking to be handed study instructions but being ignored by Craig), and failing to consult with the target where there would be a normal

expectation to do so. The uncivil behaviours were selected based on a literature review of existing measures of incivility (Cortina et al, 2001; Cortina et al, 2013; Spector & Jex, 1998; Daniels & Thornton, 2019; Lim & Teo, 2009; Martin & Hine, 2005; Porath & Pearson, 2012), which aimed to select behaviours that would fit well within the context specific study, and were not deemed to be too overtly hostile (i.e., fit the Andersson & Pearson's 1999 definition of workplace incivility as being low-grade deviant behaviour with ambiguous intent to harm the target, that violate norms of respectful behaviour). The target of uncivil behaviours varied based on condition, with Trevor (i.e., the non-minoritized group member) being targeted by Craig in the general incivility condition, and Anita (i.e., the minoritized group member) being targeted in the selective incivility condition. The content and quantity of uncivil behaviours engaged in by Craig did not differ between either incivility condition but differed by target. In both incivility conditions the non-target/non-instigator (i.e., Anita in the general incivility condition, and Trevor in the selective incivility condition) engaged with both the instigator and the target without incivility and are not directly targeted by the instigator (e.g., the instigator does not interrupt the non-target).

In the no incivility (control) condition, the same tasks were engaged in by all participants in a civil manner, characterized by respectful, polite, and decent behaviours (i.e., engaged in the same activities without the incivilities stemming from Craig). Full transcripts of the recordings can be found in Appendix D.

### ***Post-Manipulation Procedures***

Upon listening to one of the manipulation audio clips, the participants were directed to the first of two attention checks. The first attention check queried participants about the activity the group in the audio clip had been engaged in. Next, participants completed post-manipulation

measures of incivility detection for each target. Participant responses to these measures were key for subsequent survey logic (i.e., what other measures participants were shown [versus skipped]; see additional details in the subsequent measures section). Specifically, if participants identified one of the characters in the recording as experiencing incivility, they were later provided additional measures. Following this, the second attention check was included, querying participants for careful reading.

Next, if participants had previously indicated that any group member had experienced incivility, they were queried about each potential source of that incivility (e.g., if participants indicated that Trevor was treated uncivilly, they were prompted to assess the to which degree did Craig engage in those behaviours toward Trevor, and the degree to which Anita engaged in those behaviours toward Trevor). If participants detected any incivility with an instigator-target dyad (i.e., incivility detection), they were prompted to indicate the degree to which they perceived a variety of phenomena as motivating the instigator's behaviour toward that target. The different potential phenomena driving the uncivil consisted of both prejudicial (e.g., sexism) and generalized negative (e.g., having a "bad day") motivations, and subsequently were used to form two measures of motivation (i.e., prejudicial and generalized negative motivations). After being queried regarding the motivations of the instigator-target dyads, participants were asked to consider the disrespectful behaviours they had observed within those dyads and asked to complete a measure rating their personal behavioural intervention intentions (e.g., were they likely to pretend they didn't witness the incident, were they likely to ask the perpetrator of the behaviours to refrain from the uncivil behaviours). The procedure of measuring incivility detection, perceptions of perpetrator motivations, and behavioural intervention intentions were repeated for all dyads for which participants had indicated incivility.

Upon completing these post-manipulation measures, participants were debriefed, and provided with the purposes of the study (i.e., assessment of whether participants varied in their detection of the two types of incivility [general versus selective], their perceptions of the motivations of the perpetrator, and the nature of their intentions to intervene). Participants were also debriefed regarding study deception, and informed that the recordings were not real, but created for the purposes of the study. Last, participants were asked to re consent to the use of their data (see Appendix E for debrief and re consent).

### **Study 1 Measures**

The following measures were completed by participants in the following order. A full description of these measures can be found in Appendix F.

#### ***Pre-Manipulation Measures***

**Demographics.** Age, gender, ethnicity, immigration status, and previous employment status were assessed.

#### ***Moderators***

**Social Dominance Orientation.** SDO was assessed using the 16-item SDO6 (Pratto et al, 2006). Participants were asked to read a series of statements and indicate their level of agreement (or disagreement) with those statements. A sample item for the SDO6 is “In getting what your group wants, it is sometimes necessary to use force against groups” (1 [*Strongly Disagree/Disapprove*] to 5 [*Strongly Agree/Favour*]). Internal consistency reliability was assessed for SDO using Cronbach’s alpha after reverse coding relevant questions. The SDO6 had excellent internal consistency (Study 1  $\alpha = .94$ , Original Study  $\alpha = .83$ ).



**Filler Questions.** I employed an approach to limit response biases and minimize participants' demand characteristics by interspersing unrelated questions. A total of 15 filler questions from the Worldview Analysis Scale (Obasi et al, 2009; 9 items), and the New Ecological Paradigm scale (Ogunbode, 2013; 5 items) were randomly positioned within the moderator question matrix. Specifically, these questions aimed to reduce the likelihood that participants would be able to clearly discern the constructs of interest, to minimize the likelihood of receiving responses based on social desirability or perceived researcher expectations. A sample filler item from Obsai and colleagues (2009) is Worldview Analysis Scale is "Being involved in a community is very important to me" (1 [*Strongly Disagree/Disapprove*] to 5 [*Strongly Agree/Favour*]). A sample item from Ogunbode's (2013) New Ecological Paradigm scale is, "Human destruction of the environment has been greatly exaggerated" 1 [*Strongly Disagree/Disapprove*] to 5 [*Strongly Agree/Favour*].

### ***Post-manipulation measures***

**Attention Check 1.** A total of 2 attention checks were employed during the study. The first attention check was positioned immediately after the manipulation (i.e., audio clip), and queried participants about what task the group members in the manipulation had been engaged in. Failure of an attention check (e.g., either attention check 1 or 2) resulted in the case being excluded from analysis.

**Incivility Detection.** Participants were asked to complete a 15-item measure of communication incivility, closely adapted from Cameron & Webster (2011). Participants were asked to indicate their level of agreement with a series of statements about how each character in the recording was treated. A total of 5 questions per character were included, with 4 questions indicating positive statements (sample item: "Trevor was treated in a polite manner", 1 [*Not at*

*all*] to 5 [*Completely*]), and one negative statement (sample item: “Trevor was treated rudely” 1 [*Not at all*] to 5 [*Completely*]). Mean scores (after reverse coding such that higher scores corresponded to greater incivility detection) for each of the 5 questions per character were used to form 3 measures of *incivility detection* (one for each character). Internal consistency reliabilities were calculated using Cronbach’s alpha for each character, producing good to excellent reliabilities (incivility toward Craig  $\alpha = .85$ ; incivility toward Trevor  $\alpha = .97$ ; incivility toward Anita  $\alpha = .96$ ). These three incivility detection questions were used as a manipulation check.

The incivility detection measures were key for survey logic (i.e., what subsequent questions would appear for a participant), with any response by a participant indicating anything other than fully civil behaviours towards a target (i.e., any response on the rudeness question other than “Not at all”, or anything other than “Completely” for the positive statements) triggering additional questions on incivility source – detailed below.

**Attention Check 2.** A second attention check assessed whether a participant was carefully reading questions and responses (Sample item: “This question is designed to test whether you are carefully reading the questions and answers. If you are carefully reading the study questions, please select ‘strongly disagree’ below”).

**Incivility Source.** If a participant indicated that any individual in the recording was targeted with incivility (i.e., any indication of rude treatment, or anything less than complete civility on incivility detection), they were prompted with two additional questions (per target) assessing the source of that incivility. For example, if a participant indicated that Anita had been targeted with any rude treatment on the incivility detection measure, they were asked both “To what degree did Craig engage in behaviours that were impolite, rude, disrespectful, and/or

undignified toward Anita”, (1 [*Not at all*] to 5 [*Completely*]) and “To what degree did Trevor engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Anita”, (1 [*Not at all*] to 5 [*Completely*]). If a participant indicated that a character engaged in uncivil behaviour toward the target, they were prompted with additional questions surrounding the instigator’s motivations for uncivil behaviour in that dyad, followed by questions regarding intentions to intervene (see below). If a participant indicated that a character did not engage in uncivil behavior, no further questions were asked about that dyad. This methodology was employed to limit respondent burden for the remainder of the questionnaire and ensure questions asked were relevant to the participant (i.e., participants would otherwise have needed to complete the subsequent questions on incivility motivation, and intervention intentions for all dyads, even if they felt that no incivility had occurred in that dyad).

To reiterate, these incivility direction questions were used to direct survey logic, such that participants answered only the subsequent incivility motivation and intervention intentions questions for the dyad(s) where incivility was detected. These questions were not directly used for subsequent analyses.

**Incivility Motivation.** Once a participant had identified dyads in which they perceived incivility as having occurred, they were prompted with questions querying the motivations of the instigator in that dyad. A sample item is “Please indicate the degree to which you perceive each of the phenomenon as motivating Craig’s behaviour toward Trevor by selecting a number from 1 to 5 on the scale below” (1 [*Not at all*] to 5 [*Very much*]). The phenomena that were included consisted of 4 prejudicial motivations (e.g., sexism, racism, anti-immigrant attitudes, and islamophobia), and 6 generalized negative motivations (e.g., impatience, sleep deprivation, having a general rude disposition, having a “bad day”, and distraction). Participants were also

permitted to optionally write in another reason (i.e., fill in the blank), if they felt there were additional motivations that were not listed but they felt had contributed to the instigator's behaviour<sup>1</sup>.

Together, these questions formed two separate measures, *prejudicial motivations* and *generalized negative motivations*. First, the prejudicial motivation measure was constructed such that scores for each of the 4 respective prejudicial motivations (i.e., sexism, racism, anti-immigrant attitudes, and Islamophobia) were combined into a mean score for the focal-dyad in which incivility was expected. The focal-dyad for the selective incivility condition was Craig (instigator) and Anita (target), and the focal-dyad for the general incivility condition was Craig (instigator) and Trevor (target). For the control condition, the prejudicial motivations measure consisted of the mean score for the 4 prejudicial motivations (combined) for all pairwise combinations of dyads (e.g., Craig [instigator] to Anita [target], Trevor [instigator] to Anita [target], Anita [instigator] to Craig [target] etc.).

Second, the generalized negative motivation measure was constructed such that scores for each of the 6 generalized negative motivations (i.e., impatience, sleep deprivation, general rude disposition, having a "bad" day, distraction, and having a disagreeable personality) were combined into a mean score for the focal-dyad. The focal-dyad for the selective incivility condition was Craig (instigator) and Anita [target], and the focal-dyad for the general incivility condition was Craig (instigator) and Trevor (target) in which incivility was expected. For the control condition, the generalized negative motivations measure consisted of the mean score of the 6 generalized negative motivations (combined) for all pairwise combinations of dyad (e.g., Craig [instigator] to Anita [target], Trevor [instigator] to Anita [target], Anita [instigator] to Craig [target] etc.)<sup>2</sup>

**Intervention Intentions.** For any instigator-target dyads where participants indicated incivility occurred, participants were queried with an 8-item measure of intervention intentions, adapted from Bowes-Sperry and Powell (1999). This measure asked participants to consider the instigator's disrespectful behaviour toward the target and determine whether and how they would intervene. A sample item is "Thinking about Craig's disrespectful behaviour toward Anita, I would provide emotional support to Anita" (1 [*Strongly disagree*] to 5 [*Strongly agree*]). This 8-item measure was repeated for all dyads where incivility was perceived to have been present. Each of these 8 behavioural intentions (i.e., Pretending they did not witness the incivility, asking the victim for clarification, asking the instigator for clarification, providing emotional support, reporting the incident to someone higher in authority, reporting to an anonymous hotline, testifying as a witness, and asking the instigator to refrain from their behaviours) were explored as individual outcome variables in the subsequent analyses.

A similar process for measure construction to the motivation measures above was applied. Specifically, scores for each individual behaviour intention (i.e., pretending not to have witnessed the incivility), were constructed such that participants' mean scores for each behaviour were generated for each focal-dyad in which incivility was expected. The focal-dyad for the selective incivility condition was Craig [instigator] and Anita [target], and the focal-dyad for the general incivility condition was Craig [instigator] and Trevor [target]. For the control condition, the mean score on that intervention intention consisted of all pairwise combinations of dyads.

## **Study 1 Results**

### **Study 1 Preliminary Analyses**

#### ***Attention Check Failures and Reconsent***

For all variables on multi-item scales, mean scores were computed in SPSS after all relevant reverse coding was applied. A total of 5 participants failed attention check 2 (i.e., asking participants to select ‘strongly disagree’), no participants failed attention check 1. One participant did not consent. These 6 participants were excluded from subsequent analyses.

### *Statistical Assumption Testing*

The statistical assumptions for linear regression were assessed to ensure that OLS regression was a suitable analysis. The testing of these assumptions can be found in Appendix G.

### *Outliers*

To identify outliers, I first differentiated between error outliers versus outliers of interest (see Leys et al, 2019 for further discussion). Error outliers were operationalized as datapoints or cases that had values existing due to data recording errors, impossible values, or other non-legitimate reasons. Interesting outliers consist of datapoints that are a magnitude different from others in the wider dataset but are not due to any of the errors laid out above. Indeed, such datapoints can provide interesting and important information about a phenomenon (Aguinis et al, 2013; Cohen et al, 2003). I did not identify any error outliers in the dataset based on visual inspection. I identified interesting outliers by saving all applicable variables in their standardized form to determine whether any z-scores exceeded 3 standard deviations from the mean. A total of 14 outliers were identified. Analyses were conducted with and without these outliers, consistent with our pre-registration, to determine if they had a meaningful effect on our results. Most results did not differ, with only three moderation analyses changing around the Bonferroni corrected alpha level (i.e., values crossing the threshold of  $p \leq .004$  in either direction); the detail of these differences can be found in Appendix H.

### *Contrast coding*

The experimental manipulation was represented using orthogonal contrast coding. Orthogonal contrast coding allows for the comparison of conditions or groups of conditions with one another (Rosenthal et al, 2000). I tested whether the relationships between the orthogonal Helmert contrasts (X1; general and selective incivility combined vs. control, [-.66, .33, .33], X2; general vs. selective incivility, [-.50, .50]) and any outcome (i.e., incivility detection, incivility motivation, and intervention intentions) were moderated by gender, ethnicity, or SDO. These analyses were conducted using the Process macro (Hayes, 2022) for SPSS. Using Process's "model 3", interaction terms between the contrasts and pairs of moderators (i.e., SDO and Gender, SDO and Ethnicity, and Ethnicity and Gender) were created, and then the outcome variable was separately regressed on the contrasts, the moderators, and their interactions (two-way interactions, a three-way interaction). Given the large number of interactions tested, Bonferroni corrections based on the number outcome variables (i.e., incivility detection = 3, incivility motivation = 2, and intervention intentions = 8), we employed a corrected *p*-value of .004. In line with recommendations from Hayes (2022), I only examined interactions; simple effects were not interpreted within moderation analyses. Any interactions that did not meet our corrected *p*-value of .004 should be interpreted with caution.

**Table 1. Study 1 Aggregated and Disaggregated Descriptive Statistics**

	Collapsed Across Conditions							Control			General Incivility			Selective Incivility		
	N	Min	Max	Mean	Std. Dev	Skew.	Kurt.	N	Mean	Std. Dev	N	Mean	Std. Dev	N	Mean	Std. Dev
Gender (Dichotomized)	406	0	1	0.54	0.50	-0.18	-1.98	135	0.55	0.50	135	0.56	0.50	135	0.53	0.50
Ethnicity (Dichotomized)	406	0	1	0.41	0.49	0.36	-1.88	135	0.44	0.50	135	0.39	0.49	135	0.41	0.49
Social Dominance Orientation	405	1	7	2.26	1.09	0.95	0.78	135	2.36	1.12	135	2.32	1.10	135	2.11	1.02
Incivility Detection (Craig)	396	1	5	1.58	0.68	1.50	3.18	132	1.42	0.56	130	1.81	0.82	134	1.51	0.58
Incivility Detection (Trevor)	395	1	5	2.26	1.34	0.71	-0.95	132	1.43	0.58	129	3.92	0.82	134	1.46	0.56
Incivility Detection (Anita)	395	1	5	2.50	1.36	0.44	-1.24	132	1.45	0.63	129	1.87	0.72	134	4.14	0.61
Prejudicial Motivations	405	1	5	2.01	1.26	0.94	-0.50	135	1.09	0.31	135	1.51	0.69	135	3.43	1.05
Generalized Negative Motivations	405	1	4	2.10	0.99	0.26	-1.29	135	1.11	0.34	135	2.76	0.81	135	2.43	0.79
Intervention Intentions (Did not Witness)	289	1	5	1.84	0.89	1.02	0.79	33	2.25	0.87	124	1.92	0.97	132	1.65	0.78
Intervention Intentions (Clarify with Victim)	289	1	5	3.30	1.30	-0.37	-0.96	33	2.96	1.11	124	3.35	1.30	132	3.34	1.33
Intervention Intentions (Clarify with Instigator)	289	1	5	3.14	1.28	-0.22	-1.01	33	2.91	1.29	124	3.30	1.23	132	3.05	1.32
Intervention Intentions (Emotional Support)	289	1	5	3.96	1.02	-0.87	0.22	33	3.24	1.07	124	3.94	0.95	132	4.17	0.98
Intervention Intentions (Report to Higher Authority)	289	1	5	2.97	1.32	0.06	-1.09	33	2.20	1.18	124	2.86	1.25	132	3.27	1.34
Intervention Intentions (Call Hotline)	289	1	5	2.07	1.22	1.06	0.23	33	1.90	1.05	124	1.95	1.21	132	2.22	1.26
Intervention Intentions (Testify as Witness)	289	1	5	3.26	1.30	-0.28	-1.02	33	2.60	1.27	124	3.18	1.26	132	3.51	1.29
Intervention Intentions (Ask Instigator to Refrain)	289	1	5	3.93	1.14	-0.91	0.01	33	3.02	1.17	124	3.96	1.10	132	4.14	1.05

Notes: Std. Dev = Standard Deviation. Skew. = Skewness. Kurt. = Kurtosis



### **Direct Effects of the Manipulation**

The direct effects of the contrasts on each outcome variable (i.e., incivility detection toward each character, prejudicial motivations, generalized negative motivations, and each of the intervention intentions) was tested separately. Each outcome variable was regressed on contrast 1 (X1) and contrast 2 (X2). A summary of these direct effects can be found in Table 2. Briefly, several of the direct effects of the manipulation on outcome variables are outlined below.

When detection of incivility toward Trevor (non-minoritized target) was regressed on X1 and X2, results indicated greater detection of incivility toward Trevor in the incivility conditions (combined) versus no incivility condition. Additionally, greater detection of incivility toward Trevor was found in the general (*vs.* selective) incivility condition. When exploring detection of incivility toward Anita (minoritized target), results indicated greater detection of incivility toward Anita in the incivility conditions (combined) versus no incivility condition. Greater detection of incivility toward Anita was found in the selective incivility (*vs.* general incivility) condition. Together, these results indicate that the manipulation had the expected effects on the outcomes of interest.

When exploring the effects of the contrasts on prejudicial motivations, results indicated greater perceived prejudicial motivations in the incivility conditions (combined) versus no incivility condition. Participants also perceived greater prejudicial motivations in the selective (*vs.* general) incivility condition. When exploring generalized negative motivations, results indicated greater perceived generalized negative motivations in the incivility conditions (combined) versus no incivility condition. Participants also perceived greater generalized negative motivations in the general (*vs.* selective) incivility condition.

When exploring the direct effects of the manipulation on the individual intervention intentions, participants were more likely to intend to provide emotional support to the target, report the behaviour to an authority figure, testify as a witness in an investigation of the incident, and ask the instigator of the incivilities to refrain in the incivility conditions (combined) versus no incivility condition. Participants were also more likely to report intentions to pretend they did not witness the incident in the general (*vs.* selective) incivility condition. Additionally, participants were more likely to intend to report the incident to an authority figure or testify as a witness in an investigation of the incident in the selective (*vs.* general) incivility condition.

**Table 2. Study 1 Direct Effects of Manipulation**

Criterion	Predictor	<i>b</i>	<i>SE</i>	<i>B</i>	<i>t</i>	95% CI
Incivility Detection (Craig)	X1	0.24	0.07	0.17	3.36***	0.10, 0.38
	X2	-0.30	0.08	-0.18	-3.64***	-0.46, -0.14
Incivility Detection (Trevor)	X1	1.26	0.07	0.44	17.74***	1.12, 1.40
	X2	-2.46	0.08	-0.75	-30.03***	-2.62, -2.30
Incivility Detection (Anita)	X1	1.56	0.07	0.54	22.38***	1.42, 1.70
	X2	2.27	0.08	0.68	28.15***	2.11, 2.42
Prejudicial Motivations	X1	1.39	0.08	0.52	17.61***	1.23, 1.54
	X2	1.91	0.09	0.62	21.08***	1.74, 2.09
Generalized Negative Motivations	X1	1.49	0.07	0.71	20.67***	1.35, 1.63
	X2	-0.33	0.08	-0.14	-3.98***	-0.49, -0.17
Intervention Intentions (Did Not Witness)	X1	-0.47	0.16	-0.17	-2.88**	-0.79, -0.15
	X2	-0.27	0.11	-0.14	-2.45*	-0.48, -0.05
Intervention Intentions (Clarify with Victim)	X1	0.39	0.24	0.10	1.61	-0.09, 0.86
	X2	-0.01	0.16	0.00	-0.04	-0.32, 0.31
Intervention Intentions (Clarify with Instigator)	X1	0.26	0.24	0.07	1.11	-0.20, 0.73
	X2	-0.25	0.16	-0.09	-1.54	-0.56, 0.07
Intervention Intentions (Emotional Support)	X1	0.81	0.18	0.25	4.45***	0.45, 1.16
	X2	0.23	0.12	0.11	1.89	-0.01, 0.47
Intervention Intentions (Report to Higher Position)	X1	0.87	0.24	0.21	3.66***	0.40, 1.36
	X2	0.40	0.16	0.14	2.51*	0.09, 0.72
Intervention Intentions (Call Hotline)	X1	0.19	0.23	0.05	0.84	-0.25, 0.63
	X2	0.27	0.15	0.10	1.77	-0.03, 0.57
Intervention Intentions (Testify as Witness)	X1	0.74	0.24	0.18	3.15**	0.28, 1.21
	X2	0.33	0.16	0.12	2.07*	0.02, 0.64
Intervention Intentions (Ask Instigator to Refrain)	X1	1.03	0.20	0.29	5.09***	0.63, 1.42
	X2	0.18	0.14	0.07	1.30	-0.09, 0.44

**Notes:** *b* = Unstandardized beta coefficient. *SE* = Standard error. *B* = Standardized beta coefficient. CI = confidence interval. *N* = 289-405. \*  $\leq .05$ , \*\*  $\leq .01$ , \*\*\*  $\leq .001$ .

## Moderation Testing

Moderation analyses were conducted using the Process macro for SPSS (Hayes, 2022). Given the large number of interactions tested, Bonferroni corrections were employed based on the number of outcome variables (i.e., incivility detection = 3, incivility motivations = 2, and intervention intentions = 8). Only those that exceeded the Bonferroni corrected alpha of .004 (i.e., the commonly applied alpha of .05 divided by the number of outcome variables tested;  $.05/13 = .004$ ) will be detailed below.

In order to test whether participants higher (or lower) on SDO, belonging to different ethnic backgrounds (i.e., dichotomized white vs. non-white), or gender (i.e., men vs. non-men) influence the direction or magnitude of effects of the experimental conditions on incivility detection, perceived motivations of the instigator, or intervention intentions, a series of moderation analyses were conducted. Specifically, each individual outcome variable was regressed on X1 and X2 contrasts, moderators (i.e., two moderators per model), two-way interaction terms of X1 and moderator interaction terms (i.e., two per model; X1\*SDO, X1\*Ethnicity), two-way interaction terms of X2 and moderator interaction terms (i.e., 2 per model; X2\*SDO, X2\*Ethnicity), the three-way interaction terms for X1 and both moderators (e.g., X1\*SDO\*Ethnicity), and the three-way interaction term for X2 and both moderators (e.g., X2\*SDO\*Ethnicity). For each outcome variable, pairs of moderators were tested (i.e. SDO and Ethnicity, SDO and Gender, Ethnicity and Gender), meaning at minimum 3 models for each outcome variable were produced. Four-way interactions were not tested, as they are extremely challenging to interpret (Darlington & Hayes, 2016).

In light of models with a non-significant three-way interaction but a statistically significant two-way interaction (e.g., X2\*SDO\*Ethnicity is non-significant, but X2\*SDO is

significant), follow-up moderation analyses were conducted with the outcome variable regressed on contrast X1 and contrast X2, the moderator, and the interaction terms between X1 contrast and the moderator, and the X2 contrast and moderator. These models excluded the three-way interaction, and second moderators with the aim of clarifying the nature of the interaction.

Moderation hypotheses were only supported for two outcome variables: prejudicial motivations and intent to pretend that one did not witness incivility. Therefore, these are the only results reported below. For the interested reader, I have reported all interactions tested in Appendix I, including the generation of figures for interactions with  $p \leq .05$ , but these should be interpreted with caution due to inflated family-wise error rate.

### ***The role of experimental conditions, SDO, and Ethnicity on Prejudicial Motivations***

A model testing the relationship between incivility conditions and the degree to which participants' identified incivility motivation as prejudicial, with SDO and ethnicity as potential moderators was tested,  $F(11, 393) = 77.77, R^2 = .69, p < .001$ . A significant interaction (i.e.  $p \leq .004$ ) was identified between X1 (general + selective incivility vs. control) and SDO,  $b = -.29, SE = .08, t = -3.47, p = .001, 95\% CI (-0.46, -0.13)$ . Additional details can be found in Table 3 and visualization of the interaction can be found in Figure 1.

A follow-up regression was conducted to examine the significant two-way interaction between the X1 contrast and SDO from the initial model whereby X1, X2, SDO, and the interaction between the contrasts and SDO were regressed on prejudicial motivations. The X1 interaction with SDO remained statistically significant,  $b = -0.19, SE = 0.07, t = -2.71, p = .007, 95\% CI (-0.33, -0.05)$ . Conditional effects were tested: at one standard below the mean for SDO, the relationship between X1 and prejudicial motivations was statistically significant,  $b = 1.58, SE = 0.11, t = 14.23, p < .001, 95\% CI (1.36, 1.80)$ . At mean values of SDO, the relationship

between X1 and prejudicial motivations was statistically significant,  $b = 1.37$ ,  $SE = 0.08$ ,  $t = 17.68$ ,  $p < .001$ , 95% CI (1.22, 1.53). At one standard deviation above the mean for SDO, the relationship between X1 and prejudicial motivations was statistically significant,  $b = 1.17$ ,  $SE = 0.11$ ,  $t = 10.90$ ,  $p < .001$ , 95% CI (0.96, 1.38). This can be interpreted as a magnitude effect, such that participants in the incivility conditions combined (*vs.* control) more strongly perceived the instigator's motivations as prejudicial, however this effect was weaker as SDO increased. Additional details can be found in Table 4, with visualization of the interaction in Figure 2.

In Figure X, it appears that prejudicial motivations are stable across levels of SDO, but that there is a negative relationship between SDO and prejudicial motivations (i.e., those higher in SDO perceive lower prejudicial motivations) in both of the incivility conditions. Follow-up analyses whereby the predictor (i.e. experimental conditions) and moderator (i.e. SDO) “flipped” positions (i.e., condition as moderator and SDO as predictor) was conducted to further clarify the interaction. As described above, SDO had no significant effect on prejudicial motivations in the control condition ( $p = .681$ ), but a negative relationship with prejudicial motivations in the general ( $b = -0.12$ ,  $p = .047$ ) and selective incivility ( $b = -0.22$ ,  $p < .001$ ) conditions. Of course, as demonstrated in Table 3, there was also an overall pattern whereby, regardless of SDO, participants ascribed incivility to prejudicial motivations more so in the selective versus general incivility condition.

A follow-up regression was also conducted to examine the significant two-way interaction between X2 contrast and ethnicity from the initial model, whereby X1, X2, ethnicity, and the interaction between the contrasts and ethnicity were regressed on prejudicial motivations. The X2 interaction with ethnicity remained statistically significant,  $b = 0.42$ ,  $SE = 0.18$ ,  $t = 2.25$ ,  $p = .025$ , 95% CI (0.05, 0.78). Conditional effects were tested, when the ethnicity of participant

was white, results were statistically significant,  $b = 1.74$ ,  $SE = 0.12$ ,  $t = 14.98$ ,  $p < .001$ , 95% CI (1.52, 1.97). When participant ethnicity was non-white, results were also statistically significant,  $b = 2.16$ ,  $SE = 0.14$ ,  $t = 15.14$ ,  $p < .001$ , 95% CI (1.88, 2.44). This can be interpreted as a magnitude effect, such that participants in the selective (*vs.* general) condition more strongly perceived the instigator's motivations as prejudicial, however this effect was weaker for white participants.

In Figure 3, it appears that in the general incivility condition, prejudicial motivations are consistent across white and non-white participants. It does appear, however, that there is a difference on prejudicial motivations between white and non-white participants in the selective incivility condition. Follow-up analyses whereby the predictor (*i.e.*, experimental conditions) and moderator (*i.e.*, ethnicity) “flipped” positions (*i.e.*, condition as moderator and ethnicity as predictor) was conducted to further clarify the interaction. Ethnicity did not have a relationship with prejudicial motivations in the general incivility condition ( $p = .672$ ) but did in the selective incivility condition ( $b = .36$ ,  $p = .006$ ). This can be interpreted such that non-white participants were more likely to attribute prejudicial motivations to the instigator in the selective incivility condition. Of course, as demonstrated in Table 5, there is also an overall pattern whereby, regardless of ethnicity, participants ascribed incivility to prejudicial motivations more so in the selective versus general incivility condition.

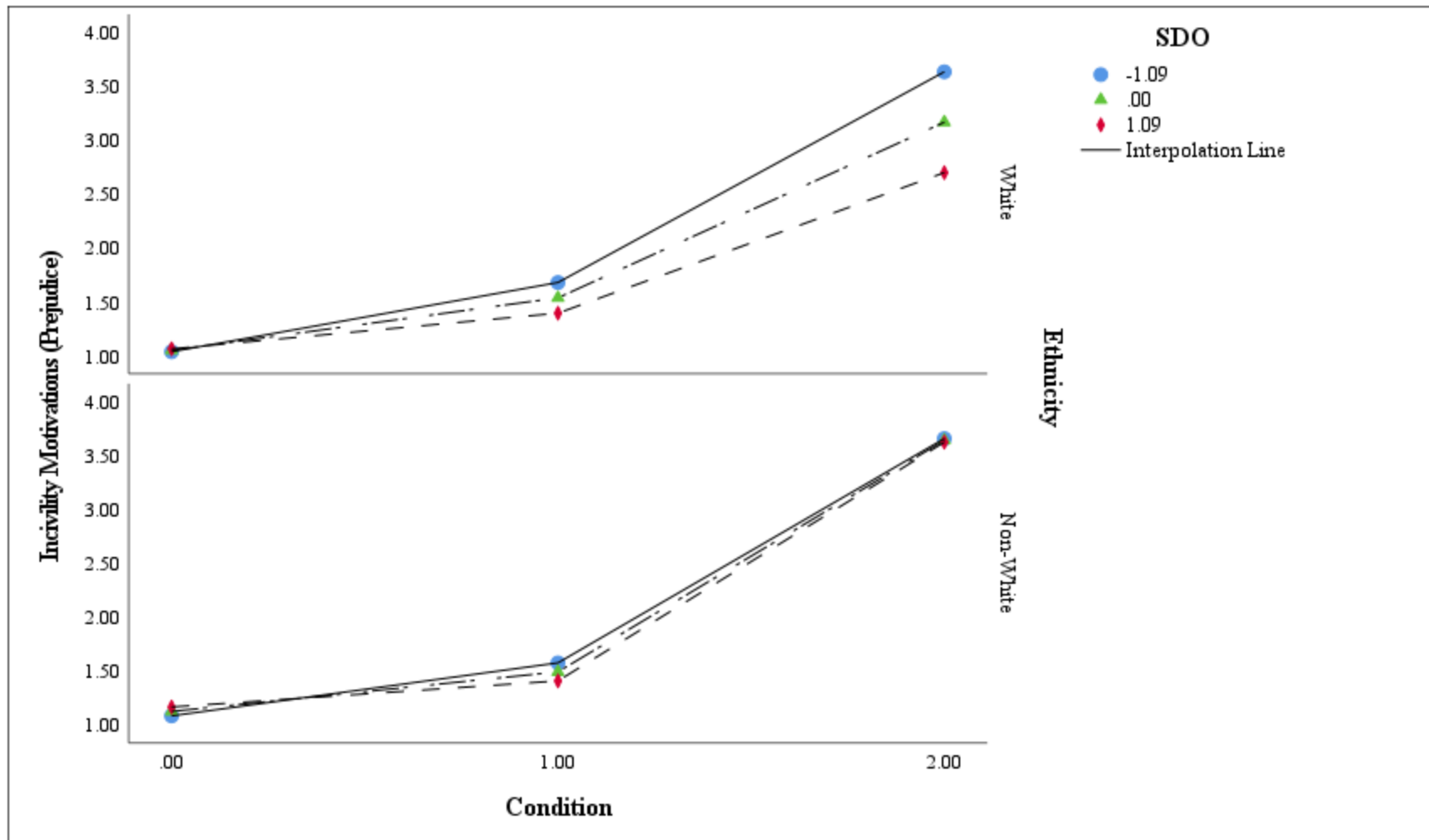
**Table 3. Regression for Incivility Motivation (Prejudice) and contrasts with SDO and Ethnicity as moderators**

Criterion	Predictor	<i>b</i>	SE	<i>t</i>	<i>p</i>	LLCI	ULCI
Incivility Motivation (Prejudice)	constant	1.92	0.05	40.69	<.001	1.82	2.01
	X1	1.30	0.10	12.96	<.001	1.10	1.50
	X2	1.63	0.11	14.18	<.001	1.40	1.86
	SDO	-0.18	0.04	-4.39	<.001	-0.27	-0.10
	X1*SDO	-0.29	0.08	-3.46	<b>.001</b>	-0.46	-0.13
	X2*SDO	-0.30	0.11	-2.81	<b>.005</b>	-0.51	-0.09
	Ethnicity	0.17	0.07	2.31	.021	0.03	0.31
	X1*Ethnicity	0.14	0.15	0.90	.368	-0.16	0.44
	X2*Ethnicity	0.52	0.18	2.87	<b>.004</b>	0.16	0.87
	SDO*Ethnicity	0.17	0.07	2.34	<b>.020</b>	0.03	0.30
	X1*SDO*Ethnicity	0.21	0.15	1.41	.161	-0.08	0.50
X2*SDO*Ethnicity	0.36	0.17	2.09	<b>.037</b>	0.02	0.70	
SDO = -1SD	X1	1.62	0.13	12.09	<.001	1.36	1.88
Ethnicity = White	X2	1.95	0.15	12.97	<.001	1.66	2.25
SDO = -1SD	X1	1.53	0.19	8.06	<.001	1.16	1.91
Ethnicity = Non-White	X2	2.08	0.21	9.84	<.001	1.67	2.50
SDO = Mean	X1	1.30	0.10	12.96	<.001	1.10	1.50
Ethnicity = White	X2	1.63	0.11	14.18	<.001	1.40	1.86
SDO = Mean	X1	1.44	0.12	12.24	<.001	1.21	1.67
Ethnicity = Non-White	X2	2.15	0.14	15.45	<.001	1.87	2.42
SDO = +1SD	X1	0.98	0.14	7.10	<.001	0.71	1.25
Ethnicity = White	X2	1.30	0.17	7.48	<.001	0.96	1.65
SDO = +1SD	X1	1.35	0.16	8.23	<.001	1.03	1.67
Ethnicity = Non-White	X2	2.22	0.19	11.41	<.001	1.83	2.60

Notes: *N* = 405. SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis. *b* = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval.



Figure 1. Interaction between contrasts, SDO, and ethnicity on prejudicial incivility motivations



Notes: Condition 0 = No Incivility, Condition 1 = General Incivility, Condition 2 = Selective Incivility.

**Table 4. Follow-up interaction between X1 contrast and SDO on prejudicial incivility motivations**

<b>Criterion</b>	<b>Predictor</b>	<b><i>b</i></b>	<b>SE</b>	<b><i>t</i></b>	<b><i>p</i></b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Motivation (Prejudice)	constant	2.00	0.04	54.57	<.001	1.93	2.07
	X1	1.37	0.08	17.68	<.001	1.22	1.53
	X2	1.87	0.09	20.82	<.001	1.69	2.05
	SDO	-0.11	0.03	-3.11	.002	-0.17	-0.04
	X1*SDO	-0.19	0.07	-2.71	.007	-0.33	-0.05
	X2*SDO	-0.11	0.08	-1.27	.203	-0.27	0.06
SDO = -1SD	X1	1.58	0.11	14.23	<.001	1.36	1.80
	X2	1.99	0.13	15.89	<.001	1.74	2.23
SDO = Mean	X1	1.37	0.08	17.68	<.001	1.22	1.53
	X2	1.87	0.09	20.82	<.001	1.69	2.05
SDO = +1SD	X1	1.17	0.11	10.90	<.001	0.96	1.38
	X2	1.75	0.13	13.31	<.001	1.50	2.01

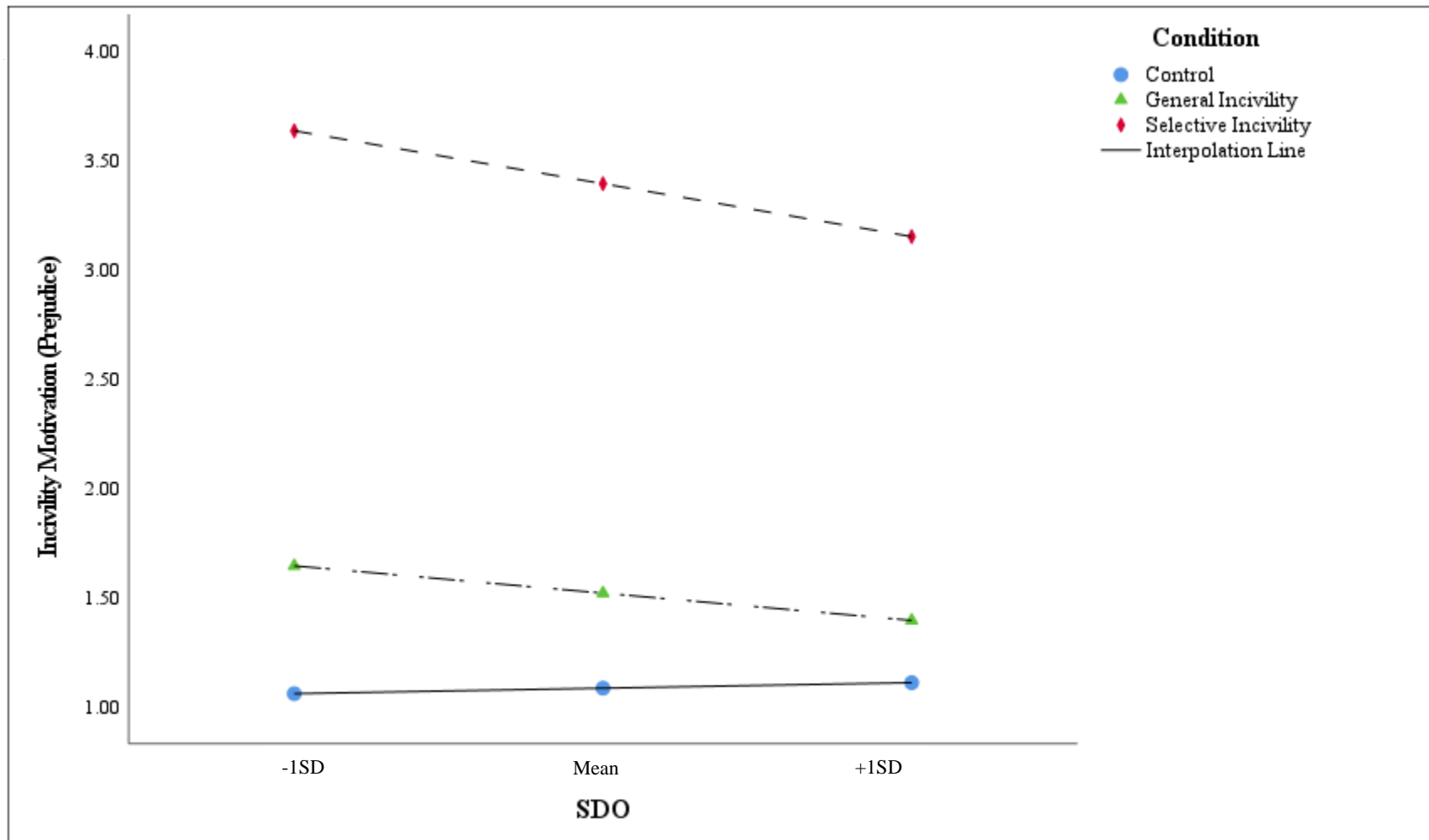
Notes:  $N = 405$ . SDO = Social Dominance Orientation. SDO was mean centered prior to analysis.  $b$  = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval.

**Table 5. Follow-up interaction between X2 contrast and ethnicity on prejudicial incivility motivations**

Criterion	Predictor	<i>b</i>	SE	<i>t</i>	<i>p</i>	LLCI	ULCI
Incivility Motivation (Prejudice)	constant	1.96	0.05	40.69	<.001	1.86	2.05
	X1	1.36	0.10	13.18	<.001	1.16	1.56
	X2	1.74	0.12	14.98	<.001	1.52	1.97
	Ethnicity	0.13	0.07	1.72	.086	-0.02	0.28
	X1*Ethnicity	0.07	0.16	0.44	.659	-0.24	0.38
	X2*Ethnicity	0.42	0.18	2.25	<b>.025</b>	0.05	0.78
Ethnicity = White	X1	1.36	0.10	13.18	<.001	1.16	1.56
	X2	1.74	0.12	14.98	<.001	1.52	1.97
Ethnicity = Non-White	X1	1.43	0.12	11.90	<.001	1.19	1.66
	X2	2.16	0.14	15.14	<.001	1.88	2.44

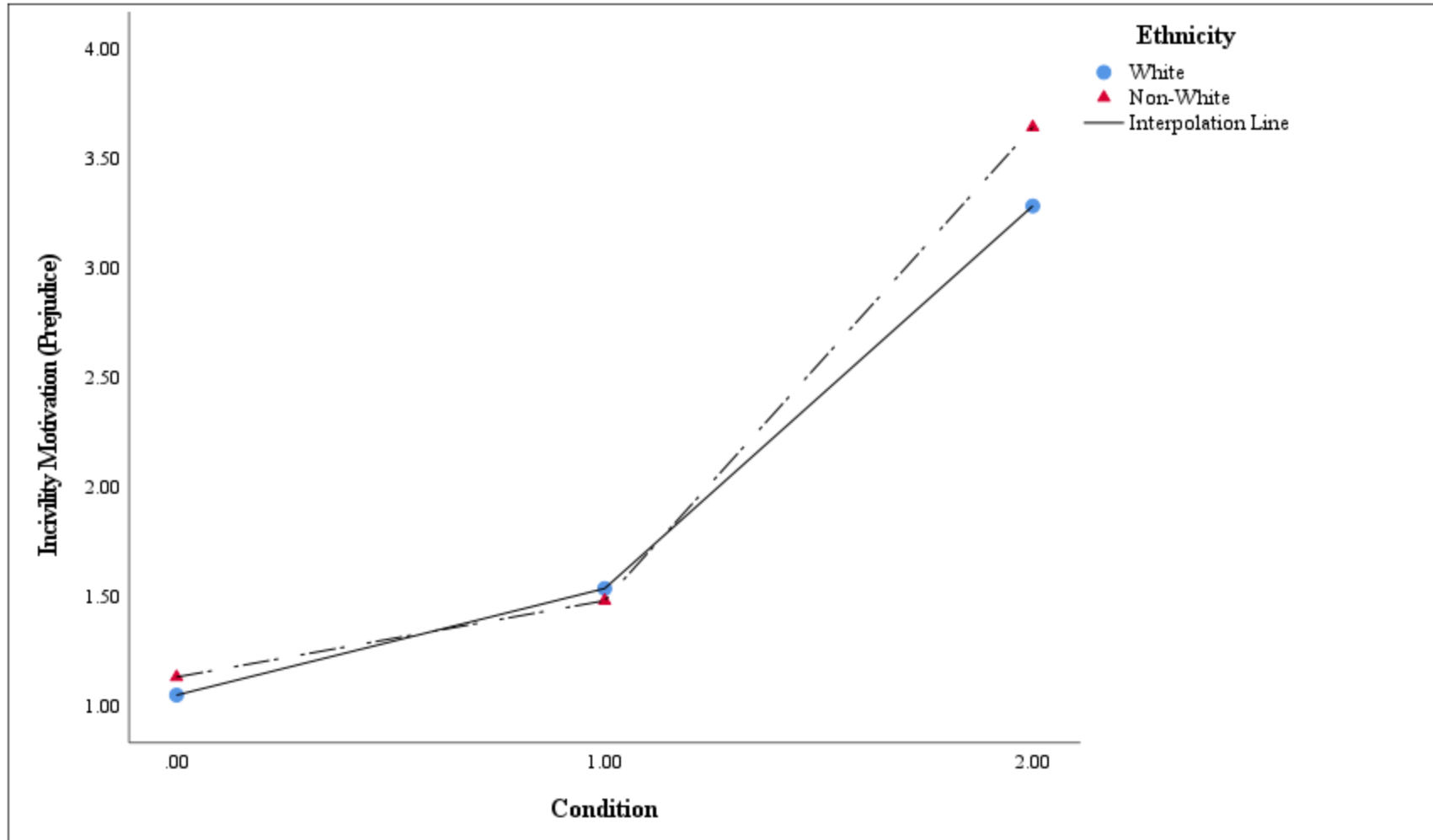
Notes:  $N = 405$ .  $b$  = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval.

Figure 2. Significant interaction between contrast X1 and SDO on prejudicial incivility motivations



Notes: SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis.

Figure 3. Significant interaction between contrast X2 and Ethnicity on prejudicial incivility motivations



Notes: Condition 0 = No Incivility, Condition 1 = General Incivility, Condition 2 = Selective Incivility.

***The role of experimental conditions, SDO, and Ethnicity on Intervention Intentions (Pretend Did Not Witness)***

A model testing the relationship between incivility condition and participants' intentions to pretend they did not witness incivility, with SDO, and ethnicity as potential moderators was tested,  $F(11, 277) = 7.93$ ,  $R^2 = .24$ ,  $p < .001$  (see Table 6 and Figure 4 for details). A significant interaction was identified between X2 (general vs. selective incivility) and SDO,  $b = 0.40$ ,  $SE = .12$ ,  $t = 3.28$ ,  $p = .001$ , 95% CI (0.16, 0.64).

A follow-up regression was conducted to examine the significant two-way interaction between the X2 contrast and SDO from the initial model whereby X1, X2, SDO, and the interactions between the contrasts and SDO were regressed on intervention intentions to pretend they did not witness the conflict.

The X2 interaction with SDO remained statistically significant,  $b = 0.26$   $SE = 0.10$ ,  $t = 2.70$ ,  $p = .007$ , 95% CI (0.07, 0.46). Conditional effects were tested: at one standard deviation below the mean for SDO, the relationship between X2 and intention to pretend not to witness the conflict was statistically significant,  $b = -0.50$ ,  $SE = 0.14$ ,  $t = -3.53$ ,  $p < .001$ , 95% CI (-0.78, -0.22). At mean values of SDO, the relationship between X2 and intention to pretend not to witness the conflict was statistically significant,  $b = -0.23$ ,  $SE = 0.10$ ,  $t = -2.25$ ,  $p = .025$ , 95% CI (-0.43, -0.03). At one standard deviation above the mean for SDO the X2 contrast was not statistically significant,  $b = 0.04$ ,  $SE = 0.14$ ,  $t = 0.30$ ,  $p = .767$ , 95% CI (-0.24, 0.33). This can be interpreted such that individuals reporting lower and mean-levels of SDO were less likely to intend to pretend that they did not witness the incident in the selective (vs. general) incivility conditions. This effect appears to be stronger for participants lower in SDO than participants at

mean levels. This effect did not exist for participants at higher levels of SDO. Additional details can be found in Table 7, with visualization of the interaction in Figure 5.

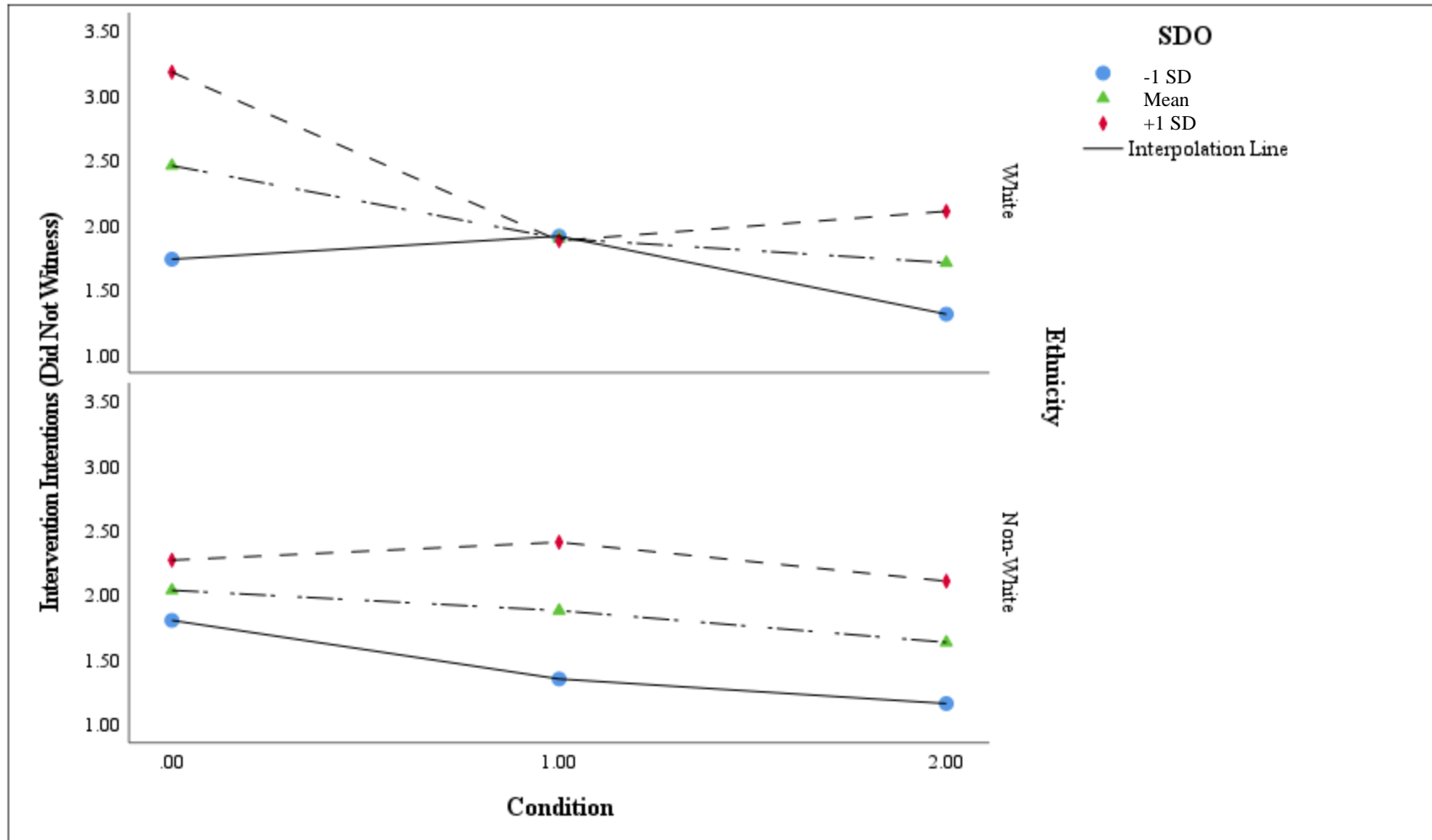
**Table 6. Regression for Intervention Intentions (Did Not Witness) and contrasts with SDO and Ethnicity as moderators**

Criterion	Predictor	<i>b</i>	SE	<i>t</i>	<i>p</i>	LLCI	ULCI
Intervention Intentions (Did Not Witness)	constant	2.02	0.09	23.69	<.001	1.85	2.19
	X1	-0.66	0.23	-2.84	.005	-1.11	-0.20
	X2	-0.19	0.13	-1.45	.147	-0.44	0.07
	SDO	0.36	0.08	4.34	<.001	0.19	0.52
	X1*SDO	-0.52	0.22	-2.32	<b>.021</b>	-0.95	-0.08
	X2*SDO	0.40	0.12	3.28	<b>.001</b>	0.16	0.64
	Ethnicity	-0.17	0.12	-1.44	.150	-0.40	0.06
	X1*Ethnicity	0.38	0.30	1.23	.218	-0.22	0.98
	X2*Ethnicity	-0.06	0.21	-0.28	.779	-0.46	0.35
	SDO*Ethnicity	0.04	0.12	0.35	.726	-0.19	0.28
	X1*SDO*Ethnicity	0.78	0.32	2.46	<b>.015</b>	0.15	1.40
	X2*SDO*Ethnicity	-0.46	0.20	-2.26	<b>.025</b>	-0.85	-0.06
SDO = -1SD	X1	-0.12	0.33	-0.37	.708	-0.78	0.53
Ethnicity = White	X2	-0.60	0.17	-3.53	.001	-0.93	-0.27
SDO = -1SD	X1	-0.54	0.34	-1.62	.105	-1.20	0.12
Ethnicity = Non-White	X2	-0.19	0.24	-0.78	.434	-0.67	0.29
SDO = Mean	X1	-0.66	0.23	-2.85	.005	-1.11	-0.20
Ethnicity = White	X2	-0.19	0.13	-1.45	.149	-0.44	0.07
SDO = Mean	X1	-0.27	0.20	-1.38	.169	-0.66	0.12
Ethnicity = Non-White	X2	-0.25	0.16	-1.53	.126	-0.56	0.07
SDO = +1SD	X1	-1.19	0.31	-3.78	<.001	-1.81	-0.57
Ethnicity = White	X2	0.23	0.19	1.20	.232	-0.15	0.60
SDO = +1SD	X1	0.00	0.26	0.01	.993	-0.52	0.52
Ethnicity = Non-White	X2	-0.30	0.22	-1.40	.164	-0.72	0.12

Notes: *N* = 289. SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis. *b* = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval.



**Figure 4. Interaction between contrasts, SDO, and ethnicity on Intervention Intentions (Did Not Witness)**



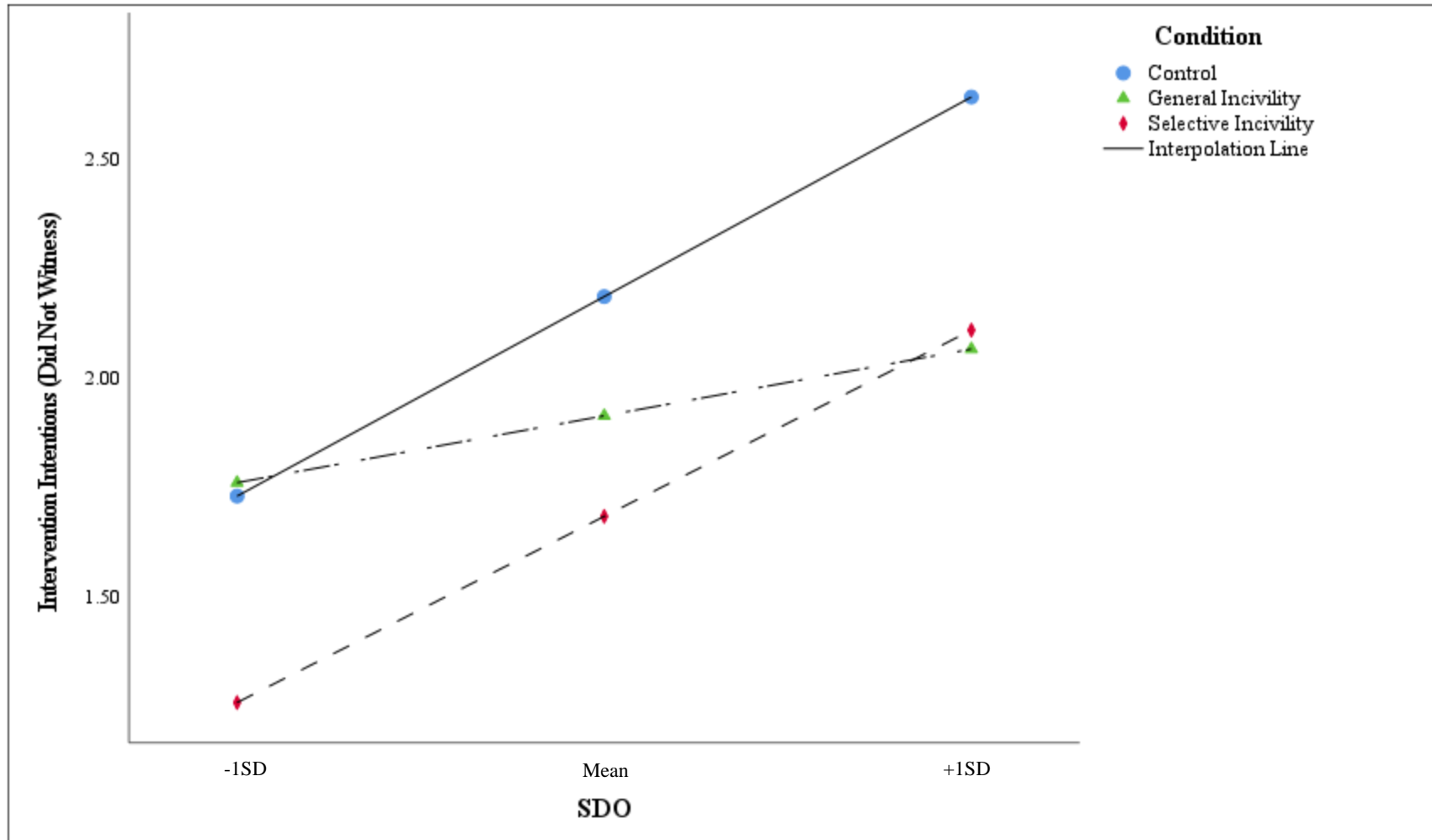
Notes: SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis. Condition 0 = No Incivility, Condition 1 = General Incivility, Condition 2 = Selective Incivility.

**Table 7. Follow-up interaction between X2 contrast and SDO on Intervention Intentions (Did Not Witness)**

<b>Criterion</b>	<b>Predictor</b>	<b><i>b</i></b>	<b>SE</b>	<b><i>t</i></b>	<b><i>p</i></b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Did Not Witness)	constant	1.93	0.06	32.86	<.001	1.81	2.04
	X1	-0.39	0.15	-2.54	.012	-0.69	-0.09
	X2	-0.23	0.10	-2.25	.025	-0.43	-0.03
	SDO	0.33	0.06	5.53	<.001	0.22	0.45
	X1*SDO	-0.16	0.16	-1.01	.314	-0.48	0.15
	X2*SDO	0.26	0.10	2.70	<b>.007</b>	0.07	0.46
SDO = -1SD	X1	-0.22	0.24	-0.92	.360	-0.69	0.25
	X2	-0.50	0.14	-3.53	.001	-0.78	-0.22
SDO = Mean	X1	-0.39	0.15	-2.54	.012	-0.69	-0.09
	X2	-0.23	0.10	-2.25	.025	-0.43	-0.03
SDO = +1SD	X1	-0.55	0.21	-2.66	.008	-0.96	-0.14
	X2	0.04	0.14	0.30	.767	-0.24	0.33

Notes:  $N = 289$ . SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis.  $b$  = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval.

Figure 5. Significant interaction between X2 contrast and SDO for Intervention Intentions (Did Not Witness)



Notes: SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis.

## Study 1 Discussion

Study 1 was a first exploration of whether individuals' detection, attributions of instigator motivation, and behavioural intentions toward intervention varied between type of workplace incivility observed and individual difference factors. One initial important finding from Study 1 is that the experimental manipulation worked as intended. This was demonstrated by findings that participants who were passive bystanders to incivility (i.e., listened to a recording of group activities where low-grade, rude and discourteous behaviours occurred) detected greater incivility toward both a non-minoritized and a minoritized target than participants who were not bystanders to incivility. Participants were also able to correctly detect the target of the uncivil behaviours based on condition (i.e., the minoritized target in the selective incivility condition, and the non-minoritized target in the general incivility condition). Together, these findings suggest that the uncivil behaviours utilized in these conditions were not so ambiguous as to be missed by participants. The control condition also did not generally elicit any strong perceptions of incivility, suggesting that participants were not perceiving any unintended interpersonal mistreatment in the recordings.

Additionally, the data supports the notion that participants who witnessed the incivility toward the minoritized target (i.e., Anita) were more likely to attribute this mistreatment to prejudicial motivations, while those that witnessed incivility toward the non-minoritized target (i.e., Trevor) were more likely to attribute this to generalized negative motivations. This is an interesting finding, as the source of the incivility, severity of the mistreatment, and frequency of the rude behaviours was equivalent between both incivility conditions. This indicates that participants were likely using salient features of the target's identity to shape their perceptions of the instigator's motivations. Both motivational findings are consistent with literature that suggest

that when interpersonal treatment occurs in dyads where the perpetrator is a man and the target is a woman, prejudice-based schemas may be triggered (Bowes-Perry & O'Leary-Kelly, 2005).

These findings are also consistent with recent bystander intervention literature, which suggests that individuals might be more likely to detect incivility toward marginalized targets, and attribute that mistreatment to prejudice (Lopez-Alvarez et al, 2024; Gloor et al, 2023).

### ***Differences in Participants' Intervention Intentions***

When considering the intervention intentions of participants, support was found for individuals in the incivility conditions (combined) being more likely to: 1) indicate intentions to provide emotional support for the target, 2) be willing to report these behaviours to an authority figure, 3) testify as a witness to the incident, and 4) ask the instigator to refrain from their mistreatment. These participants were also less likely to pretend they did not witness the event (vs. participants in the control conditions). These initial findings are perhaps not surprising; however, differences did emerge among certain types of intervention intentions expressed by participants between incivility conditions. Specifically, it was found that witnessing incivility toward the minoritized target seemed to induce a greater willingness to report the behaviour to a superior, as well as testify as a witness in an investigation of the incident. Participants also indicated that they were less likely to ignore uncivil behaviour when the target was minoritized (i.e., Anita). Cost-to-reward models of bystander intervention (i.e., Dovidio et al, 1991) may help elucidate these findings, such that some participants may have felt that failing to intervene in what they perceived to be prejudicially motivated mistreatment, as having unwanted social ramifications. These negative social ramifications (e.g., being perceived as condoning discriminatory behaviours, etc.), or personal affective costs (e.g., feeling guilty for not helping a minoritized individual, particularly if one had a high internal motivation to appear non-

prejudicial; Plant & Devine, 1998) may have been an important driver of their intervention behaviours.

Notably, both reporting incidents to an authority figure, and testifying as a witness to these behaviours could be classified as problem-focused responses (i.e., Hershcovis et al, 2018), which have sometimes been found to be more common when individuals attribute mistreatment (i.e., incivility) to a target's gender (Lopez-Alvarez et al, 2024). These specific intervention behaviours could also be considered the most outwardly visible interventions (i.e., compared to providing emotional support to the target, or asking the instigator to refrain from their behaviour, which might not be noticed outside that dyad). If bystanders were preoccupied with the social stakes around potential intervention (i.e., concerns about being perceived by others as complicit in what could be potentially seen as group-based mistreatment), they might be motivated to respond in a very visible manner (i.e., high external motivation to appear non-prejudicial; Plant & Devine, 1998; Plant et al, 2003).

The importance of the social visibility of the intervention behaviours might also explain why participants did not indicate any willingness to clarify the behaviour with the instigator or report the incident to an anonymous hotline in the incivility conditions (*vs.* no incivility). Alternatively, these interventions may not have been endorsed for other reasons. For example, it is possible that participants' unwillingness to call an anonymous hotline may have been driven by something more benign, like the abstract or obscure nature of the intervention. For example, calling an anonymous hotline could have been perceived as involving an unknown third party rather than someone who might have a more direct impact (e.g., a direct supervisor). As such, these behaviours may have been seen as unappealing or ineffective.

### ***The Role of Moderators***

When exploring the role of the moderators on the relationships between the experimental conditions and the outcome variables, SDO was found to have the most consistent effects. For example, although SDO was not found to moderate any relationships between the experimental conditions and detection of incivility (toward any target), it did appear to shape their perceptions of motivations behind the behaviour. Specifically, participants in the incivility conditions (combined) that were higher in SDO were less likely to perceive prejudicial motivations on the part of the instigator. These beliefs would be considered consistent with the anti-egalitarian beliefs and attitudes that underlie socially dominant worldviews (Pratto et al, 1994). Such views maintain and reproduce social hierarchies, in which dominant group members (i.e., Craig, a Canadian-born man) may be perceived to be justified in their behaviours towards minoritized groups (i.e., Anita, an immigrant) (Sidanius et al, 2004; Sidanius et al, 1994). By endorsing beliefs that the instigator was motivated by prejudice to a lesser extent, individuals may justify the mistreatment of individuals with minoritized status as stemming from some other cause (i.e., something more benign, and not based on group-membership).

Given the relationships between SDO and meritocratic/just world beliefs (e.g., Lerner, 1980; Kaiser & Major, 2006), it is possible that these higher SDO bystanders may have been more likely to perceive that the target was deserving of their mistreatment. Such findings would also be consistent with perspectives on modern discrimination, specifically those around aversive prejudice (Gaertner & Dovidio, 1986; Dovidio & Gaertner, 2000). Individuals that are higher in SDO (i.e., people that may be more likely to engage in aversive prejudice) tend to be more willing to attempt to downplay potential prejudice in situations. For example, it may be easier to subtly discriminate against these targets if it can be rationalized that their mistreatment is unlikely to be related to their social identity. These beliefs may be even more common within the

context of this study, as workplace incivility is ambiguous in its intent to harm the target, and literature indicates that ambiguous scenarios are when subtle discrimination is more likely to occur (e.g. Ozturk & Berber, 2022; Dovidio & Gartner, 2000).

When exploring participants' intervention intentions, SDO also stood out as the only moderator measured that significantly influenced these behavioural intentions. Specifically, it was found that as individuals' levels of SDO decreased (i.e., this effect existed for individuals at mean or lower levels of SDO, strengthening as it decreased), individuals indicated they would be less willing to ignore the incivility directed toward the marginalized target. Individuals that score lower on SDO reject the mistreatment of social groups, strive for social equality, and hold strong beliefs that no group should dominate society (Pratto et al, 1994). As such, choosing to ignore mistreatment that targets individuals belonging to marginalized social groups would be counter to their worldviews. These findings are also consistent with recent findings that indicated bystanders to incivility who identified with feminist ideologies (i.e., concern for the treatment of women relative to other groups, Van Breen et al, 2017) had a greater propensity to identify selective incivility (Gloor et al, 2023). Feminist ideologies tend to have very strong negative relationships with SDO, particularly among men (Heaven, 1999), as strong links between SDO and negative attitudes towards women's rights perpetuate inequalities between men and women and anti-egalitarianism (Sidanius et al, 1996).

When considering the role of bystander ethnicity on perceptions of the instigator as being prejudicially motivated in their mistreatment, results indicated that non-white participants in the selective incivility condition (i.e., minoritized target) were more likely to perceive the instigator as prejudicial. Such results provide support to the *vigilance perspective* (Kaiser & Major, 2006), which states that because visible minorities face disproportionately high levels of mistreatment in



the workplace, they may be better attuned to identify discriminatory behaviour (e.g. Oreopolous, 2011; Bertrand & Mullainathan, 2004; Fox & Stallworth, 2004), including greater rates of incivility (Ozturk & Berber, 2022; Cortina et al, 2013; Smith et al, 2020). The findings in Study 1 are also consistent with literature that suggests that minoritized targets of mistreatment may be more likely to attribute ambiguously motivated behaviours as stemming from bias, when they become aware of similar behaviours being directed toward their social group (Inman & Baron, 1996).

Although Study 1 was informative in a number of respects, it was not without its limitations. In the following section, I will discuss both the limitations of Study 1, and how I sought to address these issues in Study 2.

### **Addressing Study 1 Limitations and Moving Forward: Introducing Study 2**

Following Study 1, a second study was conducted with the aim of replicating several of the findings from Study 1 (e.g., the role of incivility type on detection, the role of SDO as a moderator, etc.), as well as addressing limitations and extending the contribution to the literature. In this section, I will briefly outline the extensions, changes, and methodological enhancements that were introduced in Study 2, which were built upon the groundwork established in Study 1.

#### ***Key Changes for Study 2***

**Measurement Enhancements.** Study 1 was limited by the complexities of the measures utilized (i.e., determining the best way to combine multiple evaluations of motivations of dyads) and the technical survey logic used to limit respondent burden (i.e., not answering questions about the characters in the recordings that had not experienced any incivility). These limitations resulted in situations where participants in the no incivility (i.e., control) condition were less likely to have completed evaluations of the motivations or interventional intentions toward

characters in the recordings. As such, this may have limited statistical power for some analyses (i.e., less likely to detect an effect that exists). In other situations, participants may have been prompted with questions about motivations and intervention intentions for dyads in which minimal incivility was detected, sometimes in non-focal dyads (e.g., Anita's behaviours toward Trevor). These perceptions and responses, while potentially interesting, were not focal to the key hypotheses and research questions in these studies and added needlessly to the participant burden and analysis complexity.

For participants in the control condition, where no incivility was present, I opted to include any pairwise dyad (*vs.* focal dyad approach, given that there was no focal dyad in the control condition) for motivation and intention measures. This was an attempt to more fairly assess participants' perceptions of the interactions they observed versus assuming that participants had not perceived any incivility (e.g., scoring all control conditions as 0 on perpetrator motivations, and their intervention intentions). Although Study 1's design aimed to reduce participant burden through complex survey logic by which participants only answered a selection of questions based on their previous responses, it proved to be a limitation from the perspective of question completion, direct comparability (i.e., having different focal dyads in each condition), and statistical power.

In recognition of these limitations, Study 2 instituted several measurement and methodological enhancements. First, study protocols and materials were altered to indicate that participants were randomly selected to answer questions about only one character's interaction with their group members. However, all participants answered questions about Craig (i.e., the instigator in incivility conditions) and their interactions with Trevor and Anita, regardless of condition, and regardless of whether incivility was detected. This change ensured that all

participants completed all measures and provided additional opportunities to validate author created measures (e.g., EFAs could be conducted on prejudicial/generalized negative motivations for Craig's behaviour toward each group member). To avoid situations where participants were being asked to evaluate only negative motivations (e.g., sexism, sleep deprivation, racism, etc.) in scenarios where they did not detect incivility (i.e., control conditions, or not noticing in the incivility conditions). I also included positive motivations (i.e., desire to be a good teammate, kind personality, conscientiousness, etc.) that could have influenced Craig's behaviour toward the other targets. This may have had an effect of reducing any potential priming effects (i.e., searching for negative motivations they did not initially detect because only negative motivations were listed) that may have occurred.

**Enhanced Target Identity.** Study 2 employed changes that aimed to enhance participants' clarity of the identity of the characters in the audio (i.e., the introduction of images of the characters in the recordings). This change reduced ambiguity that could have been associated with certain characters. For example, although the immigration status (e.g., being born in Canada *vs.* born in Iran) and accent were clear, other potentially salient features such as visible-minority status could be left up to interpretation. With ambiguity reduced, participants could more precisely consider (or rule out) potential sources of motivation of Craig's behaviour toward targets in the incivility condition (e.g., participants in Study 1 could have perceived Trevor as a visible minority, which ostensibly could have been perceived as a motivator for Craig's uncivil behaviour toward him in the general incivility condition). Although there was very minimal evidence that participants confused characters in Study 1 (i.e., one participant indicated difficulty differentiating between Craig and Trevor), this also provided participants in

Study 2 with an additional visual queue that could have helped solidify each character in their mind when answering the subsequent outcome measures.

**Reduced Ambiguity of Instigator Behaviour.** Study 2 also shifted from a single recording of a lab activity that had already been completed (i.e., the characters in the recording had no indication of meeting again in the future), to three shorter recordings that ostensibly occurred two weeks apart (i.e., over a 6-week period). The audio clips in Study 2 consisted of three activities (i.e., introductions to each other, a survival material task, and an additional team task aimed to induce interpersonal closeness). This helped establish a clearer pattern of instigator behaviour, demonstrating that Craig continued to maintain his uncivil behaviour toward the target (and only that target) over multiple recordings from multiple days (i.e., Craig was *not* rude to Anita in one recording and then Trevor in the next, instead continued to target the same single individual throughout the clips). The purpose of multiple audio clips was to establish that longitudinal relationships existed between the audio characters. A prime reason for this was that discrimination that is expressed in a subtle manner (e.g., selective incivility) may be challenging to ascribe to prejudicial motivations due to its ambiguity and low magnitude of aggression (Ozturk & Berber, 2022; Cortina et al, 2013). Observations of a single interaction between group members could be very challenging to accurately ascribe to instigator's motivations, however chronic incivilities between group members might provide increased clarity of the instigator's motivations (e.g., is the instigator always rude to women? visible minorities? etc.). Additionally, study descriptions positioned immediately before the initial clip in all conditions (see Appendix J for study descriptions and recruitment text) noted that meetings between individuals the audio were ongoing in nature (i.e., group members would continue to meet in the future). As such, this provided participants with a scenario in which any interventional behaviours they might engage

in, might have a meaningful effect on future interactions between the group's members in the audio. The longitudinal and ostensibly ongoing relationship between the voice actors in the audio represents a critical expansion from Study 1, and enhanced Study 2's ecological validity.

**Intervention Behaviours.** Study 2 introduced a key extension: a shift from behavioural intentions to the measurement of actual intervention behaviours. Such an approach is important, as literature suggests behavioural intentions are a key motivational predictor of actual behaviours (e.g., Theory of Planned Behaviour, Ajzen, 1991), however other factors such as subjective norms, and perceived behaviour control (i.e., even if someone holds strong intentions to behave in a certain way, personal, social, and environmental barriers can prevent this) can have inhibitory effects on turning intentions into actions (Armitage & Conner, 2001; Ajzen, 1991, 2011). As such, behavioural intentions have medium-to-large effect sizes on predicting prospectively measured behaviour (e.g., McEachan et al, 2011), but are far from perfect predictors (See Sniehotta, Penseau & Araújo-Soares, 2014 for a critique, and Conner, 2015 for rebuttal). Social, cultural, and normative climates also have the potential to drive social desirability intentions. For example, a participant might indicate an intention to intervene in selective incivility simply to avoid the negative stigma associated with being seen as prejudicial (e.g. Plant & Devine, 1998), without actually engaging in an interventional behaviour when faced with an actual situation it requires such a response. Indeed, only measuring behavioural intentions has been recognized as a limitation in some incivility research (e.g., Jungert & Holm, 2022). As such, it is important to seize opportunity to measure actual behaviours where possible.

In Study 2, I provided participants an opportunity to anonymously (i.e., low costs/stakes to increase the likelihood of intervention) provide feedback to the research lead, Craig, Trevor, and/or Anita (i.e., depending on condition, instigator, target, and bystander). Such changes

allowed for participants to engage in actual interventions like providing emotional support to the target, confronting the perpetrator surrounding their uncivil behaviour, or appealing to someone [i.e., the research lead] higher in authority, that might also intervene. Not only did this allow for enhanced outcome variables that could be used for the regression models, but allowed for a rudimentary, but valuable qualitative exploration of the nature of the strategies employed by participants to intervene when witnessing uncivil behaviour, in a low-cost context (i.e., anonymous, not risking personal retaliation, etc.).

Additionally, participants were informed that the characters in the recordings would continue to meet into the future (i.e., the descriptions for the clips indicated that the group would continue to regularly meet beyond the date in which participants completed the study). This small but critical change re-positioned participants from a scenario in which the characters in the recording had ceased interactions, and participants hypothesized about how they might have intervened, to a scenario where participants could meaningfully act on the uncivil behaviours that they had observed in a way that might reduce the chances of incivility reoccurring or reduce the suffering of the target. This represents a key extension of Study 2, as there is evidence that perceptions of discriminatory mistreatment may differ between actual experiences and hypothetical vignettes (e.g., Gloor et al, 2023). The placing of participants into an ostensibly ongoing and realistic scenario is likely to increase Study 2's ecological validity. In many situations, targets and bystanders of incivility will face or observe incivility chronically – which may alter (i.e., potentially reduce) the ambiguity of the instigator's mistreatment (Ozturk & Berber, 2022), The introduction of these ongoing and more common scenarios also further enhanced Study 2's mundane realism. Further, I opted to collect and analyze qualitative data

from participants (i.e., the content of their interventions), strengthening Study 2 by providing greater insight into the nature of responses.

### **Study 2 Hypotheses**

The following hypotheses and research questions were examined in Study 2.

H1. Participants will be more likely to a) detect incivility toward either target (i.e., Trevor, or Anita), b) perceive the instigator as having greater prejudicial motivations toward either target (i.e. Trevor or Anita) c) perceive the instigator (Craig) as having greater generalized negative motivations toward either target (i.e., Trevor or Anita), and d) engage in greater intervention behaviours (i.e., feedback provided to the research lead, instigator, target, and/or observer combined) in the incivility conditions (combined) versus no incivility (control).

H2. Participants will be more likely to a) detect incivility toward the non-minoritized target (Trevor), b) perceive the instigator (Craig) as having greater generalized negative motivations toward the non-minoritized target (Trevor), and c) be less likely to engage in intervention behaviours in the general incivility (*vs.* selective incivility) condition.

H3. Participants will be more likely to a) detect incivility toward the minoritized target (Anita), b) perceive the instigator (Craig) as having greater prejudicial motivations toward the minoritized target (Anita), and c) be more likely to engage in interventional behaviours in the selective incivility (*vs.* general incivility) condition.

### ***Moderation Research Questions***

Similar to Study 1, I investigated the moderating effects of SDO, Gender, and Ethnicity on the relationships between the experimental conditions and outcome variables (i.e. incivility detection toward each target, perceived prejudicial motivations of Craig's behaviour toward

Trevor, perceived prejudicial motivations of Craig's behaviour toward Anita, perceived generalized negative motivations of Craig's behaviour toward Trevor, perceived generalized negative motivations of Craig's behaviour toward Anita, and intervention behaviours). I tested whether any 3-way or 2-way interactions existed (e.g., are women who are lower in SDO more likely to engage in interventional behaviours in the selective incivility *vs.* general incivility condition). I again excluded any 4-way interactions, due to their difficulty in interpretation (Darlington & Hayes, 2016). Instead, pairwise combinations of moderators (i.e., SDO and Ethnicity, SDO and Gender, and Ethnicity and Gender) were tested throughout to improve interpretability, while maintaining the ability to identify complex relationships.

Due to the complexity and quantity of these potential relationships, formal hypotheses for each individual relationship were not established (but were evaluated exploratorily). However, moderators were selected based on theoretical considerations, and past research, and are acknowledged to have a potential impact on a number of relationships. Consistent with the theoretical underpinnings and cited literature reviewed, and those hypotheses from Study 1, I consider the following research questions.

RQ1. Are participants that are a) non-men (i.e., women, and non-cis gendered individuals combined), b) non-white (i.e., all ethnicity except for white combined), and/or c) lower on SDO (or some combination of these identities), better attuned to detecting incivility toward Anita (i.e., the minoritized target), more likely to attribute Craig's behaviours toward Anita as prejudicial, or more likely to intervene in the selective incivility (*vs.* general incivility) condition?

Given the addition of assessing intervention behaviours, I will also examine the following research question.



RQ2. Do qualitative analyses of interventional responses reveal any common behavioural patterns between bystanders of general incivility and selective incivility?

The study was pre-registered at [aspredicted.org](https://aspredicted.org), including the main research questions of interest (i.e., the moderation research questions). Notably, H1-H3 were not pre-registered, but were implied, and noted prior to any data analyses. There were also two research questions that were not tested in the dissertation. One was the plan to test the 4-way interaction, which was not tested, as has been recommended by experts due to the potential complexity in interpreting such effects (e.g., Darlington & Hayes, 2016). The other was testing of simultaneous path models which will be tested outside of the dissertation. The preregistration for Study 2 can be found in Appendix K.

## **Study 2 Methods**

### **Participants**

Participants ( $N = 412$ ) were recruited through the crowdsourcing platform Prolific Academic and asked to complete a 20-minute online questionnaire for £2.93 (equivalent of \$5CAD). Eligibility to complete the questionnaire was restricted to Canadian users who had not completed Study 1, could complete the study using a desktop computer (versus tablet or mobile device), and required participants to be able to listen to audio. This study received approval from the University of Calgary CFREB (Conjoint Faculties Research Ethics Board; REB22-0784).

### ***Power Analysis***

As per the power analysis reported above for Study 1, the desired sample size was 400 participants.

### ***Demographics***

The final sample size after preliminary analyses (see below) was composed of 386 participants. Demographics of these participants was composed of 163 (42.2%) men, 221 (57.3%) women, and 2 (0.5%) non-binary individuals. Ethnicity was as follows: 198 white (51.3%), 36 South Asian (9.3%), 50 Chinese (13.0%), 21 Black (5.4%), 13 Filipino (3.4%), 5 Arab (1.3%), 6 Latin American (1.6%), 13 Southeast Asian (3.4%), 6 West Asian (1.6%), 3 Korean (0.8%), 11 Other (2.8%), and 24 Mixed ethnicities (6.2%). The immigration status of participants was composed of 270 born in Canada (69.9%), 108 immigrants (28%), 2 refugees (0.5), and 6 other immigration statuses (1.6%). Employment status consisted of 290 (75.1%) currently employed participants, 82 (21.2%) as not currently employed but had been employed previously, 9 (2.3%) identified as never employed, and 5 (1.3%) decline to respond.

## **Materials and Procedure**

### ***Pre-Manipulation Procedures***

All participants were recruited through Prolific Academic. A dashboard with available studies and descriptions were available for eligible participants on Prolific Academic. Participants that selected this study were provided with a Qualtrics link to the study and were provided with study details and the information required for informed consent (see Appendix L for the study descriptions and consent forms). Consenting participants provided their Prolific Academic identification number for reimbursement, and then completed demographics. Next, participants completed individual difference measures (i.e., SDO) which were randomly embedded within filler questions, as well as a number of personality measures (i.e., Hateful Eight [sadism, narcissism, Machiavellianism, and psychopathy], Webster & Wongsomboon, 2020; as well as Honesty-Humility [HEXACO 60 Personality Inventory], Ashton & Lee, 2009) – the

personality measures were used for an undergraduate student thesis, but not explored for this dissertation.

### ***Experimental Manipulation Audio Recording***

Next, participants were assigned to one of three experimental conditions, represented by 3 different sets of audio clips and corresponding transcripts. The three conditions consisted of audio of general incivility (i.e., non-minoritized target: Trevor), selective incivility (i.e., minoritized target: Anita), and no incivility (i.e., control). All conditions consisted of three audio clips, ostensibly created on 3 separate dates (i.e., written descriptions of the clip content/background was provided before each audio clip with a clip 1 date of Sept 20<sup>th</sup>, 2023, clip 2 date of October 4<sup>th</sup>, 2023, and with clip 3 dating to October 18<sup>th</sup>, 2023). The duration of each of the clips ranged from 1:10 to 1:54 minutes.

All audio recordings were created by the same paid voice actors from Study 1. The same procedures were followed as in Study 1 except where noted below).

### **Audio Recording Photos.**

Further expanding beyond Study 1, Study 2 introduced “photos” of each for the individuals in the audio clips. This change aimed to add additional context to the clips, while also reducing the magnitude of ambiguity for the potential sources of the instigator’s motivation (e.g., clarity might be increased for participants who may have been uncertain about whether Craig, Trevor, or Anita might be visible minorities, etc.).

The visuals provided were not actual photographs of the actors in the audio clips, rather they were drawn from the Racially Diverse Affective Expression (RADIATE) stimulus set (Conley et al, 2019; Tottenham et al, 2009), an open access face stimulus set of racially diverse

expressions. All participants belonging to this set of images provided consent by the institutional review board at Yale University and are free to be use for approved institutional research or educational purposes. The photos were presented to participants on all audio transcripts, and also available when participants completed post-manipulation questions. These photos and their positioning can be reviewed in Appendix M.

### ***Study 2 Recording Content***

Initial study text indicated that participants would listen to three short audio clips of individuals involved in a research study. In this study, the group regularly meet and engaged in team building exercises. All participants were informed they would listen to each of the three clips in succession, followed by follow-up questions about the interactions between the individuals in the audio clips. Each clip was accompanied with a verbatim transcript to follow along, if they wished.

All clips contained parallel and common activities across conditions. Clips 1 and 2 consisted of segments of content from the recording in Study 1, and Clip 3 consisted of entirely new content. Clips included a short initial background description of the activity that was contained in the audio on the pages immediately preceding the clip. Clip 1 consisted of the group members meeting for the first time and being asked to introduce themselves. In both general incivility and selective incivility clips, the target is subjected to incivilities such as being interrupted, and having their speech corrected. Clip 2 consisted of group members engaging in a team building activity. Specifically, this task consisted of the group being given a basket of survival goods and being asked to rank each item from the basket from most to least useful, provide a written description justifying their decision, and be unanimous in their consensus. Incivilities consisted of the target being ignored in conversations with the instigator, being

interrupted, and the instigator avoiding consulting the target when there would be a normal expectation to do so. Clip 3 had group members select questions from a pre-determined list that was designed to help group members get to know each other better (i.e., the “fast friend’s procedure”, Aron et al, 1997), and ask that question to another group member. Incivilities consisted of the target being interrupted by the instigator, as well as being subjected to subtle but rude insinuations. The content between general and selective incivility clips was made to match as closely as possible with the exception of the incivility target (i.e., Trevor in general incivility, and Anita in selective incivility). The no incivility condition consisted of the group members engaging in the same tasks, but with respectful, polite, and decent behaviours. Full transcripts of all recordings can be found in Appendix M.

Attention checks were interspersed between each audio clip, and upon listening to audio clips, details of which will be outlined in the measures section below.

### ***Post-Manipulation Procedures***

Next, participants were asked to complete the post-manipulation measures. All participants were told they were selected to answer questions surrounding one participant from the previous recordings. Although participants were led to believe that they might have been asked to evaluate any one of the individuals in the recording, all participants completed questions focusing on the instigator (Craig). This methodology differed in form from similar questions in Study 1, in an effort to both reduce participant burden (i.e., having to evaluate for all combinations of dyads) and reduced measure complexity (i.e., now all questions were completed by all participants). Next, participants completed measures of incivility detection, incivility motivation, and intervention behaviours.

Upon completion of the measures, participants were debriefed to the purposes of this study (i.e., aiming to assess whether individuals vary in their detection of two different types of incivility [general vs. selective], their perceptions surrounding the motivations of the instigator, and the nature of their intervention strategies after observing such behaviours). The debriefing also clarified that the recordings were not real, but created for the purposes of the study, and that the feedback they provided to the characters was a measure of behavioural interventions. Upon debriefing, participants were asked to re-consent to the use of their data (see Appendix N for debriefing and re-consent).

## **Study 2 Measures**

The following measures were completed by participants in the subsequent order. Full descriptions of the measures can be found in Appendix O.

### ***Pre-Manipulation Measures***

**Demographics.** Age, gender, ethnicity, immigration status (e.g., born in Canada, immigrant, refugee, or other migrant group), and employment status (i.e., are you currently employed, employed previously, or never employed) were assessed.

### **Moderators.**

***Social Dominance Orientation.*** SDO was assessed using the 16-item SDO6 (Pratto et al, 2006). Participants were asked to read statements and decide how much they agreed or disagreed with that statement. A sample item for SDO is “It’s probably a good thing that certain groups are at the top and other groups are at the bottom” (1 [*Strongly Disagree/Disapprove*] to 5 [*Strongly Agree/Favour*]). Internal consistency reliability for the SDO6 was evaluated using Cronbach’s alpha and produced excellent internal consistency (Study 2  $\alpha = .92$ ; Original Study  $\alpha = .83$ ).

***Filler Questions and Other Moderators.*** Consistent with Study 1 I employed an approach to limit response biases and minimize participants' demand characteristics by interspersing unrelated questions. A total of 15 filler questions from the Worldview Analysis Scale (Obasi et al, 2009; 9 items), and the New Ecological Paradigm scale (Ogunbode, 2013; 5 items) were randomly placed within the moderator question matrix. A sample filler item from Obsai and colleagues (2009) is "There are people in my neighbourhood that I treat like family" (1[*Strongly Disagree/Disapprove*] to 5 [*Strongly Agree/Favour*]). A sample item from Ogunbode (2013), "Humans have a right to modify the natural environment to suit their needs" 1[*Strongly Disagree/Disapprove*] to 5 [*Strongly Agree/Favour*].

Additional measures that were included and randomly placed within the matrix of SDO and filler questions and but were not subject to analysis (i.e., were used for a related undergraduate honour's thesis). These additional measures included the Dark Tetrad scale (Webster & Wongsomboon, 2020; 16 items), and Honesty-Humility (Ashton & Lee, 2009; 10 items).

### ***Inter-Manipulation Measures***

**Attention Checks.** A total of 4 attention checks were employed during study manipulation. Each of the first three attention checks were positioned immediately after each of their respective audio clips and all queried "What task were the participants in the previous recording engaging in?". The final attention check was positioned after all audio clips and aimed to assess whether participants employed careful reading (e.g., "This question is designed to test whether you are carefully reading the questions and answers. If you are carefully reading the study questions, please select "strongly disagree" below).

### ***Post-Manipulation Measures***

**Incivility Detection.** Two measures assessing whether participants detected any incivility toward study targets (i.e., Trevor or Anita) were created by adapting items from Cameron & Webster (2011)'s communication incivility measure. Specifically, the questions read “To what degree did Craig engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Trevor?” (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*]), and “To what degree did Craig engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Anita? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*]).” These items of incivility detection were examined as separate constructs.

Additionally, two filler items querying civil behaviour were included (e.g., “To what degree did Craig engage in behaviours that were polite, decent, respectful, and/or courteous toward Trevor”? 1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*]). These questions were included to reduce research demand characteristics by providing ambiguity in the polarity of the behaviours the research was interested in (i.e., making it unclear whether the research was interested in incivility or civility), and reduced any potential confusion in the control condition (i.e., being asked about only negative behaviours when no incivility occurred).

**Incivility Motivation.** Four measures (and 2 filler measures) aimed to assess participants perceived motivations behind Craig's behaviour toward Trevor and Anita. Specifically, two questions asked participants to “Please indicate the degree to which you perceived each of the phenomenon as motivating Craig's behaviour toward Trevor by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*])” and “Please indicate the degree to which



you perceived each of the phenomenon as motivating Craig's behaviour toward Anita by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*])”.

Participants then scored a total of 15 different potential motivations behind Craig's behaviours in the clips. These motivations were divided into three categories 1) negative prejudicial motivations (e.g., sexism, racism, anti-immigrant attitudes, and Islamophobia), 2) generalized negative motivations (e.g. impatience, sleep deprivation, having a general rude disposition, having a ‘bad day’, distraction, and having a disagreeable personality), and 3) positive motivations (e.g., kind personality, desire to be viewed as a good teammate, altruism, and having an agreeable personality). Participants were also permitted to optionally write in another reason (i.e., fill in the blank), if they felt there were additional motivations that were not listed but they felt had contributed to Craig's behaviour<sup>3</sup>. Positive motivations were included to obfuscate that the focus of the study was on negative behaviours while also provide alternative responses for participants in the control condition (i.e., in which ostensibly they were unlikely to identify many negative behaviours), but were not used for any analyses.

***Prejudicial Motivations.*** Two 4-item measures assessing the degree to which participants ascribed Craig's behaviours toward Trevor and Anita as being driven by prejudicial motivations were created by the author. As such, each of these 4-item measures were subjected to Exploratory Factor Analysis (EFA) using Principal Axis Factoring (PAF) extractions to examine the underlying factor structure of the constructs of interest. The EFA (KMO = .81, Bartlett's Test of Sphericity  $p \leq .001$ ) for Craig's prejudicial motivations toward Trevor produced a single factor, with factor loadings between .66 and .92, and had a total variance explained of 79.47%. Internal consistency reliabilities were also evaluated using Cronbach's alpha and produced excellent internal reliability ( $\alpha = .90$ ).

The EFA (KMO = .83, Bartlett's Test of Sphericity  $p \leq .001$ ) for Craig's prejudicial motivations toward Anita also produced a single factor, with factor loadings between .73 and .95, and explained 83.14% of the total variance. Cronbach's alpha for this measure indicated excellent internal consistency ( $\alpha = .93$ ).

**Generalized Negative Motivations.** Two 6-item measures assessed the degree to which participants ascribed Craig's behaviours toward Trevor and Anita as being driven by generalized negative motivations, were created by the author. Consistent with the prejudicial motivation measures outlined above, each of these 6-item measures were subjected to EFAs using PAF to examine the underlying factor structures of these measures.

When assessing the generalized negative motivations of Craig toward Trevor, the EFA (KMO = .75, Bartlett's Test of Sphericity  $p \leq .001$ ) produced a single factor, with factor loadings between .60 and .79, and explained 57.31% of the total variance. Cronbach's alpha for this measure indicated good internal consistency ( $\alpha = .85$ ).

When assessing the generalized negative motivations of Craig toward Anita, the EFA (KMO = .74, Bartlett's Test of Sphericity  $p \leq .001$ ) also produced a single factor with loadings between .61 and .74 and explained 57.42% of the total variance. Cronbach's alpha for this measure indicated good internal consistency ( $\alpha = .84$ ).

**Intervention Behaviours.** Initially, participants were asked whether they would like to voluntarily provide feedback, comments, or concerns for the research lead, or to any of the "participants" - Craig, Anita, and/or Trevor (i.e. response options were *yes/no*). Participants were reminded (this information was also provided at the beginning of clip 1) that the interactions between group members in the audio recordings were (ostensibly) an ongoing research project,

and that group members would continue to meet several times in the future. It was noted that any feedback provided was strictly anonymous could not be linked back to the participant, that the feedback would only be shared with the individual selected, and that whether or not feedback was provided would not affect their study completion or compensation. This represents a critical feature of Study 2, as it provided participants the opportunity to incite actual intervention behaviours in low-stakes environment (i.e., anonymous feedback).

Participants then opted into providing feedback to as many or as few parties as they wished. If a participant opted-in to providing feedback, a multi-line open-ended text box was provided for each individual they indicated wanting to contact. If a participant did not provide any feedback to any group members or the research lead, they were prompted with the question “You indicated you did not wish to provide any feedback to any group members or the research lead. This was completely optional. However, if you are willing – please indicate why you chose not to provide feedback below. If not, please proceed to the next page” (response options: I did not have any feedback to provide, I did not have time to provide feedback, I did not want to interact with the group members or researcher, or “other” [please describe]).

Participants’ feedback was then reviewed by the author and quantified. Specifically, interventions were scored from 0 to 4 based on how many individuals they opted to provide feedback to of the research lead, Craig, Anita, or Trevor. For example, if a participant provided feedback to Craig, and Anita, this was scored as “2”; if a participant provided no feedback, this was scored as “0.” The variable was used in the proceeding quantitative analyses as the outcome variable for behavioural intervention. Participant feedback was also subjected to a rudimentary qualitative analysis aimed to identify common intervention themes, along with representative quotes.

## Study 2 Results

### Study 2 Preliminary Analyses

#### *Attention Check Failures, Withdrawal, and Reconsent*

For all variables on multi-item scales, mean scores were computed in SPSS after all relevant reverse coding was applied. Eighteen participants were removed from the dataset due to attention check failure (i.e., consistent with Study 1, participants were removed from subsequent analyses if they failed any 1 of the 4 attention checks). Seven participants were removed from the dataset due to withdrawal prior to study completion. One participant was removed from the dataset due to non-reconsent.

#### *Statistical Assumption Testing*

The statistical assumptions for linear regression were assessed to ensure that OLS regression was a suitable analysis, see Appendix P for details.

#### *Outliers*

Consistent with Study 1, I first differentiated between error outliers versus outliers of interest (see Leys et al, 2019 for further discussion). I did not identify any error outliers in the dataset based on visual inspection. I identified interesting outliers by saving all applicable variables in their standardized form to determine whether any z-scores exceeded 3 standard deviations from the mean. A total of 14 outliers were identified. Analyses were conducted with and without these outliers, consistent with the pre-registration, to determine if they had a meaningful effect on our results. Most results did not differ, with only one moderation analysis changing around the Bonferroni corrected alpha level (i.e., values crossing the threshold of  $p \leq .006$  in either direction); the detail of these differences can be found in Appendix Q.

**Table 8. Study 2 Aggregated and Disaggregated Descriptive Statistics**

	Collapsed Across Conditions							Control			General Incivility			Selective Incivility		
	N	Min	Max	Mean	Std. Dev	Skew.	Kurt.	N	Mean	Std. Dev	N	Mean	Std. Dev	N	Mean	Std. Dev
Gender (Dichotomized)	384	0	1	0.58	0.50	-0.31	-1.92	125	0.58	0.50	129	0.58	0.50	130	0.56	0.50
Ethnicity (Dichotomized)	386	0	1	0.49	0.50	0.05	-2.01	127	0.50	0.50	129	0.49	0.50	130	0.47	0.50
SDO	386	1	5	1.88	0.72	0.77	0.19	127	1.90	0.69	129	1.84	0.71	130	1.90	0.75
Incivility Detection (Trevor)	386	1	5	2.54	1.75	0.49	-1.58	127	1.24	0.68	129	4.47	0.94	130	1.88	1.41
Incivility Detection (Anita)	386	1	5	2.68	1.73	0.37	-1.62	127	1.57	0.96	129	1.64	0.87	130	4.78	0.70
Prejudicial Motivations (Trevor)	385	1	5	1.62	1.00	1.65	1.63	127	1.15	0.51	128	1.48	0.70	130	2.22	1.28
Prejudicial Motivations (Anita)	386	1	5	2.24	1.33	0.76	-0.81	127	1.39	0.70	129	1.63	0.66	130	3.66	1.10
Generalized Negative Motivation (Trevor)	386	1	4	1.89	0.88	0.67	-0.68	127	1.31	0.50	129	2.70	0.68	130	1.65	0.74
Generalized Negative Motivation (Anita)	385	1	5	1.82	0.87	0.98	0.19	127	1.33	0.51	128	1.65	0.75	130	2.48	0.86
Intervention Behaviour	386	0	4	0.50	0.96	1.99	3.11	127	0.06	0.34	129	0.62	0.99	130	0.82	1.18

Notes: Std. Dev = Standard Deviation.

### **Direct Effects of the Manipulation**

The direct effects of each contrast on each outcome variable (i.e., detection of incivility toward non-minoritized target [Trevor], detection of incivility toward minoritized target [Anita], prejudicial motivations toward Trevor, prejudicial motivations toward Anita, generalized negative motivations toward Trevor, generalized negative motivations toward Anita, and intervention behaviours) were assessed using regression. A summary of these direct effects can be found in Table 9. In all cases, the outcome variable was regressed on contrast 1 (X1) and contrast 2 (X2). Briefly, several of the direct effects of the manipulation on outcome variables are outlined below.

When detection of incivility toward Trevor was regressed on contrasts 1 and 2, results indicated greater detection of incivility in the incivility conditions (combined) versus no incivility condition. Additionally, greater detection of incivility toward Trevor was found in the general (*vs.* selective) incivility condition. When exploring the detection of incivility toward Anita, results indicated greater detection of incivility in the incivility conditions (combined) versus no incivility condition. Greater detection of incivility toward Anita was found in the selective (*vs.* general) incivility condition. Together, these results indicate that the manipulation had the expected effect on the outcomes of interest.

When exploring the direct effects of the contrasts on participants' perceptions of Craig's prejudicial motivations toward Trevor, results indicated greater perceived prejudicial motivations in the incivility conditions (combined) versus no incivility condition. Participants also perceived greater prejudicial motivations toward Trevor in the selective (*vs.* general) incivility condition. When exploring the direct effects of the contrasts on participants' perceptions of Craig's prejudicial motivations toward Anita, results indicated greater perceived prejudicial motivations

in the incivility conditions (combined) versus no incivility condition. Participants also perceived greater prejudicial motivations toward Anita in the selective (*vs.* general) incivility condition.

When exploring the direct effects of the contrasts on participants' perceptions of Craig's generalized negative motivations toward Trevor, results indicated greater perceived generalized negative motivations in the incivility conditions (combined) versus no incivility condition. Participants also perceived greater generalized negative motivations toward Trevor in the general (*vs.* selective) incivility condition. When exploring the direct effects of the contrasts on participants' perceptions of Craig's generalized negative motivations toward Anita, results indicated greater perceived generalized negative motivations in the incivility conditions (combined) versus no incivility condition. Participants also perceived greater generalized negative motivations toward Anita in the selective (*vs.* general) incivility condition.

When exploring the direct effects of the contrasts on the quantity of feedback participants gave to study characters (i.e., behavioural interventions), results indicated greater intervention behaviours in the incivility conditions (combined) versus no incivility condition. Intervention behaviours were higher in the selective (*vs.* general) incivility condition descriptively but did not meet the threshold for statistical significance ( $p \leq .05$ ).

**Table 9. Study 2 Direct effects of Contrasts 1 & 2 on Outcomes**

<b>Criterion</b>	<b>Predictor</b>	<b><i>b</i></b>	<b><i>SE</i></b>	<b><i>B</i></b>	<b><i>t</i></b>	<b>95% CI</b>
Incivility Detection (Trevor)	X1	1.94	0.12	0.52	16.91***	1.71, 2.16
	X2	-2.60	0.13	-0.61	-19.82***	-2.85, -2.34
Incivility Detection (Anita)	X1	1.64	0.09	0.48	17.74***	1.46, 1.83
	X2	3.14	0.11	0.75	29.64***	2.93, 3.35
Prejudicial Motivations (Trevor)	X1	0.70	0.10	0.33	7.18***	0.51, 0.89
	X2	0.74	0.11	0.30	6.62***	0.52, 0.96
Prejudicial Motivations (Anita)	X1	1.26	0.09	0.48	13.73***	1.08, 1.44
	X2	2.03	0.11	0.63	19.29***	1.82, 2.24
Generalized Negative Motivations (Trevor)	X1	0.87	0.07	0.47	12.34***	0.73, 1.01
	X2	-1.04	0.08	-0.49	-12.95***	-1.20, -0.89
Generalized Negative Motivations (Anita)	X1	0.74	0.08	0.40	9.43***	0.59, 0.89
	X2	0.83	0.09	0.39	9.26***	0.66, 1.01
Behavioural Interventions	X1	0.67	0.10	0.33	6.75***	0.47, 0.86
	X2	0.20	0.11	0.09	1.79	-0.02, 0.43

Notes: CI = Confidence interval. *b* = Unstandardized beta coefficient. *B* = Standardized beta. *SE* = Standard error. CI = Confidence Interval. \*  $\leq .05$ , \*\*  $\leq .01$ , \*\*\*  $\leq .001$ .



## Moderation Testing

Moderation analyses were conducted using the Process macro for SPSS (Hayes, 2022).

Consistent with Study 1, relationships were tested using orthogonal Helmert contrasts. Contrast codes and weights were the same as Study 1 (X1; general and selective incivility vs. control, [-.66, .33, .33], X2; general vs. selective incivility, [-.50, .50]).

In order to test whether participants higher (or lower) on SDO, belonging to different ethnic backgrounds (i.e., dichotomized white vs. non-white), or gender (i.e., men vs. non-men) influence the direction or magnitude of effects of the experimental conditions on incivility detection, perceived motivations of the instigator toward each target, or intervention behaviour, a series of moderation analyses were conducted. Specifically, each individual outcome variable was regressed on X1 and X2 contrasts, moderators (i.e., two moderators per model), two-way interaction terms of X1 and moderator interaction terms (i.e., two per model; e.g., X1\*SDO, X1\*Ethnicity), two-way interaction terms of X2 and moderator interaction terms (i.e., 2 per model; e.g., X2\*SDO, X2\*Ethnicity), the three-way interaction terms for X1 and both moderators (e.g., X1\*SDO\*Ethnicity), and the three-way interaction term for X2 and both moderators (e.g., X2\*SDO\*Ethnicity). For each outcome variable, pairs of moderators were tested (i.e. SDO and Ethnicity, SDO and Gender, Ethnicity and Gender), meaning at minimum 3 of models for each outcome variable were produced. Four-way interactions were not tested, as they are extremely challenging to interpret (Darlington & Hayes, 2016).

Consistent with Study 1, when models with a non-significant three-way interaction but included a statistically significant two-way interaction were identified (e.g. X2\*SDO\*Ethnicity being found to be non-significant, but X2\*SDO was statistically significant), follow-up moderation analyses were conducted with the outcome variable regressed on contrast X1 and

contrast X2, the moderator, and the interaction terms between contrast X1 and the moderator, and the contrast X2 and moderator. These models excluded the three-way interaction, and second moderators with the aim of clarifying the nature of the interaction.

Given the large number of interactions tested, Bonferroni corrections based on the number outcome variables (i.e., incivility detection = 3, incivility motivation = 4, and intervention behaviours = 1), I employed a corrected  $p$ -value of .006 (i.e., the common alpha of .05 divided by the number of outcome variables tested;  $.05/8 = .006$ ). Only those that exceeded this Bonferroni corrected alpha of .006 will be detailed below.

For the interested reader, I have reported all interactions tested in Appendix Q, including the generation of figures for interactions with  $p \leq .05$ , but these should be interpreted with caution due to inflated family-wise error rate. In line with recommendations from Hayes (2022), I only examined interactions; simple effects were not interpreted in models with interactions. Any interactions that did not meet our corrected  $p$ -value of .006 should be interpreted with caution

Moderation hypotheses were only supported for three outcome variables: incivility detection toward Anita, prejudicial motivations toward Anita, and generalized negative motivations toward Trevor. Therefore, these are the only results reported below.

***The role of experimental conditions, Gender, and Ethnicity on Incivility Detection toward Anita***

A model testing the relationship between experimental conditions and participants' detection of incivility toward Anita, with gender and ethnicity as potential moderators was tested,  $F(11, 372) = 113.63, R^2 = .77, p < .001$ . A significant interaction was identified between X2

(general incivility vs. selective incivility) and gender,  $b = -0.89$ ,  $SE = 0.29$ ,  $t = 3.03$ ,  $p = .003$ , 95% CI (0.31, 1.47). This can be interpreted as non-men having greater propensity to detect incivility toward Anita. Details of this model can be found in Table 10, with visualization of the interaction in Figure 6.

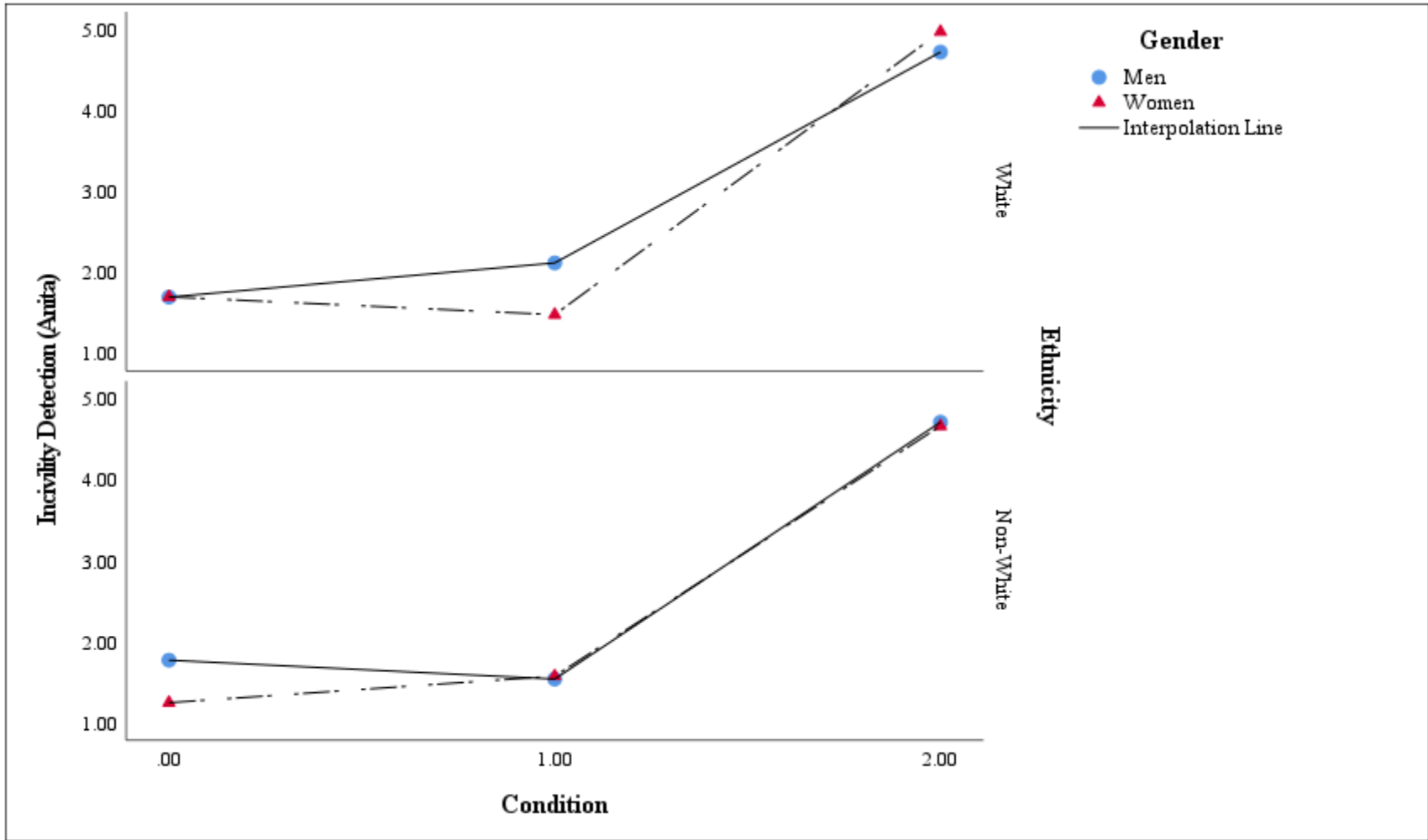
A follow-up regression was conducted to examine the significant two-way interaction between the X2 contrast and gender from the initial model, whereby X1, X2, gender, and the interactions between the contrasts and gender were regressed on the detection of incivility toward Anita. The interaction became non-significant,  $b = 0.41$   $SE = 0.21$ ,  $t = 1.93$ ,  $p = .055$ , 95% CI (-0.01, 0.83), as such conditional effects were not explored.

**Table 10. Regression for Incivility Detection (Anita) and contrasts with Gender and Ethnicity as moderators**

Criterion	Predictor	<i>b</i>	SE	<i>t</i>	<i>p</i>	LLCI	ULCI
Incivility Detection (Anita)	constant	2.84	0.09	30.42	<.001	2.66	3.03
	X1	1.73	0.20	8.64	<.001	1.33	2.12
	X2	2.61	0.23	11.50	<.001	2.16	3.05
	Gender	-0.13	0.12	-1.06	.290	-0.37	0.11
	X1*Gender	-0.20	0.26	-0.75	.452	-0.71	0.32
	X2*Gender	0.89	0.29	3.03	<b>.003</b>	0.31	1.47
	Ethnicity	-0.17	0.13	-1.30	.195	-0.43	0.09
	X1*Ethnicity	-0.37	0.28	-1.32	.189	-0.93	0.18
	X2*Ethnicity	0.57	0.32	1.79	.075	-0.06	1.20
	Gender*Ethnicity	-0.05	0.17	-0.29	.773	-0.39	0.29
	X1*Gender*Ethnicity	0.72	0.37	1.93	.054	-0.01	1.45
X2*Gender*Ethnicity	-0.97	0.42	-2.31	<b>.022</b>	-1.81	-0.14	
Gender = Men	X1	1.73	0.20	8.64	<.001	1.33	2.12
Ethnicity = White	X2	2.61	0.23	11.50	<.001	2.16	3.05
Gender = Men	X1	1.36	0.20	6.80	<.001	0.96	1.75
Ethnicity = Non-White	X2	3.18	0.22	14.16	<.001	2.74	3.62
Gender = Non-Men	X1	1.53	0.17	9.08	<.001	1.20	1.86
Ethnicity = White	X2	3.50	0.19	18.63	<.001	3.13	3.87
Gender = Non-Men	X1	1.88	0.17	10.93	<.001	1.54	2.21
Ethnicity = Non-White	X2	3.10	0.20	15.18	<.001	2.69	3.50

Notes: *N* = 384. *b* = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval.

Figure 6. Interaction between contrasts, gender, and ethnicity on incivility detection toward Anita



Notes: Condition 0 = No Incivility, Condition 1 = General Incivility, Condition 2 = Selective Incivility.

*The role of experimental conditions, SDO, and Ethnicity on Prejudicial Incivility Motivation Toward Anita*

A model testing the relationship between experimental condition and participants' perceptions of Craig's prejudicial motivations for his uncivil behaviour toward Anita, with SDO and ethnicity as potential moderators was tested,  $F(11, 374) = 57.86$ ,  $R^2 = .63$ ,  $p < .001$ . A significant interaction was identified between X2 (general incivility vs. selective incivility) and SDO,  $b = -0.68$ ,  $SE = 0.20$ ,  $t = -3.47$ ,  $p = .001$ , 95% CI (-1.06, -0.29). Additional details of this model can be found in Table 11.

A follow-up regression was conducted to examine the significant two-way interaction between the X2 contrast and SDO from the initial model, whereby X1, X2, SDO, and the interactions between the contrasts and SDO were regressed on participants' perceptions of Craig's behaviour toward Anita as prejudicial.

The X2 interaction with SDO remained significant,  $b = -0.60$ ,  $SE = 0.14$ ,  $t = -4.29$ ,  $p < .001$ , 95% CI (-0.87, -0.33). Conditional effects were tested. At one standard below the mean for SDO, the relationship between X2 and participants' perceptions of Craig's prejudicial motivations toward Anita was statistically significant,  $b = 2.47$ ,  $SE = 0.14$ ,  $t = 17.36$ ,  $p < .001$ , 95% CI (2.19, 2.75). At mean values of SDO, the relationship between X2 and participants' perceptions of Craig's prejudicial motivations toward Anita was statistically significant,  $b = 2.04$ ,  $SE = 0.10$ ,  $t = 19.96$ ,  $p < .001$ , 95% CI (1.83, 2.24). At 1 standard deviation above the mean for SDO, the relationship between X2 and participants' perceptions of Craig's prejudicial motivations toward Anita was statistically significant,  $b = 1.60$ ,  $SE = 0.14$ ,  $t = 11.14$ ,  $p < .001$ , 95% CI (1.32, 1.89). This can be interpreted as a magnitude effect, such that participants in the selective incivility (vs. general incivility) condition were more likely to perceive Craig's

motivations toward Anita as prejudicial, however this effect was weaker for those higher in SDO. Additional details can be found in Table 12, with visualization of the interaction in Figure 7.

In Figure 7, it appears that the tendency for those higher in SDO to perceive Craig's motivations for his behaviour toward Anita as prejudicial to a lesser extent is specific to those in the selective incivility condition. Follow-up analyses whereby the predictor (i.e., experimental conditions) and moderator (i.e., SDO) "flipped" positions (i.e., condition as moderator and SDO as predictor) were conducted to further clarify the interaction. As described above, SDO had no significant effect on participants perceptions of Craig's behaviour toward Anita as prejudicial in the general incivility condition ( $p = .270$ ) but did in the selective incivility condition ( $b = -0.49, p < .001$ ). Of course, as demonstrated in Table 12, there is also an overall pattern whereby, regardless of SDO, participants ascribed perceptions of Craig's prejudicial motivations toward Anita as prejudicial more so in the selective versus general incivility condition.

**Table 11. Regression for Prejudicial Motivations toward Anita and contrasts with SDO and Ethnicity as moderators**

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Motivation Prejudice (Anita)	constant	2.23	0.06	38.09	<.001	2.12	2.35
	X1	1.08	0.13	8.65	<.001	0.84	1.33
	X2	2.01	0.14	14.16	<.001	1.73	2.29
	SDO	-0.28	0.08	-3.47	.001	-0.44	-0.12
	X1*SDO	-0.05	0.17	-0.26	.794	-0.39	0.30
	X2*SDO	-0.68	0.20	-3.47	<b>&lt;.001</b>	-1.06	-0.29
	Ethnicity	-0.01	0.08	-0.06	.953	-0.17	0.16
	X1*Ethnicity	0.33	0.18	1.87	.062	-0.02	0.68
	X2*Ethnicity	0.03	0.21	0.14	.889	-0.38	0.43
	SDO*Ethnicity	0.22	0.12	1.85	.065	-0.01	0.45
	X1*SDO*Ethnicity	-0.05	0.26	-0.19	.849	-0.55	0.45
	X2*SDO*Ethnicity	0.09	0.28	0.31	.756	-0.47	0.65

Notes:  $N = 386$ . SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis.  $b$  = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval. Bolded terms indicate statistically significant interactions.

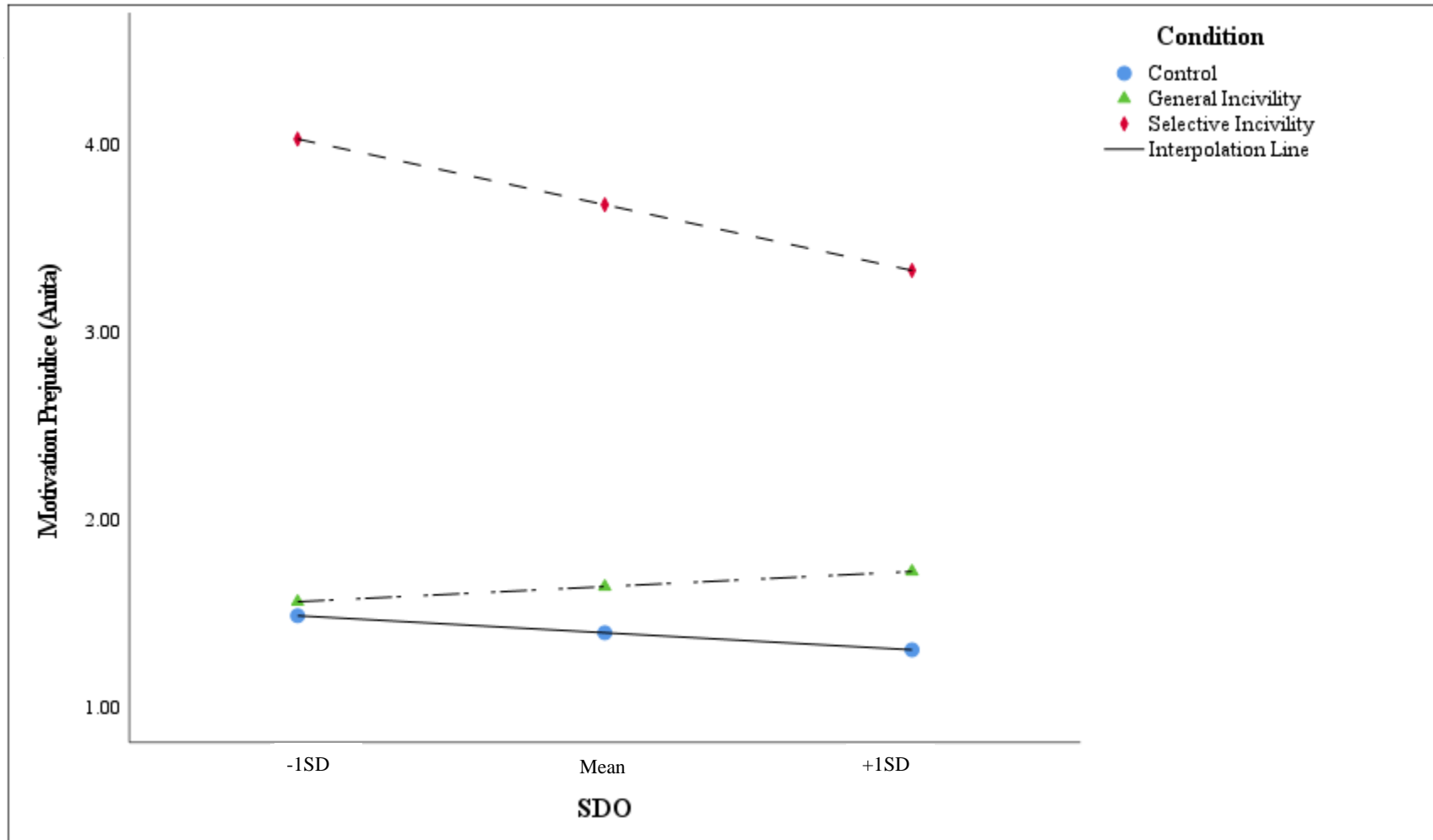


**Table 12. Regression for Prejudicial Motivations toward Anita and contrasts with SDO and as moderators**

<b>Criterion</b>	<b>Predictor</b>	<b><i>b</i></b>	<b>SE</b>	<b><i>t</i></b>	<b><i>p</i></b>	<b>LLCI</b>	<b>ULCI</b>
Motivation Prejudice (Anita)	constant	2.23	0.04	53.47	<.001	2.15	2.31
	X1	1.26	0.09	14.22	<.001	1.09	1.44
	X2	2.04	0.10	19.96	<.001	1.83	2.24
	SDO	-0.17	0.06	-2.87	.004	-0.28	-0.05
	X1*SDO	-0.06	0.13	-0.48	.630	-0.31	0.19
	X2*SDO	-0.60	0.14	-4.29	<b>&lt;.001</b>	-0.87	-0.33
SDO = -1SD	X1	1.31	0.13	10.22	<.001	1.06	1.56
	X2	2.47	0.14	17.36	<.001	2.19	2.75
SDO = Mean	X1	1.26	0.09	14.22	<.001	1.09	1.44
	X2	2.04	0.10	19.96	<.001	1.83	2.24
SDO = +1SD	X1	1.22	0.13	9.65	<.001	0.97	1.47
	X2	1.60	0.14	11.14	<.001	1.32	1.89

Notes:  $N = 386$ . SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis.  $b$  = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval. Bolded terms indicate statistically significant interactions.

Figure 7. Interaction between X2 contrast and SDO on Prejudicial Motivations toward Anita



Notes: SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis.

*The Role of Experimental Conditions, SDO, and Ethnicity on Generalized Negative Motivations toward Trevor*

A model testing the relationship between experimental conditions and perceptions of Craig's generalized negative behaviour toward Trevor, with SDO and ethnicity as moderators was tested,  $F(11, 374) = 32.80$ ,  $R^2 = .49$ ,  $p < .001$ . A significant 3-way interaction was identified between X2 (general incivility vs. selective incivility), ethnicity, and SDO,  $b = -0.62$ ,  $SE = 0.22$ ,  $t = -2.82$ ,  $p = .005$ , 95% CI (-1.05, -0.19). See Table 13 for details and Figure 8 for visualization.

Conditional effects were tested between the X2 contrast, for each level of SDO and each level of ethnicity. Among white participants at one standard deviation below the mean for SDO, the relationship between X2 and participants' perceptions of Craig's generalized negative motivations toward Trevor was statistically significant,  $b = -1.21$ ,  $SE = 0.14$ ,  $t = -8.36$ ,  $p < .001$ , 95% CI (-1.49, -0.92); for non-white participants at one standard deviation below the mean for SDO, the relationship between X2 and participants' perceptions of Craig's generalized negative motivations toward Trevor was statistically significant,  $b = -1.12$ ,  $SE = 0.17$ ,  $t = -6.58$ ,  $p < .001$ , 95% CI (-1.46, -0.79); for white participants at mean levels of SDO, the relationship between X2 and participants' perceptions of Craig's generalized negative motivations toward Trevor was statistically significant,  $b = -.85$ ,  $SE = 0.11$ ,  $t = -7.71$ ,  $p < .001$ , 95% CI (-1.07, -0.63); for non-white participants at mean levels of SDO, the relationship between X2 and participants' perceptions of Craig's generalized negative motivations toward Trevor was statistically significant,  $b = -1.21$ ,  $SE = 0.12$ ,  $t = -10.56$ ,  $p < .001$ , 95% CI (-1.44, -0.99); for white participants one standard deviation above the mean for SDO, the relationship between X2 and participants' perceptions of Craig's generalized negative motivations toward Trevor was statistically significant,  $b = -0.49$ ,  $SE = 0.16$ ,  $t = -3.00$ ,  $p = .003$ , 95% CI (-0.82, -0.17); for non-

white participants one standard deviation above the mean for SDO, the relationship between X2 and participants' perceptions of Craig's generalized negative motivations toward Trevor was statistically significant,  $b = -1.31$ ,  $SE = 0.15$ ,  $t = -8.48$ ,  $p < .001$ , 95% CI (-1.61, -1.00). This can be interpreted as a magnitude effect, such that participants in the general incivility (vs. selective incivility) condition more strongly perceived generalized negative motivations for Craig's behaviour towards Trevor, however this effect appeared weaker for certain groups.

In Figure 8, it appears that participants more strongly perceived Craig's behaviour towards Trevor as being motivated by generalized negativity in the general incivility (vs. selective incivility) condition. Although this effect appears stable across levels of SDO and ethnicity, it appears it may be weaker for white participants at mean and higher levels of SDO. More specifically, it appears that white participants at mean or higher levels of SDO seem to have more magnitudinally similar perceptions of generalized negative motivations as driving the instigator's behaviour regardless of condition (i.e., regardless of target). As such, follow-up analyses exploring these effects are detailed below.

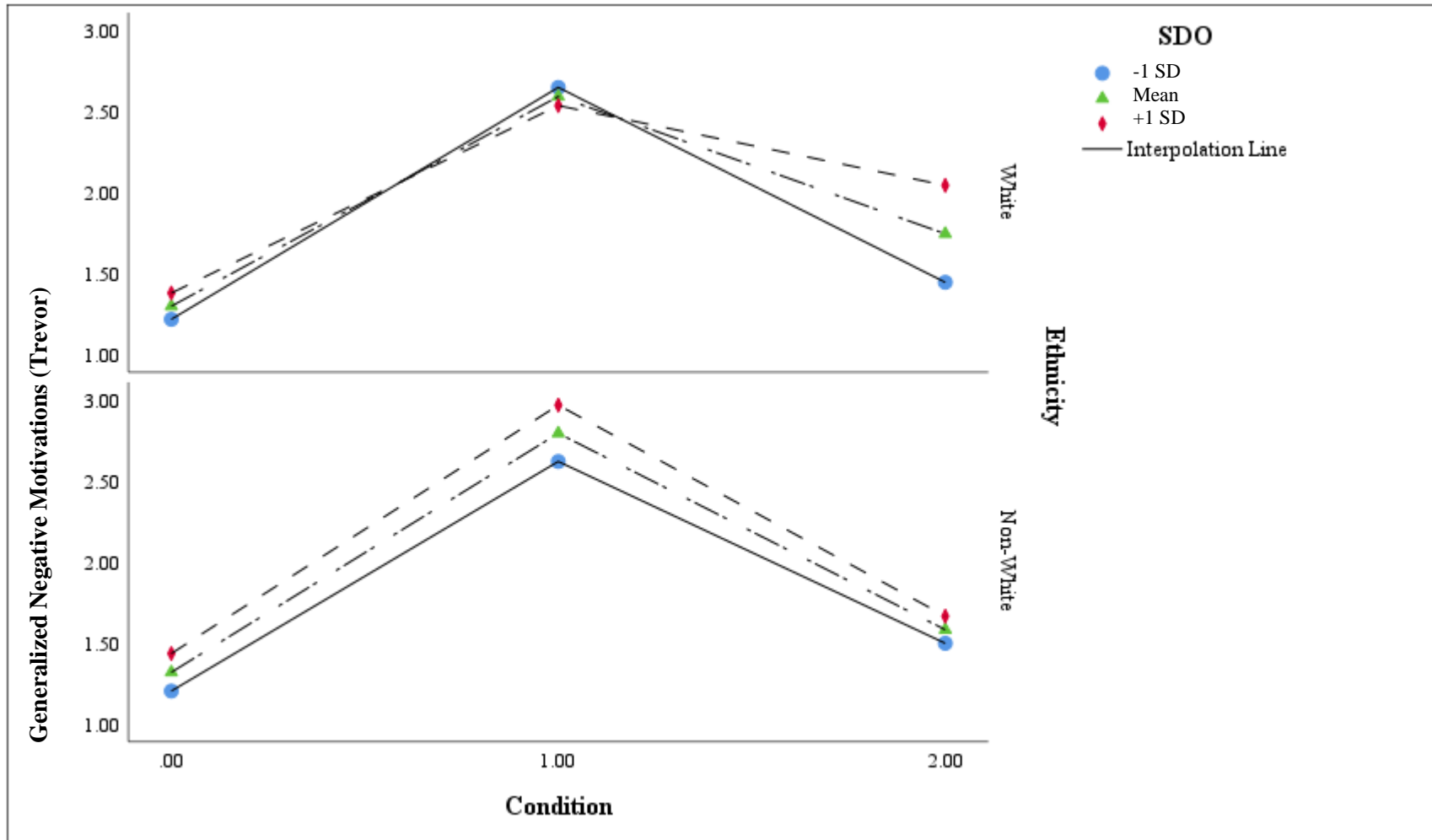
A follow-up analysis whereby the predictor (i.e. experimental conditions) and a moderator (i.e. SDO) "flipped" positions (i.e. experimental condition and Ethnicity as moderators, and SDO as predictor). Follow-up analyses on the interaction revealed that the effect can be interpreted such that among white participants in the selective incivility condition, as SDO increases, participants had a stronger interpretations of generalized negative motivations as driving Craig's behaviour toward Trevor (i.e.,  $b = .42$ ,  $p < .001$ ), while non-white participants higher in SDO in the general incivility condition more strongly perceived generalized negative motivations as driving Craig's behaviour toward Trevor (i.e.,  $b = .24$ ,  $p = .049$ ). All other slopes were non-significant.

**Table 13. Regression for Generalized Negative Motivations (Trevor) and contrasts with SDO and Ethnicity as moderators**

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Generalized Negative Motivation (Trevor)	constant	1.88	0.05	41.38	.000	1.79	1.97
	X1	0.87	0.10	8.97	.000	0.68	1.06
	X2	-0.85	0.11	-7.71	.000	-1.07	-0.63
	SDO	0.15	0.06	2.41	.017	0.03	0.27
	X1*SDO	0.06	0.13	0.42	.675	-0.21	0.32
	X2*SDO	0.50	0.15	3.28	.001	0.20	0.79
	Ethnicity	0.02	0.07	0.31	.754	-0.11	0.15
	X1*Ethnicity	0.00	0.14	-0.01	.991	-0.27	0.27
	X2*Ethnicity	-0.37	0.16	-2.30	<b>.022</b>	-0.68	-0.05
	SDO*Ethnicity	0.02	0.09	0.25	.802	-0.16	0.20
	X1*SDO*Ethnicity	-0.04	0.20	-0.19	.847	-0.43	0.35
X2*SDO*Ethnicity	-0.62	0.22	-2.82	<b>.005</b>	-1.05	-0.19	
SDO = -1SD	X1	0.83	0.14	6.04	.000	0.56	1.10
Ethnicity = 0	X2	-1.21	0.14	-8.36	.000	-1.49	-0.92
SDO = -1SD	X1	0.86	0.14	5.95	.000	0.57	1.14
Ethnicity = 1	X2	-1.12	0.17	-6.58	.000	-1.46	-0.79
SDO = Mean	X1	0.87	0.10	8.97	.000	0.68	1.06
Ethnicity = 0	X2	-0.85	0.11	-7.71	.000	-1.07	-0.63
SDO = Mean	X1	0.87	0.10	8.89	.000	0.68	1.06
Ethnicity = 1	X2	-1.21	0.12	-10.56	.000	-1.44	-0.99
SDO = +1SD	X1	0.91	0.14	6.67	.000	0.64	1.18
Ethnicity = 0	X2	-0.49	0.16	-3.00	.003	-0.82	-0.17
SDO = +1SD	X1	0.88	0.14	6.25	.000	0.61	1.16
Ethnicity = 1	X2	-1.31	0.15	-8.48	.000	-1.61	-1.00

Notes:  $N = 386$ . SDO = Social Dominance Orientation. SDO was mean centered-prior to analysis.  $b$  = Unstandardized beta coefficient. SE = Standard error. LLCI = 95% Lower Limit Confidence Interval. ULCI = 95% Upper Limit Confidence Interval.

**Figure 8. Interaction for Generalized Negative Motivations toward Trevor and contrasts with SDO and Ethnicity as**



Notes: SDO = Social Dominance Orientation. SDO was mean-centered prior to analysis. Condition 0 = No Incivility, Condition 1 = General Incivility, Condition 2 = Selective Incivility.

### **Exploratory Behavioural Intervention Analyses**

Participants that wished to intervene in what was ostensibly an ongoing group project, could indicate whether they were willing to provide feedback to participants (*yes/no*). These data were reviewed descriptively below, followed by an exploratory comparison of the willingness to provide feedback to the various study targets by condition, using binomial logistic regression. If participants agreed to provide feedback, the behavioural interventions consisted of open-ended space to provide feedback to the research lead, Craig, Trevor, and/or Anita. This open-ended feedback was explored by qualitatively reviewing this content. Feedback was coded, quantified, and common themes explored. This additional step was important to consider, as indicating a willingness to provide feedback was insufficient to explore the nature of these behaviours.

### ***Quantitative Behavioural Intervention Results***

Collapsed across conditions, feedback was provided to the research lead 10.9% of the time, to Craig 23.6% of the time, to Trevor 15.3% of the time, and to Anita 16.1% of the time. The quantity of feedback toward each party disaggregated by condition can be found in Table 14.

**Table 14. Intervention Behaviour Feedback Disaggregated by Condition**

<b>Research Lead</b>			
Condition	Provided Feedback	Frequency	Percent
Control	Yes	10	7.9
	No	117	92.1
	Total	127	100.0
General Incivility	Yes	15	11.6
	No	114	88.4
	Total	129	100.0
Selective Incivility	Yes	17	13.1
	No	113	86.9
	Total	130	100.0
<b>Craig</b>			
Condition	Provided Feedback	Frequency	Percent
Control	Yes	14	11.0
	No	113	89.0
	Total	127	100.0
General Incivility	Yes	38	29.5
	No	91	70.5
	Total	129	100.0
Selective Incivility	Yes	39	30.0
	No	91	70.0
	Total	130	100.0
<b>Trevor</b>			
Condition	Provided Feedback	Frequency	Percent
Control	Yes	10	7.9
	No	117	92.1
	Total	127	100.0
General Incivility	Yes	25	19.4
	No	104	80.6
	Total	129	100.0
Selective Incivility	Yes	24	18.5
	No	106	81.5
	Total	130	100.0
<b>Anita</b>			
Condition	Provided Feedback	Frequency	Percent
Control	Yes	14	11.0
	No	113	89.0
	Total	127	100.0
General Incivility	Yes	13	10.1
	No	116	89.9
	Total	129	100.0
Selective Incivility	Yes	35	26.9
	No	95	73.1
	Total	130	100.0



Binomial logistic regression was used to determine whether the number of participants that indicated they wished to provide feedback to an individual differed by the conditions of each target. The same contrasts coding from the previous moderation analyses were used to denote experimental condition.

**Feedback Difference for Research Lead.** No statistically significant differences were identified for the quantity of feedback provided to the research lead for X1 (i.e., incivility conditions combined vs. no incivility),  $b = -.55$ ,  $SE = .38$ ,  $Wald = 2.02$ ,  $p = .155$ . No statistically significant differences were identified for the quantity of feedback provided to the research lead for X2 (i.e. general vs. selective incivility) conditions,  $b = -.32$ ,  $SE = .38$ ,  $Wald = 0.69$ ,  $p = .408$ .

**Feedback Differences for Craig.** A statistically significant difference was identified for the quantity of feedback provided to Craig for X1,  $b = -1.25$ ,  $SE = .32$ ,  $Wald = 15.42$ ,  $p < .001$ . No statistically significant differences were identified for the quantity of feedback provided to Craig for X2,  $b = -0.09$ ,  $SE = .28$ ,  $Wald = 0.11$ ,  $p = .744$ . Together these effects can be interpreted such that participants were more likely to provide feedback to Craig if they were in the incivility conditions (combined) than in the control condition, however these differences did not manifest between selective and general incivility conditions.

**Feedback Differences for Trevor.** A statistically significant difference was identified for the quantity of feedback provided to Trevor for X1,  $b = -1.06$ ,  $SE = .37$ ,  $Wald = 8.13$ ,  $p < .004$ . No statistically significant differences were identified for the quantity of feedback provided to Trevor for X2,  $b = -0.06$ ,  $SE = .32$ ,  $Wald = 0.04$ ,  $p = .845$ . Together these effects can be interpreted such that participants were more likely to provide feedback to Trevor if they were in the incivility conditions

(combined) then in the control condition, however these differences did not manifest between selective and general incivility conditions.

**Feedback Differences for Anita.** No statistically significant differences were identified for the quantity of feedback provided to Anita for X1,  $b = -0.57$ ,  $SE = .34$ ,  $Wald = 2.81$ ,  $p = .094$ . A statistically significant difference was identified for the quantity of feedback provided to Anita for X2,  $b = -1.28$ ,  $SE = .36$ ,  $Wald = 12.68$ ,  $p < .001$ . Together these effects can be interpreted such that participants were not more likely to provide feedback to Anita if they were in the incivility conditions (combined) than in the control condition. However, differences did manifest between selective and general incivility conditions, such that participants in the selective incivility (vs. general incivility) condition were more likely to provide feedback to Anita.

### *Exploratory “No Feedback” Responses*

Although no formal hypotheses or research questions were posed around participants' non-intervention, a question queried participants, if willing, on why they chose not to provide feedback. Exploratorily, this was reviewed. Overall, 226 participants responded to the question, with 69% of these individuals indicating they did not have any feedback to provide, 6.2% indicating they did not have time to provide feedback, 17.7% indicated they did not want to interact with the group members or researcher, and 7.1% described another reason why they did not respond. These reasons varied, but the most common responses were (1) participants felt they felt anonymous feedback would not be effective in changing behaviour, (2) that the scenario was too ambiguous and that they felt they did not know the characters well enough to “judge” them.

When descriptively exploring these differences by condition, a notable trend was that 20.8% of respondents, and 32.2% of respondents in general and selective incivility conditions respectively, noted that they did not want to interact with the group members or researcher, while only 6.3% of responded answered this way in the control condition.

### *Qualitative Methods*

**Materials.** A rudimentary coding approach was applied to the content of the behavioural intervention feedback boxes. An initial coding scheme was developed based on the content of Bowes-Sperry and Powell's (1999) Intentions to Intervene in the Behavior scale. Specifically, the coded behaviours consisted of 1) the observer reaching out to the target (Trevor or Anita) to clarify or explain the incident, 2) asking the instigator (Craig) to clarify or explain the incident, 3) whether the observer attempted to provide emotional support to the target, 4) whether the observer reported the incident to someone in a higher position (i.e., the research lead), or 5) asking the instigator (Craig) to refrain from the behaviour.

**Procedure.** Participant feedback directed toward each target (i.e., research lead, Craig, Trevor, and Anita) were collapsed together and uploaded to NVivo for initial coding, along with indicators of the experimental condition the participant was in (i.e., ensuring clarity on who the prime target was for each feedback comment). After initially coding for the initial 5 topics outlined above, an iterative approach was utilized, by which new interventional behaviours were inductively added to the coding scheme. These codes were then organized into code hierarchies to organize the structure of the referenced materials and consolidate similar topics (e.g., NVivo allows for the nested organization of these codes into higher-level or "parent-level" codes, and lower-level "child" code relationships [NVivo, 2024]). New codes that were added were created both at the same level (i.e., parent-level codes), as well as introduced below these broader level themes (i.e., child-level codes). For example, the parent-level code of "Asked perpetrator to refrain from such behaviour" also included iterative child-level codes of "made excuses for behaviour", "general attacks toward instigator", and "suggested instigator was motivated by prejudice." After iterative codes were created, the data was re-reviewed and/or coded to ensure that all feedback data was evaluated with the most holistic version of the coding scheme. After coding all feedback provided by participants, those codes were evaluated in NVivo, exploring these codes by

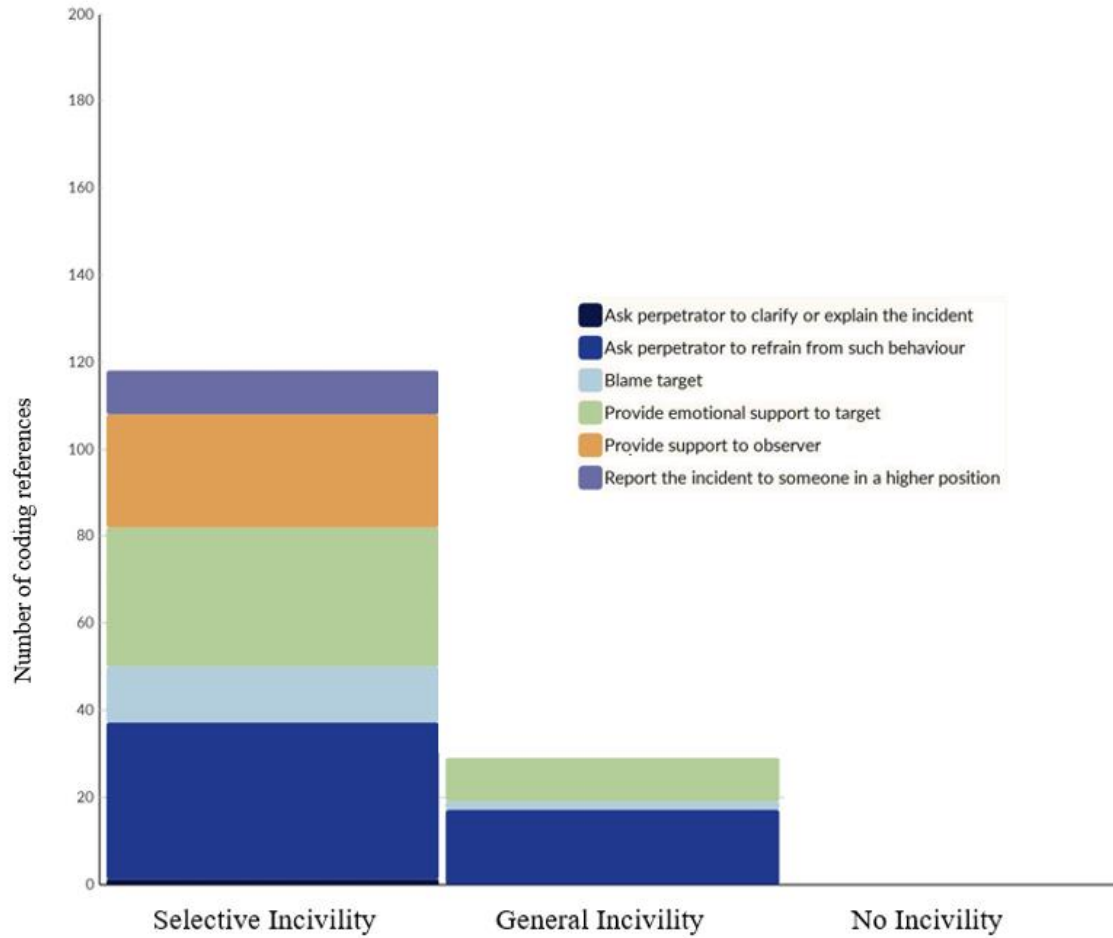
experimental condition – to evaluate whether they differed by type of incivility observed. General themes were derived and are provided with along with representative quotes below.

### *Qualitative and Descriptive Results*

**Descriptive findings.** A total of 16 different codes were applied to the data, consisting of 7 parent-level codes, and 9 child-level codes. A total of 15 of 16 codes were referenced in the participant feedback. The notable exception that was not referenced in any participant feedback was “Asking instigator to clarify or explain the incident”, which was a code derived from Bowes-Sperry and Powell’s intervention intention scale. A total of 147 references to intervention behaviours were identified in the feedback provided by participants (General Incivility 19.7%, [29 references]; Selective Incivility 80.3% [118 references]; see Figure 9 for a breakdown of parent-level code by condition). Specifically, for the purposes of this study, “references” are operationalized as the total number of times a selected portion of text is ascribed to a code. Certain common sections of text may be ascribed to multiple codes, and with each contributing to the reference count for that code.

A number of prominent themes revolving around the participants’ intervention strategies emerged and are outlined below.

**Figure 9. Breakdown of Parent-Level Intervention Codes by Experimental Condition**



Notes: No references were identified in the no-incivility condition. No participants asked the perpetrator to clarify or explain the incident regardless of condition.

**General Interventional Themes.** A total of 4 overarching themes were identified, “Interventions Directed at the Instigator”, “Providing and Inciting Support”, “Target Blaming and Sexism”, and “Seeking Authority”. A summary of theme content (and sub-themes within the overarching theme), a brief descriptive breakdown of theme by experimental condition, and representative quotations will be provided below.

***Interventions Directed at the Instigator.*** One of the most utilized intervention strategies by participant observers was to provide direct feedback to the instigator (Craig) asking them to refrain from the uncivil behaviours. A total of 53 references, or 36.1% of all intervention behaviours referenced in the dataset encompassed this strategy in some manner. Overall, the use of strategies directly requesting the instigator to refrain from their uncivil behaviours did appear to differ by experimental condition (within this theme: 32.1% general incivility [17 references]; 67.9% selective incivility [36 references], 0% control), with over twice as many references to this strategy being identified in the selective incivility (versus general incivility) condition.

The strategies employed by observers varied significantly in their magnitude of response, ranging from more civil and ostensibly constructive responses to heated direct attacks on Craig’s character. In many of the cases, participants largely centered their criticism of Craig around incivilities that involved his interruptions of the target, regardless of condition.

*“Hi Craig! Not sure if you are aware but based on a recording of group discussion you’ve participated in, you seemed to frequently cut off your teammate when they are speaking. It would be great if you could only speak when there are natural conversation pauses before speaking and if you could respond to what the last person said before you continue what you want to say. This way it would sound like you are an active listener and a better communicator to everyone who interacts with you.”*

- ***Selective Incivility Condition***

*“Sorry Craig, it’s probably not your fault, but you cut off your other team members. I think that this is more common that we think though, sometimes cutting people off comes from expressed interest. I’m sorry for ranking you a 5 on the impolite scale,*

again I'm sure you weren't trying to be mean!"

- **General Incivility Condition**

"I think Trevor needs a bit more space to come out of his shell and contribute to his true potential, try to silently encourage him a bit more and to give him the floor to cement his ideas"

- **General Incivility Condition**

"You are a very rude and disrespectful person. You are like an impatient child. Grow up! Stop mistreating Anita"

- **Selective Incivility Condition**

"Craig, you are nasty person. If given the chance, or placed in the position of leadership you will destroy the organization"

- **Selective Incivility Condition**

In 12.5% of references belonging to the strategy of asking the instigator to refrain from the behaviour, observers directly stated or implied that Craig's behaviour was directly motivated by prejudice.

"Dude stop cutting her off, you're being a dick. Not sure if it's cause she's a woman or different race or what's going on but let her speak and listen to her ideas"

- **Selective Incivility Condition**

"You come across as an asshole, especially to women. Fix that."

- **Selective Incivility Condition**

**Providing and Inciting Support.** The most employed intervention strategy by observers was to provide support or encouragement to the targets of incivility, or to make further requests for support for the target. A total of 68 references (within theme: General Incivility 14.7% [10 of 68 references], Selective Incivility 85.3% [58 of 68 references]), or 46.3% of all referenced intervention behaviours related to support for parties outside of the instigator. The most common of these approaches was to provide emotional support to the direct target of the uncivil behaviours, however this heavily favoured

participants in the selective incivility condition versus general incivility condition, with 32 and 10 references, respectively. These findings suggest study participants were more willing to provide emotional support to Anita than Trevor.

*“I am sorry that you are experiencing some mistreatment in your group by some of the group members. I think you are a very interesting and kind person and you don't deserve this. You deserve to be listened to, respected and treated right. It will get better with time, I hope”*

- **Selective Incivility Condition**

*“Your voice is important. I value what you provide to the discussion”.*

- **Selective Incivility Condition**

In a number of cases, observers went a step further and recommended potential solutions to the target on how to handle further situations with the instigator.

*“I would suggest you talk a bit with Trevor, see if he feels a bit awkward with how Craig has been dominating the discussions, or if he felt uncomfortable with some of his remarks, and see if you two could present a united front if it happened again. I understand that you may not feel comfortable imposing yourself more, or even confronting the bad behaviors when they occur, but you might feel more comfortable to do so and to put a stop to them with someone on your side. Good luck”*

- **Selective Incivility Condition**

*“Hi Anita! You are such a kind and respectful person with high emotional intelligence! If I were you, I might have already had a big physical fight with Criag:!) While keeping your cool is important for your reputation and personal brand, our mental health matters even more. That means sometimes getting into a more direct conflict instead of avoiding a conflict is a solution to a bigger problem. Based on what I've learned from 2 podcasts - Dear HBR and HBR Idea Cast - maybe it's time to talk with Criag about what you've noticed about his behaviour and his influence on you. Maybe not from the podcasts but if he doesn't change, call him out in group meetings e.g. ask what do you mean?, may be would be able to put peer pressure on him to act nicer. It does feel so bad and unlucky to have teammates like Craig. Keep in mind that a lot of people and I are on your side.”*



- *Selective Incivility Condition*

A notable sub-strategy (i.e., child-level code) surrounding inciting support emerged iteratively, focusing on the response that the non-target of incivility engaged (or did not engage) in. Specifically, 14 references (100% within the selective incivility condition) requested additional support from Trevor, the non-instigator/non-direct target of the incivilities. In many situations, participants praised Trevor for not engaging in the incivility, however participants felt he did not do enough. Much of the feedback centered around the bystander's inaction to confront the instigator.

*"Trevor, I think you sensed the ways in which Craig was being rude and dismissive of Anita, but you didn't stand up for her. You did try to support her somewhat, by following up on some of her comments etc. It might have been nice had you tried to challenge Craig a bit though - not only should he include Anita more properly just because it's the right thing to do, but it would also strengthen the group effort, which it seems is part of the goal of the thing."*

- *Selective Incivility Condition*

*"Hi, I'm sure you've noticed a little, but one of the members of your group is taking a negative leader role. Interrupting others, imposing his ideas, being dismissive towards other people ideas. I'm sure that you do not want to rock the boat, or make someone feel uncomfortable, but I think that your input is valued but all the people in your research group. So you asking someone to tone it down, to encourage others to speak more, or even to take on a more positive leadership role would be really beneficial for your small group. Sometimes, even a - Hey! That's not cool ! - Is better than saying nothing and can lead to people having a better impression of you overall. Good luck!"*

- *Selective Incivility Condition*

**Target Blaming and Sexism.** Although providing feedback to the target of incivilities was a prominent strategy among study participants, what was also common were suggestions that the target was responsible for the incivility they experienced or at their response to the incivilities was insufficient. Such responses (within full dataset: 15 of 147 references; 10.2%) indicated to the target that they should

have stood up for themselves, and not allow themselves to be victimized by the perpetrator. This behaviour was much more prevalent in the selective incivility condition where Anita was the target (within theme: General incivility 13.3% [2 of 15 references], Selective Incivility 86.7% [13 of 15 references]). Commonly, participants indicated that the target of the incivility was responsible for making the behaviour stop. In some cases, target blaming was also accompanied with sexist rhetoric toward Anita.

*“Please stop letting Craig talk over you, when he starts talking just continue to talk over him without missing a beat. It is obvious he is being misogynistic, and I'd hate to see a lovely woman be beat down by a cowardly man”*

- ***Selective Incivility Condition***

*“I think you should be more vocal about your thoughts and stick up for yourself.”*

- ***Selective Incivility Condition***

*“I think that there might have been times when it might have been not too difficult to make a stand. For instance, Trevor tried to create an opportunity once or twice when he asked if things were ok with you. That would have been a good time to say ‘No, I think we should consider this, or do it that way’ or whatever.”*

- ***Selective Incivility Condition***

***Seeking Authority.*** Participants were provided with the opportunity to provide anonymous feedback to the research lead. This strategy was relatively underutilized compared to choosing to contact the group members in the audio recording (within full dataset: 10 of 147 references, 6.8%). All interventions that sought out the research lead were found exclusively among participants in the selective incivility condition. When employed, participants often indirectly alluded that there had been conflict in the audio clips they had reviewed, but rarely provided details surrounding the target of the uncivil behaviours. In some cases, participants also noted that the research lead was absent during these

clips and suggested a more active presence of the researcher.

*“As a research/study lead, it is important to make sure your team members are treating each other with respect and each getting an opportunity to share their input. I noticed you were absent for the majority of the session times. I think it would be beneficial to have a more active role in the meetings.”*

- ***Selective Incivility Condition***

*“I’d like to suggest that the activities you provide for the group be a bit more interactive, in that not one/two individuals can dominate the conversations etc. This could help ensure that all parties are able to contribute - maybe you could encourage them to officially assign themselves to different roles each time they meet, so that they feel can adhere to those roles and allow others to contribute.”*

- ***Selective Incivility Condition***

*“I think you should check if all the members of the group are being treated with dignity and respect. if not, you should take action to secure their wellbeing and safety.”*

- ***Selective Incivility Condition***

Notably, only a single participant explicitly noted what they believed the motivation to be behind the instigator’s behaviour.

*“This is in regards to the research group that you are overseeing. It is my opinion that one of the party members is being dismissive, rude, overbearing, racist and sexist towards another member of the group. This forces the recipient of this treatment to “go along with” and agree to, both the behaviours and the way that the other believes the tasks are meant to be done. I would say that the research is being skewed by this treatment of one member by another. I think it might be better if you were in the room to oversee the activities done.”*

- ***Selective Incivility Condition***

## **Study 2 Discussion**

Consistent with Study 1, the experimental manipulation worked as intended. Participants in the incivility conditions (combined) were more likely to detect incivility when it was present than in the control condition. Participants were also more likely to detect incivility toward the non-minoritized target in the general (*vs.* selective) incivility conditions. Similarly, participants in the selective incivility condition were more likely to detect incivility toward the minoritized target in the selective (*vs.* general) condition. Overall, these findings suggest that the experimental manipulation in Study 2 worked as intended, with participants correctly detecting incivility toward the intended targets.

### ***Motivations behind incivility***

Participants in the incivility conditions (combined) were more likely to attribute the instigator's behaviour to either target as being driven by either prejudicial and generalized negative motivations when incivility was present than in the control condition. Greater prejudicial motivations toward the minoritized target were perceived in the selective (*vs.* general) incivility condition. Participants also perceived the generalized negative motivations as informing the instigator's behaviour toward the non-minoritized target in the general (*vs.* selective) incivility condition. Participants also tended to perceive greater generalized negative motivations as informing the instigator's behaviour towards the minoritized target in the selective (*vs.* general) incivility condition.

When exploring participants' perceptions of the instigator's motivation behind their behaviour toward the non-minoritized target, bystanders indicated greater prejudicial motivations in the selective (*vs.* general) incivility condition. Participants also perceived higher levels of prejudicial motivations toward the non-minoritized target ( $t = -5.74, p < .001$ ) in the selective (mean = 2.22) versus general (mean = 1.48) condition. Notably, however, behaviour toward the non-minoritized target relative to the minoritized target in the selective condition was perceived overall as less motivated by prejudice). Although at face value, these findings would be counterintuitive (*i.e.*, the non-minoritized individual

was not the instigator's target in the selective incivility condition), I will speculate on several possible explanations.

First, the study was designed in a manner such as to eliminate any stigmatizing features that could have been attributed to the non-minoritized target. Put another way, the non-minoritized target was portrayed to be a dominant group member – a man, white, born-in-Canada, with a Standard Canadian English accent (Labov et al, 2006). The non-minoritized individual was not the target of the incivility in the selective conditions (i.e., the minoritized target was), and participants in the selective condition did perceive very high levels of prejudicial motivations toward the minoritized target (i.e., mean of 4.78 on a 5-point Likert scale). It is possible that participants' perceptions of the instigator's behaviour toward the minoritized target as being highly motivated by prejudice in the selective incivility condition transferred over to the non-minoritized target. It is possible that participants perceived the instigator's prejudicial mistreatment toward the minoritized target as an attack on everyone present.

Alternatively, perhaps these results might reflect an *anchoring-and-adjustment* effect, a cognitive bias by which an individual's judgements are influenced by seemingly arbitrary information (Tversky & Kahneman, 1974). In this two-stage process, participants generate a preliminary judgment referred to as an "anchor". In the selective incivility condition, this could be witnessing high incivility towards the minoritized target, which was perceived to be prejudicial in nature. In the second stage of anchoring-and-adjustment, participants adjust their assessments based on this anchoring point, but often insufficiently. Perhaps participants "anchored" to the highly prejudicially motivated behaviour toward the minoritized target, which ultimately pulled their perceptions of the instigator's motivations toward the non-minoritized individual up in the selective incivility condition. Although this cognitive process could be seen as irrational (i.e., an error in judgement) it has been suggested that the use of such a heuristic may be a reasonable choice when the cognitive costs of computation are high (Lieder et al, 2018). When participants were asked to evaluate their perceptions of the instigator's treatment of the

non-minoritized individual in the selective incivility condition (i.e., a scenario where he was not directly targeted with uncivil behaviour), this may have been deemed too cognitively taxing, and simply relied on the anchor of the minoritized target's treatment. Outside of this unusual effect, results were as expected with regard to prejudicial motivations.

### ***Intervention Behaviours***

When considering the direct effects of the manipulation on intervention behaviours (i.e., how many parties participants provided anonymous feedback to), greater intervention behaviours were found in incivility conditions (combined) versus no incivility. Although no differences in intervention behaviours emerged between incivility conditions ( $p = .074$ ), descriptive results indicated a trend towards greater intervention behaviours in the selective (vs. general) incivility condition. This may represent a limitation of the quantitative methodology (i.e., counts of feedback provided), as providing feedback did not necessarily identify whether multiple interventional strategies could be used on a single target (i.e., multiple interventional strategies for Anita, etc.), or the nature of those interventions. Differences in the nature and magnitude of interventional responses, however, were more clearly borne out in the qualitative review of these responses.

When qualitatively exploring the nature of the feedback provided by participants to the characters in the recording, many of the approaches derived from Bowes-Sperry and Powell's (1999) intentions to intervene measure were identified (e.g., providing emotional support to the target, asking the instigator to refrain from their behaviour). The most common approach for intervention overall (i.e., the most common in the selective incivility condition, and second most common in the general incivility condition) was to provide or try to incite additional support for the targets of the incivility. In many cases, this took the form of participants consoling/providing emotional support to the target for the behaviours they had witnessed. Such an approach of trying to affiliate with the target may have positive effects on the downregulation of victim stress levels, and positive downstream effects on physiological

health (Katsu et al, 2018; Palagi et al, 2018; Silk, 1997) (e.g., lower cortisol levels, heart rate declines, HPA and SNS returning to biological baselines). Such interventional approaches to workplace mistreatment have been lauded as having a positive effect for the victims of incivility (e.g., Cortina et al, 2022).

Several iterative qualitative codes were also developed, such as “providing support to the direct observer”, and “blaming the target” for their own mistreatment. Interestingly, the strategy of providing support to the observer of the incivility was restricted to the selective condition (i.e., these were always directed toward Trevor). This is perhaps an indication that participants viewed the incivility towards Anita as more severe. This is consistent with a trend that saw a greater quantity (~80%) of coded references across all coded interventional behaviours being found within the selective incivility condition. It is possible that, despite the equality of the uncivil behaviours between incivility conditions, that participants saw incivility directed toward a minoritized target as a more urgent event. This may have been perceived more urgently out of recognition that minoritized groups already face a significant level of systemic mistreatment (e.g., Sidanius et al 2006; Yao et al, 2022; Ozturk & Berber, 2022). Literature exploring bystander intervention models (e.g. Dovidio et al, 1991) and incivility have noted that the nature of current social climates that aim to reject prejudice and discrimination (e.g., BLM, #MeToo), might lead to increased vigilance, and interventional responses, as the costs of ignoring such acts might be great (Jensen & Raver, 2021). The cost evaluations for non-intervention may be two-fold, 1) for the minoritized group as a whole, through their continued mistreatment, but also 2) for observers that chose to ignore the mistreatment. I believe the results of Study 2 are consistent with this. Specifically, several participants sought to incite support from the direct observer of incivility (i.e., Trevor) toward the target (i.e., Anita) in the selective incivility condition. However, approximately half of those participants that incited Trevor’s support also admonished Trevor for failing to sufficiently intervene on their own. As such, some participants may have also feared being castigated for their

inaction. This provides indirect evidence that interventional behaviours surrounding incivility may also be driven not only by social and/or internal motivations to support minoritized groups, but also to avoid external derision for their inaction.

Although about 80% of the qualitatively coded interventional strategies favoured the selective incivility condition, this did not necessarily mean the picture was always socially favourable. A number of interventional responses indeed attempted to provide (or perhaps sometimes feign) some level of emotional support. Unfortunately, some of these messages were accompanied with veiled (or sometimes overt) instances of victim blaming. Such instances were often restricted to Anita (i.e., the target in the selective incivility condition), but also sometimes extended to Trevor (i.e., the target in the general incivility condition). Such messages, regardless of condition or victim often implied or directly stated that they “let” Craig behave this way by failing to interject on their own behalf. Such responses have the potential to magnify the negative outcomes of incivility, as it strongly implies to the target that they were perceived to be at fault. Such an interventional strategy potentially results in a shift in how victims of incivility may attribute their mistreatment, specifically from external attributions (e.g., “Craig is a jerk”, “Craig is sexist”, and that is why this happened) to personal attributions (e.g., “I received this mistreatment because of my own personal characteristics”, or “I deserved this behaviour”). Evidence from interviews conducted among racialized managers who experienced incivility, have noted that feedback they received in the workplace sometimes led them to make these damaging personal attributions (Ozturk & Berber, 2022).

Literature on victim blaming suggests that victims that respond passively to their mistreatment may be more harshly evaluated by others, especially in situations where those bystanders forecasted that they themselves would have been more likely to take action against the perpetrator (Diekmann, et al, 2013). However, this problem gets amplified because of the links between forecasting errors and interpersonal condemnation; observers often make forecasting errors. Specifically, observers often act



under the false assumption that they would intervene/confront a harasser more than one usually does (Woodzicka & LeFrance, 2001). Such forecasting errors may stem from a “failure to fully consider likely motivations experienced in the actual situation” (Diekmann et al, 2013, p. 624). Countering such effects can be challenging, as simple perspective taking (i.e., imagining yourself in another person’s shoes) can sometimes increase misplaced condemnation, because of the inherent biases in these behavioural forecasts (Diekmann et al, 2003; 2013, Van Boven & Loewenstein, 2005). Rather it has been suggested that perspective taking that focuses on imagining what a victim has experienced (vs. imagining what you would do in their shoes) may produce a better empathetic understanding, and reduce victim blaming (Batson et al, 1997; Diekmann et al, 2013).

Finally, no participants asked the perpetrator (i.e., Craig) to clarify or explain the incident (i.e., one of the behaviours included in the Bowes-Sperry and Powell measure). This result could be explained by the nature of the communication being one-way (i.e., there was no indication that after providing feedback, that the recipient would be able to respond, or that there would be any future communication between the parties). It is also possible that they felt that they had a clear enough picture of Craig’s behaviour (and potential motives) that they did not seek further clarification.

### ***Moderation by SDO and Ethnicity***

When exploring the role of moderators in Study 2, SDO and ethnicity emerged as having some influence. Specifically, when exploring participants’ perceptions of the instigator’s prejudicial motivations in his treatment of the minoritized target, results indicated that participants higher in SDO were less likely to perceive incivility as prejudicial. Specifically, this effect only manifested when the target of the incivility had a minoritized identity (i.e., the selective incivility condition). These results are largely consistent with findings in Study 1, that too indicated that endorsement of socially dominant worldviews was associated with the downplay of prejudicial perceptions in the selective incivility condition. Downplaying prejudicial motivations toward the instigator’s treatment toward the minoritized

target helps maintain aversive prejudicial processes by cementing ambiguity (i.e., “who knows why Craig is behaving this way?”). Ambiguous situations are often where such forms of modern discrimination operate (Dovidio & Gaertner, 2000; Ozturk & Berber, 2022), as it provides higher SDO bystanders, an opportunity to deny culpability of the perpetrator as a “racist” or “sexist”. Such behaviours ultimately maintain and reproduce social hierarchies and structures that benefit those belonging to dominant social groups (Sidanius et al, 2004).

Overall, participants were more likely to perceive Craig’s behaviour towards Trevor as being driven by generalized negative motivations in the general (*vs.* selective) incivility condition, however the effect differed as a function of SDO and ethnicity. Specifically, several complex effects emerged. First, magnitude effects appeared such that white participants higher in SDO (i.e., those who are highly dominant) had relatively similar perceptions of the instigator’s behaviour toward the non-minoritized individual, regardless of whether they were the direct target of the incivility (i.e. in either condition). Put another way, these dominant (i.e., white, higher SDO) participants perceived the instigator’s treatment of the non-minoritized individual as being more strongly driven by generalized negative motivations to a greater extent than other participants. These dominant white individuals tend to be motivated to downplay prejudicial motivations because of their values and may view mistreatment of the minoritized victims as more acceptable. Relatedly, individuals that benefit from, and endorse socially dominant worldviews (i.e., white participants high in SDO) are motivated to maintain their societal privilege and dominance over minoritized groups (Pratto et al, 1994; Sidanius et al, 2004). In an effort to maintain this socially dominant position, it is possible that these individuals may be particularly vigilant to perceived transgressions towards their ingroup (i.e., Trevor). Within the context of the effects found; this could be interpreted as these dominant white individuals having identified the negative valence of the interaction (between the instigator and Anita) but may have felt this negativity affected Trevor (i.e., a fellow ingroup member), as such, they indicated that generalized negative motivations informed the instigator’s

behaviour. Follow-up analyses (i.e., flipping predictors and moderators) further cemented this interpretation, indicating that among white participants higher in SDO, who in the selective incivility condition (i.e., the minoritized individual was not the direct target of mistreatment), perceptions became stronger that the instigator's behaviour towards the non-target (i.e., the dominant group observer; Trevor) was motivated by generalized negativity. Unexpectedly, however, an additional effect emerged such that as SDO increased, non-white participants in the general incivility condition more strongly perceived generalized negative motivations as driving the instigator's behaviour toward the non-minoritized target (i.e. they were more accurate in their perceptions). This effect was unexpected, and future research is required to elucidate this finding and this interaction more generally.

Alternatively, these effects may represent a situation where white participants that hold egalitarian beliefs (i.e., dominant group members that are often less-prejudicial), and visible minority groups (i.e., those who may have a vigilance perspective when it comes to discrimination – regardless of their SDO levels, Kaiser & Major, 2006), may be better attuned to correctly identify instigator motivations overall. While participants that belong to dominant social groups (i.e., white) and maintain socially dominant worldviews may be less adept at correctly perceiving instigator (i.e., an ingroup member) motivations. Overall, these effects were unexpected and not well-explored within the literature, and future research is required to elucidate these findings.

## **Study 2 Summary**

In summary, Study 2 provided further evidence that bystanders can meaningfully detect different types of workplace incivility and will attribute that mistreatment to prejudicial or generalized negative motivations of the perpetrator based on discernable characteristics of the target. Participants higher in SDO tended to downplay the role of prejudice as a motivational factor behind the mistreatment of a minoritized target. Study 2 findings are largely consistent with those found in Study 1, even with Study 1 limitations (e.g., measurement issues that limited statistical power, etc.). Further, Study 2 strengthens

the results through extensions, such as refined measurement (i.e., all participants completing all measures), enhanced study materials (e.g., greater clarity of character identity through visual cues), the introduction of evidence of longitudinal mistreatment (i.e., reducing incivility ambiguity), and importantly a shift from measuring behavioural intentions to that of actual intervention behaviours. Such extensions shed light on the frequency and nature of bystanders' interventional behaviours, through both quantitative and qualitative methodologies. Specifically, qualitative (and descriptive) evidence emerged that suggests that bystanders may be more likely to intervene when the victim belongs to a minoritized group or groups. Unfortunately, the results also demonstrated that sometimes bystander interventions that sought to provide emotional support to the targets were mired with subtle victim blaming behaviours.

### **General Discussion**

Over both studies, I found that participants were readily able to detect both general and selective incivility and use that detection to guide their respective perceptions of motivations behind the behaviour (i.e., general incivility and generalized negative motivations; selective incivility and prejudicial motivations). These studies also demonstrated that bystanders utilize salient identity cues (e.g., ethnicity, gender, immigration status, etc.) of victims of incivility in their sensemaking, which shape their perceptions of potential perpetrator motivations.

Results from both Study 1 and Study 2 indicated that the type of incivility witnessed (i.e. selective *vs.* general) influenced both the intended and/or actual actions engaged to intervene. It is speculated that participants' greater propensity to intervene in selective incivility conditions (i.e., trends that appeared both descriptively and qualitatively) may have been driven by their strong propensity to assign the mistreatment of the minoritized victim to an instigator's prejudicial motivations. As such, participants' interventional intentions and behaviours, in accordance with bystander intervention literature (e.g., Latané & Darley, 1970; Dovidio et al, 1991), may have been driven by perceptions of

prejudicial mistreatment as more urgent or a greater emergency in need of response, while perceiving alternative general motives as more benign or less urgent. Such perceptions may have been driven by current social and cultural climates (Jensen & Raver, 2021), in which egalitarian beliefs that reject the social hierarchy of certain social groups over others (e.g., Black Lives Matter, #MeToo). These social movements and participants own social values may drive bystanders to intervene on the behalf of the victims, both due to internal motivations to be non-prejudicial (i.e., they share these egalitarian values), but also may be potentially driven by external motivations to appear non-prejudicial (i.e., not wanting to be seen as a racist or sexist; Plant & Devine, 1998; Plant et al, 2003). The costs of non-intervention in light of suspected prejudicially motivated mistreatment may range from guilt for not interceding, or fear of being admonished for their inaction (Jensen & Raver, 2021), while the rewards might be avoiding such guilt, or helping develop a positive and civil work environment (Ryan & Wessell, 2012; Ghumman et al, 2016; Bowes-Sperry & O’Leary-Kelly, 2005). Bystanders must ultimately also weigh these decisions against the potential of being drawn into a conflict (Dovidio et al, 1991) and their own perceptions of the associated psychological and physiological stress that may accompany both action and inaction (Cortina et al, 2022).

Study 2 further bolstered literature that has indicated that the most common response to incivility is inaction (e.g., Cortina & Magley, 2009; Beattie & Griffin, 2014). These findings differed somewhat from Study 1, in which intentions to intervene were relatively high for most interventional behaviours. This, however, is congruent with literature that suggests that behavioural intentions may only moderately predict actual behaviours (e.g., McEachan et al, 2011), as there may often be person, social, and environmental barriers that inhibit the translation of intentions into actual behaviours (Armitage & Connor, 2001; Azjen, 1991, 2011). Relatedly, the social desirability of intervention behaviours may have also inflated these intervention intentions. However, despite the magnitudinal differences between Study 1 intentions and Study 2 intervention behaviours, similarities did emerge. Specifically, the strategies that

participants most strongly endorsed intentions in engaging in, *providing emotional support to the target* and *asking the perpetrator to refrain from engaging in mistreatment*, were the most common intervention behaviours that manifested in Study 2. While this finding supports the relative use of types of intervention, inaction perpetuates negative outcomes for targets, bystanders, and society as a whole. Unfortunately, findings indicate that choosing to ignore Craig's mistreatment of his target was still very common, even when the costs for the bystander (i.e., the participant) were very low (i.e., their feedback was anonymous, one-way communication, unlikely to result in any sort of retaliation). Given important bystander models of intervention (i.e., Dovidio et al, 1991) indicate that witnesses engage in a cognitive evaluation of the costs and rewards of intervening, once they have successfully detected a scenario as urgent (i.e., Latané & Darley, 1970).

When considering the interactive effects between type of incivility experienced and the measured moderators on the outcomes of interest, many of the tested relationships did not reach the Bonferroni corrected alpha for statistical significance. However, there were still valuable contributions from these analyses. Specifically, SDO appeared to fairly consistently play a role in the relationship between witnessing incivility and assigning an instigator's motivations to prejudice. Indeed, even among those higher in SDO, there was general agreement that when Craig targeted Anita with incivility, that Craig was more likely to have been motivated by prejudice (however, this endorsement was weaker for those higher in SDO across both studies). Such a position is consistent with both SDT (Sidanius et al, 2004; Sidanius & Pratto, 1999), and aversive prejudice (Gaertner & Dovidio, 1986), as it benefits men and majority group members, maintaining and reproducing the systems of power, status, and privilege that benefit them. These findings are perhaps unsurprising given the strong relationship between SDO and prejudice (e.g., Duckett & Sibley, 2010). This was likely exacerbated by the ambiguous nature of incivility, an ideal situation for aversive prejudice to occur (e.g., Dovidio & Gaertner, 2000). Such ambiguous scenarios provide opportunities for those driven by aversive prejudice to operate, as it

insidiously provides the perpetrator plausible deniability (i.e., if the behaviour is clear, its harder to deny).

### **Study Limitations**

The studies conducted, like all research, were not without their limitations. I will outline these limitations, as well as provide potential approaches to address these shortcomings.

Participants in both studies did not know whether they were the only individuals reviewing the audio and text of the clips or not. It is possible that if they perceived themselves as the only individual reviewing the study materials, they may have been more likely to act. If this was perceived to be the case, then this could have made these studies a more liberal test of the study hypotheses. Alternatively, given participants' use (and likely familiarity/non-naivety) of crowdsourced research approaches, such as Prolific Academic, they may have also speculated that a number of other study participants would be listening to the clips. As such, it is possible that these perceptions may have bolstered critical bystander intervention processes like diffusion of responsibility, which may have reduced their likelihood of intervening. This is a variable that could be explored in future studies, perhaps through explicitly denoting whether other participants (i.e., bystanders) would also review these recordings.

While open-ended options for participants to provide feedback about the study were provided, explicit questions about the believability of the audio clips study participants were not included. However, participant comments were reviewed post-hoc to ascertain whether issues of suspicion were an issue. Although several (6 participants in Study 2, and 0 participants in Study 1) indicated various levels of uncertainty about the veracity of the scenarios, this was quite uncommon. In several of these situations where participants did indicate that they were uncertain if what they had listened to was real, they did so with ambiguity. For example, one participant stated, "While I did believe it was real, I think some parts of the audio recording seemed staged and made me question if this was real or not". Unfortunately, even with the most realistic of recordings, engaging in this type of survey research (i.e.

particularly when this research is conducted on large, crowdsourced research sites) is likely to induce at least mild skepticism of most study materials. However, I believe the most important factor for the validity of these studies' results is not necessarily whether all participants were 100% certain that the interactions between the characters in the recording were real, or 100% certain that they were not. Rather, I believe a more important factor was that participants believed it was *plausible* that they were listening to something real. This was particularly relevant to Study 2, as participants had the opportunity to actually engage in intervention behaviours. Fortunately, Study 2 was designed in a manner such that would have favoured making intervention as easy as possible. Specifically, within the context of cost-reward models of bystander intervention, we sought to make that calculation favourable to intervention (i.e., the costs of not intervening or behaving in a genuine manner in the face of *potentially* real mistreatment might be relatively high. However, by design, the interventions could be quick, anonymous, unlikely to incite retributive responses from the instigator, or involve the bystander establishing longitudinal relationship with characters in the study). Nonetheless, I recognize that the true perceived suspicion around the study is unknown, and a limitation of these studies. In the future, I would ensure studies explicitly query the participant suspicion of such study materials where relevant, to be able to more fulsomely assess whether it had an impact on results.

While it was an oversight not to include a measure of study suspicion, I did seek to assess whether excluding participants from Study 2 who had explicitly questioned the authenticity of the recordings from analyses had an impact on results. No participant shared any explicit indications of finding the materials inauthentic in Study 1, so this could not be evaluated here. Ultimately, no results in Study 2 differed based on the exclusion of these individuals (i.e., no results on any significance test or direction of result changed from being significant to non-significant or vice-versa). While this is a positive result, this assessment is also limited. First, the magnitude and/or direction of effect that would be produced is unclear. For instance, in some situations, participants noted that they felt the audio



recording as a bit “stilted” but still acted under the pretense that it was a real scenario. In another situation, a participant indicated they did not provide feedback because they did not think the characters were real. Unfortunately, the end-of-survey comment section was positioned after participants were debriefed from the study, in which it was revealed that these recordings were fictitious. As such, cognitive shifts may have occurred such that participants adjusted their end-of-survey comments based on the debriefing information (e.g., hindsight bias). Essentially, the post-debriefing information may have influenced participants’ subsequent evaluations in an unknown direction (e.g., someone who thought it was real throughout might state that they “knew it was fake all along” or shifted someone with an ambiguous perspective on the recording authenticity to one of certainty). It is acknowledged that cognitive biases could have been at play, such as a “faithful”-participant or “good”-participant effect (Orne, 1962). In these situations, the participants may be preoccupied with their own perceptions of their own self-image to the researcher and may respond in a way they think the researcher wants (e.g., “I thought this was real the whole time, and responded as such”). Such effects can occur both in a passive manner (i.e., docilely and apathetically following instructions), and an active manner, sometimes referred to as a “lean over backwards” effect (Orne, 1962), where they go to the extreme to share honestly, lest the researcher erroneously make the wrong conclusion (Orne, 1962; Weber & Cook, 1972). Such an effect could manifest in Study 1 and Study 2, such that a participant who was uncertain (or certain) that the recordings were not real, may have indicated they believed it all along. However, other effects have the potential of manifesting as well, such as a “negativistic” participant (Cook et al, 1970) or “recalcitrant” participant (Fillenbaum & Frey, 1970). Just as a “good” participant seeks to confirm the researcher’s hypothesis, a “negativistic” participant may seek to either corroborate an alternative hypothesis, provide irrelevant responses, or sabotage responses (Weber & Cook, 1972), these effects have sometimes been referred to as the “screw you effect” (Masling, 1966). It is unknown how strongly these opposing effects may have played a role in these studies, which is acknowledged as a limitation.

It is also important to recognize that the direction and magnitude of these perceptions may also be somewhat irrelevant, if most participants found the scenario to be plausible, and responded in a manner similar to how they might in their own workplaces. Fortunately, the number of respondents who explicitly indicated skepticism was quite low ( $n = 6$ ), and simply represent a small amount of noise in the results. Indeed, when exploring the end-of-study comments from respondents, many participants indicated they felt the scenario was authentic (e.g. “I do feel a bit like I’ve been conned or something but, nonetheless, understand the reasons behind the decision. I found the study interesting!” or “Now fully aware that the scenarios in the study were fabricated for research purposes, I would have provided feedback to Craig about his behaviour towards Trevor [specifically to be aware of how it is impacting Trevor and the team at large]).

These studies were also limited by the dichotomization of both participant gender and ethnicity, as aggregation of important demographic characteristics can sometimes result in the masking of important within-group differences (e.g., Kauh et al, 2021; Zhou et al, 2019). It is reasonable to hypothesize that participants’ different specific sociodemographic identities may have influenced the magnitude of their incivility detection, attribution of motivation, and intervention intentions/behaviours. For example, participants that were Iranian women might have been particularly well-attuned to the identification and intervention toward Anita (i.e., they both sharing the same in-group). While dichotomization undoubtedly limited the full range of important intersectional perspectives possible, it was necessitated by the limited sample sizes of participants belonging to these groups (i.e., there was insufficient representation of these groups to justify focused-subgroup analyses). It is also recognized that targeted recruitment for this study (e.g., specifically seeking out participants with the same identity as the victim) was possible. However, such a design would have proved time consuming to do outside of crowdsourced recruitment tools like Prolific Academic, and such crowdsourced strategies are also limited by the available users on the platform. Future research that explicitly seeks to identify

differences in incivility detection, perceptions of perpetrator motivation, and interventional responses of observers belonging to specific sociodemographic groups may wish to employ such methodologies.

However, given the nature of the specific hypotheses and research questions explored over these studies (i.e., does ethnicity, gender, or SDO play a role in the detect of different types of incivility), I believe my approach was acceptable. However, it is acknowledged that such an approach sacrificed some granularity in results in favour of a greater level of generalizability.

### **Future Directions, and Practical Implications**

Future studies further varying the ambiguity of the scenarios witnessed would be critical for understanding whether SDO might have even stronger influences on bystanders' perceptions of prejudice. Such work could consider adjusting this ambiguity by altering the quantity of incivilities engaged in, the nature of the incivilities, alter the number of stigmatizing features of a target (i.e., just visible minority women, but not immigrants, or white women with accents, or add features such as sexuality or disability status etc.). Additionally, one could consider more complicated designs (but perhaps more ecologically valid), by which the instigator might engage in incivility toward both targets (i.e., Anita and Trevor), but vary in the intensity or frequency toward those with stigmatized features. Such work would further develop our understanding of how, when, why, and for who modern discrimination dominants.

Training around how to best detect and intervene in workplace incivility is also critical. Although inaction was the most common response to incivility, regardless of type, a number of participants in Study 2 shared their discomfort with the inaction of bystanders (i.e., Trevor in the selective condition, or toward the research lead in either condition). Movements against mistreatment and modern discrimination the workplaces can be strengthened by expanding responses beyond the perpetrator-victim dyad to bystanders as well. Such an approach has been identified as useful, as bystanders represent a potentially key interventional agent that can shape or reshape relational dynamics (Gloor et

al, 2023). Bystanders may have diverse reactions when faced with incivility, which could range from indifference, target allyship, admonishment of the perpetrator, or sometimes even victim blaming. Interventional approaches that seek to ignore, downplay, or punish victims of incivility must be stymied, and I believe that training may be critical for developing more effective interventional agents (i.e. bystanders). Bystanders and other coworkers have the potential to be extremely beneficial for victims of incivility, as highly affiliative interventional approaches such as the recruitment of support may have a critical role to play in the downregulation of physiological stress faced by targets of chronic workplace mistreatment (Cortina et al, 2022). Literature on social coping also note that talking and relating to coworkers, and friends about their workplace mistreatment is a common, and beneficial response (e.g. Lazarus & Folkman, 1984). Encouraging targets and bystanders to actively voice and share their feelings around experiencing or witnessing incivility (without straying into victim blaming) may also be a critical approach for both internal (i.e., stress, emotional distress) and external (i.e., increased intervention behaviours through reduced ambiguity, e.g., Jensen & Raver, 2021) processes.

Approaches that further understand how SDO operates in the workplace are also critical for understanding and combatting employee mistreatment, like incivility. Endorsement of social-hierarchical views (i.e., SDO) can generate prejudicial attitudes toward minoritized groups and/or be related to minimization that prejudice may be driving employee mistreatment. Such views help maintain and reproduce systems of power that advantage dominant social groups and disadvantage minoritized groups in the workplace. While SDO is considered to be a fairly stable socio-attitudinal individual difference, there is evidence that it has complex interactions between social, organizational, institutional, and environmental forces. For instance, there is evidence that employees' levels of SDO may predict self-selection toward hierarchy-enhancing careers (e.g., law enforcement officer, FBI agent, etc.) and hierarchy-attenuating careers (e.g., civil rights lawyer, human rights advocate, etc.) (Sidanius et al, 1996).

Relatedly, there is also evidence that organizations and institutions that are hierarchy-enhancing or hierarchy-attenuating may be more likely to select employees that also share these values (Pratto et al, 1997). When one takes into consideration that men have higher average levels of SDO than women (Pratto et al, 2000; Sidanius & Pratto, 1999; Sidanius et al, 1994), these biases lead to greater quantities of men in hierarchy-enhancing jobs (Sidanius et al, 2004). Similarly, evidence suggests that white job applicants were also preferred for hierarchy-enhancing positions (Pratto & Espionza, 2001). However, in the interest of helping reduce group-based inequality in the workplace, it is important to consider the forces of SDT not just as oppressive powers, but as “prerequisites to morally driven interventions” (Sidanius et al, 2004, p, 862).

Although SDO is generally considered a relatively stable characteristic, it is alterable. Specifically, there is evidence that university education may have the power to reduce students’ group-dominance orientations, reduce racial prejudice, and reduce opposition to egalitarian distribution of social resources (Sinclair et al, 1998). Additionally, longitudinal research has identified positive intergroup contact (i.e., Allport, 1954) as a being able to reduce SDO (Dhont et al 2014). Taken together, these findings can inform future organizational efforts to curb hierarchical-enhancement or efforts to support hierarchical-attenuation through education, and initiatives that foster positive intergroup relations. Given the low-grade and ambiguous nature of workplace incivility, this likely means devising ways of influencing cognitive evaluation and calculation of the scenario (i.e., increasing rewards for intervening, reducing costs that stop participants from intervening, and ensuring detection the mistreatment) are key to increasing meaningful intervention, and reducing inaction. One such approach may consider providing employees with information and training about the costs of incivilities (especially selective incivility) to targets, bystanders, and their organizations. There is a now a vast breadth of literature that demonstrates that chronic exposure to workplace incivility has extremely detrimental effects on victims and observers mental and physiological health (see Schilpzand et al, 2016

for a review), and even for the bottle line of the company (Pearson & Porath, 2009). Some evidence even suggests that this chronic low-grade mistreatment may have a more devastating effect over the long term than even acute, but temporally restricted mistreatment (Yao et al, 2022; Cortina et al, 2022). Critically, this training must also clearly educate participants about the disproportionate quantity of incivility that employees with minoritized and marginalized identities face in their workplaces, and how it may manifest (e.g., Ozturk & Berber, 2022), and how that incivility may contribute to the maintenance and reproduction of group-based social hierarchies.

Training initiatives have the potential to shift perspectives on incivility from being simply a nuisance behaviour, to a critical emergency that organizations and employees must tackle. Such a perspective of urgency has been identified as an important feature in bystander intervention models (e.g., Latané & Darley, 1970). We know that bystanders are less likely to intervene if they are not confident in their abilities to accurately assess the situation before them as harmful (Bowes-Sperry & O’Leary-Kelly, 2005). Organizational education initiatives are critical and need to do more than just raise awareness. Literature indicates that effective anti-bias training raise awareness around bias and its lasting impact, but also inspire and teach skills that help employees manage their own personal biases, and alter their behaviour (Carter et al, 2020). Solutions to mistreatment and bias are not simple and communicating them such may actually reduce empathy toward victims (Ikizer & Blanton, 2016). However, evidence suggests that efforts that encourage perspective taking that focuses on imagining what victims experience, rather than focusing on what one might do in their shoes, may produce more empathetic understanding and reduce the blaming of targets (Batson et al, 1997). Overall, a greater understanding of the nature, prevalence, and costs of incivility is important for reducing incivility for all, and paramount for those with minoritized identities.

## **Conclusion**

Workplace incivility is ubiquitous throughout organizations. Over the last 25 years, literature has emerged on the serious costs and impacts of incivility (i.e., Schilpzand et al, 2016; Pearson & Porath, 2009; Cortina et al, 2013; Andersson & Pearson, 1999), despite its low-grade and ambiguous manifestations. Critically, the identification of selective workplace incivility (Cortina, 2008) has spurred significant and critical research into the insidious nature of workplace incivility, and how it disproportionately harms minoritized groups (Cortina et al, 2013; Ozturk & Berber, 2022; Kabat-Farr et al, 2020; Labelle-Deraspe & Mathieu, 2024). Important research has begun focusing on the role that bystanders play in subtle forms of workplace mistreatment, like incivility. While some of this literature has focused on the mental and physiological costs to witnessing incivility on bystanders (e.g., Porath & Erez, 2009; Totterdell et al, 2012; Miner-Rubino & Cortina, 2004), recent work (e.g., Reich & Herscovis, 2015; Jensen & Raver, 2021; Gloor et al, 2023, Lopez-Alvarez et al, 2024) has also sought to explore how bystanders (and bystander identity) shapes their sense-making, and responses to observing workplace incivility. The presented work sought to further this literature by evaluating whether bystanders differed in their detection, motivational attributions, and intervention intentions/behaviours toward different forms of incivility (i.e., general and selective incivility). Through the lenses of modern prejudice and bystander-intervention literature, it was identified that bystanders detect, perceive, and respond to incivility differently, depending on the identity of the target, as well as based on their own personal characteristics (e.g., SDO, ethnicity, etc.). Such work is critical for understanding the complex interplay of factors that ultimately drive incivility, and observers' responses to it.

## Endnotes

<sup>1</sup> For Study 1, Many fill-in-the-blank responses related to Craig's motivation were concepts already captured by the listed motivations (i.e., "bad attitude", "just mean", "Short-tempered"). None of the fill-in-the-blank responses accrued at sufficient quantity and conceptual unity to be included in the subsequent regression analyses. However, for interest - the most common additional response (12 responses) was that Craig's behaviour (largely in general incivility conditions) may have been driven by some level of sex-related threat (i.e., either trying to impress Anita, a perceived threat from Trevor, and competitiveness in the presence of Anita). Several responses (4) suggested that age/ageism may have played a role.

<sup>2</sup> Ideally, an Exploratory Factor Analysis (EFA) would have been conducted on the measure to ensure its structure and validity, however due to the complexities in how it was formed, this was not possible. Alternative ways of forming the measure (e.g., taking an average of all motivations from any dyad) were considered, but ultimately were decided against. If the prejudicial motivation measure considered all dyadic combinations in incivility conditions, rather than just the focal-dyad for the condition, incivility scores would be unfairly weighted. For example, in the selective incivility condition, if a participant had indicated that they had detected a lot of incivility toward Anita, they were prompted about the source of that incivility (i.e., did this come from Craig or from Trevor). In most situations, participants would indicate that Craig was responsible for these behaviours toward Anita and indicate Trevor did not engage in any of these behaviours. As such, they would only answer questions about Craig's motivations toward Anita (and subsequent questions about how they might intervene). However, there were situations where participants also indicated that in addition to Craig's uncivil behaviour toward Anita (i.e., a score of 5 on the 5-point Likert), that Trevor had engaged in a small amount of incivility toward Anita (e.g., maybe they felt he should have intervened, and put a score 2 on the 5-point Likert scale). Answering this way would have also prompted questions about what motivated Trevor's behaviours toward Anita, which were usually scored quite low, and are unlikely to have strongly endorsed any of the prejudicial (or even generalized negative motivations) motivations for Trevor's behaviour. If these two scores (Craig's motivations toward Anita, and Trevor's motivations toward Anita) were used to create a composite of mean scores, the prejudicial motivation score would have been misleadingly diluted.

All measures produced adequate to excellent internal reliabilities (control  $\alpha = .94$ ; general incivility  $\alpha = .77$ ; selective incivility  $\alpha = .90$ ). The same process was used to assess generalized negative motivations (control  $\alpha = .95$ ; general incivility  $\alpha = .77$ ; selective incivility  $\alpha = .76$ ), also producing adequate to excellent internal reliabilities.

<sup>3</sup>For Study 2, many fill-in-the-blank responses related to Craig's motivation were concepts already captured by the listed motivations (i.e., "bad attitude", "just mean", "Short-tempered"). None of the fill-in-the-blank responses accrued at sufficient quantity and conceptual unity to be included in the subsequent regression analyses. However, for interest - the most common additional response (12 responses) was that Craig's behaviour (largely in general incivility conditions) may have been driven by some level of sex-related threat (i.e., either trying to impress Anita, a perceived threat from Trevor, and competitiveness in the presence of Anita). Several responses (3) suggested that age/ageism may have played a role.



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## Appendix A – Study 1 Preregistration

### *'Evaluating Group Work Interactions Study 1'*

(AsPredicted #121122)

**Created:** 02/06/2023 02:24 PM (PT)

#### **Author(s)**

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#### **1) Have any data been collected for this study already?**

No, no data have been collected for this study yet.

#### **2) What's the main question being asked or hypothesis being tested in this study?**

In this study we will test for an effect of targeted incivility, such that greater incivility will be detected toward the non-visible minority man (Trevor) in the general vs. selective and control conditions; more incivility toward the visible minority woman (Anita) in selective vs. general and control conditions; no differences toward the non-visible minority man and perpetrator of the incivility (Craig). We will test for differences between these conditions using Helmert contrasts. Specifically, conditions will be weighted orthogonally in two ways, 1) comparing incivility conditions (selective and general) against the control condition, and 2) comparing incivility conditions (selective vs. general). We will also test whether SDO, gender, and ethnicity moderate the relationships between the contrasts and outcome variables (communication incivility,

perceived motivations for uncivil behaviour, and intervention intentions). Specifically, we will test whether any 3-way/2-way interactions exist (e.g., are women who are lower in SDO more likely to detect incivility in the selective incivility condition [versus general incivility condition])? Are these individuals more likely to attribute uncivil behaviour to prejudicial motivations of the instigator? Do they differ in the type and nature of intervention intentions?).

**3) Describe the key dependent variable(s) specifying how they will be measured.**

A 16-item measure of social dominance orientation (Pratto, Sidanius, & Levin, 2006) which will be embedded among 15 filler items (Obsai et al, 2009; Ogunbode, 2013).

A 15-item measure of communication incivility adapted from Cameron & Webster (2011) (e.g., please indicate your agreement with these statements, Anita was treated rudely).

An 11-item measure of incivility motivation (e.g., please indicate the degree to which you perceive each of the phenomenon [sexism, impatience, racism, sleep deprivation etc.] as motivating Craig's behaviour toward Trevor by selecting a number from 1 to 5 on the scale below)

An 8-item measure of intervention intentions adapted from Bowes-Sperry & Powell (1999) (e.g., Thinking about Craig's disrespectful behaviour I would provide emotional support to Anita)

**4) How many and which conditions will participants be assigned to?**

There will be a total of 3 conditions (incivility type [general, selective, control]. Participants will be randomly assigned to one of these conditions.

**5) Specify exactly which analyses you will conduct to examine the main question/hypothesis.**

Linear regression will be used in conjunction with Helmert contrasts to explore whether differences exist between perceived incivility (communication incivility) of each of the targets in the recording, incivility motivation, and intervention intentions. Specifically, contrast 1 will compare individuals in selective and generalized incivility conditions with those in control conditions (1/3, 1/3, -2/3). Contrast 2 will compare those in the selective incivility conditions with those in the generalized condition (1/2, -1/2). The Process macro for SPSS (Hayes, 2022) will also be utilized to assess whether the influence of the manipulation (contrasts) on any of the post-manipulation outcome variables (communication incivility, incivility motivation, and intervention intentions) are moderated by potential moderator variables (SDO, gender, ethnicity). Ethnicity will be dichotomized in such a way as to compare individuals that identify as white vs. non-white. Gender will be dichotomized in such a way as to compare individuals that identify as CIS gendered men vs. all other genders. Bonferroni corrections will be used to control for inflated family-wise error rates for the multiple moderations analyses conducted, specifically, we will use an adjusted p-value of .004 (.05/12).

**6) Describe exactly how outliers will be defined and handled, and your precise rule(s) for excluding observations.**

I will report our results both with outliers included, and with them removed. Outliers will be considered scores 3.0 SD above/below the mean.

Participants will be excluded if they fail either one (or both) attention checks. Attention checks consist of A) a request for participants to select "strongly disagree" among a list of other

questions, B) a query of the nature of the activity they just listened to.

**7) How many observations will be collected or what will determine sample size?**

**No need to justify decision, but be precise about exactly how the number will be determined.**

We aim to collect 400 participants (~133 per condition) for this study.

**8) Anything else you would like to pre-register?**

**(e.g., secondary analyses, variables collected for exploratory purposes, unusual analyses planned?)**

We will investigate whether a 4-way interaction exists between the manipulation (both contrasts), gender, ethnicity, and SDO on any of the outcome variables. We will also exploratorily test whether a simultaneous path model exists between the conditions to incivility source attributions (explored as a composite measure of prejudice versus other sources) to intervention intentions.

This simultaneous path model will be tested using the Process macro for SPSS for serial mediation (Hayes, 2022). Although we will dichotomize ethnicity (white vs. non-white) for all main analyses, we will explore whether subgroup differences exist in ethnicity (e.g., east Asian vs. all other ethnicities) if sample size is sufficient.

## Appendix B – Study 1 Description Text and Consent

You will be asked to complete an initial online questionnaire that will query some of your demographic information (e.g., age, gender, ethnicity, employment status etc.) as well as your agreement or disagreement with various statements (e.g., your beliefs about the world and people). You will then be asked to listen to an audio clip and read a matching transcript of a group activity. Next, you be asked to complete an online questionnaire querying you about the interactions you listened to/read (e.g., you may be asked about how people interacted with each other, recall things that happened during the interaction and how you might have interacted with these group members if you had been present). After the questionnaire, you will be provided with some information further explaining the general study purpose. This will take roughly 20 minutes of your time and you will receive the equivalent of 5.00 CAD for your participation.



Name of Researchers, Faculty, Department, & Email:

Harrison Boss, Faculty of Arts, Department of Psychology, [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca)

Cara MacInnis, Faculty of Arts, Department of Psychology, [cara.macinnis@ucalgary.ca](mailto:cara.macinnis@ucalgary.ca)

Joshua Bourdage, Faculty of Arts, Department of Psychology, [jbordage@ucalgary.ca](mailto:jbordage@ucalgary.ca)

Title of Project:

Evaluating Group Work Interactions II

This consent form is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study (REB22-0784)

Participation is completely voluntary, anonymous, and confidential. You are free to discontinue participation at any time during the study

Purpose of the Study

The purpose of the study is to explore beliefs and attitudes toward the world, as well as perceptions surrounding group work interactions.

#### What Will I Be Asked To Do?

You will be asked to complete an initial online questionnaire that will query some of your demographic information (e.g., age, gender, ethnicity, employment status etc.) as well as your agreement or disagreement with various statements (e.g., your beliefs about the world and people). You will then be asked to listen to an audio clip and read a matching transcript of a group activity. Next, you be asked to complete a follow-up online questionnaire querying you about the interactions you listened to/read (e.g., you may be asked about how people interacted with each other, recall things that happened during the interaction and how you might have interacted with these group members if you had been present). After the questionnaire, you will be provided with some information further explaining the general study purpose. This will take roughly 20 minutes hour of your time and you will receive the equivalent of 5.00 CAD to your Prolific Academic Account for completion of the survey. If you do not receive credit after approximately 72 hours, please contact the researcher, Harrison Boss ([hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca)).

Your participation is voluntary; and you may discontinue participation at any time prior to completion of the online questionnaire by closing your web browser. Data from participants who withdraw from the study prior to submitting their results will be deleted.

. After submitting your data on the final page of the survey it will not be possible to withdraw given the anonymous nature of the data.

#### What Type of Personal Information Will Be Collected

Should you agree to participate, you will be asked to provide your age, gender, and other demographic characteristics. You are free to decline answering these questions if you wish.

No information that can reveal your identity (e.g., name) will be collected in the questionnaire.

However, in order to adequately credit you for your participation, we require you to provide your Prolific Academic contributor ID for the purposes of crediting your account.

#### Are there Risks or Benefits if I Participate?

Some questions (e.g., those asking about sensitive social perceptions, such as attitudes towards inequality) may make you feel mildly uncomfortable. If you wish, you may decline to answer any questions

and you can withdraw your participation at any time prior to submitting your data on the final page of the survey. You may withdraw by closing the survey before completion.

In exchange for your time, you can expect to gain some understanding of research and the ideas currently being explored in social psychology. Your participation will aid the research team in evaluating and refining the current and future studies. You will be granted the equivalent of 5.00 CAD on your Prolific Academic account for participating.

#### What Happens to the Information I Provide?

All information queried in the questionnaire is anonymous. Furthermore, because the interest is in the average responses of the entire group of participants, you will not be identified individually in any way in written reports of this research.

The Principal Investigator (Dr. Cara MacInnis), student investigators, and research assistants coding the data will have access to your data, and all information will be stored securely in password protected computer files. Your consent to participate in this study includes the general consent for other researchers to use the data upon request as required under Open Science requirements. Your completely anonymous data may also be archived online for future use. Any data sent electronically or stored online may be legally accessed by domestic or foreign authorities. Given the intentions of publishing the results, data will be kept indefinitely.

The results of this study may be reported in scholarly presentations and papers. The data may be used in subsequent follow-up studies (e.g., studies that statistically analyze the data in new ways). Consistent with the current procedures of many scientific journals, we may upload the data when submitting to journals and/or may upload the data to an online repository such as the Open Science Framework. However, data will be anonymous - no information will be included that could possibly identify participants. Feedback about this study will be available approximately 12 months from now. Please send an email to [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca) in approximately 12 months if you would like to receive feedback.

You may discontinue participation at any time prior to submitting your data on the final page of the survey. If you do this your data will be destroyed.

Whereas data can be withdrawn before submission, after submission of the questionnaire data cannot be withdrawn due to the anonymous nature of the data.

*Consent*

Please choose one of the options below:

[I agree.](#)

*I agree to participate in this study as described above. By clicking agree you indicate that: 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project. In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time prior to completion of the online questionnaire. You should feel free to ask for clarification or new information throughout your participation.*

[I do not agree.](#)

*I do not want to participate in this study and wish to exit the questionnaire now.*

#### Questions/Concerns

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Harrison Boss, Faculty of Arts, Department of Psychology, [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca)

Cara MacInnis (Principal Investigator), Faculty of Arts, Department of Psychology, [cara.macinnis@ucalgary.ca](mailto:cara.macinnis@ucalgary.ca) If you have any concerns about the way you have been treated as a participant, please contact the Research Ethics Analyst, Research Services, University of Calgary at 403.220.6289 or 403.220.8640; e-mail [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca)

Please consider printing or taking a screenshot of this consent form for your records and reference.



## Appendix C – Pilot Method and Results

### Methodology

An initial pilot study was conducted to ascertain whether the planned manipulation was working as intended (i.e., were participants detecting greater incivility from Craig to Trevor in the general incivility condition, were participants detecting greater incivility from Craig to Anita in the selective incivility condition?).

Additionally, I sought to determine whether participants' perceptions of the gender of each of the actors (Craig, Trevor, and Anita) in the recording, whether characters were perceived as a visible minority, and their perceptions of the characters' immigration status. I also measured whether mentioning the characters' country of origin had a discernable effect on whether participants believed the actors were born in Canada or not.

### Participants

A total of 253 undergraduate psychology students (~40 per condition) were recruited through the University of Calgary's research participation system in exchange for course credit.

### Materials

All recordings, transcripts, and procedures were identical to those presented in Study 1, with the exception that 6 (rather than 3) conditions were used. Specifically, two variations for each condition (i.e., 2 controls, 2 general incivility, 2 selective incivility) that varied only in whether participants mentioned their country of origin or did not mention their country of origin.

### Measures

Four additional measures were included as outcomes for the study.

#### *Gender*

A 3-item measure queried participants' perceptions of the actors' gender. A sample item is, "what gender did you perceive Craig?" (1 - *Man*, 2 - *Woman*, 3 - *Non-Binary*, 4 - *Other*, 5 - *Unsure*).

#### *Visible Minority Status*

A 3-item measure queried participants' perceptions of the actors' visible minority status. A sample item is "To what extent did you perceive Anita as a visible minority?" (1 - *Not at all*, 5 - *Very much*).

#### *Immigration Status*

A 3-item measure queried participants' perceptions of actors' immigration status. A sample item is "To what extent did you perceive Trevor to be born in Canada?" (1 - *Not at all*, 5 - *Very much*).

#### *Accent*

A 3-item measure queried participants' perceptions of the actors' accent. A sample item is "to what extent did you believe English to be Anita's native language?" (1 - *Not at all*, 5 - *Very much*).

## Results

### *Preliminary Data Analysis*

Participant data was screened for quality. A total of 48 participant failed at least one of the two attention checks and were excluded from the proceeding analyses. The final sample size of 205 participants was attained.

A variable was created to delineate conditions that mentioned the actors' countries of origin versus those that did not mention the actors' countries of origin. The results were explored descriptively, as only one set of conditions (i.e., those mentioning country of origin or not) would be used for Study 1.

### *Descriptive Evaluation*

#### **Gender Results.**

Table A1. What gender did you perceive Craig?

		N	%
No Country	Man	100	100.0%
Country	Man	105	100.0%

Table A2. What gender did you perceive Trevor?

		N	%
No Country	Man	98	98.0%
	Not Sure	2	2.0%
Country	Man	104	99.0%
	Non-Binary	1	1.0%

Table A3. What gender did you perceive Anita?

		N	%
No Country	Woman	100	100.0%
Country	Woman	105	100.0%

#### **Visible Minority Status.**

Table A4. To what extent did you perceive Craig as a visible minority?

		N	%
No Country	Not at all	1	90.0%

	2	9	9.0%
	4	1	1.0%
Country	Not at all 1	92	87.6%
	2	10	9.5%
	3	2	1.9%
	4	1	1.0%

Table A5. To what extent did you perceive Trevor as a visible minority?

		N	%
No Country	Not at all 1	41	41.0%
	2	32	32.0%
	3	18	18.0%
	4	8	8.0%
	Very much 5	1	1.0%
Country	Not at all 1	46	43.8%
	2	32	30.5%
	3	16	15.2%
	4	10	9.5%
	Very much 5	1	1.0%

Table A6. To what extent did you perceive Anita as a visible minority?

		N	%
No	Not at all 1	3	3.0%
Country	2	4	4.0%
	3	16	16.0%
	4	33	33.0%
	Very much 5	44	44.0%
Country	Not at all 1	4	3.8%
	2	8	7.6%
	3	16	15.2%
	4	15	14.3%
	Very much 5	62	59.0%

**Immigration Status.**

A7. To what extent did you believe Craig was born in Canada?

		N	%
No Country	Not at all 1	3	3.0%
	2	8	8.0%
	3	8	8.0%
	4	25	25.0%
	Very much 5	56	56.0%
Country	Not at all 1	1	1.0%
	2	2	1.9%
	3	6	5.7%
	4	26	24.8%
	Very much 5	70	66.7%

Table A8. To what extent did you believe Trevor was born in Canada?

		N	%
No Country	Not at all 1	3	3.0%
	2	9	9.0%
	3	19	19.0%
	4	42	42.0%
	Very much 5	27	27.0%
Country	Not at all 1	2	1.9%
	2	6	5.7%
	3	18	17.1%
	4	28	26.7%
	Very much 5	51	48.6%

Table A9. To what extent did you believe Anita was born in Canada?

		N	%
No Country	Not at all 1	16	16.0%
	2	38	38.0%
	3	32	32.0%
	4	11	11.0%
	Very much 5	3	3.0%
Country	Not at all 1	67	63.8%
	2	22	21.0%
	3	9	8.6%
	4	4	3.8%
	Very much 5	3	2.9%

Table A9. To what extent did you believe Anita was born in Canada?

		N	%
No Country	Not at all 1	16	16.0%
	2	38	38.0%
	3	32	32.0%
	4	11	11.0%
	Very much 5	3	3.0%
Country	Not at all 1	67	63.8%
	2	22	21.0%
	3	9	8.6%
	4	4	3.8%
	Very much 5	3	2.9%

**Accent.**

Table A10. To what extent did you perceive English to be Craig's native language?

		N	%
No Country	Not at all 1	1	1.0%
	4	17	17.0%
	Very much 5	82	82.0%
Country	Not at all 1	1	1.0%
	2	1	1.0%
	3	1	1.0%
	4	9	8.6%
	Very much 5	93	88.6%

Table A11. To what extent did you perceive English to be Trevor's native language?

		N	%
No Country	Not at all 1	2	2.0%
	2	6	6.0%
	3	8	8.0%
	4	30	30.0%
	Very much 5	54	54.0%
Country	Not at all 1	2	1.9%
	2	5	4.8%
	3	8	7.6%
	4	19	18.1%
	Very much 5	71	67.6%

Table A12. To what extent did you perceive English to be Anita's native language?

		N	%
No Country	Not at all 1	28	28.0%
	2	37	37.0%
	3	20	20.0%
	4	7	7.0%
	Very much 5	8	8.0%
Country	Not at all 1	41	39.0%
	2	28	26.7%
	3	21	20.0%
	4	7	6.7%
	Very much 5	8	7.6%

## **Appendix D – Study 1 Recording Transcripts**

### Preamble for each scenario

RA: Hello everyone, thank you for coming today. I'm XXX, I am a research assistant for the intergroup relations lab. You all should have received some instructions on how this activity works in your emails yesterday. If you didn't have a chance to read them, there are some instructions on the table. In short, you will be asked to imagine that you are going to be stuck in a survival situation, you are going to receive a box filled with a number of different items. It is up to your group to put these items in rank order from least useful to the most useful and provide a written explanation on how you came up with the ordering. You have 5 minutes to do so, and there needs to be consensus among your group on the ordering.

If you want to get started, that would be great. It would be best if you just wanted to quickly introduce yourselves to each other. You can just share a bit about where you are in your programs, where you are from, and an interesting fact or two about yourself. I have to go set up the next room for the next group, if you want to let me know when you are done the tasks, I'll be right next door.

Condition #1 Selective Incivility

Craig (White, Male, Aggressor)

Trevor (White, Male, Neutral)

Anita (Visible Minority, Female, Non-white, name, Accent, Target/Victim)

**Craig:** I'm Craig, I'm a 3<sup>rd</sup> year psychology student. I was born in Calgary, and I like to play hockey in my spare time. I have a husky named "Sam". This study should give me the last research credit I need for the winter. What about you?

**Trevor:** My name is Trevor, I'm a 3<sup>rd</sup> year psychology major. I'm also from Calgary. What else? I guess I just got into snowboarding, so I have been spending time getting into that this winter. I try go out to Nakiska most weekends.

**Anita:** Hi, my na....

**Craig:** Snowboarding? Cool, I ski, usually out at Sunshine. It's more of a drive I guess, but I prefer the runs there.

**Anita:** My name is Anita. I'm a 3<sup>rd</sup> year psychology student. I moved here from Iran for school. I'm a big fan of comedy movies and netsflick.

**Craig:** *(pauses, as if waiting for a Anita to correct herself)* ... you mean Netflix?

**Anita:** Yeah, my bad, that's what I meant.

**Trevor:** Cool, me too, are you watching anything right now? I'm watching Brooklyn 99, it's so good.

**Anita:** I'm watching that too actually. It's pretty funny.

**Craig:** So, what do we exactly have to do here again? Trevor, do you mind passing me the paper (instructions?)?

**\*\*Trevor hands instructions to Craig\*\***

**Trevor:** I think we have to agree on ranking the items on the box based on which ones we would want in a survival context.

**Craig:** Right, that should be easy.

**Trevor:** Yeah, I think we need to all agree on the order and write down why on the form.

**Anita:** Can I have a look at the instructions?

**Craig:** That should be easy.

**Trevor:** Yeah, I agree.

**Anita:** Can I have a look?

**Craig:** What? Yeah

**\*Craig hands instructions to Anita\***



**Anita:** It looks like we only have 5 minutes to complete it. It says there is a stopwatch attached to the box.

**Craig:** Okay, you can time and write stuff down, Trevor and I can order this stuff. It will be faster this way.

**Trevor:** Is that okay with you Anita? I can write some stuff down too.

**Anita:** Sure, that's great if you want to take notes too, but don't we need to...

\*Craig Interrupts\*

**Craig:** Alright, here we go.

**Anita:** Okay, let me just figure out how to work the.... (*Craig interrupts*)

\*Craig opens the box before Anita finishes speaking\*

**Craig:** So, we have a lighter, a tarp, a knife, flint, rope, and bug spray.

**Anita:** Can you hold on for just a second, the stopwatch is dead, I'll use my phone's timer.

\*Craig does not pause, but continues\*

**Craig:** What do you think? The lighter is probably the most important, right?

**Trevor:** I mean being able to light a fire would be important, to stay warm and stuff.

**Craig:** Yeah, and to cook food. The lighter is the most important.

**Trevor:** Right, cooking too, for sure. Let me mark that down, one second.

**Craig:** No problem. \*Brief pause\* So maybe the tarp next? We could build a shelter with it or something.

**Anita:** Hold on, what happens when the lighter runs out of fuel? Maybe the flint stick would be a better choice, you know, because it would probably last longer.

**Trevor:** Oh yeah, that makes sense. I hadn't thought of the lighter running out, maybe that one is more important. That would make the knife pretty important too, something to hit the flint with right?

**Anita:** Exactly. I agree, the knife would probably be useful too.

**Craig:** Okay, flint first then, then the knife. The tarp should be next then.

**Trevor:** Okay, let me just write this down. Other than using the knife with the flint, are there other things should we say about it?

**Anita:** I mean, we can chop things. We could also cut or carve wood to help with making a shelter or more tools.

**Trevor:** Right, good points. I'll put that too. Right, I guess it's a good tool because we can make more tools with it. I'm assuming that the survival situation will probably have trees or something we could use too.

**Anita:** I guess, unless we are in a desert or somethi... (*Craig interrupts*)

**Craig:** Let's keep going. The tarp now, we can use it for a shelter.

**Trevor:** Right, we could also use that to catch rain or something too right?

**Anita:** Oh, I hadn't even thought about water. Is there anything else that we could be using to hold or catch water? I mean, we could carve a bowl or something?

**Trevor:** Yeah, that's true, or just use big leaves to catch rain or something too? I dunno, I feel like I've seen something like that on T.V.

**Craig:** The tarp is just going to be easier I think. Let's move on. What's left for items now?

**Anita:** The rope, and the bug stuff?

**Craig:** Bug stuff...? (*questioning tone*) Oh, ha! Bug spray you mean.

\*RA opens door\*

**RA:** Just checking-in on how everything is going?

### Condition #2 General Incivility

Craig (White, Male, Aggressor)

Trevor (White, Male, Target/Victim)

Anita (Visible Minority, Female, Non-white, name, Accent, Neutral)

**Craig:** I'm Craig, I'm a 3<sup>rd</sup> year psychology student. I was born in Calgary, and I like to play hockey in my spare time. I have a husky named "Sam". This study should give me the last research credit I need for the winter. What about you?

**Anita:** My name is Anita. I'm a 3<sup>rd</sup> year psychology student. I'm also from Calgary. What else? I guess I just got into snowboarding, so I have been spending time getting into that this winter. I try go out to Nakiska most weekends.

**Trevor:** My name is M.....

**Craig:** Snowboarding? Cool, I ski, usually out at Sunshine. It's more of a drive I guess, but I prefer the runs there.

**Trevor:** My name is Trevor, I'm a 3<sup>rd</sup> year psychology major. I moved here from Iran for school. I'm a big fan of comedy movies and netsflick.

**Craig:** (*pauses, as if waiting for a Trevor to correct himself*) ...you mean Netflix?

**Trevor:** Yeah, my bad, that's what I meant.

**Anita:** Cool, me too, are you watching anything right now? I'm watching Brooklyn 99, it's so good.

**Trevor:** I'm watching that too actually. It's pretty funny.

**Craig:** So, what do we exactly have to do here again? Anita, do you mind passing me the paper (instructions?)?

**\*\*Anita hands instructions to Craig\*\***

**Anita:** I think we have to agree on ranking the items on the box based on which ones we would want in a survival context.

**Craig:** Right, that should be easy.

**Anita:** Yeah, I think we need to all agree on the order and write down why on the form.

**Trevor:** Can I have a look at the instructions?

**Craig:** That should be easy.

**Anita:** Yeah, I agree.

**Trevor:** Can I have a look?

**Craig:** What? Yeah

**\*Craig hands instructions to Trevor\***

**Trevor:** It looks like we only have 5 minutes to complete it. It says there is a stopwatch attached to the box.

**Craig:** Okay, you can time and write stuff down, Anita and I can order this stuff. It will be faster this way.

**Anita:** Is that okay with you Trevor? I can write some stuff down too.

**Trevor:** Sure, that's great if you want to take notes too, but don't we need to... (*Interruption*)

**\*Craig Interrupts\***

**Craig:** Alright, here we go.

**Trevor:** Okay, let me just figure out how to work the... (*Craig interrupts*)

**\*Craig opens the box before Trevor finishes speaking\***

**Craig:** So, we have a lighter, a tarp, a knife, flint, rope, and bug spray.

**Trevor:** Can you hold on for just a second, the stopwatch is dead, I'll use my phone's timer.

**\*Craig does not pause, but continues\***

**Craig:** What do you think? The lighter is probably the most important, right?

**Anita:** I mean being able to light a fire would be important, to stay warm and stuff.

**Craig:** Yeah, and to cook food. The lighter is the most important.

**Anita:** Right, cooking too, for sure. Let me mark that down, one second.

**Craig:** No problem. \*Brief pause\* So maybe the tarp next? We could build a shelter with it or something.

**Trevor:** Hold on, what happens when the lighter runs out of fuel? Maybe the flint stick would be a better choice, you know, because it would probably last longer.

**Anita:** Oh yeah, that makes sense. I hadn't thought of the lighter running out, maybe that one is more important. That would make the knife pretty important too, something to hit the flint with right?

**Trevor:** Exactly. I agree, the knife would probably be useful too.

**Craig:** Okay, flint first then, then the knife. The tarp should be next then.

**Anita:** Okay, let me just write this down. Other than using the knife with the flint, are there other things should we say about it?

**Trevor:** I mean, we can chop things. We could also cut or carve wood to help with making a shelter or more tools.

**Anita:** Right, good points. I'll put that too. Right, I guess it's a good tool because we can make more tools with it. I'm assuming that the survival situation will probably have trees or something we could use too.

**Trevor:** I guess, unless we are in a desert or somethi...*(Craig interrupts)*

**Craig:** Let's keep going. The tarp now, we can use it for a shelter.

**Anita:** Right, we could also use that to catch rain or something too right?

**Trevor:** Oh, I hadn't even thought about water. Is there anything else that we could be using to hold or catch water? I mean, we could carve a bowl or something?

**Anita:** Yeah, that's true, or just use big leaves to catch rain or something too? I dunno, I feel like I've seen something like that on T.V.

**Craig:** The tarp is just going to be easier I think. Let's move on. What's left for items now?

**Trevor:** The rope, and the bug stuff?

**Craig:** Bug stuff...? *(questioning tone)* Oh, ha! Bug spray you mean.

\*RA opens door\*

**RA:** Just checking-in on how everything is going?

Condition #3 Control (No Incivility)

Craig (White, Male, Neutral)

Trevor (White, Male, Neutral)

Anita (Visible Minority, Female, non-white, name, accent, Neutral)

**Craig:** I'm Craig, I'm a 3<sup>rd</sup> year psychology student. I was born in Calgary, and I like to play hockey in my spare time. This study should give me the last research credit I need for the winter. What about you?

**Trevor:** My name is Trevor, I'm a 3<sup>rd</sup> year psychology major. I'm also from Calgary. I did my first year at Simon Fraser. What else? I guess I just got into snowboarding, so I have been spending time getting into that this winter. I try go out to Nakiska most weekends.

**Anita:** Hi, my name is Anita. I'm a 3<sup>rd</sup> year psychology student. I moved here from Iran for school. I'm a big fan of movies and netsflick.

**Craig:** Awesome.

**Trevor:** Cool, me too, are you watching anything right now? I'm watching Brooklyn 99, it's so good.

**Anita:** I'm watching that too actually. It's funny.

**Craig:** Yeah. So, what do we exactly have to do here again? Do you mind if I look at the instructions?

\*\*Trevor hands instructions to Craig\*\*

**Trevor:** I think we have to agree on ranking the items on the box based on which ones we would want in a survival context.

**Craig:** Right, that should be easy.

**Trevor:** Yeah, I think we need to all agree on the order and write down why on the form.

**Anita:** Can I have a look at the instructions?

**Craig:** Sure, here you go

\*Craig hands instructions to Anita\*.

**Anita:** It looks like we only have 5 minutes to complete it. It says there is a stopwatch attached to the box.

**Craig:** Okay, maybe we should try to divide up some of the tasks? Would one of you like to write down the order of the items? Does one of you want the stopwatch? We should probably all work together to sort the items.

**Trevor:** I'm can write stuff down, we just need to write down the rank of the items, and a couple a few sentences on our decision-making right?

**Anita:** I can start the stopwatch when we are ready to go.

**Craig:** Okay, let me know if you want me to write anything down.

**Trevor:** Sure, that works.

**Craig:** Are we ready to start?

**Anita:** I think so. Oh wait, can you hold on for just a second, the stopwatch is dead, I'll use my phone's timer

**Craig:** Sure, let me know when you are ready.

**Anita:** Okay I should be good now.

**Trevor:** I'm ready.

**Craig:** Okay, here we go.

\*Craig opens the box\*

**Craig:** So, we have a lighter, a tarp, a knife, flint, rope, and bug spray

**Craig:** What do you think? The lighter is probably the most important, right?

**Trevor:** I mean being able to light a fire would be important, to stay warm and stuff.

**Craig:** Yeah, and to cook food. The lighter is the most important.

**Trevor:** Right, cooking too, for sure. Let me mark that down, one second.

**Craig:** No problem. \*Brief pause\* So maybe the tarp next? We could build a shelter with it or something.

**Anita:** Hold on, what happens when the lighter runs out of fuel? Maybe the flint stick would be a better choice, you know, because it would probably last longer.

**Trevor:** Oh yeah, that makes sense. I hadn't thought of the lighter running out, maybe that one is more important. That would make the knife pretty important too, something to hit the flint with right?

**Anita:** Exactly. I agree, the knife would probably be useful too.

**Craig:** Okay, flint first then, then the knife. The tarp should be next then.

**Trevor:** Okay, let me just write this down. Other than using the knife with the flint, are there other things should we say about it?

**Anita:** I mean, we can chop things. We could also cut or carve wood to help with making a shelter or more tools.

**Trevor:** Right, good points. I'll put that too. Right, I guess it's a good tool because we can make more tools with it. I'm assuming that the survival situation will probably have trees or something we could use too.

**Anita:** I guess so, unless we are in a desert or something.

**Craig:** Yeah, that's true, I forget, did the instructions provide a location?

**Anita:** It doesn't look like it.

**Craig:** Darn, what item do we have next? Maybe the tarp?

**Trevor:** Right, we could also use that to catch rain or something too right?

**Anita:** Oh, I hadn't even thought about water. Is there anything else that we could be using to hold or catch water? I mean, we could carve a bowl or something?

**Trevor:** Yeah, that's true, or just use big leaves to catch rain or something too? I dunno, I feel like I've seen something like that on T.V.

**Craig:** The tarp is just going to be easier I think. Let's move on. What's left for items now?

**Anita:** The rope, and the bug stuff?

**Craig:** Oh, the bug spray!

\*RA opens door\*

**RA:** Just checking-in on how everything is going?

## Appendix E – Studying 1 Debriefing and Reconsent

### Title of Project:

*Evaluating Group Work Interactions II*

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### Name of Researchers, Faculty, Department, and Email:

Harrison Boss, Faculty of Arts, Department of Psychology,

Cara MacInnis, Faculty of Arts, Department of Psychology, [cara.macinnis@ucalgary.ca](mailto:cara.macinnis@ucalgary.ca)

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Thank you for your participation in our study.

The purpose of this study is to examine individuals' reactions and responses to observing low intensity, ambiguous, rude, and discourteous behaviour toward others, often referred to as *workplace incivility* (Andersson & Pearson, 1999). Workplace incivility has significant consequences for targets, bystanders, and organizations (Cortina et al, 2017; Porath et al, 2015), including but not limited to reduced satisfaction, stress, decreased task performance, and withdrawal from work. Although workplace incivility is experienced by most employed individuals to some degree (Porath & Pearson, 2013), individuals belonging to social groups with marginalized identities (e.g., visible minorities, immigrants, women., etc.) are targeted at disproportionately higher rates (Cortina, 2008; Cortina et al, 2017). Witnesses to such types of workplace deviance are potentially well-positioned to combat workplace incivility and mitigate these consequences through a variety of strategies – which we hope to better understand.

Specifically, we are aiming to assess whether individuals vary in their detection of two different types of incivility (*generalized workplace incivility* and *selective workplace incivility* [Cortina, 2008]), their perceptions surrounding the motivations of others perpetrated incivility, and the nature of their intervention strategies when observing such behaviours. Although generalized workplace incivility and selective incivility are similar in the nature of behaviours perpetrated, they differ in their preferred targets. Generalized workplace incivility is not motivated by group membership of the target, while perpetrators of selective incivility often target others with marginalized group identities (e.g., visible minorities, those with accents, sexual minorities, etc.).

We also seek to understand whether demographic characteristics (i.e., gender and ethnicity) and attitudes toward group-based social status, as measured through Social Dominance Orientation (SDO), has an impact on the degree to which individuals perceive workplace incivility, perceived motivations of perpetrators, and their actual intervention behaviours.

It is important to remember that there is a range in beliefs and a variety of ways of viewing the world. For example, people have different political ideologies, or social attitudes. All viewpoints deserve consideration and respect. Further, people fall on a continuum with regard to their feelings about individuals and groups and there is a wide range of feelings people can have. Where you fall on this range does not necessarily make you a good or bad person.



**These recordings were not real but created for the purposes of this study.** All participants (Craig, Trevor, and Anita) in the recordings were played by actors, and all scenarios were fictionalized. This information was not shared upfront as we did not want it to influence study results. For example, sharing this information upfront may have allowed some participants to guess the hypotheses of the study, and they may have then tried to respond in line with these expected hypotheses.

We understand that it is possible that answering these questions and learning about the purpose of the study could trigger negative feelings for some participants. If this is the case, please feel free to contact us. We are pleased to discuss any concerns you have about any aspect of the research so that we can minimize participant distress and improve our methods in the future. If your experience in this research results in distress that you need assistance with, help is available through Crisis Services Canada (CSC), a 24/7 national network of distress, crisis, and suicide prevention line services. CSC is available 24/7 at 1-833-456-4566/ Quebec Residents: 1.866.277.3553. A text service is also available for CSC (4pm-12am ET daily), to connect TEXT 45645. Additionally the Canadian Mental Health Association at (<https://cmha.ca/find-your-cmha>) can be accessed to help connect with local mental health help, support and resources.

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Harrison Boss, Department of Psychology | [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca)  
Dr. Cara MacInnis, Department of Psychology | [cara.macinnis@ucalgary.ca](mailto:cara.macinnis@ucalgary.ca)

If you have any concerns about the way in which you have been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 220-4283; email: [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca)

If you would like feedback on the results of the study, please contact [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca) in approximately 6 months.

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### Re-Consent

At this point in time, we would like to give you the opportunity to re-consent to the use of your data in the study. Fortunately, the data is in no ways tied to any form of personal information that could identify you. Should you approve to the use of your data, rest assured that the information will be anonymous.

*I agree to participation in this study as described above. By clicking agree you indicate that: 1) You understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in this research project. In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities.*

[I agree.](#)

*I do not want to participate in this study and wish to have my responses permanently deleted*

I do not agree.

Thank you for your time and support in participating in this study

Harrison Boss, MSc.

## Appendix F Study 1 Measures

### Study 1 (Main) Measures

#### Pre-manipulation measures

Age (please enter numerically)

Gender (please select one)

- Man/Woman/You do not have an option that applies to me. I identify as (please specify)

Ethnicity/Race

Do you identify as a member of any of the following ethnic/racial groups (please select any that apply)

- White/European
- Black/African American
- East Asian
- South Asian
- Aboriginal Peoples of Canada
- Middle Eastern
- Hispanic/Latino/South American
- Other (please specify)

Do you identify as a member of any of the following groups?

- Born in Canada
- Immigrant
- Refugee
- Other (please specify)

If participants select Immigrant/Refugee/Other they will receive the following question

- Please specify your country of origin (i.e., what country did you consider home prior to arrival in Canada?)

Previous employment status

What is your employment status?

- Currently employed
- Not currently employed, but have been employed previously
- Never employed
- Rather not say

Social Dominance Orientation Scale (Pratto, Sidanius, & Levin, 2006)

Please indicate how much you favour or oppose each idea below by selecting a number from 1 to 5 on the scale below. Please remember that your first responses are usually the most accurate.

1 (Strongly Disagree/Disapprove) to 5 (Strongly Agree/Favour)

1. Some groups of people are just more worth than others
2. In getting what your group wants, it is sometimes necessary to use force against other groups
3. It's OK if some groups have more of a chance in life than others
4. To get ahead in life, it is sometimes necessary to step on other groups
5. If certain groups of people stayed in their place, we would have fewer problems
6. It's probably a good thing that certain groups are at the top and other groups are at the bottom
7. Inferior groups should stay in their place
8. Sometimes other groups must be kept in their place
9. It would be good if all groups could be equal
10. Group equality should be our ideal
11. All groups should be given an equal chance in life
12. We should do what we can to equalize conditions for different groups
13. We should increase social equality
14. We would have fewer problems if we treated different groups more equally
15. We should strive to make incomes more equal
16. No one group should dominate in society

Filler questions (Obasi et al, 2009 [1-9], Ogunbode, 2013 [10-15])

1. Modern science is the best tool for connecting knowledge with reality
2. It is possible for some people to learn about the past, or the future through their dreams
3. A person's value should be based on his or her contribution to their society
4. Learning about my cultural history improves my mental health
5. I do not feel like a spiritual person
6. Being involved in a community is very important to me
7. Everything in the universe is jointed together by spiritual forces
8. Spiritual and physical health affect one another
9. There are people in my neighborhood that I treat like family
10. Humans have a right to modify the natural environment to suit their needs
11. The balance of nature is very delicate and easily upset
12. Humans will eventually learn enough about how nature works to be able to control it
13. Human destruction of the environment has been greatly exaggerated
14. Human intelligence will ensure that we don't make the earth unlivable
15. The earth only has limited room and resources

## Post-Manipulation

### Attention check 1

What task were the participants in the previous recording engaging in?

- A. Rating/ranking survival tools
- B. Brainstorming solutions to a riddle
- C. Reading excerpts from a textbook
- D. Scheduling a time to meet together for a future project
- E. None of the above

### Communication Incivility (Adapted from Cameron & Webster, 2011)

Please indicate your agreement with these statements (1 [Not at all] to 5 [ Completely])

- 1. Craig was treated politely
- 2. Craig was treated rudely
- 3. Craig was treated with respect
- 4. Craig was treated in a polite manner
- 5. Craig was treated with dignity
  
- 6. Trevor was treated politely
- 7. Trevor was treated rudely
- 8. Trevor was treated with respect
- 9. Trevor was treated in a polite manner
- 10. Trevor was treated with dignity
  
- 11. Anita was treated politely
- 12. Anita was treated rudely
- 13. Anita was treated with respect
- 14. Anita was treated in a polite manner
- 15. Anita was treated with dignity

### Attention Check 2

This query is designed to test whether you are carefully reading the questions and answers. If you are carefully reading the study questions. Please select strongly disagree below.

(1 [*Strongly disagree*] to 5 [*Strongly agree*]).

### Incivility Detection and Motivation

\*\*If anyone indicates ANYTHING uncivil (i.e., anything more than 1, after reverse coding), relevant questions to that target are prompted below.

1. To what degree did Craig engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Trevor? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])
  - i. Please indicate the degree to which you perceive each of the phenomenon as motivating Craig's behaviour toward Trevor by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*]).
    1. Sexism
    2. Impatience
    3. Racism
    4. Sleep deprivation
    5. Anti-Immigrant Attitudes
    6. Islamophobia
    7. Having a general rude disposition
    8. Having a "bad day"
    9. Distraction
    10. Having a disagreeable personality
    11. Other reasons (Please fill in the blank)
  - ii. Thinking about Craig's disrespectful behaviour toward Trevor I would... (1 [*Strongly disagree*] to 5 [*Strongly agree*]).
    1. Pretend that I did not witness the incident
    2. Ask (*target name*) to clarify or explain the incident<sup>1</sup>
    3. Ask (*perpetrator's name*) to clarify or explain the incident
    4. Provide emotional support to [*target name*]<sup>1</sup>
    5. Report the incident to someone in a higher position
    6. Call an anonymous ethics hotline to report the incident
    7. Testify as a witness during an investigation of the incident
    8. Ask [*perpetrator's name*] to refrain from such behaviour
  
2. To what degree did Craig engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Anita? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])
  - i. Please indicate the degree to which you perceive each of the phenomenon as motivating Craig's behaviour toward Anita by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*]).
    1. Sexism
    2. Impatience
    3. Racism
    4. Sleep deprivation
    5. Anti-Immigrant Attitudes
    6. Islamophobia
    7. Having a general rude disposition

8. Having a “bad day”
  9. Distraction
  10. Having a disagreeable personality
  11. Other reasons (Please fill in the blank)
- ii. Thinking about Craig’s disrespectful behaviour toward Anita I would... (1 [*Strongly disagree*] to 5 [*Strongly agree*]).
1. Pretend that I did not witness the incident
  2. Ask (*target name*) to clarify or explain the incident<sup>1</sup>
  3. Ask (*perpetrator’s name*) to clarify or explain the incident
  4. Provide emotional support to [*target name*]<sup>1</sup>
  5. Report the incident to someone in a higher position
  6. Call an anonymous ethics hotline to report the incident
  7. Testify as a witness during an investigation of the incident
  8. Ask [*perpetrator’s name*] to refrain from such behaviour
3. To what degree did Trevor engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Craig? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])
- i. Please indicate the degree to which you perceive each of the phenomenon as motivating Trevor’s behaviour toward Craig by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*]).
1. Sexism
  2. Impatience
  3. Racism
  4. Sleep deprivation
  5. Anti-Immigrant Attitudes
  6. Islamophobia
  7. Having a general rude disposition
  8. Having a “bad day”
  9. Distraction
  10. Having a disagreeable personality
  11. Other reasons (Please fill in the blank)
- ii. Thinking about Trevor’s disrespectful behaviour toward Craig I would... (1 [*Strongly disagree*] to 5 [*Strongly agree*]).
1. Pretend that I did not witness the incident
  2. Ask (*target name*) to clarify or explain the incident<sup>1</sup>
  3. Ask (*perpetrator’s name*) to clarify or explain the incident
  4. Provide emotional support to [*target name*]<sup>1</sup>
  5. Report the incident to someone in a higher position
  6. Call an anonymous ethics hotline to report the incident

7. Testify as a witness during an investigation of the incident
8. Ask [*perpetrator's name*] to refrain from such behaviour

4. To what degree did Trevor engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Anita? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])

*Anything scored above 1 will prompt the following question (both here and any questions with the same stem below).*

- i. Please indicate the degree to which you perceive each of the phenomenon as motivating Trevor's behaviour toward Anita by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*]).

1. Sexism
2. Impatience
3. Racism
4. Sleep deprivation
5. Anti-Immigrant Attitudes
6. Islamophobia
7. Having a general rude disposition
8. Having a "bad day"
9. Distraction
10. Having a disagreeable personality
11. Other reasons (Please fill in the blank)

- ii. Thinking about Trevor's disrespectful behaviour toward Anita I would... (1 [*Strongly disagree*] to 5 [*Strongly agree*]).

1. Pretend that I did not witness the incident
2. Ask (*target name*) to clarify or explain the incident<sup>1</sup>
3. Ask (*perpetrator's name*) to clarify or explain the incident
4. Provide emotional support to [*target name*]<sup>1</sup>
5. Report the incident to someone in a higher position
6. Call an anonymous ethics hotline to report the incident
7. Testify as a witness during an investigation of the incident
8. Ask [*perpetrator's name*] to refrain from such behaviour

5. To what degree did Anita engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Craig? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])

- i. Please indicate the degree to which you perceive each of the phenomenon as motivating Anita's behaviour toward Craig by



selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*]).

1. Sexism
2. Impatience
3. Racism
4. Sleep deprivation
5. Anti-Immigrant Attitudes
6. Islamophobia
7. Having a general rude disposition
8. Having a “bad day”
9. Distraction
10. Having a disagreeable personality
11. Other reasons (Please fill in the blank)

ii. Thinking about Anita’s disrespectful behaviour toward Craig I would... (1 [*Strongly disagree*] to 5 [*Strongly agree*]).

1. Pretend that I did not witness the incident
2. Ask (*target name*) to clarify or explain the incident<sup>1</sup>
3. Ask (*perpetrator’s name*) to clarify or explain the incident
4. Provide emotional support to [*target name*]<sup>1</sup>
5. Report the incident to someone in a higher position
6. Call an anonymous ethics hotline to report the incident
7. Testify as a witness during an investigation of the incident
8. Ask [*perpetrator’s name*] to refrain from such behaviour

6. To what degree did Anita engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Trevor? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])

iii. Please indicate the degree to which you perceive each of the phenomenon as motivating Anita’s behaviour toward Trevor by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*]).

1. Sexism
2. Impatience
3. Racism
4. Sleep deprivation
5. Anti-Immigrant Attitudes
6. Islamophobia
7. Having a general rude disposition
8. Having a “bad day”
9. Distraction
10. Having a disagreeable personality

## 11. Other reasons (Please fill in the blank)

iv. Thinking about Anita's disrespectful behaviour toward Trevor I would... (1 [*Strongly disagree*] to 5 [*Strongly agree*]).

1. Pretend that I did not witness the incident
2. Ask (*target name*) to clarify or explain the incident<sup>1</sup>
3. Ask (*perpetrator's name*) to clarify or explain the incident
4. Provide emotional support to [*target name*]<sup>1</sup>
5. Report the incident to someone in a higher position
6. Call an anonymous ethics hotline to report the incident
7. Testify as a witness during an investigation of the incident
8. Ask [*perpetrator's name*] to refrain from such behaviour

## Appendix G – Study 1 Statistical Assumptions

### Normality

The assumption of normality was tested by inspecting the skewness and kurtosis of each variable. A criterion of  $|2|$  for skewness (Kim, 2013), and  $|7|$  for kurtosis (Kim 2013; West et al, 1995) were used to identify non-normality. No evidence of non-normality was identified. The normality of residuals was not explored, as this assumption is rarely met in practice, particularly due to the nature of Likert-style scales (Hayes, 2022). Even in the face of violations of normality, it has general regarded as “one of the least important in linear regression analysis” (Hayes p. 72, 2022), and unless sample size is very small, it does not substantially violate statistical inferences in OLS regressions (Hayes, 1996; Field, 2013). Given that OLS regression methods are robust to these violations, I proceeded with additional analyses.

### Multicollinearity

The assumption of non-multicollinearity of predictors was assessed through the use of a bivariate correlation matrix. No predictors were correlated above  $r \leq .17|$ , suggesting no evidence of multicollinearity. The Durbin-Watson values were evaluated, to assess whether there was any evidence of autocorrelation, all values were between 1.5 and 2.5, suggesting autocorrelation is not an issue with the models.

### Linearity

The assumption of linearity was explored by visually inspecting a matrix scatterplot of all relationships between predictors (and moderators) and outcome variables. No evidence of non-linearity was identified.

### Homoscedasticity

I tested for evidence of heteroscedasticity in my data, as violations of homoscedasticity can have meaningful effects on confidence intervals and significance testing. This testing consisted of the use of heteroscedastic-consistent standard error (HCSE) estimator of OLS parameter estimates, a powerful methodological strategy that is infrequently used outside of statistics or economics (Hayes & Cai, 2007). Traditional methods often rely on analysts informally reviewing scatterplots of standardized predicted residual values against obtained residual values. However, in this case all moderation models that assumed homoscedasticity were compared against otherwise identical models that employed HCSE estimators; an HC4 estimator was used as recommended by Hayes (2022). Significance tests and confidence intervals did not substantively change in such a manner as to alter the results of these moderation analyses. Only a single minor difference in significance test associated with these moderation models employing HSCE estimators were noted (see below for details), suggesting that any evidence of heteroscedasticity was minor. Indeed, violations of homoscedasticity tend not to have major effects on these tests if they are minor (Hayes, 1996; Tabachnick & Fidell, 1996).

Differences with HCSE estimator:

- Outcome variable: Intervention Intentions (Did not witness)
  - Moderators: SDO, Gender
    - Result Change: SDO\*Gender  $p = .007 \rightarrow p = .004$

### Appendix H – Study 1 Outlier Summary

All analyses for Study1 were run excluding 19 participants (i.e., those that failed attention checks or did not consent [ $n = 5$ ], and outliers [ $n = 14$ ]). The vast majority of results remained unchanged (i.e., the results did not change direction, or had p-values that crossed the Bonferroni corrected threshold of  $p \leq .004$  in either direction), with several exceptions outlined below.

A model testing the relationship between incivility conditions on incivility detection toward Anita with SDO and Ethnicity as potential moderators was tested. The interaction term between SDO and ethnicity became statistically significant ( $p = .005 \rightarrow p = .002$ ).

A model testing the relationship between incivility conditions on participants perceptions of incivility motivation as being prejudicial, with SDO and Ethnicity as potential moderators was tested. The interaction term between the X1 contrast and SDO became not statistically significant ( $p = .001 \rightarrow p = .005$ ).

A model testing the relationship between incivility conditions on participants intervention intentions (pretending not to have witnessed the incivility), with SDO and Ethnicity as potential moderators was tested. The interaction term between the X2 contrast and SDO became not statistically significant ( $p = .001 \rightarrow p = .008$ ).

### Appendix I- Study 1 Interaction Testing

Table II. Regression for Incivility Detection (Craig) by Experimental Conditions, with SDO and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Detection (Craig)	constant	1.58	0.03	48.46	.000	1.52	1.65
	X1	0.28	0.07	4.03	.000	0.14	0.41
	X2	-0.26	0.08	-3.30	.001	-0.42	-0.11
	SDO	0.11	0.03	3.56	.000	0.05	0.17
	X1*SDO	-0.01	0.06	-0.11	.916	-0.13	0.12
	X2*SDO	-0.02	0.08	-0.30	.763	-0.17	0.13
	Ethnicity	0.24	0.07	3.64	.000	0.11	0.37
	X1*Ethnicity	0.05	0.14	0.37	.713	-0.22	0.33
	X2*Ethnicity	-0.16	0.16	-0.95	.342	-0.48	0.17
	SDO*Ethnicity	0.06	0.06	0.94	.346	-0.07	0.19
	X1*SDO*Ethnicity	-0.05	0.14	-0.35	.726	-0.32	0.22
	X2*SDO*Ethnicity	-0.19	0.16	-1.20	.233	-0.49	0.12

Notes:  $N = 395$ .

Table I2. Regression for Incivility Detection (Trevor) by Experimental Conditions, with SDO and Ethnicity as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Trevor)	constant	2.25	0.04	51.67	.000	2.16	2.33
	X1	1.34	0.09	14.48	.000	1.16	1.52
	X2	-2.42	0.11	-22.74	.000	-2.63	-2.21
	SDO	0.03	0.04	0.71	.480	-0.05	0.10
	X1*SDO	-0.06	0.08	-0.79	.430	-0.22	0.09
	X2*SDO	0.22	0.10	2.20	.029	0.02	0.42
	Ethnicity	0.05	0.07	0.81	.418	-0.08	0.19
	X1*Ethnicity	-0.12	0.14	-0.83	.406	-0.40	0.16
	X2*Ethnicity	-0.04	0.17	-0.25	.801	-0.37	0.29
	SDO*Ethnicity	0.03	0.07	0.48	.631	-0.10	0.16
	X1*SDO*Ethnicity	-0.16	0.14	-1.18	.238	-0.44	0.11
	X2*SDO*Ethnicity	0.12	0.16	0.73	.466	-0.20	0.43
Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Trevor)	constant	2.27	0.03	68.94	.000	2.21	2.34
	X1	1.28	0.07	18.35	.000	1.14	1.42
	X2	-2.43	0.08	-29.99	.000	-2.59	-2.27
	SDO	0.04	0.03	1.24	.216	-0.02	0.10
	X1*SDO	-0.11	0.06	-1.75	.082	-0.24	0.01
	X2*SDO	0.26	0.08	3.41	<b>.001</b>	0.11	0.41
SDO = -1SD	X1	1.40	0.10	14.03	.000	1.20	1.60
	X2	-2.71	0.11	-23.98	.000	-2.93	-2.49
SDO = Mean	X1	1.28	0.07	18.35	.000	1.14	1.42
	X2	-2.43	0.08	-29.99	.000	-2.59	-2.27
SDO = +1SD	X1	1.16	0.10	12.08	.000	0.97	1.35
	X2	-2.15	0.12	-18.16	.000	-2.38	-1.91

Notes:  $N = 395$ .

Figure 11. Regression for Incivility Detection (Trevor) by Experimental Conditions, with SDO as moderators

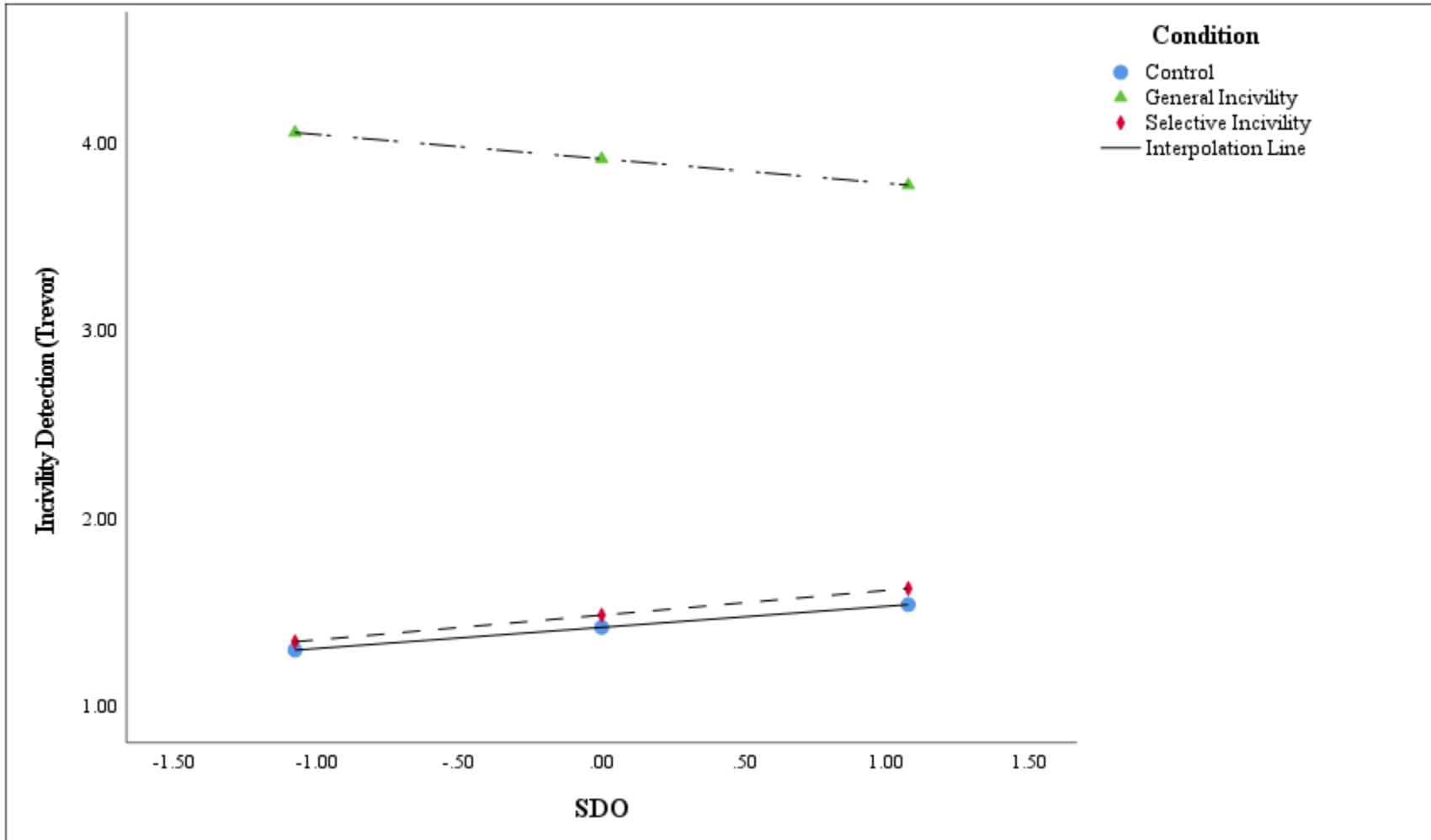


Table I3. Regression for Incivility Detection (Anita) by Experimental Conditions, with SDO and Ethnicity as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Anita)	constant	2.43	0.04	56.74	.000	2.34	2.51
	X1	1.60	0.09	17.56	.000	1.42	1.78
	X2	2.25	0.10	21.61	.000	2.04	2.45
	SDO	-0.01	0.04	-0.24	.809	-0.08	0.07
	X1*SDO	-0.05	0.08	-0.71	.479	-0.21	0.10
	X2*SDO	-0.03	0.10	-0.26	.793	-0.22	0.17
	Ethnicity	0.11	0.07	1.65	.100	-0.02	0.24
	X1*Ethnicity	-0.08	0.14	-0.59	.552	-0.36	0.19
	X2*Ethnicity	0.06	0.16	0.38	.705	-0.26	0.39
	SDO*Ethnicity	0.18	0.06	2.80	<b>.005</b>	0.05	0.31
	X1*SDO*Ethnicity	-0.02	0.14	-0.16	.876	-0.29	0.25
	X2*SDO*Ethnicity	-0.21	0.16	-1.31	.192	-0.52	0.10

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Anita)	constant	2.44	0.09	27.45	.000	2.27	2.62
	Ethnicity	0.12	0.14	0.84	.402	-0.16	0.39
	SDO	-0.13	0.08	-1.62	.105	-0.28	0.03
	Ethnicity*SDO	0.21	0.13	1.58	.115	-0.05	0.48

Notes:  $N = 395$ .



Table I4. Regression for Incivility Detection (Craig) by Experimental Conditions, with SDO and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Craig)	constant	1.63	0.05	32.48	.000	1.53	1.73
	X1	0.41	0.11	3.79	.000	0.20	0.62
	X2	-0.23	0.12	-1.88	.061	-0.47	0.01
	SDO	0.09	0.04	2.03	.044	0.00	0.17
	X1*SDO	-0.01	0.09	-0.11	.911	-0.18	0.16
	X2*SDO	0.04	0.11	0.33	.738	-0.18	0.25
	Gender	-0.09	0.07	-1.38	.167	-0.23	0.04
	X1*Gender	-0.29	0.14	-1.98	<b>.048</b>	-0.57	0.00
	X2*Gender	-0.11	0.17	-0.67	.503	-0.44	0.22
	SDO*Gender	0.04	0.06	0.56	.578	-0.09	0.16
	X1*SDO*Gender	-0.02	0.13	-0.16	.875	-0.28	0.24
	X2*SDO*Gender	-0.08	0.16	-0.51	.608	-0.39	0.23

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Craig)	constant	1.65	0.05	33.80	.000	1.55	1.74
	X1	0.38	0.10	3.65	.000	0.17	0.58
	X2	-0.27	0.12	-2.24	.026	-0.50	-0.03
	Gender	-0.13	0.07	-1.98	.049	-0.26	0.00
	X1*Gender	-0.26	0.14	-1.85	<b>.065</b>	-0.54	0.02
	X2*Gender	-0.06	0.16	-0.38	.702	-0.38	0.26

Notes:  $N = 395$ .

Figure I2. Regression for Incivility Detection (Craig) by Experimental Conditions, with Gender as moderator

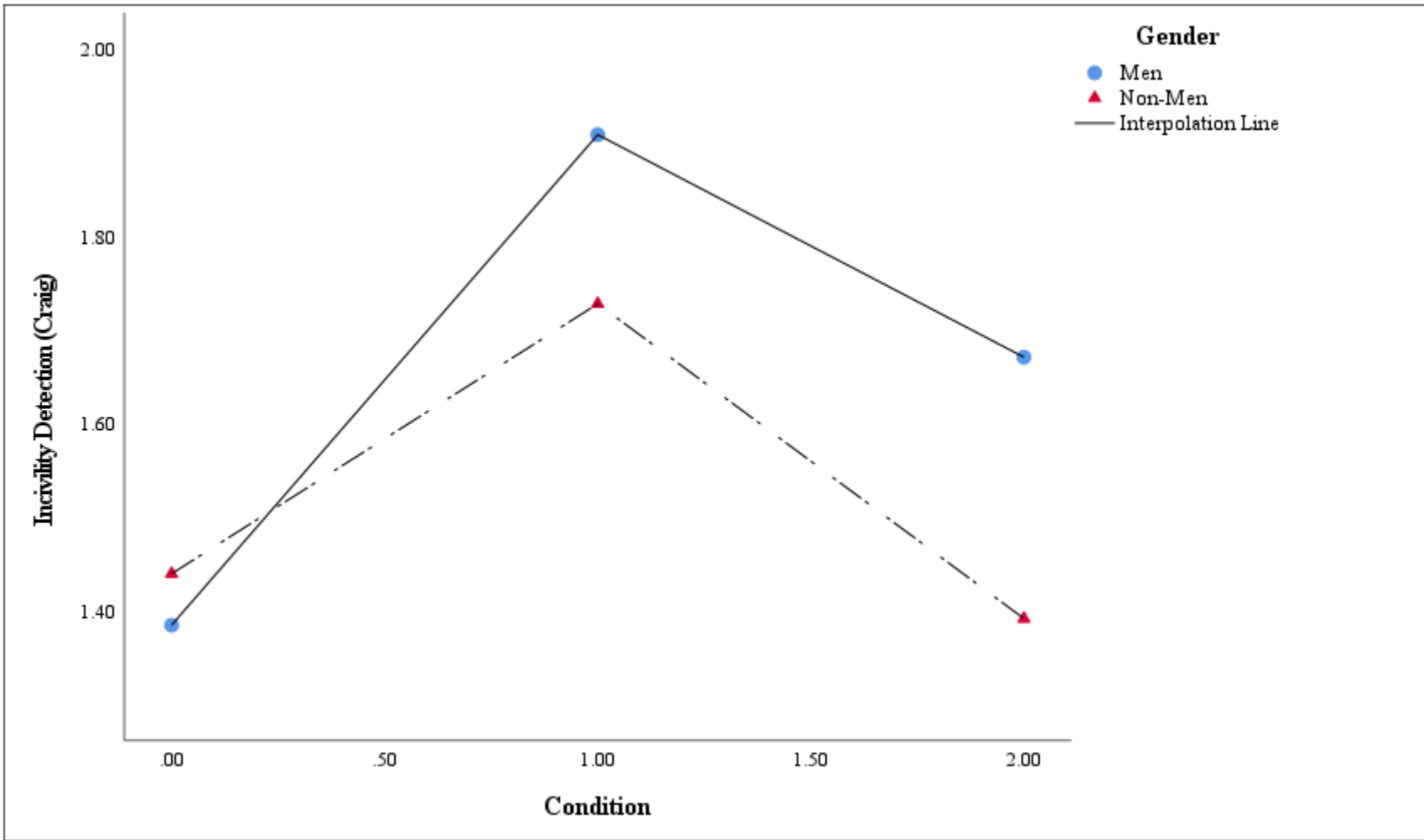


Table I5. Regression for Incivility Detection (Trevor) by Experimental Conditions, with SDO and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Trevor)	constant	2.34	0.05	46.79	.000	2.24	2.44
	X1	1.38	0.11	12.97	.000	1.17	1.59
	X2	-2.41	0.12	-19.71	.000	-2.65	-2.17
	SDO	0.05	0.04	1.12	.263	-0.04	0.13
	X1*SDO	-0.04	0.09	-0.41	.684	-0.21	0.14
	X2*SDO	0.10	0.11	0.94	.347	-0.11	0.32
	Gender	-0.13	0.07	-1.88	.060	-0.26	0.01
	X1*Gender	-0.23	0.14	-1.59	.112	-0.51	0.05
	X2*Gender	-0.03	0.17	-0.16	.873	-0.35	0.30
	SDO*Gender	-0.01	0.06	-0.16	.877	-0.13	0.11
	X1*SDO*Gender	-0.15	0.13	-1.14	.254	-0.41	0.11
	X2*SDO*Gender	0.30	0.16	1.89	<b>.059</b>	-0.01	0.61

Notes:  $N = 395$ .

Figure 13. Regression for Incivility Detection (Trevor) by Experimental Conditions, with SDO and Gender as moderators

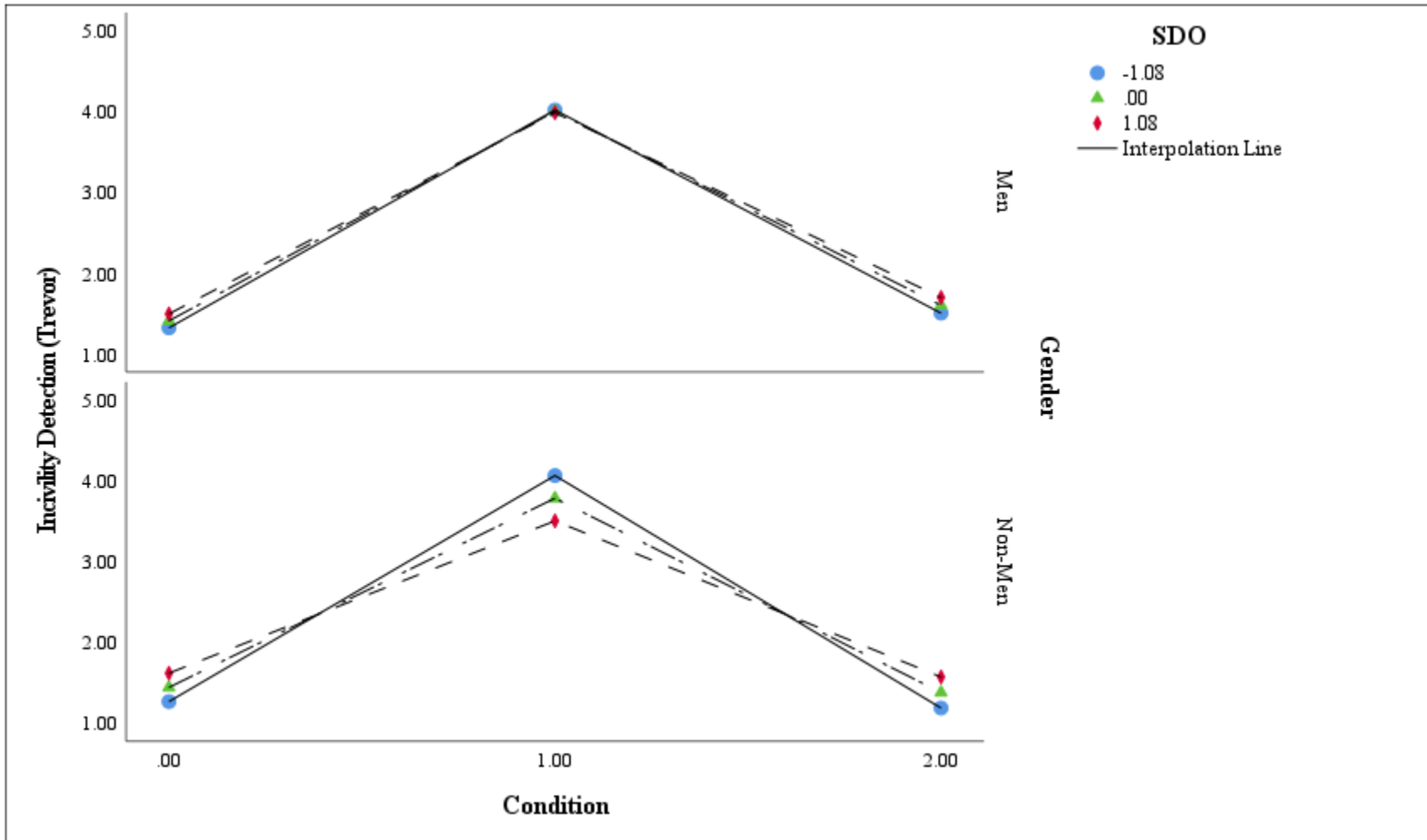


Table I6. Regression for Incivility Detection (Anita) by Experimental Conditions, with SDO and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Detection (Anita)	constant	2.48	0.05	49.45	.000	2.39	2.58
	X1	1.51	0.11	14.10	.000	1.30	1.72
	X2	2.35	0.12	19.14	.000	2.11	2.59
	SDO	0.02	0.04	0.45	.650	-0.07	0.11
	X1*SDO	-0.01	0.09	-0.08	.934	-0.18	0.17
	X2*SDO	-0.13	0.11	-1.15	.252	-0.35	0.09
	Gender	0.01	0.07	0.12	.908	-0.13	0.14
	X1*Gender	0.08	0.14	0.58	.561	-0.20	0.37
	X2*Gender	-0.14	0.17	-0.86	.392	-0.47	0.18
	SDO*Gender	0.08	0.06	1.33	.183	-0.04	0.21
	X1*SDO*Gender	-0.07	0.13	-0.53	.596	-0.33	0.19
	X2*SDO*Gender	0.08	0.16	0.51	.613	-0.23	0.39

Notes:  $N = 395$ .

Table I7. Regression for Incivility Detection (Craig) by Experimental Conditions, with Ethnicity and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Detection (Craig)	constant	1.53	0.06	23.83	.000	1.40	1.65
	X1	0.28	0.13	2.09	.038	0.02	0.54
	X2	-0.10	0.16	-0.65	.515	-0.42	0.21
	Ethnicity	0.27	0.10	2.81	.005	0.08	0.46
	X1*Ethnicity	0.20	0.21	0.96	.338	-0.21	0.61
	X2*Ethnicity	-0.32	0.24	-1.35	.177	-0.79	0.15
	Gender	-0.10	0.09	-1.12	.263	-0.27	0.07
	X1*Gender	-0.09	0.18	-0.51	.609	-0.46	0.27
	X2*Gender	-0.24	0.21	-1.16	.249	-0.65	0.17
	Ethnicity*Gender	-0.05	0.13	-0.40	.690	-0.32	0.21
	X1*Ethnicity*Gender	-0.30	0.28	-1.07	.287	-0.86	0.26
	X2*Ethnicity*Gender	0.31	0.33	0.92	.356	-0.35	0.96

Notes:  $N = 395$ .

Table I8. Regression for Incivility Detection (Trevor) by Experimental Conditions, with Ethnicity and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Detection (Trevor)	constant	2.32	0.07	35.20	.000	2.19	2.45
	X1	1.38	0.14	10.05	.000	1.11	1.66
	X2	-2.35	0.16	-14.36	.000	-2.67	-2.03
	Ethnicity	0.06	0.10	0.57	.568	-0.14	0.25
	X1*Ethnicity	-0.10	0.21	-0.48	.628	-0.52	0.31
	X2*Ethnicity	-0.13	0.24	-0.55	.585	-0.61	0.35
	Gender	-0.14	0.09	-1.56	.120	-0.31	0.04
	X1*Gender	-0.13	0.19	-0.68	.499	-0.50	0.24
	X2*Gender	-0.21	0.21	-0.99	.322	-0.64	0.21
	Ethnicity*Gender	0.00	0.14	0.01	.990	-0.27	0.27
	X1*Ethnicity*Gender	-0.07	0.29	-0.24	.813	-0.64	0.50
	X2*Ethnicity*Gender	0.28	0.34	0.82	.414	-0.39	0.95

Notes:  $N = 395$ .

Table I9. Regression for Incivility Detection (Anita) by Experimental Conditions, with Ethnicity and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Anita)	constant	2.45	0.06	37.98	.000	2.32	2.57
	X1	1.49	0.13	11.09	.000	1.23	1.76
	X2	2.51	0.16	15.72	.000	2.20	2.83
	Gender	0.11	0.10	1.13	.260	-0.08	0.30
	X1*Gender	0.02	0.21	0.12	.908	-0.38	0.43
	X2*Gender	-0.41	0.24	-1.70	.090	-0.87	0.06
	Ethnicity	-0.04	0.09	-0.50	.615	-0.21	0.13
	X1*Ethnicity	0.20	0.18	1.08	.280	-0.16	0.56
	X2*Ethnicity	-0.44	0.21	-2.08	<b>.038</b>	-0.85	-0.02
	Gender*Ethnicity	0.05	0.13	0.34	.733	-0.22	0.31
	X1*Gender*Ethnicity	-0.23	0.28	-0.83	.409	-0.79	0.32
	X2*Gender*Ethnicity	0.78	0.33	2.34	<b>.020</b>	0.12	1.43
Ethnicity = 0	X1	1.49	0.13	11.09	.000	1.23	1.76
Gender = 0	X2	2.51	0.16	15.72	.000	2.20	2.83
Ethnicity = 0	X1	1.69	0.13	13.48	.000	1.45	1.94
Gender = 1	X2	2.08	0.14	15.25	.000	1.81	2.34
Ethnicity = 1	X1	1.52	0.16	9.64	.000	1.21	1.83
Gender = 0	X2	2.11	0.18	11.90	.000	1.76	2.46
Ethnicity = 1	X1	1.48	0.15	10.11	.000	1.19	1.77
Gender = 1	X2	2.45	0.19	13.13	.000	2.08	2.81

Notes:  $N = 395$ .



Figure 14. Regression for Incivility Detection (Anita) by Experimental Conditions, with Ethnicity and Gender as moderators

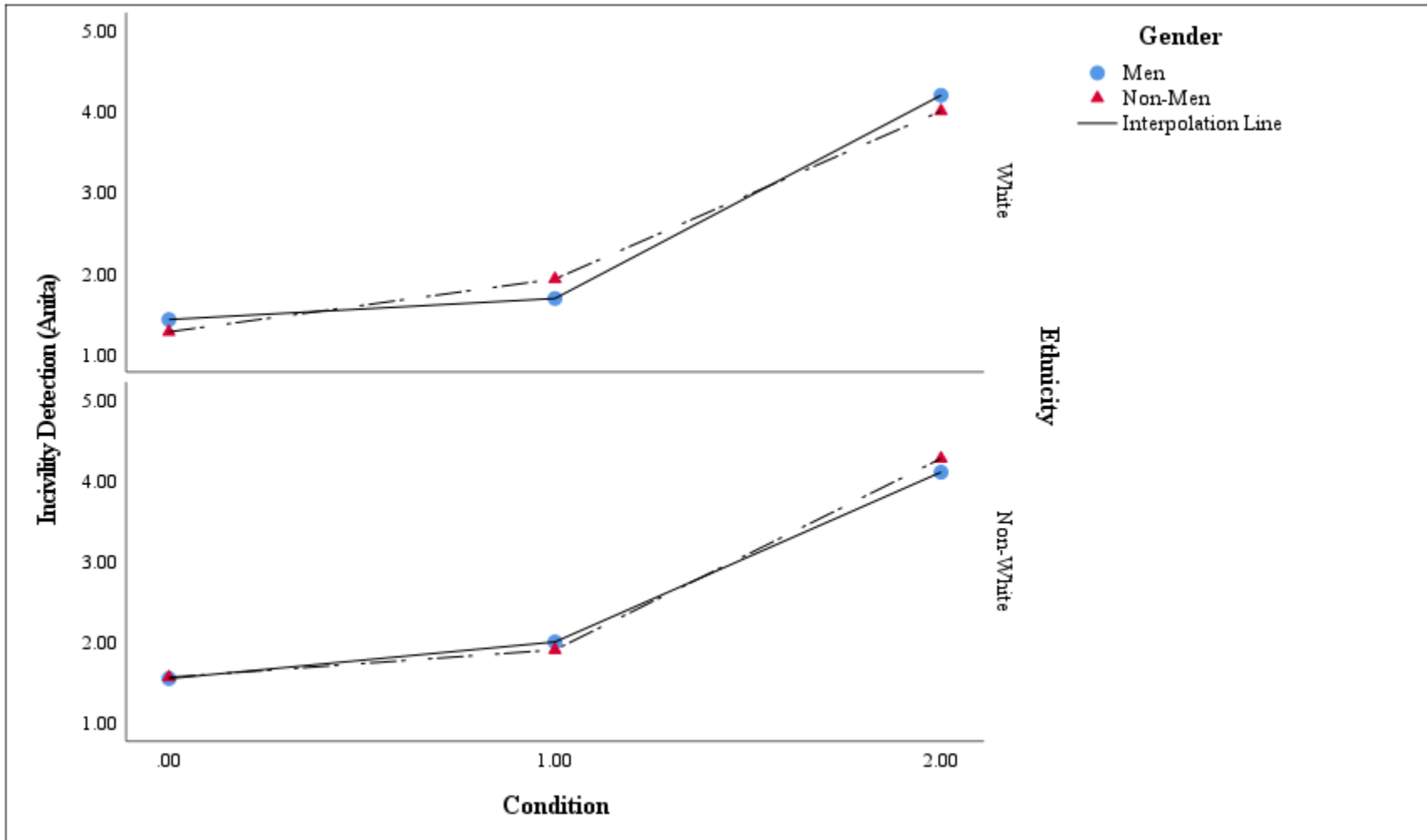


Table I10. Regression for Incivility Motivation (Generalized Negative) by Experimental Conditions, with SDO and Ethnicity as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Motivation (Generalized Negative)	constant	2.13	0.04	48.23	.000	2.04	2.22
	X1	1.59	0.09	16.88	.000	1.40	1.77
	X2	-0.48	0.11	-4.50	.000	-0.70	-0.27
	SDO	-0.06	0.04	-1.50	.134	-0.14	0.02
	X1*SDO	-0.11	0.08	-1.43	.155	-0.27	0.04
	X2*SDO	0.20	0.10	1.97	.050	0.00	0.39
	Ethnicity	-0.08	0.07	-1.16	.247	-0.21	0.06
	X1*Ethnicity	-0.24	0.15	-1.68	.095	-0.53	0.04
	X2*Ethnicity	0.39	0.17	2.28	<b>.023</b>	0.05	0.72
	SDO*Ethnicity	0.09	0.07	1.33	.184	-0.04	0.22
	X1*SDO*Ethnicity	0.10	0.14	0.72	.473	-0.17	0.37
	X2*SDO*Ethnicity	-0.08	0.16	-0.50	.614	-0.40	0.24

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Motivation (Generalized Negative)	constant	2.13	0.04	48.56	.000	2.04	2.22
	X1	1.59	0.09	16.88	.000	1.40	1.77
	X2	-0.48	0.11	-4.56	.000	-0.69	-0.28
	Ethnicity	-0.08	0.07	-1.16	.247	-0.21	0.06
	X1*Ethnicity	-0.25	0.14	-1.74	.083	-0.53	0.03
	X2*Ethnicity	0.39	0.17	2.33	.020	0.06	0.72
Ethnicity = 0	X1	1.59	0.09	16.88	.000	1.40	1.77
	X2	-0.48	0.11	-4.56	.000	-0.69	-0.28
Ethnicity = 1	X1	1.34	0.11	12.21	.000	1.12	1.55
	X2	-0.09	0.13	-0.71	.478	-0.35	0.16

Notes:  $N = 395$ .

Figure 15. Regression for Incivility Motivation (Generalized Negative) by Experimental Conditions, with Ethnicity as moderator

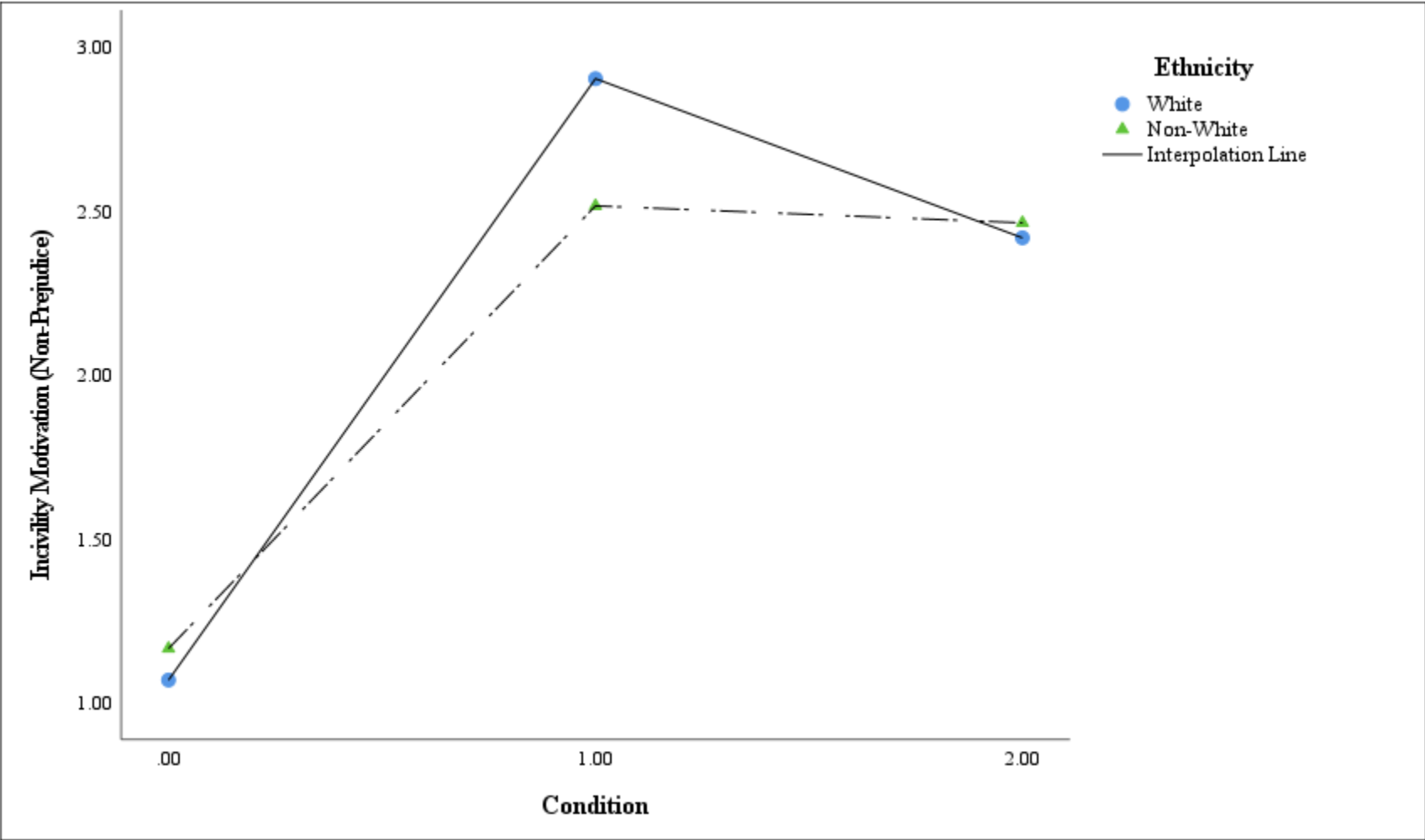


Table I11. Regression for Incivility Motivation (Prejudice) by Experimental Conditions, with SDO and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Motivation (Prejudice)	constant	2.00	0.06	35.76	.000	1.89	2.11
	X1	1.27	0.12	10.63	.000	1.04	1.51
	X2	1.74	0.14	12.74	.000	1.47	2.01
	SDO	-0.10	0.05	-2.02	.044	-0.19	0.00
	X1*SDO	-0.17	0.10	-1.67	.095	-0.36	0.03
	X2*SDO	-0.15	0.12	-1.25	.213	-0.39	0.09
	Gender	-0.01	0.08	-0.16	.870	-0.16	0.14
	X1*Gender	0.18	0.16	1.14	.256	-0.13	0.50
	X2*Gender	0.27	0.18	1.45	.147	-0.09	0.63
	SDO*Gender	-0.03	0.07	-0.36	.717	-0.16	0.11
	X1*SDO*Gender	-0.02	0.15	-0.17	.866	-0.31	0.26
	X2*SDO*Gender	0.11	0.17	0.63	.527	-0.23	0.45

Notes:  $N = 395$ .

Table I12. Regression for Incivility Motivation (Generalized Negative) by Experimental Conditions, with SDO and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Motivation (Non-Prejudice)	constant	2.15	0.05	41.42	.000	2.05	2.25
	X1	1.46	0.11	13.20	.000	1.24	1.68
	X2	-0.33	0.13	-2.60	.010	-0.58	-0.08
	SDO	-0.01	0.04	-0.28	.781	-0.10	0.08
	X1*SDO	-0.05	0.09	-0.55	.580	-0.23	0.13
	X2*SDO	0.21	0.11	1.85	<b>.065</b>	-0.01	0.43
	Gender	-0.09	0.07	-1.24	.216	-0.22	0.05
	X1*Gender	0.06	0.15	0.39	.699	-0.23	0.35
	X2*Gender	-0.01	0.17	-0.04	.968	-0.34	0.33
	SDO*Gender	-0.05	0.06	-0.81	.420	-0.18	0.07
	X1*SDO*Gender	-0.05	0.13	-0.39	.700	-0.32	0.21
	X2*SDO*Gender	-0.04	0.16	-0.24	.811	-0.36	0.28

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Motivation (Non-Prejudice)	constant	2.11	0.03	62.22	.000	2.04	2.17
	X1	1.50	0.07	20.86	.000	1.36	1.64
	X2	-0.33	0.08	-4.02	.000	-0.50	-0.17
	SDO	-0.03	0.03	-0.96	.340	-0.09	0.03
	X1*SDO	-0.08	0.07	-1.27	.206	-0.21	0.05
	X2*SDO	0.19	0.08	2.45	<b>.015</b>	0.04	0.34
SDO = -1SD	X1	1.59	0.10	15.47	.000	1.38	1.79
	X2	-0.54	0.12	-4.69	.000	-0.77	-0.31
SDO = Mean	X1	1.50	0.07	20.86	.000	1.36	1.64
	X2	-0.33	0.08	-4.02	.000	-0.50	-0.17
SDO = +1SD	X1	1.41	0.10	14.24	.000	1.21	1.60
	X2	-0.13	0.12	-1.04	.301	-0.37	0.11

Notes:  $N = 395$ .

Figure I6. Regression for Incivility Motivation (Generalized Negative) by Experimental Conditions, with SDO as moderator

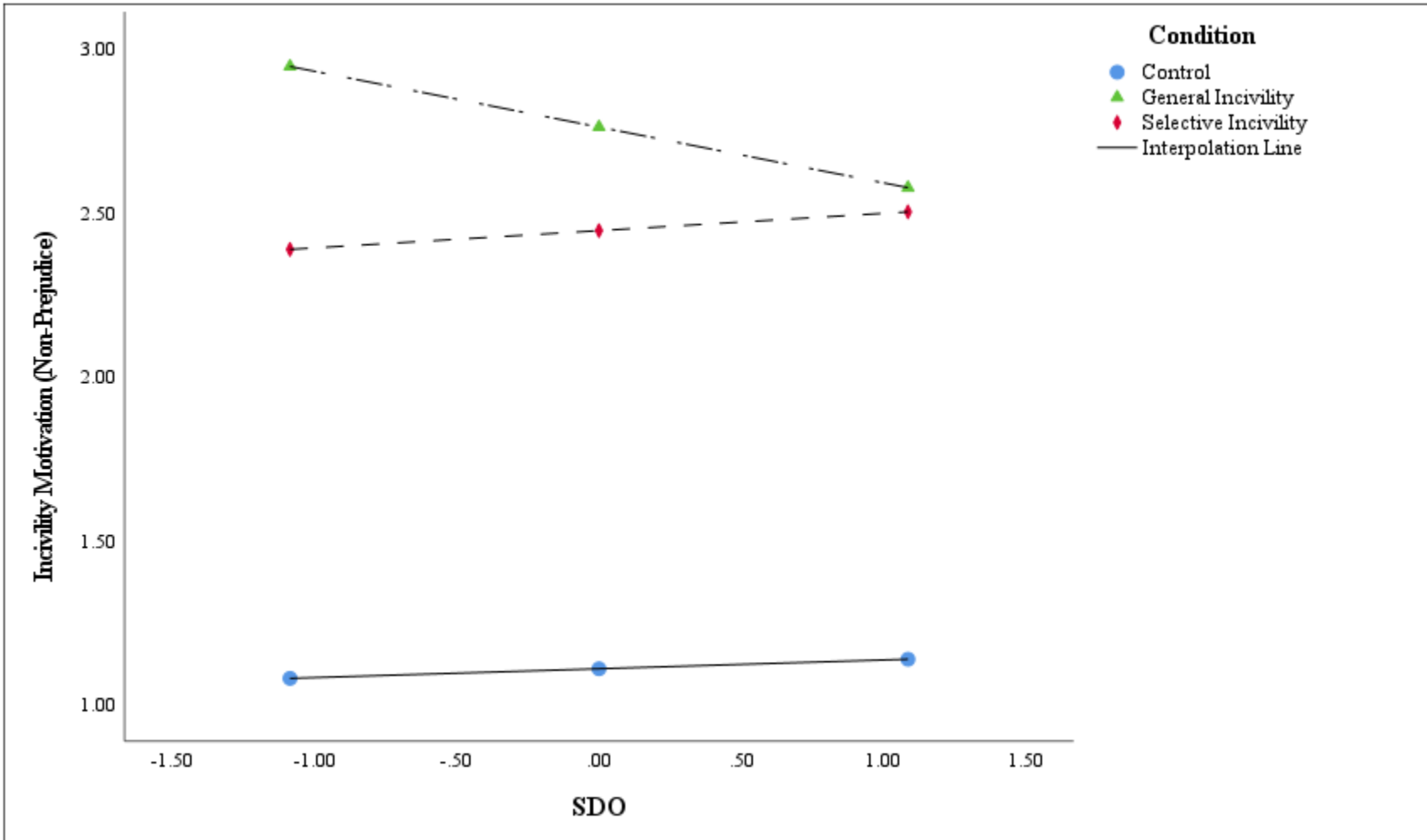


Table I13. Regression for Incivility Motivation (Prejudice) by Experimental Conditions, with Ethnicity and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Motivation (Prejudice)	constant	1.97	0.07	27.02	.000	1.82	2.11
	X1	1.31	0.15	8.54	.000	1.01	1.61
	X2	1.59	0.18	8.86	.000	1.24	1.95
	Ethnicity	0.11	0.11	0.97	.334	-0.11	0.32
	X1*Ethnicity	-0.09	0.24	-0.37	.711	-0.55	0.38
	X2*Ethnicity	0.47	0.27	1.74	.083	-0.06	1.00
	Gender	-0.01	0.10	-0.12	.906	-0.20	0.18
	X1*Gender	0.11	0.21	0.53	.599	-0.30	0.52
	X2*Gender	0.27	0.24	1.14	.257	-0.20	0.74
	Ethnicity*Gender	0.05	0.15	0.30	.766	-0.25	0.34
	X1*Ethnicity*Gender	0.27	0.32	0.85	.395	-0.36	0.90
	X2*Ethnicity*Gender	-0.09	0.37	-0.25	.803	-0.82	0.64

Notes:  $N = 405$ .

Table I14. Regression for Incivility Motivation (Generalized Negative) by Experimental Conditions, with Ethnicity and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Motivation (Non-Prejudice)	constant	2.14	0.07	32.39	.000	2.01	2.27
	X1	1.53	0.14	11.01	.000	1.26	1.81
	X2	-0.32	0.16	-1.95	.052	-0.64	0.00
	Ethnicity	-0.02	0.10	-0.17	.865	-0.21	0.18
	X1*Ethnicity	-0.26	0.21	-1.24	.217	-0.68	0.15
	X2*Ethnicity	0.05	0.25	0.21	.836	-0.43	0.53
	Gender	-0.03	0.09	-0.37	.711	-0.21	0.14
	X1*Gender	0.09	0.19	0.50	.619	-0.28	0.47
	X2*Gender	-0.29	0.22	-1.35	.178	-0.72	0.13
	Ethnicity*Gender	-0.11	0.14	-0.84	.404	-0.38	0.16
	X1*Ethnicity*Gender	-0.01	0.29	-0.04	.967	-0.58	0.56
	X2*Ethnicity*Gender	0.67	0.34	1.97	<b>.050</b>	0.00	1.33
Ethnicity = 0	X1	1.53	0.14	11.01	.000	1.26	1.81
Gender = 0	X2	-0.32	0.16	-1.95	.052	-0.64	0.00
Ethnicity = 0	X1	1.63	0.13	12.71	.000	1.37	1.88
Gender = 1	X2	-0.61	0.14	-4.33	.000	-0.89	-0.33
Ethnicity = 1	X1	1.27	0.16	7.88	.000	0.95	1.58
Gender = 0	X2	-0.27	0.18	-1.47	.144	-0.63	0.09
Ethnicity = 1	X1	1.35	0.15	9.08	.000	1.06	1.64
Gender = 1	X2	0.11	0.19	0.58	.564	-0.26	0.47

Notes:  $N = 405$ .



Figure 17. Regression for Incivility Motivation (Generalized Negative) by Experimental Conditions, with Ethnicity and Gender as moderators

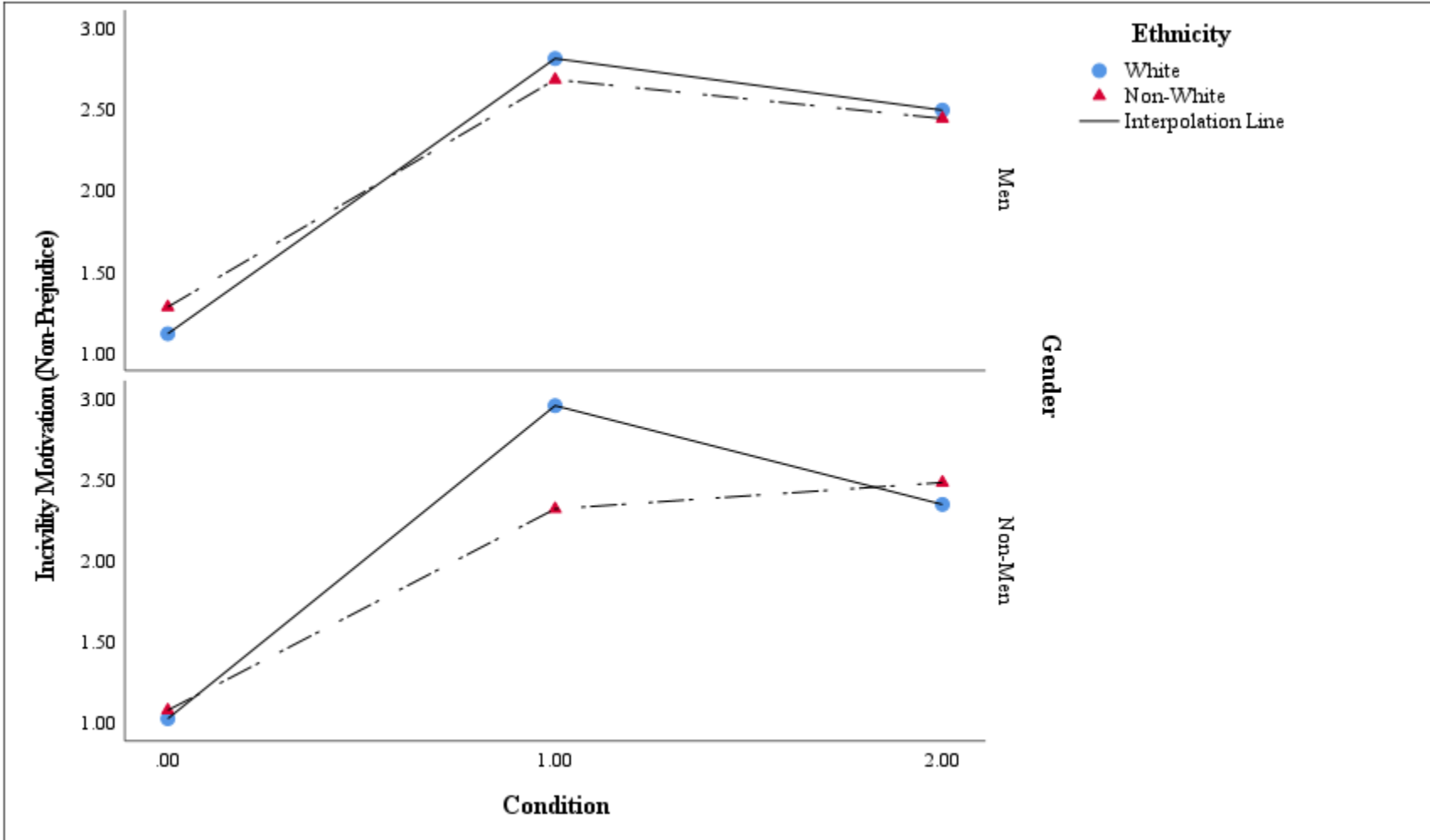


Table I15. Regression for Intervention Intentions (Did Not Witness) by Experimental Conditions, with SDO and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Intervention Intentions (Did Not Witness)	constant	2.06	0.09	22.00	.000	1.88	2.25
	X1	-0.57	0.25	-2.28	.023	-1.06	-0.08
	X2	-0.02	0.15	-0.14	.891	-0.32	0.27
	SDO	0.45	0.09	5.15	.000	0.28	0.62
	X1*SDO	-0.09	0.23	-0.39	.696	-0.55	0.37
	X2*SDO	0.31	0.14	2.26	<b>.025</b>	0.04	0.57
	Gender	-0.31	0.12	-2.54	.012	-0.55	-0.07
	X1*Gender	0.38	0.32	1.19	.235	-0.25	1.02
	X2*Gender	-0.35	0.20	-1.71	.088	-0.75	0.05
	SDO*Gender	-0.35	0.13	-2.75	<b>.006</b>	-0.59	-0.10
	X1*SDO*Gender	0.11	0.34	0.33	.742	-0.55	0.78
	X2*SDO*Gender	-0.16	0.20	-0.84	.402	-0.55	0.22

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Intervention Intentions (Did Not Witness)	constant	1.91	0.07	26.97	.000	1.77	2.05
	Gender	-0.20	0.10	-2.05	.041	-0.39	-0.01
	SDO	0.48	0.06	7.44	.000	0.35	0.61
	Gender*SDO	-0.39	0.09	-4.10	.000	-0.57	-0.20
	SDO = -1SD	0.20	0.14	1.46	.145	-0.07	0.47
	SDO = Mean	-0.20	0.10	-2.05	.041	-0.39	-0.01
	SDO = +1SD	-0.60	0.14	-4.34	.000	-0.87	-0.33

Notes:  $N = 289$ .

Figure I8. Regression for Intervention Intentions (Did Not Witness) by Experimental Conditions, with Gender as moderator

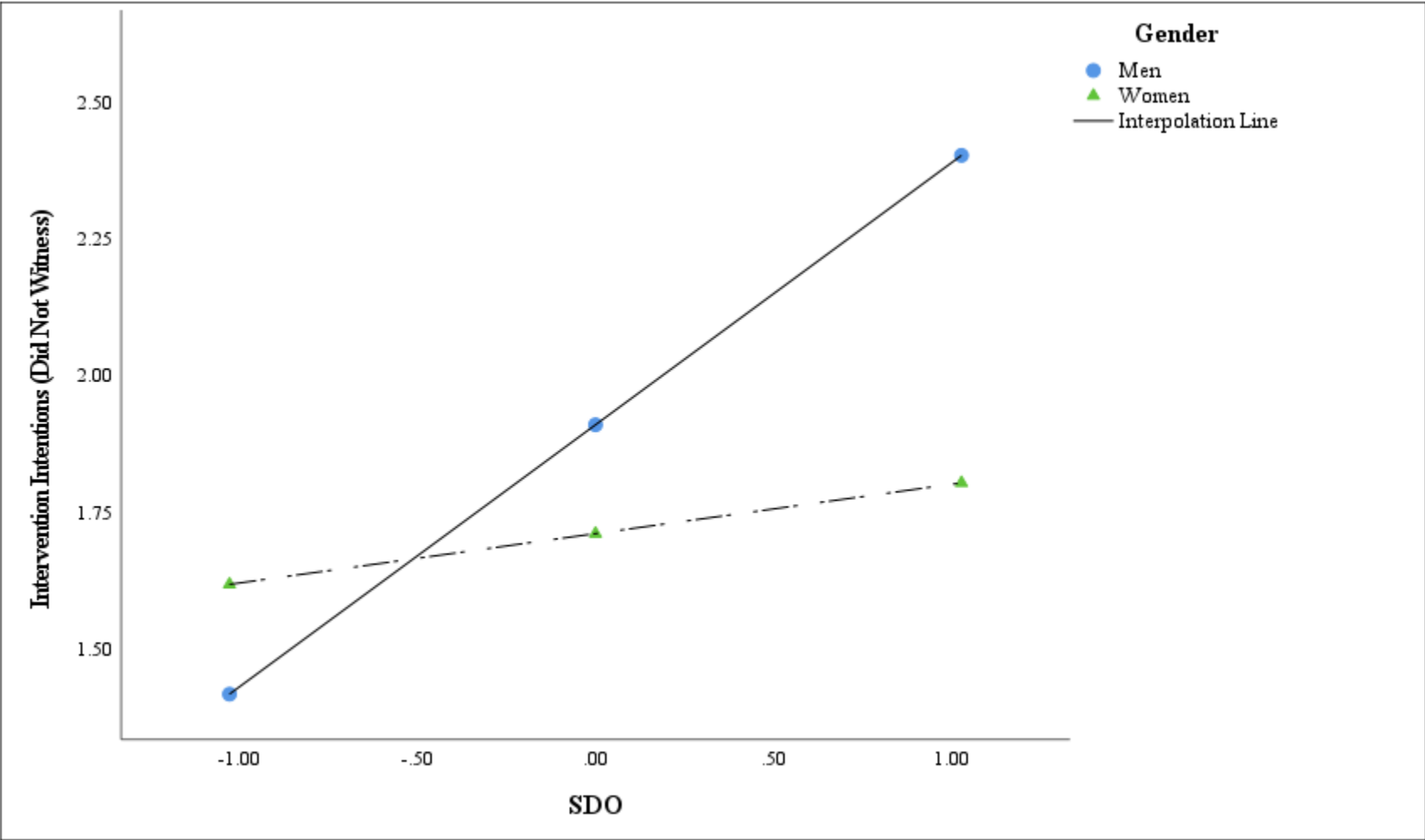


Table I16. Regression for Intervention Intentions (Did Not Witness) by Experimental Conditions, with Ethnicity and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Did Not Witness)	constant	2.23	0.13	17.12	.000	1.97	2.49
	X1	-1.08	0.34	-3.15	.002	-1.76	-0.41
	X2	-0.13	0.21	-0.60	.551	-0.55	0.29
	Ethnicity	-0.08	0.18	-0.45	.652	-0.44	0.28
	X1*Ethnicity	0.52	0.48	1.10	.273	-0.41	1.46
	X2*Ethnicity	-0.02	0.32	-0.08	.939	-0.65	0.61
	Gender	-0.44	0.19	-2.38	.018	-0.81	-0.08
	X1*Gender	0.76	0.50	1.52	.129	-0.22	1.75
	X2*Gender	-0.26	0.28	-0.92	.359	-0.82	0.30
	Ethnicity*Gender	0.00	0.26	0.00	.997	-0.50	0.50
	X1*Ethnicity*Gender	-0.33	0.66	-0.50	.615	-1.64	0.97
	X2*Ethnicity*Gender	0.05	0.45	0.12	.907	-0.83	0.94

Notes:  $N = 289$ .

Table I17. Regression for Intervention Intentions (Clarify with Victim) by Experimental Conditions, with SDO and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Clarify with Victim)	constant	3.34	0.15	21.73	.000	3.04	3.64
	X1	0.05	0.41	0.13	.896	-0.75	0.86
	X2	-0.18	0.25	-0.74	.459	-0.67	0.30
	SDO	-0.25	0.14	-1.72	.086	-0.53	0.03
	X1*SDO	0.01	0.38	0.04	.971	-0.74	0.77
	X2*SDO	0.03	0.22	0.14	.885	-0.41	0.47
	Gender	-0.20	0.20	-1.02	.310	-0.60	0.19
	X1*Gender	0.59	0.53	1.13	.262	-0.44	1.63
	X2*Gender	0.25	0.33	0.75	.454	-0.41	0.91
	SDO*Gender	0.00	0.21	0.01	.995	-0.40	0.41
	X1*SDO*Gender	0.32	0.55	0.58	.560	-0.77	1.41
	X2*SDO*Gender	-0.07	0.32	-0.21	.832	-0.70	0.56

Notes:  $N = 289$ .

Table I18. Regression for Intervention Intentions (Clarify with Victim) by Experimental Conditions, with SDO and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Clarify with Victim)	constant	3.13	0.14	22.62	.000	2.86	3.40
	X1	0.27	0.37	0.72	.470	-0.47	1.01
	X2	-0.07	0.21	-0.32	.750	-0.48	0.34
	SDO	-0.18	0.13	-1.33	.185	-0.44	0.09
	X1*SDO	0.12	0.36	0.32	.747	-0.59	0.83
	X2*SDO	-0.07	0.20	-0.36	.717	-0.46	0.32
	Ethnicity	0.23	0.19	1.23	.221	-0.14	0.61
	X1*Ethnicity	0.25	0.49	0.51	.607	-0.72	1.23
	X2*Ethnicity	0.05	0.33	0.14	.885	-0.61	0.70
	SDO*Ethnicity	-0.09	0.20	-0.47	.636	-0.48	0.29
	X1*SDO*Ethnicity	-0.22	0.51	-0.43	.667	-1.23	0.79
	X2*SDO*Ethnicity	0.14	0.33	0.41	.679	-0.51	0.78

Notes:  $N = 289$ .

Table I19. Regression for Intervention Intentions (Clarify with Victim) by Experimental Conditions, with Gender and Ethnicity as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Intervention Intentions (Clarify with Victim)	constant	3.11	0.20	15.97	.000	2.73	3.50
	X1	0.26	0.52	0.50	.618	-0.76	1.27
	X2	-0.40	0.32	-1.25	.213	-1.03	0.23
	Ethnicity	0.32	0.27	1.17	.244	-0.22	0.86
	X1*Ethnicity	-0.14	0.71	-0.19	.848	-1.54	1.27
	X2*Ethnicity	0.76	0.48	1.58	.115	-0.19	1.70
	Gender	0.05	0.28	0.19	.853	-0.50	0.60
	X1*Gender	0.12	0.75	0.16	.877	-1.36	1.60
	X2*Gender	0.65	0.42	1.53	.126	-0.18	1.48
	Ethnicity*Gender	-0.19	0.38	-0.49	.621	-0.94	0.56
	X1*Ethnicity*Gender	0.62	0.99	0.63	.529	-1.33	2.58
	X2*Ethnicity*Gender	-1.42	0.67	-2.11	<b>.036</b>	-2.74	-0.09
Ethnicity = 0	X1	0.26	0.52	0.50	.618	-0.76	1.27
Gender = 0	X2	-0.40	0.32	-1.25	.213	-1.03	0.23
Ethnicity = 0	X1	0.37	0.55	0.68	.494	-0.70	1.45
Gender = 1	X2	0.25	0.28	0.90	.369	-0.29	0.79
Ethnicity = 1	X1	0.12	0.49	0.25	.806	-0.85	1.09
Gender = 0	X2	0.36	0.36	1.00	.316	-0.34	1.06
Ethnicity = 1	X1	0.86	0.42	2.05	.041	0.04	1.69
Gender = 1	X2	-0.41	0.38	-1.07	.284	-1.16	0.34

Notes:  $N = 289$ .

Figure 19. Regression for Intervention Intentions (Clarify with Victim) by Experimental Conditions, with Gender and Ethnicity as moderators

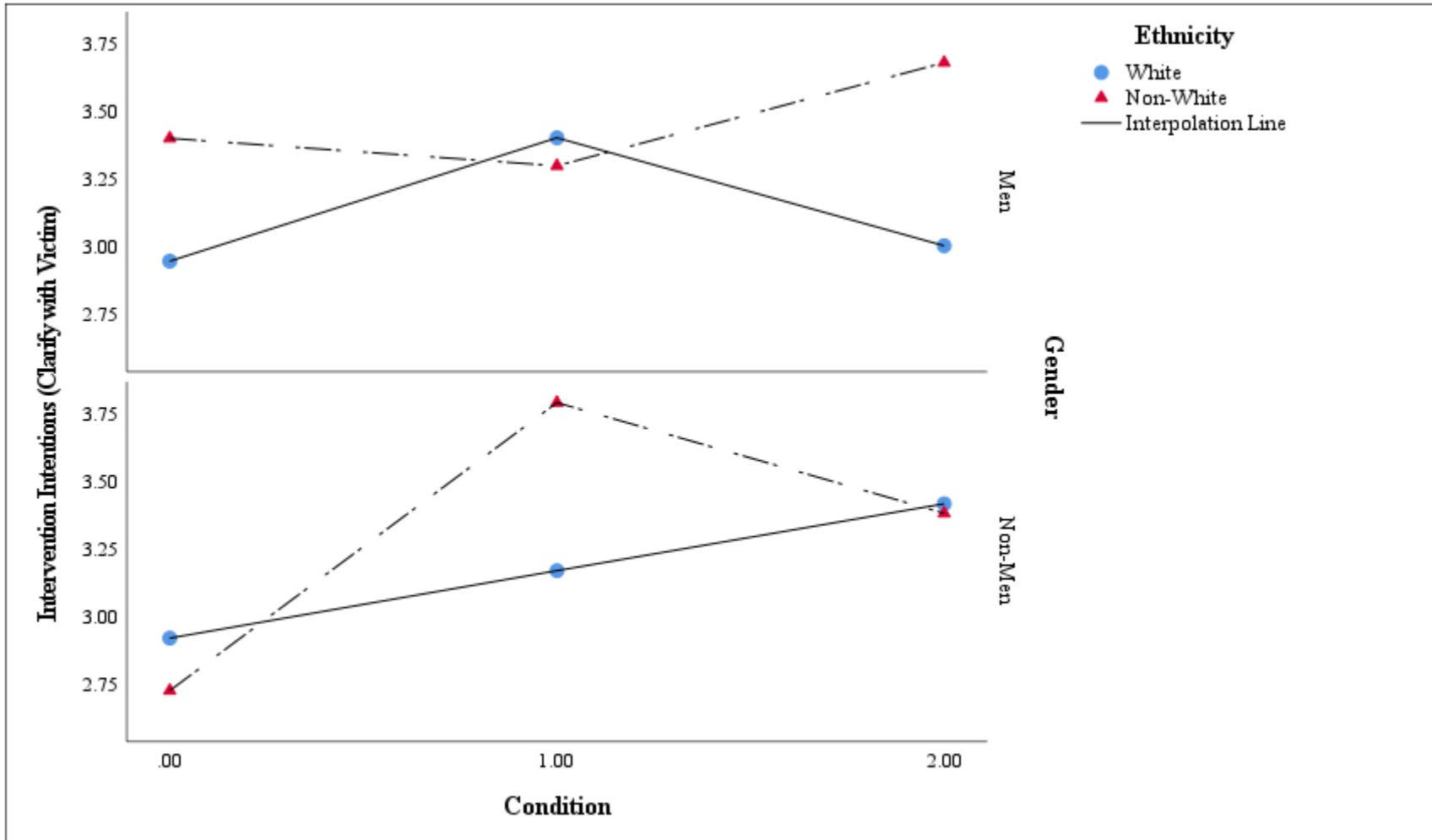




Table I20. Regression for Intervention Intentions (Clarify with Instigator) by Experimental Conditions, with Gender and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Clarify with Instigator)	constant	3.27	0.15	22.04	.000	2.98	3.57
	X1	-0.14	0.40	-0.35	.726	-0.92	0.64
	X2	-0.19	0.24	-0.78	.434	-0.65	0.28
	SDO	-0.35	0.14	-2.51	.013	-0.62	-0.07
	X1*SDO	0.03	0.37	0.08	.940	-0.70	0.76
	X2*SDO	0.20	0.22	0.94	.347	-0.22	0.63
	Gender	-0.30	0.19	-1.56	.119	-0.68	0.08
	X1*Gender	0.70	0.51	1.38	.170	-0.30	1.70
	X2*Gender	-0.19	0.32	-0.60	.549	-0.83	0.44
	SDO*Gender	0.04	0.20	0.22	.827	-0.35	0.44
	X1*SDO*Gender	0.42	0.53	0.79	.430	-0.63	1.47
	X2*SDO*Gender	0.07	0.31	0.22	.829	-0.55	0.68

Notes:  $N = 289$ .

Table I21. Regression for Intervention Intentions (Clarify with Instigator) by Experimental Conditions, with Ethnicity and SDO as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Clarify with Instigator)	constant	3.09	0.13	23.00	.000	2.82	3.35
	X1	-0.05	0.36	-0.13	.896	-0.76	0.67
	X2	-0.46	0.20	-2.29	.023	-0.86	-0.07
	SDO	-0.34	0.13	-2.63	.009	-0.59	-0.09
	X1*SDO	0.27	0.35	0.77	.445	-0.42	0.96
	X2*SDO	0.15	0.19	0.80	.423	-0.22	0.53
	Ethnicity	0.08	0.18	0.44	.663	-0.28	0.44
	X1*Ethnicity	0.56	0.48	1.16	.246	-0.39	1.50
	X2*Ethnicity	0.44	0.32	1.36	.176	-0.20	1.07
	SDO*Ethnicity	0.10	0.19	0.54	.587	-0.27	0.48
	X1*SDO*Ethnicity	-0.48	0.50	-0.98	.330	-1.46	0.49
	X2*SDO*Ethnicity	0.12	0.32	0.39	.697	-0.50	0.75

Notes:  $N = 289$ .

Table I22. Regression for Intervention Intentions (Clarify with Instigator) by Experimental Conditions, with Ethnicity and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Intervention Intentions (Clarify with Instigator)	constant	3.00	0.19	15.73	.000	2.63	3.38
	X1	0.22	0.50	0.43	.670	-0.78	1.21
	X2	0.08	0.31	0.25	.804	-0.54	0.69
	Ethnicity	0.31	0.27	1.15	.252	-0.22	0.84
	X1*Ethnicity	-0.41	0.70	-0.59	.558	-1.78	0.96
	X2*Ethnicity	-0.18	0.47	-0.39	.698	-1.10	0.74
	Gender	0.16	0.27	0.57	.566	-0.38	0.69
	X1*Gender	-0.48	0.73	-0.65	.514	-1.93	0.97
	X2*Gender	-0.90	0.41	-2.17	<b>.031</b>	-1.71	-0.09
	Ethnicity*Gender	-0.44	0.37	-1.18	.238	-1.18	0.29
	X1*Ethnicity*Gender	1.62	0.97	1.67	.095	-0.29	3.53
	X2*Ethnicity*Gender	1.15	0.66	1.75	.080	-0.14	2.45

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Intervention Intentions (Clarify with Instigator)	constant	3.16	0.13	23.42	.000	2.89	3.42
	X1	-0.02	0.35	-0.04	.966	-0.70	0.67
	X2	-0.01	0.23	-0.05	.957	-0.47	0.45
	Gender	-0.13	0.18	-0.69	.493	-0.49	0.23
	X1*Gender	0.51	0.47	1.07	.287	-0.43	1.44
	X2*Gender	-0.43	0.32	-1.36	.176	-1.06	0.20

Notes:  $N = 289$ .

Table I23. Regression for Intervention Intentions (Emotional Support) by Experimental Conditions, with SDO and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Emotional Support)	constant	3.64	0.11	34.39	.000	3.43	3.85
	X1	0.63	0.28	2.25	.025	0.08	1.19
	X2	0.05	0.17	0.27	.791	-0.29	0.38
	SDO	-0.37	0.10	-3.79	.000	-0.57	-0.18
	X1*SDO	-0.10	0.26	-0.39	.699	-0.62	0.42
	X2*SDO	0.04	0.15	0.26	.794	-0.26	0.34
	Gender	0.30	0.14	2.18	.030	0.03	0.57
	X1*Gender	0.27	0.36	0.75	.456	-0.44	0.98
	X2*Gender	0.23	0.23	1.02	.309	-0.22	0.69
	SDO*Gender	0.04	0.14	0.29	.770	-0.24	0.32
	X1*SDO*Gender	0.21	0.38	0.54	.588	-0.54	0.96
	X2*SDO*Gender	-0.10	0.22	-0.43	.666	-0.53	0.34

Notes:  $N = 289$ .

Table I24. Regression for Intervention Intentions (Emotional Support) by Experimental Conditions, with SDO and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Emotional Support)	constant	3.68	0.10	37.97	.000	3.49	3.87
	X1	0.97	0.26	3.73	.000	0.46	1.49
	X2	0.05	0.15	0.35	.730	-0.24	0.34
	SDO	-0.44	0.09	-4.74	.000	-0.62	-0.26
	X1*SDO	0.05	0.25	0.19	.850	-0.45	0.54
	X2*SDO	0.06	0.14	0.45	.653	-0.21	0.34
	Ethnicity	0.20	0.13	1.49	.138	-0.06	0.46
	X1*Ethnicity	-0.36	0.35	-1.05	.294	-1.04	0.32
	X2*Ethnicity	0.36	0.23	1.52	.129	-0.10	0.82
	SDO*Ethnicity	0.15	0.14	1.08	.283	-0.12	0.42
	X1*SDO*Ethnicity	-0.03	0.36	-0.08	.934	-0.74	0.68
	X2*SDO*Ethnicity	-0.23	0.23	-1.00	.319	-0.68	0.22

Notes:  $N = 289$ .

Table I25. Regression for Intervention Intentions (Emotional Support) by Experimental Conditions, with Gender and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Emotional Support)	constant	3.35	0.14	23.40	.000	3.07	3.63
	X1	0.87	0.38	2.30	.022	0.13	1.61
	X2	0.22	0.24	0.92	.358	-0.25	0.68
	Ethnicity	0.38	0.20	1.87	.063	-0.02	0.77
	X1*Ethnicity	-0.22	0.52	-0.41	.680	-1.25	0.81
	X2*Ethnicity	0.05	0.35	0.13	.897	-0.65	0.74
	Gender	0.63	0.20	3.07	.002	0.22	1.03
	X1*Gender	0.22	0.55	0.40	.687	-0.86	1.31
	X2*Gender	-0.07	0.31	-0.23	.815	-0.68	0.54
	Ethnicity*Gender	-0.42	0.28	-1.50	.134	-0.98	0.13
	X1*Ethnicity*Gender	-0.21	0.73	-0.29	.775	-1.64	1.22
	X2*Ethnicity*Gender	0.33	0.49	0.67	.504	-0.64	1.30

Notes:  $N = 289$ .

Table I26. Regression for Intervention Intentions (Report Behaviour) by Experimental Conditions, with Gender and SDO as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Report Behaviour)	constant	2.87	0.15	19.22	.000	2.58	3.17
	X1	0.32	0.40	0.81	.421	-0.46	1.10
	X2	0.08	0.24	0.33	.742	-0.39	0.55
	SDO	-0.29	0.14	-2.08	.038	-0.56	-0.02
	X1*SDO	-0.12	0.37	-0.32	.749	-0.85	0.61
	X2*SDO	-0.05	0.22	-0.22	.829	-0.47	0.38
	Gender	-0.15	0.19	-0.76	.446	-0.53	0.23
	X1*Gender	0.97	0.51	1.90	.059	-0.04	1.98
	X2*Gender	0.57	0.32	1.75	.080	-0.07	1.21
	SDO*Gender	0.13	0.20	0.64	.521	-0.27	0.52
	X1*SDO*Gender	0.27	0.54	0.51	.612	-0.78	1.33
	X2*SDO*Gender	0.38	0.31	1.21	.228	-0.24	0.99

Notes:  $N = 289$ .

Table I27. Regression for Intervention Intentions (Report Behaviour) by Experimental Conditions, with Ethnicity and SDO as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Report Behaviour)	constant	2.78	0.14	20.31	.000	2.51	3.04
	X1	0.63	0.37	1.70	.090	-0.10	1.35
	X2	0.19	0.21	0.90	.370	-0.22	0.59
	SDO	-0.17	0.13	-1.25	.211	-0.42	0.09
	X1*SDO	-0.25	0.36	-0.71	.476	-0.95	0.45
	X2*SDO	0.08	0.20	0.42	.675	-0.30	0.47
	Ethnicity	0.04	0.19	0.21	.834	-0.33	0.41
	X1*Ethnicity	0.42	0.49	0.86	.389	-0.54	1.38
	X2*Ethnicity	0.47	0.33	1.42	.158	-0.18	1.11
	SDO*Ethnicity	-0.02	0.19	-0.13	.898	-0.40	0.35
	X1*SDO*Ethnicity	0.15	0.51	0.29	.774	-0.85	1.14
	X2*SDO*Ethnicity	-0.07	0.32	-0.21	.830	-0.70	0.57

Notes:  $N = 289$ .



Table I28. Regression for Intervention Intentions (Report Behaviour) by Experimental Conditions, with Ethnicity and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Report Behaviour)	constant	2.76	0.19	14.29	.000	2.38	3.14
	X1	0.25	0.51	0.50	.619	-0.75	1.26
	X2	0.09	0.32	0.28	.779	-0.54	0.71
	Ethnicity	0.10	0.27	0.37	.710	-0.43	0.64
	X1*Ethnicity	0.29	0.70	0.41	.684	-1.10	1.67
	X2*Ethnicity	0.29	0.47	0.61	.541	-0.64	1.22
	Gender	0.03	0.28	0.10	.924	-0.52	0.57
	X1*Gender	0.80	0.74	1.08	.283	-0.66	2.26
	X2*Gender	0.27	0.42	0.65	.519	-0.55	1.09
	Ethnicity*Gender	-0.14	0.38	-0.37	.715	-0.89	0.61
	X1*Ethnicity*Gender	0.05	0.98	0.05	.958	-1.88	1.98
	X2*Ethnicity*Gender	0.30	0.67	0.46	.648	-1.01	1.61

Notes:  $N = 289$ .

Table I29. Regression for Intervention Intentions (Call Hotline) by Experimental Conditions, with SDO and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Call Hotline)	constant	2.21	0.14	15.30	.000	1.93	2.49
	X1	-0.16	0.38	-0.40	.686	-0.91	0.60
	X2	0.12	0.23	0.51	.607	-0.34	0.57
	SDO	-0.20	0.13	-1.50	.134	-0.47	0.06
	X1*SDO	0.05	0.36	0.14	.891	-0.66	0.76
	X2*SDO	-0.03	0.21	-0.15	.883	-0.44	0.38
	Gender	-0.31	0.19	-1.64	.103	-0.68	0.06
	X1*Gender	0.52	0.50	1.06	.291	-0.45	1.50
	X2*Gender	0.27	0.31	0.85	.394	-0.35	0.88
	SDO*Gender	0.14	0.19	0.72	.473	-0.24	0.52
	X1*SDO*Gender	-0.13	0.52	-0.25	.804	-1.15	0.89
	X2*SDO*Gender	0.27	0.30	0.89	.376	-0.33	0.86

Notes:  $N = 289$ .

Table I30. Regression for Intervention Intentions (Call Hotline) by Experimental Conditions, with SDO and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Call Hotline)	constant	2.02	0.13	15.43	.000	1.76	2.28
	X1	-0.04	0.35	-0.10	.918	-0.73	0.66
	X2	0.18	0.20	0.90	.371	-0.21	0.57
	SDO	-0.13	0.13	-1.02	.306	-0.38	0.12
	X1*SDO	0.04	0.34	0.12	.901	-0.63	0.71
	X2*SDO	0.03	0.19	0.16	.876	-0.34	0.40
	Ethnicity	0.04	0.18	0.22	.829	-0.32	0.39
	X1*Ethnicity	0.47	0.47	1.00	.320	-0.45	1.39
	X2*Ethnicity	0.17	0.32	0.53	.598	-0.45	0.79
	SDO*Ethnicity	0.07	0.18	0.36	.723	-0.30	0.43
	X1*SDO*Ethnicity	-0.40	0.49	-0.82	.414	-1.35	0.56
	X2*SDO*Ethnicity	0.04	0.31	0.12	.902	-0.57	0.65

Notes:  $N = 289$ .

Table I31. Regression for Intervention Intentions (Call Hotline) by Experimental Conditions, with Gender and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Call Hotline)	constant	2.08	0.19	10.99	.000	1.70	2.45
	X1	-0.19	0.50	-0.39	.699	-1.18	0.79
	X2	0.09	0.31	0.29	.771	-0.51	0.69
	Ethnicity	0.17	0.24	0.72	.471	-0.29	0.64
	X1*Ethnicity	0.31	0.58	0.54	.587	-0.82	1.45
	X2*Ethnicity	0.26	0.48	0.55	.584	-0.68	1.20
	Gender	-0.11	0.35	-0.31	.758	-0.80	0.59
	X1*Gender	0.39	1.00	0.39	.695	-1.58	2.37
	X2*Gender	0.19	0.40	0.47	.640	-0.60	0.97
	Ethnicity*Gender	-0.24	0.41	-0.59	.555	-1.05	0.56
	X1*Ethnicity*Gender	-0.02	1.10	-0.02	.983	-2.19	2.14
	X2*Ethnicity*Gender	-0.10	0.63	-0.16	.870	-1.34	1.13

Notes:  $N = 289$ .

Table I32. Regression for Intervention Intentions (Testify as Witness) by Experimental Conditions, with Gender and SDO as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Testify as Witness)	constant	3.08	0.15	20.63	.000	2.78	3.37
	X1	0.48	0.40	1.21	.228	-0.30	1.26
	X2	0.33	0.24	1.40	.164	-0.14	0.80
	SDO	-0.34	0.14	-2.43	.016	-0.61	-0.06
	X1*SDO	0.12	0.37	0.33	.741	-0.61	0.85
	X2*SDO	-0.12	0.22	-0.54	.592	-0.54	0.31
	Gender	0.09	0.19	0.47	.640	-0.29	0.47
	X1*Gender	0.29	0.51	0.57	.567	-0.71	1.30
	X2*Gender	-0.07	0.32	-0.22	.826	-0.71	0.57
	SDO*Gender	0.18	0.20	0.89	.372	-0.22	0.57
	X1*SDO*Gender	-0.33	0.54	-0.62	.539	-1.39	0.73
	X2*SDO*Gender	0.06	0.31	0.19	.851	-0.56	0.67

Notes:  $N = 289$ .

Table I33. Regression for Intervention Intentions (Testify as Witness) by Experimental Conditions, with Ethnicity and SDO as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Testify as Witness)	constant	2.94	0.13	21.95	.000	2.68	3.20
	X1	0.90	0.36	2.50	.013	0.19	1.62
	X2	0.24	0.20	1.18	.240	-0.16	0.64
	SDO	-0.22	0.13	-1.68	.094	-0.47	0.04
	X1*SDO	-0.13	0.35	-0.38	.705	-0.82	0.55
	X2*SDO	0.08	0.19	0.43	.668	-0.30	0.46
	Ethnicity	0.33	0.18	1.80	.073	-0.03	0.70
	X1*Ethnicity	-0.26	0.48	-0.54	.589	-1.20	0.68
	X2*Ethnicity	0.17	0.32	0.53	.594	-0.46	0.81
	SDO*Ethnicity	-0.11	0.19	-0.57	.568	-0.48	0.26
	X1*SDO*Ethnicity	0.16	0.50	0.31	.755	-0.82	1.13
	X2*SDO*Ethnicity	-0.42	0.32	-1.33	.185	-1.04	0.20

Notes:  $N = 289$ .

Table I34. Regression for Intervention Intentions (Testify as Witness) by Experimental Conditions, with Ethnicity and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Testify as Witness)	constant	2.93	0.19	15.21	.000	2.55	3.30
	X1	0.47	0.51	0.93	.352	-0.53	1.47
	X2	0.50	0.32	1.58	.115	-0.12	1.12
	Ethnicity	0.12	0.27	0.45	.650	-0.41	0.66
	X1*Ethnicity	0.41	0.70	0.59	.559	-0.97	1.79
	X2*Ethnicity	-0.11	0.47	-0.23	.817	-1.04	0.82
	Gender	0.00	0.27	0.00	1.000	-0.54	0.54
	X1*Gender	0.91	0.74	1.23	.218	-0.54	2.37
	X2*Gender	-0.35	0.42	-0.84	.403	-1.17	0.47
	Ethnicity*Gender	0.34	0.38	0.90	.368	-0.40	1.08
	X1*Ethnicity*Gender	-1.20	0.98	-1.22	.222	-3.12	0.73
	X2*Ethnicity*Gender	0.30	0.66	0.45	.655	-1.01	1.60

Notes:  $N = 289$ .

Table I35. Regression for Intervention Intentions (Ask to Refrain) by Experimental Conditions, with SDO and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Ask to Refrain)	constant	3.79	0.12	31.28	.000	3.55	4.03
	X1	0.78	0.32	2.42	.016	0.15	1.42
	X2	0.18	0.19	0.92	.358	-0.20	0.56
	SDO	-0.37	0.11	-3.27	.001	-0.59	-0.15
	X1*SDO	-0.14	0.30	-0.45	.652	-0.73	0.46
	X2*SDO	-0.19	0.18	-1.07	.284	-0.53	0.16
	Gender	-0.13	0.16	-0.79	.428	-0.44	0.19
	X1*Gender	0.30	0.42	0.71	.477	-0.52	1.11
	X2*Gender	-0.11	0.26	-0.40	.689	-0.62	0.41
	SDO*Gender	0.11	0.16	0.67	.502	-0.21	0.43
	X1*SDO*Gender	-0.28	0.44	-0.63	.528	-1.13	0.58
	X2*SDO*Gender	0.00	0.25	0.00	.996	-0.50	0.50

Notes:  $N = 289$ .



Table I36. Regression for Intervention Intentions (Ask to Refrain) by Experimental Conditions, with SDO and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Ask to Refrain)	constant	3.65	0.11	33.63	.000	3.44	3.87
	X1	1.31	0.29	4.48	.000	0.74	1.89
	X2	0.01	0.16	0.08	.937	-0.31	0.34
	SDO	-0.30	0.10	-2.88	.004	-0.51	-0.10
	X1*SDO	-0.20	0.28	-0.70	.487	-0.75	0.36
	X2*SDO	-0.28	0.16	-1.80	.073	-0.59	0.03
	Ethnicity	0.05	0.15	0.31	.760	-0.25	0.34
	X1*Ethnicity	-0.56	0.39	-1.44	.150	-1.32	0.20
	X2*Ethnicity	0.27	0.26	1.04	.300	-0.24	0.79
	SDO*Ethnicity	-0.03	0.15	-0.18	.854	-0.33	0.27
	X1*SDO*Ethnicity	-0.26	0.40	-0.65	.514	-1.05	0.53
	X2*SDO*Ethnicity	0.27	0.26	1.03	.303	-0.24	0.77

Notes:  $N = 289$ .

Table I37. Regression for Intervention Intentions (Ask to Refrain) by Experimental Conditions, with Gender and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Intentions (Ask to Refrain)	constant	3.65	0.16	22.15	.000	3.32	3.97
	X1	1.30	0.43	3.00	.003	0.45	2.16
	X2	0.23	0.27	0.84	.400	-0.30	0.76
	Ethnicity	0.10	0.23	0.43	.668	-0.36	0.56
	X1*Ethnicity	-0.81	0.60	-1.35	.178	-1.99	0.37
	X2*Ethnicity	0.18	0.40	0.46	.649	-0.61	0.98
	Gender	0.06	0.24	0.25	.805	-0.40	0.52
	X1*Gender	0.13	0.63	0.20	.842	-1.12	1.37
	X2*Gender	-0.20	0.36	-0.56	.577	-0.90	0.50
	Ethnicity*Gender	-0.19	0.32	-0.60	.551	-0.83	0.44
	X1*Ethnicity*Gender	0.23	0.84	0.28	.780	-1.41	1.88
	X2*Ethnicity*Gender	0.00	0.57	0.00	.997	-1.12	1.11

Notes:  $N = 289$ .

## Appendix J – Study 2 Recruitment Description and Study Text

You will be asked to complete an initial online questionnaire that will query some of your demographic information (e.g., age, gender, ethnicity, employment status etc.) as well as your agreement or disagreement with various statements (e.g., your beliefs about the world and people). You will then be asked to listen to three short audio clips and read matching transcripts of group activities. Next, you be asked to complete an online questionnaire querying you about the interactions you listened to/read (e.g., you may be asked about how people interacted with each other, recall things that happened during the interaction, or have the opportunity to provide feedback for the individuals in the clips). After the questionnaire, you will be provided with some information further explaining the general study purpose. This will take roughly 20 minutes of your time and you will receive the equivalent of 5.00 CAD for your participation.

### **Study Text** (Appearing page before audio clips)

On the next page there will be the first of three short audio clips of a group of individuals involved in a research study. The study involves regularly meeting and engaging in team building exercises. You will listen to each clip in succession, and then receive follow-up questions about the interactions between individuals in the audio clips.

The audio clips will be accompanied with a transcript to follow along as needed.

A brief description of each clip will be provided before each recording.

**Note: You need to *listen* to each clip in full to proceed through the survey. The “next” button will only appear once you have listened to the recording.**

## Appendix K – Study 2 Preregistration

### 'Evaluating Group Work Interactions Study 2' (AsPredicted #158405)

**Created:** 01/17/2024 09:20 PM (PT)

**Made Public:** 03/15/2024 11:25 AM (PT)

<https://aspredicted.org/vf4z4.pdf>

#### Author(s)

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#### 1) Have any data been collected for this study already?

No, no data have been collected for this study yet.

#### 2) What's the main question being asked or hypothesis being tested in this study?

In this study we will test for an effect of targeted incivility, such that greater incivility will be detected toward the non-visible minoritized man (Trevor) in the general vs. selective and control conditions; more incivility toward the visible minoritized woman (Anita) in selective vs. general and control conditions. We will also test, if sample size is sufficient, whether the effect of targeted incivility extends to intervention behaviours, such that participants will be more likely to intervene in the incivility conditions (general and selective) vs. control. Additionally, we hypothesize that participants will be more likely to intervene in the selective (vs. general) incivility conditions.

We will test for differences between these conditions using Helmert contrasts. Specifically, conditions will be weighted orthogonally in two ways, 1) comparing incivility conditions (selective and general) against the control condition, and 2) comparing incivility conditions (selective vs. general).

We will also test whether SDO, gender, and ethnicity moderate the relationships between the contrasts and outcome variables: incivility detection, perceived motivations for uncivil behaviour, and intervention behaviour. Specifically, we will test whether any 3-way/2-way interactions exist (e.g., are women who are lower in SDO more likely to detect incivility in the selective incivility condition [versus general incivility condition])? Are these individuals more likely to attribute uncivil behaviour to prejudicial motivations of the instigator? Do they differ in the type and nature of intervention behaviours?

#### 3) Describe the key dependent variable(s) specifying how they will be measured.

A 16-item measure of social dominance orientation (Pratto, Sidanius, & Levin, 2006) which will be embedded among 15 filler items (Obsai et al, 2009; Ogunbode, 2013), 10 items measuring honesty-

humility from the HEXACO 60 (Ashton & Lee, 2009), and 16 items measuring the Dark Tetrad (Webster & Wongsomboon, 2020).

A single-item of incivility detection for each target (i.e., Anita and Trevor) adapted from Cameron & Webster's (2011) communication incivility measure (e.g., to what degree did Craig engage in behaviours that were impolite, rude, disrespectful and/or undignified toward Anita).

An 16-item measure of behavioural motivation (e.g., please indicate the degree to which you perceive each of the phenomenon [sexism, impatience, racism, sleep deprivation, altruism etc.] as motivating Craig's behaviour toward Trevor by selecting a number from 1 to 5 on the scale below). Analysis will be conducted on the 11/16 negative motivations (i.e., prejudicial motivations like sexism, and non-prejudicial motivations like impatience), but not the 5/16 positive/filler motivations (e.g., altruism). We will examine each individual motivation separately. We may also create composites (e.g., prejudicial and non-prejudicial motivations) but will perform an exploratory factor analysis on the motivations to determine if such factors emerge.

A 4-item measure of intervention behaviours adapted from Bowes-Sperry & Powell's (1999) intervention intentions measure. This measure will be used to identify and classify the nature of participants' responses to observed incivility.

4) How many and which conditions will participants be assigned to?

There will be a total of 3 conditions (incivility type [general, selective, control]. Participants will be randomly assigned to one of these conditions.

**5) Specify exactly which analyses you will conduct to examine the main question/hypothesis.**

Linear regression will be used in conjunction with Helmert contrasts to explore whether differences exist between incivility detection of each of the targets in the recording, incivility motivation, and intervention behaviours. Specifically, contrast 1 will compare individuals in selective and generalized incivility conditions with those in control conditions (1/3, 1/3, -2/3). Contrast 2 will compare those in the selective incivility conditions with those in the general incivility condition (1/2, -1/2). The Process macro for SPSS (Hayes, 2022) will also be utilized to assess whether the influence of the manipulation (contrasts) on any of the post-manipulation outcome variables (incivility detection, incivility motivation, and intervention behaviours) are moderated by specific variables (SDO, gender, ethnicity). Ethnicity will be dichotomized in such a way as to compare individuals that identify as white vs. non-white. Gender will be dichotomized in such a way as to compare individuals that identify as CIS gendered men vs. all other genders. If sample size permits, we will dichotomize intervention behaviours (i.e., intervened vs did not intervene), and explore each type of intervention behaviour versus others.

Bonferroni corrections will be used to control for inflated family-wise error rates for the multiple moderations analyses conducted.

**6) Describe exactly how outliers will be defined and handled, and your precise rule(s) for excluding observations.**

We will report our results both with outliers included, and with them removed. Outliers will be considered scores 3.0 SD above/below the mean.

Participants will be excluded if they fail any of the four attention checks. Three attention checks query the nature of the activity they listened to in each audio clip (e.g., What task were the participants in the previous recording engaging in?). The final attention check is designed as a test of whether participants are carefully reading the questions and answers, and request for participants select "strongly disagree" as their answer.

**7) How many observations will be collected or what will determine sample size?**

**No need to justify decision, but be precise about exactly how the number will be determined.**

We aim to collect 400 participants (~133 per condition) for this study.

**8) Anything else you would like to pre-register?**

**(e.g., secondary analyses, variables collected for exploratory purposes, unusual analyses planned?)**

We will investigate whether a 4-way interaction exists between the manipulation (both contrasts), gender, ethnicity, and SDO on any of the outcome variables. We will also exploratorily test whether a simultaneous path model exists between the conditions to motivations for incivility (explored as a composite measure of prejudice versus other sources) to intervention behaviours. This simultaneous path model will be tested using the Process macro for SPSS for serial mediation (Hayes, 2022). Although we will dichotomize ethnicity (white vs. non-white) for all main analyses, we will explore whether subgroup differences exist in ethnicity (e.g., east Asian vs. all other ethnicities) if sample size is sufficient.

For the purposes of our intervention behaviours measure, participants will have the option to leave "anonymous feedback" for 4 individuals, the research lead, Craig, Trevor, and/or Anita. These responses to these 4 individuals will be qualitatively explored and then quantitatively coded into 5 distinct behaviours (adapted from Bowes-Sperry & Powell [1999]). Specifically, whether participants sought clarification or explanation of the incident(s) from the target (1) or instigator of incivility (2), provided emotional support to the target (3) of incivility, asked the instigator to refrain from such behaviour (4), or reporting the incident(s) to the study lead (5). We will allow for iterative themes to arise beyond these strategies.

There will also be additional variables analyzed for a separate study, but as part of the same data collection. Hypotheses involving those variables will be included in a separate pre-registration (AsPredicted #158193). Additional analyses beyond those pre-registered here (or in the other pre-registration) may be conducted, these will be considered exploratory.

**#####BUNDLE#####**

**This pre-registration is part of a bundle of similar and/or related pre-registrations sharing at least one author. When a pre-registration in a bundle is shared with reviewers or made public, all of them are. Links to all other pre-registrations in the bundle are listed below:**

#158193 - <https://aspredicted.org/u7y33.pdf> - Title: 'Personality and Selective Incivility'

## Appendix L – Study 2 Consent Forms



### Name of Researchers, Faculty, Department, & Email:

Harrison Boss, PhD Candidate, Faculty of Arts, Department of Psychology, University of Calgary.  
[hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca)

Cara MacInnis, Associate Professor, Faculty of Science, Department of Psychology, Acadia University and Adjunct Associate Professor, Faculty of Arts, Department of Psychology, University of Calgary | [cara.macinnis@acadiau.ca](mailto:cara.macinnis@acadiau.ca); [cara.macinnis@ucalgary.ca](mailto:cara.macinnis@ucalgary.ca)

Aya Nakamoto, Honour's Student, Faculty of Science, Department of Psychology, Acadia University|:  
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Joshua Bourdage, Associate Professor, Faculty of Arts, Department of Psychology, [jbordage@ucalgary.ca](mailto:jbordage@ucalgary.ca)

### Title of Project:

Evaluating Group Work Interactions II

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This consent form is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study (REB22-0784)

The Research Ethics Board at Acadia University has reviewed this research study (REB 23-63)

Participation is completely voluntary, anonymous, and confidential. You are free to discontinue participation at any time during the study

### Purpose of the Study

The purpose of the study is to explore beliefs and attitudes toward the world, as well as perceptions surrounding group work interactions.

### What Will I Be Asked To Do?

You will be asked to complete an initial online questionnaire that will query some of your demographic information (e.g., age, gender, ethnicity, employment status etc.) as well as your agreement or disagreement with various statements (e.g., your beliefs about the world and people). You will then be asked to listen to three short audio clips and read matching transcripts of group activities. Next, you be asked to complete an online questionnaire querying you about the interactions you listened to/read (e.g., you may be asked about how people interacted with each other, recall things that happened during the interactions, or may be asked if you wish to leave feedback for an individual(s) from the audio clips and/or the researchers). After the questionnaire, you will be provided with some information further explaining the general study purpose. This will take roughly 20 minutes hour of your time and you will receive the equivalent of 5.00 CAD to your Prolific Academic Account for completion of the survey. If you do not receive credit after approximately 72 hours, please contact the researcher, Harrison Boss ([hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca)).

Your participation is voluntary; and you may discontinue participation at any time prior to completion of the online questionnaire by closing your web browser. Data from participants who withdraw from the study prior to submitting their results will be deleted.

After submitting your data on the final page of the survey it will not be possible to withdraw given the anonymous nature of the data.

### What Type of Personal Information Will Be Collected

Should you agree to participate, you will be asked to provide your age, gender, and other demographic characteristics. You are free to decline answering these questions if you wish. No information that can reveal your identity (e.g., name) will be collected in the questionnaire.

However, in order to adequately credit you for your participation, we require you to provide your Prolific Academic contributor ID for the purposes of crediting your account.

### Are there Risks or Benefits if I Participate?



Some questions (e.g., those asking about sensitive social perceptions, such as attitudes towards inequality) may make you feel mildly uncomfortable. If you wish, you may decline to answer any questions and you can withdraw your participation at any time prior to submitting your data on the final page of the survey. You may withdraw by closing the survey before completion.

In exchange for your time, you can expect to gain some understanding of research and the ideas currently being explored in social psychology. Your participation will aid the research team in evaluating and refining the current and future studies. You will be granted the equivalent of 5.00 CAD on your Prolific Academic account for participating.

#### What Happens to the Information I Provide?

All information queried in the questionnaire is anonymous. Furthermore, because the interest is in the average responses of the entire group of participants, you will not be identified individually in any way in written reports of this research.

The Principal Investigator (Dr. Cara MacInnis), student investigators, and research assistants coding the data will have access to your data, and all information will be stored securely in password protected computer files. Your consent to participate in this study includes the general consent for other researchers to use the data upon request as required under Open Science requirements. Your completely anonymous data may also be archived online for future use. Any data sent electronically or stored online may be legally accessed by domestic or foreign authorities. Given the intentions of publishing the results, data will be kept indefinitely.

The results of this study may be reported in scholarly presentations and papers. The data may be used in subsequent follow-up studies (e.g., studies that statistically analyze the data in new ways). Consistent with the current procedures of many scientific journals, we may upload the data when submitting to journals and/or may upload the data to an online repository such as the Open Science Framework. However, data will be anonymous - no information will be included that could possibly identify participants. Feedback about this study will be available approximately 12 months from now. Please send an email to [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca) in approximately 12 months if you would like to receive feedback.

You may discontinue participation at any time prior to submitting your data on the final page of the survey. If you do this your data will be destroyed.

Whereas data can be withdrawn before submission, after submission of the questionnaire data cannot be withdrawn due to the anonymous nature of the data.

Please choose one of the options below:

[I agree.](#)

*I agree to participate in this study as described above. By clicking agree you indicate that: 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project. In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time prior to completion of the online questionnaire. You should feel free to ask for clarification or new information throughout your participation.*

[I do not agree.](#)

*I do not want to participate in this study and wish to exit the questionnaire now.*

#### Questions/Concerns

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Harrison Boss, Faculty of Arts, Department of Psychology, [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca)

Cara MacInnis (Principal Investigator), Faculty of Arts, Department of Psychology, [cara.macinnis@ucalgary.ca](mailto:cara.macinnis@ucalgary.ca)

If you have any concerns about the way you have been treated as a participant, please contact the Research Ethics Analyst, Research Services, University of Calgary at 403.220.6289 or 403.220.8640; e-mail [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca) or the Chair of the Acadia University Research Ethics Board, Dr. Stephen Maitzen, at 902.585.1407; e-mail [smaitzen@acadiu.ca](mailto:smaitzen@acadiu.ca).

Please consider printing or taking a screenshot of this consent form for your records and reference.

## Appendix M – Study 2 Recording Transcripts

### **Condition #1 Selective Incivility**

Craig (White, Male, Aggressor)

Trevor (White, Male, Neutral)

Anita (Visible Minority, Female, Non-white, name, Accent, Target/Victim)

#### **Study Text** (Appearing page before audio clips)

On the next page there will be the first of three short audio clips of a group of individuals involved in a research study. The study involves regularly meeting and engaging in team building exercises. You will listen to each clip in succession, and then receive follow-up questions about the interactions between individuals in the audio clips.

The audio clips will be accompanied with a transcript to follow along as needed.

A brief description of each clip will be provided before each recording.

**Note: You need to *listen* to each clip in full to proceed through the survey. The “next” button will only appear once you have listened to the recording.**

### **Clip #1**

September 20<sup>th</sup>, 2023.

Clip Background/Description: Group members met for the first time and were asked to introduce themselves to each other.

Meeting attendees:

Craig



Trevor



Anita



-Audio clip #1 will be placed here-

**RA:** If you want to get started, that would be great. It would be best if you just wanted to quickly introduce yourselves to each other. You can just share a bit about where you are in your programs, where you are from, and an interesting fact or two about yourself. I have to go set up the next room for the next group, if you want to let me know when you are done the task, I'll be right next door.

**Craig:** I'm Craig, I'm a 3<sup>rd</sup> year psychology student. I was born in Calgary, and I like to play hockey in my spare time. I have a husky named "Sam". This study should give me the last research credit I need for the winter. What about you?

**Trevor:** My name is Trevor, I'm a 3<sup>rd</sup> year psychology major. I'm also from Calgary. What else? I guess I just got into snowboarding, so I have been spending time getting into that this winter. I try go out to Nakiska most weekends.

**Anita:** Hi, my name is A.... \*Interrupted by Craig\*

**Craig:** Snowboarding? Cool, I ski, usually out at Sunshine. It's more of a drive I guess, but I prefer the runs there.

**Anita:** My name is Anita. I'm a 3<sup>rd</sup> year psychology student. I moved here from Iran for school. I'm a big fan of comedy movies and netsflick.

**Craig:** *(pauses, as if waiting for a Anita to correct herself)* ... you mean Netflix?

**Anita:** Yeah, my bad, that's what I meant.

**Trevor:** Cool, me too, are you watching anything right now? I'm watching Brooklyn 99, it's so good.

**Anita:** I'm watching that too actually. It's pretty funny.

**Clip #2**

Date: October 4<sup>th</sup>, 2023.

Clip background/description: In this task, group members were provided a basket of survival goods. They were asked to rank each of the survival goods in the basket from most to least useful in a survival context and provide a written description justifying their decisions. The group needed to be unanimous in their ranking and had only 5 minutes to complete the task.

Meeting attendees:

Craig

Trevor

Anita



-Audio clip #2 will be placed here-

**Craig:** So, what do we exactly have to do here again? Trevor, do you mind passing me the paper (instructions?)?

**\*\*Trevor hands instructions to Craig\*\***

**Trevor:** I think we have to agree on ranking the items on the box based on which ones we would want in a survival context.

**Craig:** Right, that should be easy.

**Trevor:** Yeah, I think we need to all agree on the order and write down why on the form.

**Anita:** Can I have a look at the instructions?

**Craig:** That should be easy.

**Trevor:** Yeah, I agree.

**Anita:** Can I have a look?

**Craig:** What? Yeah

**\*Craig hands instructions to Anita\***

**Anita:** It looks like we only have 5 minutes to complete it. It says there is a stopwatch attached to the box.

**Craig:** Okay, you can time and write stuff down, Trevor and I can order this stuff. It will be faster this way.

**Trevor:** Is that okay with you Anita? I can write some stuff down too.

**Anita:** Sure, that's great if you want to take notes too, but don't we need to...

\*Craig Interrupts\*

**Craig:** Alright, here we go.

**Anita:** Okay, let me just figure out how to work the.... (*Craig interrupts*)

\*Craig opens the box before Anita finishes speaking\*

**Craig:** So, we have a lighter, a tarp, a knife, flint, rope, and bug spray.

**Anita:** Can you hold on for just a second, the stopwatch is dead, I'll use my phone's timer.

\*Craig does not pause, but continues\*

**Craig:** What do you think? The lighter is probably the most important, right?

**Trevor:** I mean being able to light a fire would be important, to stay warm and stuff.

**Craig:** Yeah, and to cook food. The lighter is the most important.

**Trevor:** Right, cooking too, for sure. Let me mark that down, one second.

**Craig:** No problem. \*Brief pause\* So maybe the tarp next? We could build a shelter with it or something.

**Clip #3**

Date: October 18<sup>th</sup>, 2023.

Clip background/description: Group members were instructed to select questions from a pre-determined list and ask that question to another group member. After that group member answered said question, it became their turn to ask another group member a question from that list. These questions were designed to help the group members get to know one another better.

Meeting attendees:

Craig

Trevor

Anita



-Audio clip #3 will be placed here-

**Clip #3**

**Trevor:** So, we just need to choose one of the questions from the list?

**Anita:** I think so, we just need... \*Interrupted by Craig\*

**Craig:** Yeah – I’ll ask you, you can ask Anita, and she can ask me, then we do it again. I’ll go first.

**Trevor:** Sorry – what was that, Anita?

**Anita:** No – that’s okay. I was going to say the same.

**Trevor:** If you are sure – okay, – go for it (\*to Craig\*).

**Craig:** Okay – “What would be the perfect lifestyle for you?”

**Trevor:** Oh, hmmm, my perfect lifestyle... I think I’d like to live nearer to the ocean, maybe on a beach. It’d be great if I had a more flexible job too, something that would let me travel a bunch. Something like that seems pretty great to me.

**Craig:** Cool – that’s good. I think I could live on a beach pretty easily. Sip on margaritas in the sun.

**Trevor:** ha – yeah, that’d be nice. Alright, Anita, hmmm how about this one (\*looking at questions\*)? What is something you have always wanted to do but probably will never be able to do?



**Anita:** Hmm (\*thinking about a response\*). I guess – I’ve always liked running. I’ve wanted to run a marathon, but I’m not sure I could see myself actually having the time to dedicate to the training it would probably take.

**Trevor:** I think you could do it!

**Craig:** People that run like that need to be super conscientious – ya know? So, I get why you’d be hesitant that you might not have what it takes.

**Anita:** \*Awkward Silence\* Well, \*clearing throat\*, your turn. What is one recent accomplishment you are proud of?

**Craig:** Well – I just won an award at work, most sales for the month. I’m pretty proud of that. It came with a hefty bonus – so that was nice.

**Condition #2 General Incivility**

Craig (White, Male, Aggressor)

Trevor (White, Male, Target/Victim)

Anita (Visible Minority, Female, Non-white, name, Accent, Neutral)

**Study Text** (Appearing page before audio clips)

On the next page there will be the first of three short audio clips of a group of individuals involved in a research study. The study involves regularly meeting and engaging in team building exercises. You will listen to each clip in succession, and then receive follow-up questions about the interactions between individuals in the audio clips.

The audio clips will be accompanied with a transcript to follow along as needed.

A brief description of each clip will be provided before each recording.

**Note: You need to *listen* to each clip in full to proceed through the survey. The “next” button will only appear once you have listened to the recording.**

**Clip #1**

September 20<sup>th</sup>, 2023.

Clip Background/Description: Group members met for the first time and were asked to introduce themselves to each other.

Meeting attendees:

Craig



Trevor



Anita



-Audio clip #1 will be placed here-

**RA:** If you want to get started, that would be great. It would be best if you just wanted to quickly introduce yourselves to each other. You can just share a bit about where you are in your programs, where you are from, and an interesting fact or two about yourself. I have to go set up the next room for the next group, if you want to let me know when you are done the tasks, I'll be right next door.

**Craig:** I'm Craig, I'm a 3<sup>rd</sup> year psychology student. I was born in Calgary, and I like to play hockey in my spare time. I have a husky named "Sam". This study should give me the last research credit I need for the winter. What about you?

**Anita:** My name is Anita. I'm a 3<sup>rd</sup> year psychology student. I moved here from Iran for school. What else? I guess I just got into snowboarding, so I have been spending time getting into that this winter. I try go out to Nakiska most weekends.

**Trevor:** Hi, my name is T... \*Interrupted by Craig\*

**Craig:** Snowboarding? Cool, I ski, usually out at Sunshine. It's more of a drive I guess, but I prefer the runs there.

**Trevor:** My name is Trevor, I'm a 3<sup>rd</sup> year psychology student. I'm also from Calgary. I'm a big fan of comedy movies and netsflick.

**Craig:** *(pauses, as if waiting for a Trevor to correct himself)* ...you mean Netflix?

**Trevor:** Yeah, my bad, that's what I meant.

**Anita:** Cool, me too, are you watching anything right now? I'm watching Brooklyn 99, it's so good.

**Trevor:** I'm watching that too actually. It's pretty funny.

**Clip #2**

Date: October 4<sup>th</sup>, 2023.

Clip background/description: In this task, group members were provided a basket of survival goods. They were asked to rank each of the survival goods in the basket from most to least useful in a survival context and provide a written description justifying their decisions. The group needed to be unanimous in their ranking and had only 5 minutes to complete the task.

Meeting attendees:

Craig

Trevor

Anita



-Audio clip #2 will be placed here-

**Craig:** So, what do we exactly have to do here again? Anita, do you mind passing me the paper (instructions?)?

**\*\*Anita hands instructions to Craig\*\***

**Anita:** I think we have to agree on ranking the items on the box based on which ones we would want in a survival context.

**Craig:** Right, that should be easy.

**Anita:** Yeah, I think we need to all agree on the order and write down why on the form.

**Trevor:** Can I have a look at the instructions?

**Craig:** That should be easy.

**Anita:** Yeah, I agree.

**Trevor:** Can I have a look?

**Craig:** What? Yeah

**\*Craig hands instructions to Trevor\***

**Trevor:** It looks like we only have 5 minutes to complete it. It says there is a stopwatch attached to the box.

**Craig:** Okay, you can time and write stuff down, Anita and I can order this stuff. It will be faster this way.

**Anita:** Is that okay with you Trevor? I can write some stuff down too.

**Trevor:** Sure, that's great if you want to take notes too, but don't we need to... (*Interruption*)

\*Craig Interrupts\*

**Craig:** Alright, here we go.

**Trevor:** Okay, let me just figure out how to work the... (*Craig interrupts*)

\*Craig opens the box before Trevor finishes speaking\*

**Craig:** So, we have a lighter, a tarp, a knife, flint, rope, and bug spray.

**Trevor:** Can you hold on for just a second, the stopwatch is dead, I'll use my phone's timer.

\*Craig does not pause, but continues\*

**Craig:** What do you think? The lighter is probably the most important, right?

**Anita:** I mean being able to light a fire would be important, to stay warm and stuff.

**Craig:** Yeah, and to cook food. The lighter is the most important.

**Anita:** Right, cooking too, for sure. Let me mark that down, one second.

**Craig:** No problem. \*Brief pause\* So maybe the tarp next? We could build a shelter with it or something.

**Clip #3**

Date: October 18<sup>th</sup>, 2023.

Clip background/description: Group members were instructed to select questions from a pre-determined list and ask that question to another group member. After that group member answered said question, it became their turn to ask another group member a question from that list. These questions were designed to help the group members get to know one another better.

Meeting attendees:

Craig

Trevor

Anita



-Audio clip #3 will be placed here-

**Anita:** So, we just need to choose one of the questions from the list?

**Trevor:** I think so, we just need...\*Interrupted by Craig\*

**Craig:** Yeah – I’ll ask you, you can ask Trevor, and he can ask me, then we do it again. I’ll go first.

**Anita:** Sorry – what was that, Trevor?

**Trevor:** No – that’s okay. I was going to say the same.

**Anita:** If you are sure – okay, – go for it (\*to Craig\*).

**Craig:** Okay – “What would be the perfect lifestyle for you?”

**Anita:** Oh, hmmm, my perfect lifestyle... I think I’d like to live nearer to the ocean, maybe on a beach. It’d be great if I had a more flexible job too, something that would let me travel a bunch. Something like that seems pretty great to me.

**Craig:** Cool – that’s good. I think I could live on a beach pretty easily. Sip on margaritas in the sun.

**Anita:** ha – yeah, that’d be nice. Alright, Trevor, hmmm how about this one (\*looking at questions\*)? What is something you have always wanted to do but probably will never be able to do?

**Trevor:** Hmmm (\*thinking about a response\*). I guess – I’ve always liked running. I’ve wanted to run a marathon, but I’m not sure I could see myself actually having the time to dedicate to the training it would probably take.

**Anita:** I think you could do it!

**Craig:** People that run like that need to be super conscientious – ya know? So, I get why you'd be hesitant that you might not have what it takes.

**Trevor:** \*Awkward Silence\* Well, \*clearing throat\*, your turn. What is one recent accomplishment you are proud of?

**Craig:** Well – I just won an award at work, most sales for the month. I'm pretty proud of that. It came with a hefty bonus – so that was nice.

**Condition #3 Control**

Craig (White, Male, Neutral)

Trevor (White, Male, Neutral)

Anita (Visible Minority, Female, non-white, name, accent, Neutral)

**Study Text** (Appearing page before audio clips)

On the next page there will be the first of three short audio clips of a group of individuals involved in a research study. The study involves regularly meeting and engaging in team building exercises. You will listen to each clip in succession, and then receive follow-up questions about the interactions between individuals in the audio clips.

The audio clips will be accompanied with a transcript to follow along as needed.

A brief description of each clip will be provided before each recording.

**Note: You need to *listen* to each clip in full to proceed through the survey. The “next” button will only appear once you have listened to the recording.**

**Clip #1**

September 20<sup>th</sup>, 2023.

Clip Background/Description: Group members met for the first time and were asked to introduce themselves to each other.

Meeting attendees:

Craig



Trevor



Anita





-Audio clip #1 will be placed here-

**RA:** If you want to get started, that would be great. It would be best if you just wanted to quickly introduce yourselves to each other. You can just share a bit about where you are in your programs, where you are from, and an interesting fact or two about yourself. I have to go set up the next room for the next group, if you want to let me know when you are done the tasks, I'll be right next door.

**Craig:** I'm Craig, I'm a 3<sup>rd</sup> year psychology student. I was born in Calgary, and I like to play hockey in my spare time. This study should give me the last research credit I need for the winter. What about you?

**Trevor:** My name is Trevor, I'm a 3<sup>rd</sup> year psychology major. I'm also from Calgary. I did my first year at Simon Fraser. What else? I guess I just got into snowboarding, so I have been spending time getting into that this winter. I try go out to Nakiska most weekends.

**Anita:** Hi, my name is Anita. I'm a 3<sup>rd</sup> year psychology student. I moved here from Iran for school. I'm a big fan of movies and netsflick.

**Craig:** Awesome.

**Trevor:** Cool, me too, are you watching anything right now? I'm watching Brooklyn 99, it's so good.

**Anita:** I'm watching that too actually. It's funny.

**Clip #2**

Date: October 4<sup>th</sup>, 2023.

Clip background/description: In this task, group members were provided a basket of survival goods. They were asked to rank each of the survival goods in the basket from most to least useful in a survival context and provide a written description justifying their decisions. The group needed to be unanimous in their ranking and had only 5 minutes to complete the task.

Meeting attendees:

Craig

Trevor

Anita



-Audio clip #2 will be placed here-

**Craig:** Yeah. So, what do we exactly have to do here again? Do you mind if I look at the instructions?

\*\*Trevor hands instructions to Craig\*\*

**Trevor:** I think we have to agree on ranking the items on the box based on which ones we would want in a survival context.

**Craig:** Right, that should be easy.

**Trevor:** Yeah, I think we need to all agree on the order and write down why on the form.

**Anita:** Can I have a look at the instructions?

**Craig:** Sure, here you go

\*Craig hands instructions to Anita\*.

**Anita:** It looks like we only have 5 minutes to complete it. It says there is a stopwatch attached to the box.

**Craig:** Okay, maybe we should try to divide up some of the tasks? Would one of you like to write down the order of the items? Does one of you want the stopwatch? We should probably all work together to sort the items.

**Trevor:** I can write stuff down, we just need to write down the rank of the items, and a couple a few sentences on our decision-making right?

**Anita:** I can start the stopwatch when we are ready to go.

**Craig:** Okay, let me know if you want me to write anything down.

**Trevor:** Sure, that works.

**Craig:** Are we ready to start?

**Anita:** I think so. Oh wait, can you hold on for just a second, the stopwatch is dead, I'll use my phone's timer

**Craig:** Sure, let me know when you are ready.

**Anita:** Okay I should be good now.

**Trevor:** I'm ready.

**Craig:** Okay, here we go.

\*Craig opens the box\*

**Craig:** So, we have a lighter, a tarp, a knife, flint, rope, and bug spray

**Craig:** What do you think? The lighter is probably the most important, right?

**Trevor:** I mean being able to light a fire would be important, to stay warm and stuff.

**Craig:** Yeah, and to cook food. The lighter is the most important.

**Trevor:** Right, cooking too, for sure. Let me mark that down, one second.

**Craig:** No problem. \*Brief pause\* So maybe the tarp next? We could build a shelter with it or something.

**Clip #3**

Date: October 18<sup>th</sup>, 2023.

Clip background/description: Group members were instructed to select questions from a pre-determined list and ask that question to another group member. After that group member answered said question, it became their turn to ask another group member a question from that list. These questions were designed to help the group members get to know one another better.

Meeting attendees:

Craig

Trevor

Anita



-Audio clip #3 will be placed here-

**Trevor:** So, we just need to choose one of the questions from the list?

**Anita:** I think so, we just need to ask another person, like – in a circle.

**Craig:** Yeah – maybe I can ask you, you can ask Anita, and she can ask me, then we do it again. I can go first – if we want?

**Trevor:** That’s fine with me

**Anita:** That’s good.

**Trevor:** Okay, go for it (\*to Craig\*).

**Craig:** Okay – “What would be the perfect lifestyle for you?”

**Trevor:** Oh, hmmm, my perfect lifestyle... I think I’d like to live nearer to the ocean, maybe on a beach. It’d be great if I had a more flexible job too, something that would let me travel a bunch. Something like that seems pretty great to me.

**Craig:** Cool – that’s good. I think I could live on a beach pretty easily. Sip on margaritas in the sun.

**Trevor:** ha – yeah, that’d be nice. Alright, Anita, hmmm how about this one (\*looking at questions\*)? What is something you have always wanted to do but probably will never be able to do?

**Anita:** Hmm (\*thinking about a response\*). I guess – I’ve always liked running. I’ve wanted to run a marathon, but I’m not sure I could see myself actually having the time to dedicate to the training it would probably take.

**Trevor:** I think you could do it!

**Craig:** That does take a lot of time, I think.

**Anita:** Well, your turn. What is one recent accomplishment you are proud of?

**Craig:** Well – I just won an award at work, most sales for the month. I’m pretty proud of that. It came with a hefty bonus – so that was nice.

## Appendix N – Study 2 Debriefing and Reconsent

Title of Project:

*Evaluating Group Work Interactions II*

Name of Researchers, Faculty, Department, and Email:

Harrison Boss, PhD Candidate, Faculty of Arts, Department of Psychology, University of Calgary,  
hcdboss@ucalgary.ca

Cara MacInnis, Associate Professor, Faculty of Science, Department of Psychology, Acadia  
University and Adjunct Associate Professor, Faculty of Arts, Department of Psychology, University of  
Calgary | cara.macinnis@acadiau.ca; cara.macinnis@ucalgary.ca

Aya Nakamoto, Honour's Student, Faculty of Science, Department of Psychology, Acadia  
University; 159861n@acadiau.ca; aya.nakamoto@ucalgary.ca

Joshua Bourdage, Associate Professor, Faculty of Arts, Department of Psychology,  
jbordage@ucalgary.ca

Thank you for your participation in our study.

The purpose of this study is to examine individuals' reactions and responses to observing low intensity, ambiguous, rude, and discourteous behaviour toward others, often referred to as *workplace incivility* (Andersson & Pearson, 1999). Workplace incivility has significant consequences for targets, bystanders, and organizations (Cortina et al, 2017; Porath et al, 2015), including but not limited to reduced satisfaction, stress, decreased task performance, and withdrawal from work. Although workplace incivility is experienced by most employed individuals to some degree (Porath & Pearson, 2013), individuals belonging to social groups with marginalized identities (e.g., visible minorities, immigrants, women., etc.) are targeted at disproportionately higher rates (Cortina, 2008; Cortina et al, 2017). Witnesses to such types of workplace deviance are potentially well-positioned to combat workplace incivility and mitigate these consequences through a variety of strategies – which we hope to better understand.

Specifically, we are aiming to assess whether individuals vary in their detection of two different types of incivility (*generalized workplace incivility* and *selective workplace incivility* [Cortina, 2008]), their perceptions surrounding the motivations of others perpetrated incivility, and the nature of their intervention strategies when observing such behaviours. Although generalized workplace incivility and selective incivility are similar in the nature of behaviours perpetrated, they differ in their preferred targets. Generalized workplace incivility is not motivated by group membership of the target, while perpetrators of selective incivility often target others with marginalized group identities (e.g., visible minorities, those with accents, sexual minorities, etc.). This study consists of 3 conditions (generalized workplace incivility, selective workplace incivility, and no incivility [control]), one of which you were randomly assigned.

We also seek to understand whether demographic characteristics (i.e., gender and ethnicity), attitudes toward group-based social status, as measured through Social Dominance Orientation (SDO), and other individual differences (e.g., Honesty-Humility, Psychopathy, Machiavellianism,

Narcissism, and Sadism) has an impact on the degree to which individuals perceive workplace incivility, perceived motivations of perpetrators, and their actual intervention behaviours.

It is important to remember that there is a range in beliefs and a variety of ways of viewing the world. For example, people have different political ideologies, or social attitudes. All viewpoints deserve consideration and respect. Further, people fall on a continuum with regard to their feelings about individuals and groups and there is a wide range of feelings people can have. Where you fall on this range does not necessarily make you a good or bad person.

These recordings were not real but created for the purposes of this study. All participants (Craig, Trevor, and Anita) in the recordings were played by actors, and all scenarios were fictionalized. This information was not shared upfront as we did not want it to influence study results. For example, sharing this information upfront may have allowed some participants to guess the hypotheses of the study, and they may have then tried to respond in line with these expected hypotheses. This also means that if you provided any feedback to the participants in the final questions of the survey, they will not be receiving this feedback. These questions were meant to assess desire to take action on incivility (such as supporting the target of incivility or confronting the source of incivility). Please note that your choice to provide feedback or not does not make you a good or bad person. The current literature suggests that the most common response is to take no action. Further, approximately 1/3 of participants were randomly assigned to a control/no incivility condition) and it would be expected that these participants would not have any feedback to provide.

We understand that it is possible that answering these questions and learning about the purpose of the study could trigger negative feelings for some participants. If this is the case, please feel free to contact us. We are pleased to discuss any concerns you have about any aspect of the research so that we can minimize participant distress and improve our methods in the future. If your experience in this research results in distress that you need assistance with, help is available through Crisis Services Canada (CSC), a 24/7 national network of distress, crisis, and suicide prevention line services. CSC is available 24/7 at 1-833-456-4566/ Quebec Residents: 1.866.277.3553. A text service is also available for CSC (4pm-12am ET daily), to connect TEXT 45645. Additionally the Canadian Mental Health Association at (<https://cmha.ca/find-your-cmha>) can be accessed to help connect with local mental health help, support and resources.

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Harrison Boss, Department of Psychology | [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca)

Dr. Cara MacInnis, Department of Psychology | [cara.macinnis@ucalgary.ca](mailto:cara.macinnis@ucalgary.ca)

If you have any concerns about the way in which you have been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 220-

4283; email: [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca) or the Chair of the Acadia University Research Ethics Board, Dr. Stephen Maitzen, at 902.585.1407; e-mail [smaitzen@acadiau.ca](mailto:smaitzen@acadiau.ca).

If you would like feedback on the results of the study, please contact [hcdboss@ucalgary.ca](mailto:hcdboss@ucalgary.ca) in approximately 6 months.

#### Re-Consent

At this point in time, we would like to give you the opportunity to re-consent to the use of your data in the study. Fortunately, the data is in no ways tied to any form of personal information that could identify you. Should you approve to the use of your data, rest assured that the information will be anonymous.

*I agree to participation in this study as described above. By clicking agree you indicate that: 1) You understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in this research project. In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities.*

[I agree.](#)

*I do not want to participant in this study and wish to have my responses permanently deleted*

[I do not agree.](#)

Thank you for your time and support in participating in this study

Harrison Boss, MSc.



## Appendix O – Study 2 Measures

### Study 1 (Main) Measures

#### Pre-manipulation measures

Prolific ID (Please enter your Prolific ID below)

Age (please enter numerically)

Gender (please select one)

- Man/Woman/You do not have an option that applies to me. I identify as (please specify)

Ethnicity/Race

Do you identify as a member of any of the following ethnic/racial groups (please select any that apply)

- White
- South Asian (e.g., East Indian, Pakistani, Sri Lankan)
- Chinese
- Black
- Filipino
- Arab
- Latin American
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)
- West Asian (e.g., Iranian, Afghan)
- Korean
- Japanese
- Other group — specify:

Do you identify as a member of any of the following groups?

- Born in Canada
- Immigrant
- Refugee
- Other (please specify)

If participants select Immigrant/Refugee/Other they will receive the following question

- Please specify your country of origin (i.e., what country did you consider home prior to arrival in Canada?)

Previous employment status

What is your employment status?

- Currently employed

- Not currently employed, but have been employed previously
- Never employed
- Rather not say

Social Dominance Orientation Scale (Pratto, Sidanius, & Levin, 2006)

Below you will find a series of statements about you and your beliefs. Please read each statement and decide how much you agree or disagree with that statement. Please remember your first responses are usually the most accurate.

1 (Strongly Disagree/Disapprove) to 5 (Strongly Agree/Favour).

17. Some groups of people are just more worth than others
18. In getting what your group wants, it is sometimes necessary to use force against other groups
19. It's OK if some groups have more of a chance in life than others
20. To get ahead in life, it is sometimes necessary to step on other groups
21. If certain groups of people stayed in their place, we would have fewer problems
22. It's probably a good thing that certain groups are at the top and other groups are at the bottom
23. Inferior groups should stay in their place
24. Sometimes other groups must be kept in their place
25. It would be good if all groups could be equal
26. Group equality should be our ideal
27. All groups should be given an equal chance in life
28. We should do what we can to equalize conditions for different groups
29. We should increase social equality
30. We would have fewer problems if we treated different groups more equally
31. We should strive to make incomes more equal
32. No one group should dominate in society

Dark Tetrad (Webster & Wongsomboon, 2020)

Below you will find a series of statements about you and your beliefs. Please read each statement and decide how much you agree or disagree with that statement. Please remember your first responses are usually the most accurate.

1 (Strongly Disagree/Disapprove) to 5 (Strongly Agree/Favour).

**Machiavellianism**

1. Avoid direct conflict with others because they may be useful in the future
2. Keep a low profile if you want to get your way
3. Manipulating the situation takes planning
4. I love it when a tricky plan succeeds

**Narcissism**

1. People see me as a natural leader
2. I have a unique talent for persuading people

3. I have some exceptional qualities
4. I'm likely to become a future star in some area

### **Psychopathy**

1. People often say I'm out of control
2. I tend to fight against authorities and their rules
3. I've been in trouble with the law
4. I sometimes get into dangerous situations

### **Sadism**

1. I really enjoy violent films and video games
2. I enjoy watching violent sports
3. Just for kicks, I've said mean things on social media
4. I know how to hurt someone with words alone

### Honesty-Humility (HEXACO 60; Ashton & Lee, 2009)

Below you will find a series of statements about you and your beliefs. Please read each statement and decide how much you agree or disagree with that statement. Please remember your first responses are usually the most accurate.

1 (Strongly Disagree/Disapprove) to 5 (Strongly Agree/Favour).

1. I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed
2. If I knew that I could never get caught, I would be willing to steal a million dollars. (R)
3. Having a lot of money is not especially important to me
4. I think that I am entitled to more respect than the average person is. (R)
5. If I want something from someone, I will laugh at that person's worst jokes. (R)
6. I would never accept a bribe, even if it were very large
7. I would get a lot of pleasure from owning expensive luxury goods. (R)
8. I want people to know that I am an important person of high status. (R)
9. I wouldn't pretend to like someone just to get that person to do favors for me
10. I'd be tempted to use counterfeit money, if I were sure I could get away with it. (R)

### Filler questions (Obasi et al, 2009 [1-9], Ogunbode, 2013 [10-15])

16. Modern science is the best tool for connecting knowledge with reality
17. It is possible for some people to learn about the past, or the future through their dreams
18. A person's value should be based on his or her contribution to their society
19. Learning about my cultural history improves my mental health
20. I do not feel like a spiritual person
21. Being involved in a community is very important to me
22. Everything in the universe is jointed together by spiritual forces
23. Spiritual and physical health affect one another
24. There are people in my neighborhood that I treat like family
25. Humans have a right to modify the natural environment to suit their needs
26. The balance of nature is very delicate and easily upset
27. Humans will eventually learn enough about how nature works to be able to control it
28. Human destruction of the environment has been greatly exaggerated

- 29. Human intelligence will ensure that we don't make the earth unlivable
- 30. The earth only has limited room and resources

## Post-Manipulation

### Attention check 1

What task were the participants in the previous recording engaging in?

- 1. Introducing themselves to each other
- 2. Brainstorming solutions to a riddle
- 3. Reading excerpts from a textbook
- 4. Scheduling a time to meet together for a future project

### Attention Check 2

What task were the participants in the previous recording engaging in?

- 1. Nominating a team leader
- 2. Discussions options for lunch
- 3. Rating/ranking survival tools
- 4. Providing feedback to the teaching assistant

### Attention Check 3

What task were the participants in the previous recording engaging in?

- 1. Discussing their attitudes toward climate change
- 2. Completing a crossword puzzle
- 3. Scheduling a time to visit the library
- 4. Asking/Answering questions to get to know each other better

### Attention Check 4

This question is designed to test whether you are carefully reading the questions and answers. If you are carefully reading the study questions. Please select strongly disagree below.

(1 [*Strongly disagree*] to 5 [*Strongly agree*]).

### Incivility Detection and Motivation

You have been selected to answer questions surrounding one of the participants from the previous recordings. Please respond to the following questions about: **CRAIG**.



7. To what degree did Craig engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Trevor? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])
8. To what degree did Craig engage in behaviours that were polite, decent, respectful, and/or courteous toward Trevor? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])
  - i. Please indicate the degree to which you perceive each of the phenomenon as motivating Craig's behaviour toward Trevor by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*]).
    1. Sexism
    2. Kind personality
    3. Impatience
    4. Racism
    5. Sleep deprivation
    6. Desire to be viewed as a good teammate
    7. Anti-Immigrant Attitudes
    8. Islamophobia
    9. Having a general rude disposition
    10. Conscientiousness
    11. Having a "bad day"
    12. Altruism
    13. Distraction
    14. Having an agreeable personality
    15. Having a disagreeable personality
    16. Other reasons (Please fill in the blank)

9. To what degree did Craig engage in behaviours that were impolite, rude, disrespectful, and/or undignified toward Anita? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])
10. To what degree did Craig engage in behaviours that were polite, decent, respectful, and/or courteous toward Anita? (1 [*Did not engage in any of the above behaviours*] to 5 [*Engaged in a lot of the above behaviours*])
  - i. Please indicate the degree to which you perceive each of the phenomenon as motivating Craig's behaviour toward Trevor by selecting a number from 1 to 5 on the scale below (1 [*Not at all*] to 5 [*Completely*]).
    1. Sexism
    2. Kind personality
    3. Impatience
    4. Racism
    5. Sleep deprivation
    6. Desire to be viewed as a good teammate
    7. Anti-Immigrant Attitudes
    8. Islamophobia
    9. Having a general rude disposition
    10. Conscientiousness
    11. Having a "bad day"
    12. Altruism
    13. Distraction
    14. Having an agreeable personality
    15. Having a disagreeable personality
    16. Other reasons (Please fill in the blank)

### Intervention Behaviours

Thank you for providing your observations for this study. At this time, we wish to remind you that this is an ongoing research project, and the group members from these recordings will continue to meet several times a month until April 2024.

You have had the opportunity to briefly get to know the members of this group, if you have any feedback, comments, or concerns for them, or the researchers running this project, please indicate so below.

Any feedback you provide to group members, or the researcher is strictly anonymous, and cannot be linked back to you. Additionally, that feedback will only be shared with the individual you have selected.

Please note this is completely optional and will not affect your study completion or payment.

I would like to leave anonymous feedback for:

- **Research/Study Lead** (1 [No] 2 [Yes])
- **Craig** (1 [No] 2 [Yes])
- **Trevor** (1 [No] 2 [Yes])
- **Anita** (1 [No] 2 [Yes])

If a participant responds “Yes” to any of the above feedback questions.

Please provide any feedback, comments, or concerns for the **Research/Study Lead** in the box below. Your responses are completely anonymous and will only be provided to the individual above.

-Open-ended text box-

Please provide any feedback, comments, or concerns for the **Craig** in the box below. Your responses are completely anonymous and will only be provided to the individual above.

-Open-ended text box-

Please provide any feedback, comments, or concerns for the **Trevor** in the box below. Your responses are completely anonymous and will only be provided to the individual above.

-Open-ended text box-

Please provide any feedback, comments, or concerns for the **Anita** in the box below. Your responses are completely anonymous and will only be provided to the individual above.

-Open-ended text box-

If a participant responds “No” to ALL of the above feedback questions:

You indicated you did not wish to provide any feedback to any group members or the research lead. This was completely optional.

However, if you are willing – please indicate why you chose not to provide feedback below. If not, please proceed to next page.

1. I did not have any feedback to provide
2. I did not have time to provide feedback
3. I did not want to interact with the group members or researcher
4. Other: (Please Describe)



## Appendix P. Study 2 Statistical Assumptions

**Normality.** First, the assumption of normality was tested by inspecting the skewness and kurtosis of each variable. A criterion of  $|2|$  for skewness (Kim, 2013), and  $|7|$  for kurtosis (Kim 2013; West et al, 1995) were used to identify non-normality. No evidence of non-normality was identified; no values exceeded the thresholds. Consistent with Study 1, normality of residuals was not explored, due to our relatively large sample size, and the robustness of the proceeding analyses to any potential violations (Hayes, 2022; Hayes 1996; Field, 2013).

**Multicollinearity.** The assumption of non-multicollinearity of predictors was assessed through the use of a bivariate correlation matrix. No predictors were correlated above  $r \leq |.34|$ . Durbin-Watson values were evaluated to assess whether there was any evidence of autocorrelation, all but one value (intervention behaviour; 1.43) had values between 1.5 and 2.5, suggesting that autocorrelation was largely not an issue with the models. The intervention behaviour outcome variable indicates minor evidence of positive serial correlation for a single outcome, but I proceeded with these analyses.

**Linearity.** The assumption of linearity was explored by visually inspecting a matrix scatterplot of all relationships between predictors (and moderators) and outcome variables. No evidence of non-linearity was identified.

**Homoscedasticity.** Consistent with Study 1, I tested for evidence of heteroscedasticity in my data, as violations of homoscedasticity can have meaningful effects on confidence intervals and significance testing. This testing consisted of the use of heteroscedastic-consistent standard error (HCSE) estimator of OLS parameter estimates (Hayes & Cai, 2007; Hayes, 2023). All moderation models that assumed homoscedasticity were compared against otherwise identical models that employed HCSE estimators; an HC4 estimator was used as recommended by Hayes (2023). Significance tests and confidence intervals did not substantively change in such a manner as to alter the results of these moderation analyses. Only a couple of minor differences in significance tests associated with these moderation models employing HSCE estimators were noted (see Appendix X for details), suggesting that any evidence of heteroscedasticity was minor. Indeed, violations of homoscedasticity tend not to have major effects on these tests if they are minor (Hayes, 1996; Tabachnick & Fidell, 1996).

Differences with HCSE estimator:

- Outcome variable: Incivility Detection (Trevor)
  - Moderators: SDO, Gender
    - Result Change:  $X2 * \text{Gender } p = .011 \rightarrow p = .003$

### **Appendix Q. Study 2 Outlier Summary**

All analyses for Study 2 were run excluding 40 participants (i.e., those that failed attention checks or did not re-consent [ $n = 19$ ], withdrew prior to completion [7], and outliers [ $n = 14$ ]). The vast majority of results remained unchanged (i.e., the results did not change direction, or had  $p$ -values that crossed the Bonferroni corrected threshold of  $p \leq .006$  in either direction), with a single exception outlined below.

A model testing the relationship between incivility conditions on Craig's generalized negative motivations toward Anita with SDO and Ethnicity as potential moderators was tested. The interaction term between X2, SDO and Ethnicity became statistically significant ( $p = .027 \rightarrow p = .003$ ).

### Appendix R. Study 1 Interaction Testing

Table R1. Regression for Incivility Detection (Trevor) by Experimental Conditions, with SDO and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Incivility Detection (Trevor)	constant	2.51	0.09	29.03	.000	2.34	2.68
	X1	1.66	0.18	8.96	.000	1.29	2.02
	X2	-2.38	0.21	-11.36	.000	-2.79	-1.97
	SDO	-0.01	0.11	-0.09	.926	-0.22	0.20
	X1*SDO	-0.24	0.24	-1.03	.302	-0.71	0.22
	X2*SDO	0.42	0.25	1.69	.091	-0.07	0.90
	Gender	0.11	0.11	1.00	.320	-0.11	0.34
	X1*Gender	0.62	0.24	2.57	.011	0.14	1.09
	X2*Gender	-0.32	0.28	-1.13	.259	-0.86	0.23
	SDO*Gender	0.30	0.16	1.89	.060	-0.01	0.61
	X1*SDO*Gender	0.74	0.34	2.17	.030	0.07	1.41
X2*SDO*Gender	0.08	0.38	0.20	.838	-0.68	0.84	
SDO = -1SD	X1	1.83	0.29	6.32	.000	1.26	2.40
Gender = 0	X2	-2.68	0.32	-8.47	.000	-3.30	-2.06
SDO = -1SD	X1	1.92	0.20	9.62	.000	1.53	2.31
Gender = 1	X2	-3.05	0.22	-13.83	.000	-3.49	-2.62
SDO = Mean	X1	1.66	0.18	8.96	.000	1.29	2.02
Gender = 0	X2	-2.38	0.21	-11.36	.000	-2.79	-1.97
SDO = Mean	X1	2.28	0.15	14.72	.000	1.97	2.58
Gender = 1	X2	-2.70	0.18	-14.62	.000	-3.06	-2.33
SDO = +1SD	X1	1.48	0.20	7.27	.000	1.08	1.88
Gender = 0	X2	-2.08	0.22	-9.31	.000	-2.52	-1.64
SDO = +1SD	X1	2.63	0.27	9.91	.000	2.11	3.15
Gender = 1	X2	-2.34	0.33	-7.08	.000	-2.99	-1.69

Notes:  $N = 384$

Figure R1. Regression for Incivility Detection (Trevor) by Experimental Conditions, with SDO and Gender as moderators

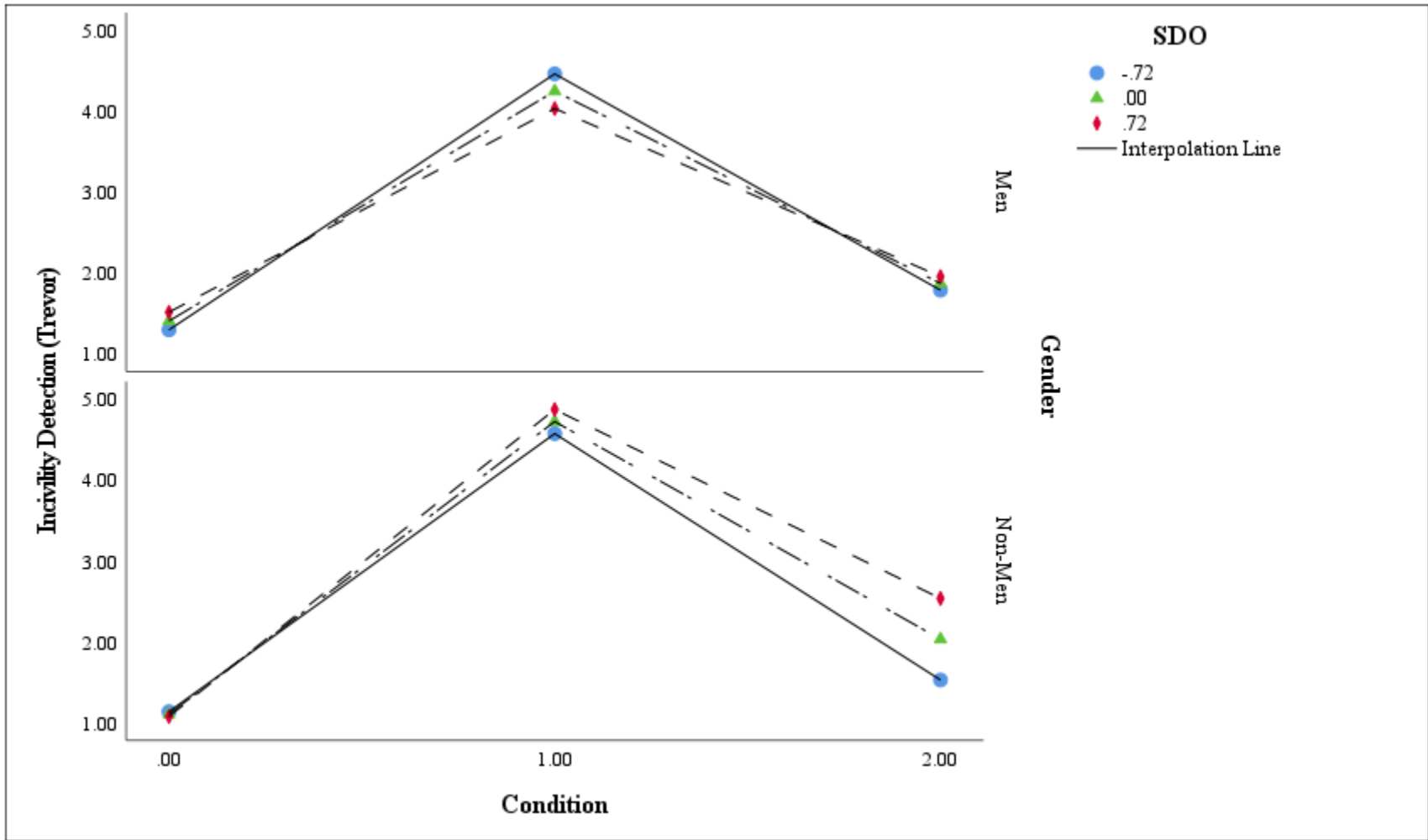


Table R2. Regression for Incivility Detection (Anita) by Experimental Conditions, with SDO and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Detection (Anita)	constant	2.78	0.07	39.11	.000	2.64	2.92
	X1	1.53	0.15	10.06	.000	1.23	1.83
	X2	2.97	0.17	17.23	.000	2.63	3.31
	SDO	-0.06	0.09	-0.67	.504	-0.23	0.11
	X1*SDO	0.06	0.19	0.31	.758	-0.32	0.44
	X2*SDO	-0.20	0.20	-0.98	.330	-0.59	0.20
	Gender	-0.19	0.09	-2.05	.041	-0.38	-0.01
	X1*Gender	0.19	0.20	0.98	.328	-0.20	0.58
	X2*Gender	0.25	0.23	1.09	.278	-0.20	0.70
	SDO*Gender	-0.06	0.13	-0.43	.664	-0.31	0.20
	X1*SDO*Gender	0.09	0.28	0.33	.739	-0.46	0.64
	X2*SDO*Gender	-0.20	0.32	-0.64	.519	-0.83	0.42

Notes:  $N = 384$

Table R3. Regression for Incivility Detection (Trevor) by Experimental Conditions, with SDO and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Detection (Trevor)	constant	2.56	0.08	34.03	.000	2.41	2.71
	X1	1.97	0.16	12.22	.000	1.65	2.29
	X2	-2.57	0.18	-14.07	.000	-2.93	-2.21
	SDO	0.15	0.10	1.43	.153	-0.06	0.35
	X1*SDO	0.05	0.22	0.24	.811	-0.39	0.49
	X2*SDO	0.64	0.25	2.55	<b>.011</b>	0.15	1.13
	Ethnicity	-0.06	0.11	-0.53	.595	-0.27	0.15
	X1*Ethnicity	-0.07	0.23	-0.30	.766	-0.52	0.38
	X2*Ethnicity	-0.02	0.26	-0.08	.934	-0.54	0.50
	SDO*Ethnicity	-0.12	0.15	-0.78	.433	-0.42	0.18
	X1*SDO*Ethnicity	-0.21	0.33	-0.62	.533	-0.85	0.44
	X2*SDO*Ethnicity	-0.25	0.37	-0.68	.499	-0.97	0.47
<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Detection (Trevor)	constant	2.53	0.05	47.42	.000	2.42	2.63
	X1	1.93	0.11	17.00	.000	1.70	2.15
	X2	-2.60	0.13	-19.95	.000	-2.85	-2.34
	SDO	0.08	0.07	1.10	.272	-0.06	0.23
	X1*SDO	-0.06	0.16	-0.37	.715	-0.38	0.26
	X2*SDO	0.49	0.18	2.75	<b>.006</b>	0.14	0.84
SDO = -1SD	X1	1.97	0.16	12.06	.000	1.65	2.29
	X2	-2.95	0.18	-16.26	.000	-3.30	-2.59
SDO = Mean	X1	1.93	0.11	17.00	.000	1.70	2.15
	X2	-2.60	0.13	-19.95	.000	-2.85	-2.34
SDO = +1SD	X1	1.88	0.16	11.68	.000	1.57	2.20
	X2	-2.24	0.18	-12.21	.000	-2.60	-1.88

Notes:  $N = 384$  (omnibus regression),  $N = 386$  (follow-up regression)

Figure R2. Regression for Incivility Detection (Anita) by Experimental Conditions, with SDO as moderator

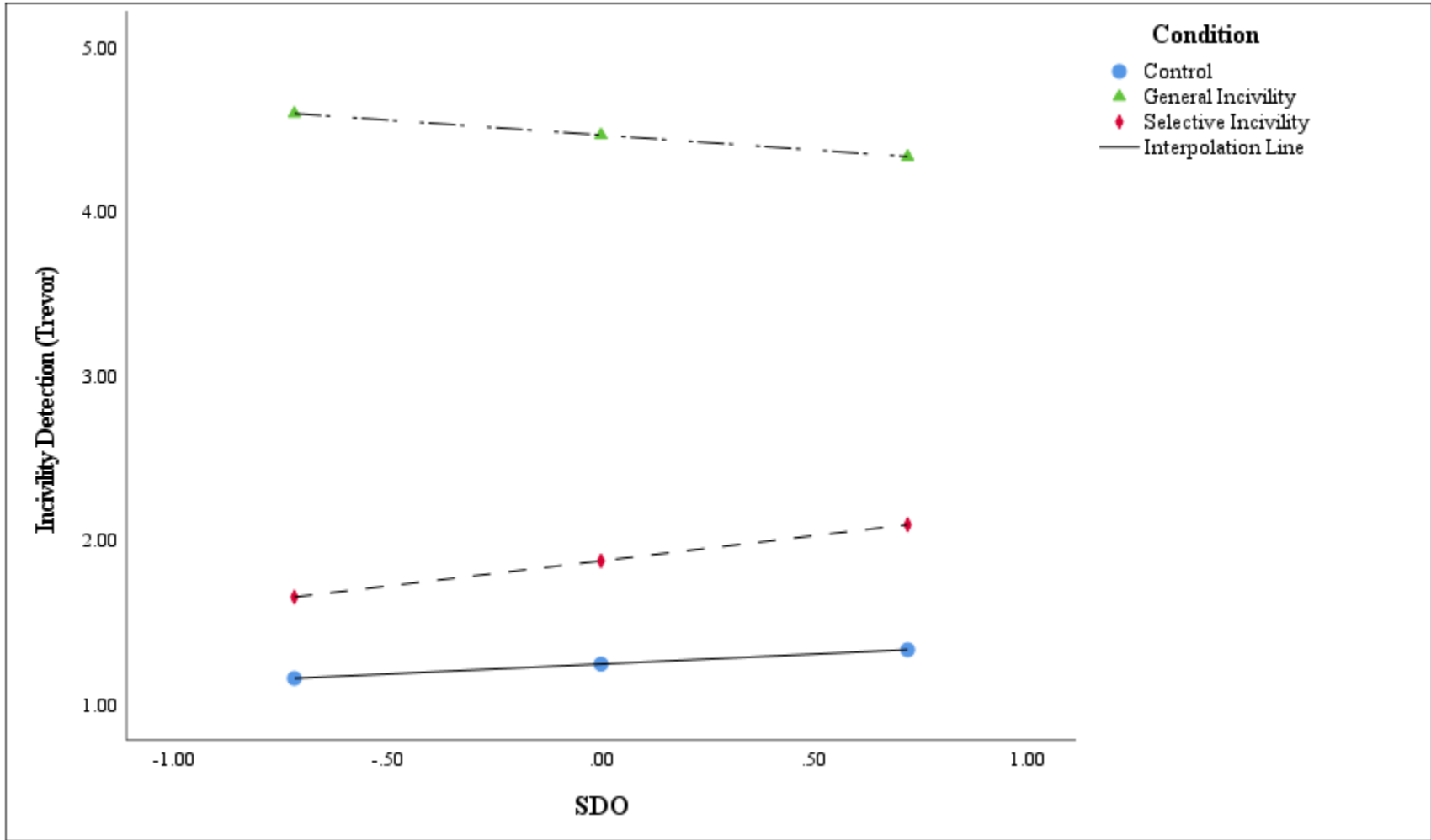


Table R4. Regression for Incivility Detection (Anita) by Experimental Conditions, with SDO and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Incivility Detection (Anita)	constant	2.77	0.06	45.76	.000	2.65	2.89
	X1	1.58	0.13	12.21	.000	1.33	1.84
	X2	3.12	0.15	21.22	.000	2.83	3.40
	SDO	-0.11	0.08	-1.36	.176	-0.28	0.05
	X1*SDO	0.29	0.18	1.61	.109	-0.06	0.64
	X2*SDO	-0.28	0.20	-1.41	.160	-0.68	0.11
	Ethnicity	-0.19	0.09	-2.24	.026	-0.36	-0.02
	X1*Ethnicity	0.10	0.18	0.53	.600	-0.27	0.46
	X2*Ethnicity	0.05	0.21	0.23	.815	-0.37	0.47
	SDO*Ethnicity	0.17	0.12	1.39	.165	-0.07	0.41
	X1*SDO*Ethnicity	-0.43	0.26	-1.64	.102	-0.95	0.09
	X2*SDO*Ethnicity	-0.10	0.29	-0.34	.735	-0.68	0.48

Notes:  $N = 386$



Table R5. Regression for Prejudicial Motivations (Trevor) by Experimental Conditions, with SDO and Gender as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Motivation Prejudice (Trevor)	constant	1.69	0.08	22.49	.000	1.54	1.84
	X1	0.75	0.16	4.66	.000	0.43	1.06
	X2	0.83	0.18	4.57	.000	0.48	1.19
	SDO	-0.05	0.09	-0.50	.619	-0.23	0.14
	X1*SDO	-0.23	0.20	-1.12	.262	-0.63	0.17
	X2*SDO	-0.25	0.21	-1.15	.252	-0.67	0.18
	Gender	-0.10	0.10	-0.97	.335	-0.29	0.10
	X1*Gender	-0.03	0.21	-0.13	.898	-0.44	0.38
	X2*Gender	-0.25	0.24	-1.05	.295	-0.73	0.22
	SDO*Gender	0.11	0.14	0.81	.418	-0.16	0.38
	X1*SDO*Gender	0.31	0.30	1.06	.290	-0.27	0.89
	X2*SDO*Gender	-0.40	0.33	-1.21	.226	-1.06	0.25

Notes:  $N = 383$

Table R6. Regression for Prejudicial Motivations (Anita) by Experimental Conditions, with SDO and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Motivation Prejudice (Anita)	constant	2.27	0.07	32.96	.000	2.13	2.40
	X1	1.33	0.15	9.01	.000	1.04	1.62
	X2	2.05	0.17	12.27	.000	1.72	2.38
	SDO	-0.22	0.08	-2.58	.010	-0.38	-0.05
	X1*SDO	-0.20	0.19	-1.05	.296	-0.57	0.17
	X2*SDO	-0.46	0.20	-2.34	<b>.020</b>	-0.85	-0.07
	Gender	-0.05	0.09	-0.51	.610	-0.22	0.13
	X1*Gender	-0.07	0.19	-0.36	.720	-0.45	0.31
	X2*Gender	-0.11	0.22	-0.50	.620	-0.55	0.33
	SDO*Gender	0.09	0.13	0.70	.482	-0.16	0.34
	X1*SDO*Gender	0.27	0.27	0.99	.324	-0.27	0.80
	X2*SDO*Gender	-0.40	0.31	-1.31	.191	-1.00	0.20

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Motivation Prejudice (Anita)	constant	2.23	0.04	53.47	.000	2.15	2.31
	X1	1.26	0.09	14.22	.000	1.09	1.44
	X2	2.04	0.10	19.96	.000	1.83	2.24
	SDO	-0.17	0.06	-2.87	.004	-0.28	-0.05
	X1*SDO	-0.06	0.13	-0.48	.630	-0.31	0.19
	X2*SDO	-0.60	0.14	-4.29	<b>.000</b>	-0.87	-0.33
SDO = -1SD	X1	1.31	0.13	10.22	.000	1.06	1.56
	X2	2.47	0.14	17.36	.000	2.19	2.75
SDO = Mean	X1	1.26	0.09	14.22	.000	1.09	1.44
	X2	2.04	0.10	19.96	.000	1.83	2.24
SDO = +1SD	X1	1.22	0.13	9.65	.000	0.97	1.47
	X2	1.60	0.14	11.14	.000	1.32	1.89

Notes:  $N = 384$

Table R7. Regression for Prejudicial Motivations (Trevor) by Experimental Conditions, with SDO and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Motivation Prejudice (Trevor)	constant	1.55	0.06	24.21	.000	1.42	1.67
	X1	0.55	0.14	4.01	.000	0.28	0.82
	X2	0.85	0.16	5.44	.000	0.54	1.15
	SDO	-0.07	0.09	-0.82	.414	-0.25	0.10
	X1*SDO	-0.12	0.19	-0.62	.534	-0.49	0.26
	X2*SDO	-0.35	0.21	-1.65	.099	-0.77	0.07
	Ethnicity	0.14	0.09	1.50	.134	-0.04	0.32
	X1*Ethnicity	0.29	0.19	1.52	.130	-0.09	0.68
	X2*Ethnicity	-0.23	0.22	-1.01	.312	-0.67	0.21
	SDO*Ethnicity	0.18	0.13	1.42	.157	-0.07	0.44
	X1*SDO*Ethnicity	0.05	0.28	0.18	.855	-0.50	0.60
	X2*SDO*Ethnicity	-0.04	0.31	-0.12	.908	-0.65	0.57

Notes:  $N = 385$

Table R8. Regression for Prejudicial Motivations (Trevor) by Experimental Conditions, with Gender and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Motivation Prejudice (Trevor)	constant	1.55	0.10	15.40	.000	1.35	1.74
	X1	0.44	0.21	2.07	.039	0.02	0.86
	X2	0.70	0.24	2.86	.004	0.22	1.18
	Gender	0.02	0.13	0.15	.881	-0.24	0.28
	X1*Gender	0.20	0.28	0.70	.484	-0.35	0.75
	X2*Gender	0.31	0.32	0.97	.333	-0.31	0.93
	Ethnicity	0.24	0.14	1.69	.091	-0.04	0.52
	X1*Ethnicity	0.46	0.30	1.52	.129	-0.13	1.05
	X2*Ethnicity	0.11	0.34	0.33	.742	-0.56	0.79
	Gender*Ethnicity	-0.21	0.19	-1.11	.267	-0.57	0.16
	X1*Gender*Ethnicity	-0.32	0.40	-0.82	.414	-1.10	0.45
	X2*Gender*Ethnicity	-0.71	0.45	-1.57	.118	-1.60	0.18

Notes:  $N = 383$

Table R9. Regression for Prejudicial Motivations (Anita) by Experimental Conditions, with Gender and Ethnicity as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Motivation Prejudice (Anita)	constant	2.19	0.09	23.14	.000	2.01	2.38
	X1	1.10	0.20	5.42	.000	0.70	1.50
	X2	1.79	0.23	7.79	.000	1.34	2.25
	Gender	0.09	0.12	0.74	.457	-0.15	0.33
	X1*Gender	0.06	0.27	0.22	.823	-0.46	0.58
	X2*Gender	0.49	0.30	1.63	.103	-0.10	1.08
	Ethnicity	0.00	0.13	0.02	.984	-0.26	0.27
	X1*Ethnicity	0.31	0.29	1.07	.285	-0.26	0.87
	X2*Ethnicity	0.16	0.32	0.50	.617	-0.47	0.80
	Gender*Ethnicity	-0.07	0.18	-0.40	.693	-0.42	0.28
	X1*Gender*Ethnicity	-0.09	0.38	-0.25	.806	-0.83	0.65
	X2*Gender*Ethnicity	-0.45	0.43	-1.04	.297	-1.29	0.40

Notes:  $N = 384$

Table R10. Regression for Generalized Negative Motivations (Trevor) by Experimental Conditions, with Gender and SDO as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Generalized Negative Motivation (Trevor)	constant	1.94	0.05	36.34	.000	1.84	2.05
	X1	0.83	0.11	7.25	.000	0.60	1.05
	X2	-1.03	0.13	-7.96	.000	-1.29	-0.78
	SDO	0.06	0.07	0.88	.379	-0.07	0.19
	X1*SDO	-0.12	0.15	-0.82	.410	-0.41	0.17
	X2*SDO	0.20	0.15	1.34	.183	-0.10	0.50
	Gender	-0.05	0.07	-0.73	.468	-0.19	0.09
	X1*Gender	0.15	0.15	1.01	.314	-0.14	0.44
	X2*Gender	-0.03	0.17	-0.16	.876	-0.37	0.31
	SDO*Gender	0.19	0.10	1.96	.051	0.00	0.39
	X1*SDO*Gender	0.37	0.21	1.77	.078	-0.04	0.79
	X2*SDO*Gender	-0.07	0.24	-0.29	.774	-0.54	0.40

Notes:  $N = 384$

Table R11. Regression for Generalized Negative Motivations (Anita) by Experimental Conditions, with Gender and SDO as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Generalized Negative Motivation (Anita)	constant	1.88	0.06	31.26	.000	1.76	1.99
	X1	0.72	0.13	5.59	.000	0.47	0.97
	X2	0.70	0.15	4.84	.000	0.42	0.99
	SDO	0.07	0.07	0.97	.331	-0.07	0.22
	X1*SDO	0.04	0.16	0.25	.803	-0.28	0.36
	X2*SDO	0.13	0.17	0.77	.441	-0.20	0.47
	Gender	-0.06	0.08	-0.78	.434	-0.22	0.09
	X1*Gender	0.10	0.17	0.62	.533	-0.22	0.43
	X2*Gender	0.19	0.19	0.97	.331	-0.19	0.57
	SDO*Gender	0.15	0.11	1.40	.164	-0.06	0.37
	X1*SDO*Gender	0.32	0.24	1.35	.177	-0.14	0.78
	X2*SDO*Gender	-0.14	0.27	-0.52	.604	-0.66	0.39

Notes:  $N = 383$

Table R12. Regression for Generalized Negative Motivations (Anita) by Experimental Conditions, with Ethnicity and SDO as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Generalized Negative Motivation (Anita)	constant	1.82	0.05	35.70	.000	1.72	1.92
	X1	0.73	0.11	6.65	.000	0.51	0.94
	X2	0.78	0.12	6.28	.000	0.53	1.02
	SDO	0.19	0.07	2.63	.009	0.05	0.32
	X1*SDO	0.36	0.15	2.39	.017	0.06	0.66
	X2*SDO	0.30	0.17	1.74	.083	-0.04	0.63
	Ethnicity	0.02	0.07	0.21	.830	-0.13	0.16
	X1*Ethnicity	0.05	0.15	0.35	.728	-0.25	0.36
	X2*Ethnicity	0.15	0.18	0.86	.388	-0.20	0.51
	SDO*Ethnicity	-0.06	0.10	-0.61	.540	-0.27	0.14
	X1*SDO*Ethnicity	-0.41	0.22	-1.86	.063	-0.85	0.02
	X2*SDO*Ethnicity	-0.55	0.25	-2.22	<b>.027</b>	-1.04	-0.06
SDO = -1SD	X1	0.47	0.15	3.01	.003	0.16	0.77
Ethnicity = 0	X2	0.57	0.16	3.50	.001	0.25	0.88
SDO = -1SD	X1	0.82	0.16	5.05	.000	0.50	1.13
Ethnicity = 1	X2	1.12	0.19	5.82	.000	0.74	1.49
SDO = Mean	X1	0.73	0.11	6.65	.000	0.51	0.94
Ethnicity = 0	X2	0.78	0.12	6.28	.000	0.53	1.02
SDO = Mean	X1	0.78	0.11	7.10	.000	0.56	1.00
Ethnicity = 1	X2	0.93	0.13	7.23	.000	0.68	1.19
SDO = +1SD	X1	0.99	0.15	6.42	.000	0.68	1.29
Ethnicity = 0	X2	0.99	0.19	5.33	.000	0.63	1.36
SDO = +1SD	X1	0.74	0.16	4.69	.000	0.43	1.05
Ethnicity = 1	X2	0.75	0.17	4.36	.000	0.41	1.09

Notes:  $N = 384$



Figure R3. Regression for Generalized Negative Motivations (Anita) by Experimental Conditions, with Ethnicity and SDO as moderators

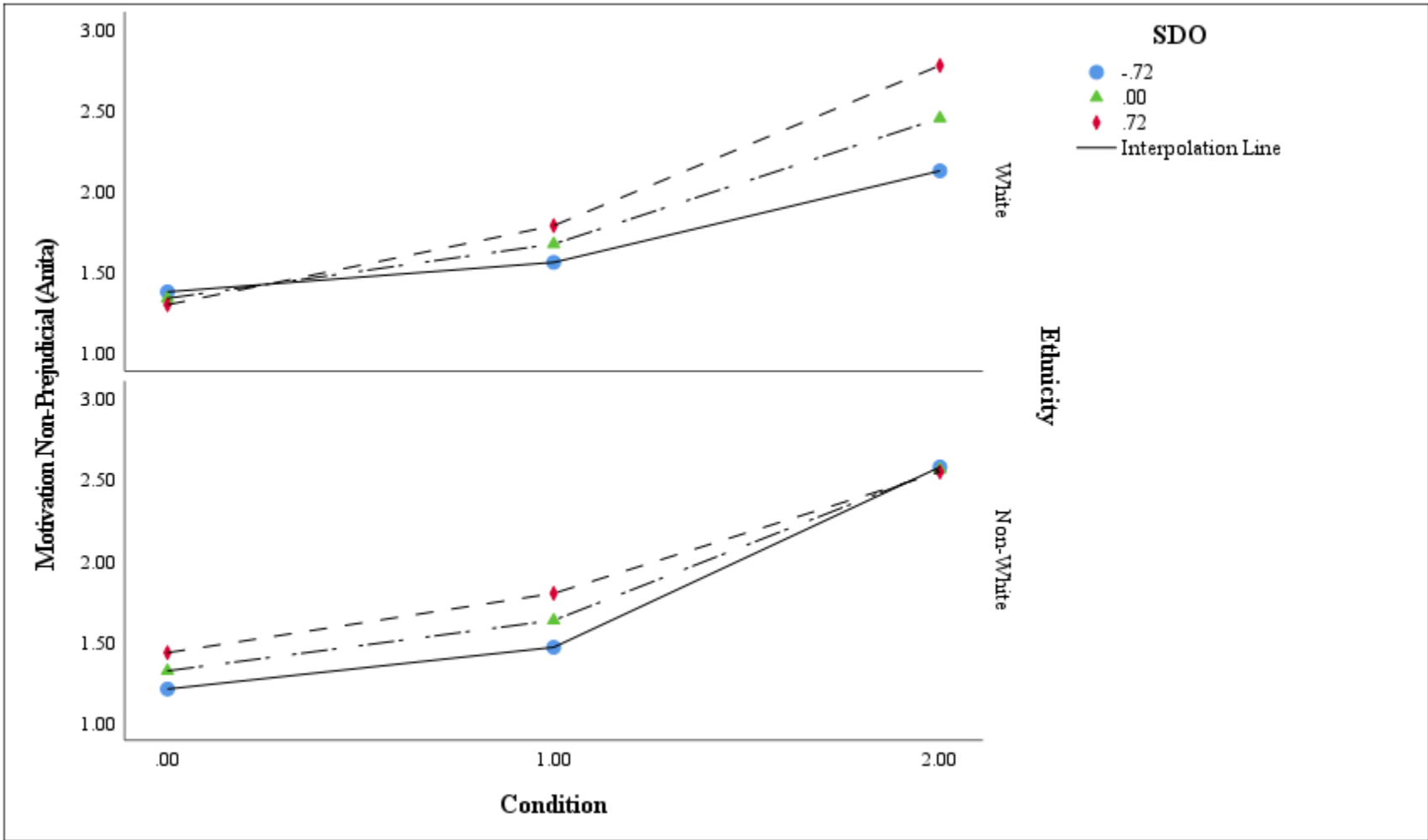


Table R13. Regression for Intervention Behaviours by Experimental Conditions, with Gender and SDO as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Intervention Behaviours (Quantity)	constant	0.48	0.08	6.45	.000	0.34	0.63
	X1	0.55	0.16	3.39	.001	0.23	0.86
	X2	0.02	0.18	0.09	.926	-0.34	0.38
	SDO	-0.19	0.09	-2.09	.037	-0.37	-0.01
	X1*SDO	-0.15	0.21	-0.71	.475	-0.55	0.26
	X2*SDO	-0.04	0.21	-0.20	.841	-0.46	0.38
	Gender	0.06	0.10	0.61	.544	-0.13	0.25
	X1*Gender	0.27	0.21	1.29	.197	-0.14	0.68
	X2*Gender	0.48	0.24	1.98	<b>.048</b>	0.00	0.96
	SDO*Gender	0.18	0.14	1.27	.206	-0.10	0.45
	X1*SDO*Gender	0.12	0.30	0.40	.687	-0.46	0.70
	X2*SDO*Gender	0.51	0.33	1.51	.132	-0.15	1.16

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Intervention Behaviours (Quantity)	constant	0.43	0.07	6.06	.000	0.29	0.57
	X1	0.50	0.15	3.29	.001	0.20	0.80
	X2	-0.03	0.17	-0.19	.851	-0.37	0.30
	Gender	0.12	0.09	1.27	.206	-0.07	0.30
	X1*Gender	0.32	0.20	1.61	.108	-0.07	0.71
	X2*Gender	0.42	0.23	1.85	<b>.065</b>	-0.03	0.86
SDO = Men	X1	0.50	0.15	3.29	.001	0.20	0.80
	X2	-0.03	0.17	-0.19	.851	-0.37	0.30
SDO = Non-Men	X1	0.82	0.13	6.36	.000	0.57	1.07
	X2	0.39	0.15	2.61	.009	0.10	0.68

Notes:  $N = 384$

Figure R4. Regression for Intervention Behaviours by Experimental Conditions, with Gender as Moderator

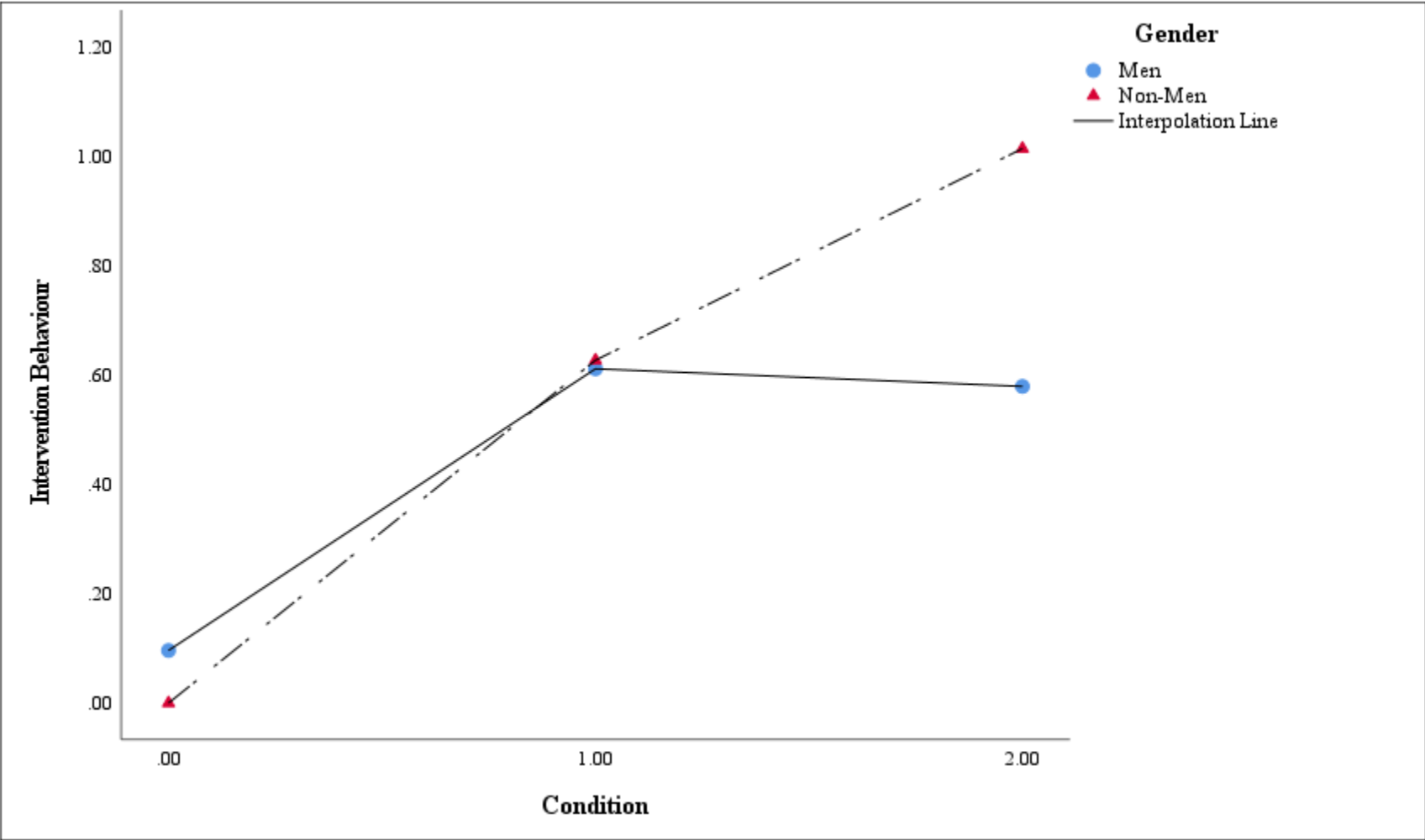


Table R14. Regression for Intervention Behaviours by Experimental Conditions, with Ethnicity and SDO as moderators

<b>Criterion</b>	<b>Predictor</b>	<b>b</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Intervention Behaviours (Quantity)	constant	0.57	0.06	8.75	.000	0.44	0.70
	X1	0.70	0.14	5.07	.000	0.43	0.98
	X2	0.34	0.16	2.17	.030	0.03	0.65
	SDO	-0.18	0.09	-2.04	.042	-0.36	-0.01
	X1*SDO	-0.18	0.19	-0.91	.364	-0.55	0.20
	X2*SDO	-0.04	0.22	-0.17	.862	-0.46	0.39
	Ethnicity	-0.16	0.09	-1.68	.094	-0.34	0.03
	X1*Ethnicity	-0.11	0.20	-0.55	.581	-0.50	0.28
	X2*Ethnicity	-0.30	0.23	-1.33	.184	-0.75	0.14
	SDO*Ethnicity	0.09	0.13	0.70	.484	-0.17	0.35
	X1*SDO*Ethnicity	0.07	0.28	0.25	.801	-0.49	0.63
	X2*SDO*Ethnicity	0.20	0.32	0.62	.534	-0.42	0.82

Notes:  $N = 385$

Table R15. Regression for Intervention Behaviours by Experimental Conditions, with Ethnicity and Gender as moderators

Criterion	Predictor	b	SE	t	p	LLCI	ULCI
Intervention Behaviours (Quantity)	constant	0.49	0.10	4.88	.000	0.29	0.69
	X1	0.50	0.21	2.35	.020	0.08	0.92
	X2	-0.07	0.24	-0.29	.768	-0.55	0.41
	Gender	0.14	0.13	1.11	.269	-0.11	0.40
	X1*Gender	0.45	0.28	1.60	.111	-0.10	1.00
	X2*Gender	0.72	0.32	2.29	<b>.023</b>	0.10	1.34
	Ethnicity	-0.12	0.14	-0.84	.400	-0.40	0.16
	X1*Ethnicity	-0.01	0.30	-0.02	.986	-0.60	0.59
	X2*Ethnicity	0.07	0.34	0.21	.834	-0.60	0.74
	Gender*Ethnicity	-0.07	0.19	-0.39	.697	-0.44	0.29
	X1*Gender*Ethnicity	-0.28	0.40	-0.71	.479	-1.06	0.50
	X2*Gender*Ethnicity	-0.65	0.45	-1.44	.150	-1.54	0.24

Notes:  $N = 384$ .