

THE RELATIONSHIP BETWEEN WORKPLACE INCIVILITY AND
THE INTENTION TO SHARE KNOWLEDGE:
THE MODERATING EFFECTS OF COLLABORATIVE CLIMATE AND
PERSONALITY TRAITS

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JiHyun Shim

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DEDICATED TO MY FATHER AND MOTHER

ABSTRACT

The purpose of this study is to explore the relationship between the experience of workplace incivility and the intention to share knowledge. Additionally, this study explores the moderating effect of collaborative climate and individual personality traits on the relationship between them. The data were obtained from twenty-two Korean companies. The survey consisted of five sections used to measure the experience of workplace incivility, the intention to share knowledge, collaborative climate, individual personality, and demographics. In total, 494 surveys were returned out of 600, and 476 were cleaned for data analysis (79.3%).

Reliability tests, correlations, hierarchical multiple regressions and ANOVAs were employed to investigate the research hypotheses. The results of this study showed a negative relationship between the experience of workplace incivility and the intention to share knowledge. Additionally, this study showed the moderating effect of an individual personality trait, conscientiousness, on the relationship between the experience of workplace incivility and the intention to share knowledge. More specifically, conscientious people are more likely to share knowledge, in spite of the experience of workplace incivility.

Implications for future research include further development of workplace incivility measurement tools for Korean settings. Additionally, there are plenty of areas to be explored in order to show the ill effects of workplace incivility, such as leader-member relationships, employee engagement, and organizational citizenship behaviors. In addition, implications for practitioners include providing orientation and training

sessions about the concept of workplace incivility, and developing interventions for workplace incivility to prevent its prevalence in organizations. For victims to report incidents of workplace incivility, the 360-degree feedback system should be considered.

Table of Contents

List of Tables	ix
List of Figures	x
CHAPTER I: INTRODUCTION.....	1
Research Problem	1
Research Purpose and Research Question	4
Qualifications of the Researcher	5
Significance of Study	6
Definitions of Terms	7
Overview of Methodology	9
Organization of the Study	10
Summary	10
CHAPTER II: LITERATURE REVIEW	12
Workplace Incivility	13
Knowledge Sharing	18
Theoretical Foundations and Hypotheses of the Research	23
Collaborative Climate: Situational variable	25
Personality Traits: Individual variables	30
Hypothesized Model	33
Employee Segregation in Korean Companies	34
Summary	36
CHAPTER III: METHOD	38
Research Methodology	38
Data Collection Procedure	38

Sample Demographics	39
Measurement Instrument	41
Workplace Incivility	41
Intention to Share Knowledge	42
Collaborative Climate	43
Personality	44
Translation Procedure	47
IRB Approval	48
Data Analysis	49
Summary	50
CHAPTER IV: RESULTS	51
Measurement Model Assessment	52
Descriptive Statistics, Reliabilities, and Correlations	53
Hierarchical Multiple Regressions Analysis	54
Analysis of Variance (ANOVA)	57
Summary	59
CHAPTER V: DISCUSSION AND LIMITATIONS	60
Discussion	60
Workplace Incivility	61
Collaborative Climate and Individual Personality	62
Moderating Effect of Individual Personality- Conscientiousness	63
Workplace Incivility in Korean Companies	65
Limitations	66
Summary	67
CHAPTER VI: IMPLICATIONS AND CONCLUSIONS	69

Implications	69
Academic Implications	69
Practical Implications	70
Conclusions	73
REFERENCES	76
APPENDIX	90
APPENDIX A.....	90
APPENDIX B	94
APPENDIX C	104

List of Tables

Table 1. Demographic Information	40
Table 2. Survey Questions used to answer the Research Questions	45
Table 3. Evaluation of the Measurement Model	52
Table 4. Means, Standard Deviations, Reliabilities, and Subscale Zero-order Inter Correlations	53
Table 5. Hierarchical multiple regression results for intention to share knowledge	55
Table 6. Post-Hoc Test Results for Employee Type and Company Size	58

List of Figures

Figure 1. Research Model 33

Figure 2. Moderating Effect of Conscientiousness on the relationship between the
Experience of Workplace incivility and Intention to Share Knowledge 64

CHAPTER I

INTRODUCTION

Research problem

Increasing numbers of researchers are paying attention to the causes and consequences of workplace incivility, with Baron and Neuman's (1998) work serving as a classic study. These researchers found that most violence in the workplace does not take the form of direct and physical assault, but rather operates on a subtle and indirect or direct level of action. Defined as low intensity deviant behavior with ambiguous intentions to harm the target, workplace incivility is characteristically rude discourse, oftentimes displaying a lack of regard for others in violation of workplace norms for mutual respect (Andersson & Pearson, 1999). Due to both the current interest and the practical limitations of conducting field research in the area of management, the majority of works related to workplace incivility are theoretical. According to Andersson and Pearson (1999), social exchange theory (Blau, 1964) provides a theoretical framework for studying workplace incivility, which is seen as escalating and reciprocal in nature, namely a "tit-for-tat" pattern.

Following the work of Andersson and Pearson (1999), other researchers such as Pearson, Andersson, and Porath (2000), Johnson and Indvik (2001), Lim and Cortina (2005), and Pearson and Porath (2005) tried to provide a theoretical framework in order to identify the antecedents and consequences of workplace incivility. Their works are significant in terms of reporting its seriousness to the public and capturing researchers' attention to investigate the issue further. However, there are very few empirical studies

that report how workplace incivility distorts organizational dynamics and functions. Consequently, very few practitioners have realized the critical need to manage workplace incivility and to design and implement active prevention efforts in the workplace. Therefore, there is an urgent need to conduct an empirical research study on the effects of workplace incivility on organizational functioning, which is critical to organizational survival.

This study investigates the relationship between workplace incivility and knowledge sharing, in order to show how workplace incivility affects critical organizational functions. This study focuses on knowledge sharing: as a source of competitive advantage, knowledge sharing is a critical element for an organization's survival. In contrast to workplace incivility, knowledge sharing has received a great deal of attention. Comparing the quantity of studies focusing on the facilitators of knowledge sharing, however, there are few studies that attempt to determine the barriers to knowledge sharing in the workplace (Riege, 2005). Most previous studies in knowledge sharing automatically assume a positive and friendly workplace that produces trust and intimacy, which are important in facilitating knowledge sharing between members; however, trust and intimacy are not normally given without any effort (Guzman, 2008). Therefore, it is important to determine the barriers to knowledge sharing and to prevent them from developing in organizations so that more active knowledge sharing can take place. In this study, workplace incivility is studied as one of the possible barriers that prevents active knowledge sharing among members by destroying optimal social relationships among employees and by reducing trust and intimacy.

Additionally, this study considers the effects of individual and situational variables on the consequences of workplace incivility, based on the implications and results of workplace aggression studies. Since workplace incivility is held to be a subset of workplace aggression (Andersson & Pearson, 1999), the results and implications of previous research on workplace aggression should also be applicable to this research model, including workplace incivility. Previously, Armour (1998) and Grimsley (1998) investigated the effects of situational factors, such as rigid rules and oppressive working conditions on workplace aggression and found significant effects of situational factors. Additionally, Lee, Ashton, and Shin (2005), Silverstein (1994) and Stuart (1992) explored individual factors, such as personal characteristics in the study of workplace aggression and found that specific personality characteristics are related to an individual's antisocial behaviors. More recently, the combined contribution of individual and situational variables on workplace aggressive behaviors has been investigated, with the result being that various forms of aggression often result from an interaction between individual and situational factors (Aquino, Grover, Bradfield, & Allen 1999; Martinko & Zellars, 1998; Neuman & Baron, 1998). Thus, it is reasonable to consider individual and situational factors together in this study in order to obtain a clearer picture of the relationship between workplace incivility and knowledge sharing.

Research purpose and research question

Thus, on the basis of the previous research studies on workplace aggression and the potential roles of situational variables (Armour, 1998; Grimsley, 1998), individual variables (Silverstein, 1994; Stuart, 1992) and the integrated combination of situational and individual variables (Martinko & Zellar, 1998; Neuman & Baron, 1998), the predictive power of workplace incivility and knowledge sharing models can increase by considering individual, situational and integrated variables. The purpose of the present study is: first, to explore the relationship between workplace incivility and knowledge sharing and; second, to explore individual and situational differences found to be related to the rise of workplace aggression. The major research question addressed in this study is as follows:

What is the relationship between workplace incivility and knowledge sharing?

Considering the main purpose of this study, three main research questions and seven sub-questions are identified.

Hypothesis 1: There will be a negative relationship between the experience of workplace incivility and the intention to share knowledge.

Hypothesis 2: A collaborative climate moderates the relationship between the experience of workplace incivility and the intention to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with the intention to share knowledge for individuals who are in a collaborative climate.

Hypothesis 3a: A conscientious individual personality trait moderates the relationship between the experience of workplace incivility and the intention to share knowledge, such

that the experience of workplace incivility will have a weaker negative relationship with the intention to share knowledge for individuals who are conscientious.

Hypothesis3a: An agreeable individual personality trait moderates the relationship between the experience of workplace incivility and the intention to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with the intention to share knowledge for individuals who are agreeable.

Hypothesis3a: An emotionally stable individual personality trait moderates the relationship between the experience of workplace incivility and the intention to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with the intention to share knowledge for individuals who are emotionally stable.

Qualifications of the Researcher

The researcher is a Ph.D. candidate in the Work and Human Resource Education program at the University of Minnesota. This individual has met all of the requirements of the research credentials for the doctoral program. Additionally, as a Korean national, I have familiarity with the country; its culture and business culture.

Significance of Study

This study provides several contributions to the practical and academic field of HRD. Firstly, as the first study of workplace incivility conducted in Korea, the results of this study reveal the current situation of incivility in the Korean workplace. Previous studies on workplace incivility were conducted mainly in Scandinavian countries and North America, so that nothing about workplace incivility has been found in an Asian context. The results of this study are expected to introduce the concept of workplace incivility to Korean HRD practitioners and researchers and to inform them of the need to actively manage it. Additionally, the results can inform researchers of the differences due to national culture.

Second, this research can produce rich information about knowledge sharing by revealing its potential barriers, as well as the effects of organizational climate and individual personality. Since few studies have tried to determine the relationship between organizational climate or individual personality and knowledge sharing intentions or behaviors, the results of this study will contribute to previous findings.

Additionally, the results will provide a more thorough understanding to researchers of workplace incivility by showing them the relationship between workplace incivility and knowledge sharing. Previously, no study has been conducted to show the relationship between these two variables. Since there has been no study showing the ill effect of workplace incivility on any forms of organizational dynamics, the severity of this issue has been undervalued. Thus, the results of this study are expected to attract the attention of researchers and practitioners alike.

Finally, by using the Uncivil Workplace Behavior Questionnaire (UWBQ) developed by Martin and Hine (2005) and the Collaborative Climate Scale (CCS) developed by Sveiby and Simons (2002), this study will contribute to providing validity and reliability to these instruments. Furthermore, the results of this study are expected to contribute to future studies involving workplace incivility using the UWBQ and knowledge sharing using the CCS.

Definitions of Terms

Definitions of key words related to the present study are as follows.

Workplace Incivility

Workplace incivility refers to low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard toward others (Andersson & Pearson, 1999). It is distinguished from other various forms of deviant behaviors such as workplace violence, workplace aggression, workplace bullying, and workplace harassment. Workplace incivility includes verbal abuse and nonverbal behaviors such as glaring, ignoring, or excluding colleagues (Lim, Cortina, & Magely, 2008).

Knowledge Sharing

Knowledge sharing is defined as the degree to which one actually shares one's knowledge with others across an organization. It refers to the provision of task information, know-how, and feedback regarding a product or procedure (Hansen, 1999) through both verbal and nonverbal communication. It is a voluntary action, distinguished from reporting (Davenport, 1997).

Collaborative Climate

Collaborative climate refers to mutually shared elements of an organization's culture that influence the behaviors and willingness to share knowledge (Sveiby & Simons, 2002). The degree of collaboration in organizations is measured by how collaboration and trust are incorporated into the climate of a business unit, an immediate supervisor and coworkers in a workgroup.

Individual Personality

Individual personality can be defined as the intrinsic organization located within an individual's mental world and is not imposed by the environment. Personality is stable over time so that some specific attributes of individuals remain consistent throughout their lives and are present from one situation to another (Piedmont, 1998). In this study, emotional stability, agreeableness, and conscientiousness are selected as moderating variables.

Emotional Stability

Emotional stability assesses affective adjustment versus emotional instability.

Individuals who score high in this domain are prone to experience psychological distress, unrealistic ideas, excessive cravings or urges, and maladaptive coping responses. The six facets for this domain include anxiety, angry hostility, depression, self-consciousness, impulsiveness, and vulnerability (McCrae & Costa, 1992).

Agreeableness

Agreeableness examines the attitudes an individual holds toward other people.

Agreeable people are very pro-person, compassionate, trusting, forgiving, and soft-hearted toward other people. The facets for this domain include trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness (Piedmont, 1998).

Conscientiousness

Conscientiousness assesses the individual's degree of organization, persistence, and motivation in goal-directed behavior. It also represents the amount of personal control and the ability to delay gratification of needs. Competence, order, dutifulness, achievement striving, self-discipline, deliberation are included facets in this domain (Piedmont, 1998).

Overview of Methodology

The main purpose of this study is to find the relationship between the experience of workplace incivility and the intention to share knowledge. Additionally, it aims to find moderating effects of collaborative climate and individual personality, emotional stability, agreeableness, and conscientiousness, on this relationship. After a rigorous literature review, ten hypotheses were developed.

To explore the relationships, this study was designed as a non-experimental survey. The survey was distributed to Korean employees and was then collected and analyzed. The reliability and validity were tested, and hierarchical multiple regressions were ran to test the hypotheses. Additionally, an ANOVA was run to analyze the data in depth.

Organization of the Study

This dissertation is organized into five chapters. Chapter One provides an explanation of the research problem, purpose and question, and definition of key terms. Chapter Two reviews the literature related to the topics of workplace incivility, knowledge sharing, collaborative climate and individual personality. In this chapter, the research hypotheses will be provided. Chapter Three provides a detailed description of the research method. Chapter Four presents the statistical results of the survey and findings from the data analysis. Chapter Five discusses the findings from each research question, conclusions drawn from the findings, implications for the field of Human Resource Development, and recommendations for future research.

Summary

After Baron and Newman's (1998) groundbreaking work, which found that most violence in the workplace is, in fact, not in the form of direct and physical assault, but rather subtle and indirect action, the concept of workplace incivility was introduced to define these subtle violent behaviors in the workplace. Some previous researchers have

focused on workplace incivility and have conducted empirical studies to identify its antecedents and consequences. Yet, very few attempts have been made, in spite of its potential ill effects on organizational functions.

Thus, this study aims to find out how the experience of workplace incivility affects critical organizational functions, such as the intention to share knowledge. In addition, this study considers the effects of individual personality traits and collaborative climate on the consequences of workplace incivility, based on the implications and results of studies on workplace aggression. This study is expected to make foundational contributions to research devoted to workplace incivility and knowledge sharing.

CHAPTER II

LITERATURE REVIEW

This chapter consists of a literature review from four aspects: workplace incivility, knowledge sharing, collaborative climate, and individual personality traits. First, the background of the rise of workplace incivility and an identification of how workplace incivility differs from other deviant behaviors in the workplace will be reviewed. Its consequences, along with previous research studies on workplace incivility, will be reviewed. Second, the importance of knowledge and knowledge sharing will be reviewed, as well as research surrounding knowledge sharing, *per se*. Third, a comparison between organizational culture and climate will be made. This review will include posing theories of collaborative climate as being a moderating predictor of the relationship between the experience of workplace incivility and the intention to share knowledge. Fourth, a review of individual personality traits will be presented. Three main individual personality traits—emotional stability, agreeableness, and conscientiousness—will be reviewed separately, along with assumptions of the moderating roles of individual personality traits on the relationship between the experience of workplace incivility and the intention to share knowledge. Finally, a summary of this chapter will be provided.

Workplace incivility is a newly introduced concept of antisocial behavior in various disciplines, such as management, nursing, and education. Characterized as disrespect, thoughtlessness, or rudeness, workplace incivility can be defined as follows:

Workplace incivility is low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others (Andersson & Pearson, 1999, p. 457).

According to this definition, workplace incivility is lower in intensity than other various forms of deviant behaviors, such as workplace violence (Neuman & Baron, 1998; Jackson, Clare, & Mannix, 2002; LeBlanc & Kelloway, 2002), workplace aggression (Neuman & Baron, 1998; Glomb, 2002), workplace bullying (Liefoghe & Davey, 2001), tyranny (Ashforth, 1994), and workplace harassment (Spry, 1998; Rospenda, 2002). Despite the low intensity of incivility, it does have an important impact. Incivility is not limited to verbal abuse; indeed, it can also be nonverbal. Disrespectful nonverbal behaviors include glaring, ignoring, or excluding colleagues (Lim, Cortina, & Magley, 2008). Not turning off mobile phones during meetings, leaving a jammed printer, gossiping, and snapping at coworkers are suggested as examples of uncivil behaviors in organizations (Johnson & Indvik, 2001). While workplace incivility represents low intensity behavior, it should not be considered as harmless or trivial. No matter how low the intensity, workplace incivility can take on a wide variety of nuanced behaviors and can possibly cause discomfort and anxiety for those targeted (Vickers, 2006). Because of its low intensity, it is hard to notice and easy to ignore; however, disregarding these

tendencies allows incivility in the workplace to exacerbate into more severe types of workplace mistreatment.

In modern society with more complexity and more frequent interaction, the demand for civility increases the need for better communication and cooperation. However, due to prevailing thoughtlessness and rudeness, the informality of society is reflected in the workplace; consequently, acknowledged civility in the workplace is decreasing (Anderrson & Pearson, 1999). Scholars in management have tried to find factors affecting the spread of incivility. The revealed factors can be categorized into two areas: social and organizational changes.

Gonthier and Morrissey (2002) suggests various sociological changes that cause rudeness in society. The term "influenza" was first selected as one of the reasons causing rudeness in society. *Affluenza* can be characterized as addiction to consumption or a need to make more and more money. Under affluenza, one's worth is intrinsically tied to one's income, and success is almost always equated with money. This trend creates an attitude of "whatever I want, I will get." The reckless mentality derived from affluenza leads to incivility. Giovinella also points to the chaotic era of the 1960s as a reason for prevailing incivility. During the turbulent 1960s, society metaphorically "threw out the baby with the bath water." Younger generations lost respect for tradition and were disappointed with a government caught up in lies. When these young generations became parents and raised their children while still angry about society, rudeness became more serious. The next generation grew up without learning about manners, formal rules of etiquette and civility. Additionally, they suggest diversity as a source of incivility. Changing roles of

minorities and women and an increasing rate of immigration affected people who were angry about losing their prestige or standing that they once had. Some in the feminist movement during the 1970s rejected all kinds of manners as signs of weakness, and this also contributed to incivility. A growing population with a decline in family life and community also accelerated the spread of uncivil behavior. Thus, social factors causing incivility should be considered as important as organizational factors causing incivility because changes in norms outside of the workplace seep into offices and factories (Pearson, Andersson, & Porath, 2000).

Other researchers, such as Baron and Neuman (1996) and Johnson and Indvik (2001) assert that organizational change has caused workplace incivility. Baron and Neuman (1996) suggest that recent organizational changes, such as downsizing or increased workplace diversity, are accelerating the spread of incivility. Johnson and Indvik (2001) conducted very rigorous research to find out the causes of incivility in the workplace. Various causes such as anger, stress, lack of communication, increased workloads, job insecurity, organizational changes, and poor work organization were suggested in their study. These are also found in the work of Pearson, Andersson and Porath (2000). The participants of their study reported that improved technologies, such as voice mail, e-mail, and teleconferencing, facilitated the complexity and fragmentation of workplace relationships. Participants added that due to overwhelming workloads, there was no time to be nice to coworkers, colleagues, and subordinates. Re-engineering, downsizing, budget cuts, and pressure for productivity all force employees to work more with less money and fewer resources. Additionally, increased part-time and temporary

employees are viewed as a potential cause for the increase in uncivil workplace behaviors. In their study, participants reported that the increased use of part-time and temporary workers creates weaker connections to the organization and facilitates workplace rudeness and discourtesy. More importantly, changes in organizational structure are pointed in their study. Flattened organizational structures, aiming at faster decision-making and efficient communication, have led organizations to become excessively casual. Consequently, what constitutes proper business behavior has disappeared, and the overly casual atmosphere fosters disrespect and discourtesy among employees. Since these organizational changes are happening in organizations very commonly, it is expected that more and more organizations will notice various degrees of incivility.

Prevailing incivility first destroys meaningful interactions among people, which can create organizational disasters. Coworkers slowly, but surely do not feel the need for cooperation or cohesiveness. Disrespect, distrust and dissatisfaction will prevail in the organizational culture, and workers will become accustomed to very unfriendly and unforgiving organizational cultures. Good people who cannot adjust to the aggressive culture will leave the organization, and those remaining will be unhappy and unsatisfied (Johnson & Indvik, 2001). For business, this culture or condition is harmful and destructive (Hallowell, 1999). Thus, while workplace incivility tends to be characterized as a less intense form of harm, the outcomes for organizations and individuals can be very serious.

For organizations, incivility can contaminate organizational culture by creating an unfriendly, rude, paranoid, cliquish and stressful work climate (Vickers, 2006). In

Pearson's (1999) study, 53 percent of the participants reported that they had lost work time worrying about particular incident and future interactions, 12 percent actually changed jobs to avoid instigators, and 37 percent of employees reported declining organizational commitment. Increased absenteeism, reduced commitment, and decreased productivity were also found as results of incivility (Pearson, Andersson, & Porath, 2000).

For individuals, the consequences of incivility vary from the psychological to the physical. It is suggested by Vickers (2006) that incivility can reinforce feelings of isolation and alienation while reducing cooperation and mutual understanding. Cortina (2001) found a correlation between incivility and poor health in the workplace. Victims of incivility experience feelings of hurt, anxiety, depression, nervousness, sadness, moodiness, and worrying; also, increased colds and flu were reported. Cortina's results are very important because she demonstrates the effect of personal wellbeing on performance and profit. This shows that the effect of incivility does not remain on the individual level, but diminishes the effectiveness of the entire organization.

Knowledge Sharing

Although this study focuses on knowledge sharing, it cannot be explored without seeing the multidimensional aspects of knowledge because of the complexity of knowledge. Thus, the literature review starts with the importance of knowledge and its

definition. Two types of knowledge and knowledge management are also introduced as the groundwork for the discussion concerning knowledge sharing.

It is difficult to define what knowledge is. Basically, unlike technology, knowledge is a competitive asset in organizations (Davenport & Prusak, 1998). Due to its self-canceling advantage of technology, once it becomes a source of competitive advantage, the technology soon disappears. Knowledge itself remains and is sustained after it becomes a source of advantage; furthermore, knowledge increase its volume in organizations via sharing because new ideas and knowledge created are based on previous knowledge. Thus, knowledge is a source of competitive advantage because the use and transfer of knowledge is not consumed or lost; rather, it is used to create new knowledge (Dalkir, 2007).

With the spread of perception of “knowledge as a source of competitive advantage,” the term *knowledge* started to be used indiscriminately. However, due to misunderstandings toward knowledge, in many cases when knowledge is mentioned, not only does it refer to pure knowledge, but also data or information. Both data and information are also important in current business, but the values inherent in them are not compatible to those of knowledge. According to Davenport and Prusak (1998), data are a set of discrete, objective facts about events, usually described as structured records of transaction. In business, data concerning unemployment, productivity, currency, and stock are updated every second and are used frequently when organizations make decisions. Data help make decisions, but data are only part of the decision; thus, data cannot have their own permanent meaning or value because data change too fast.

Information can be described as a message from sender to receiver. Usually it moves in the form of a document, or audible or visible communication. Unlike data, information can be true or false. Therefore, it is a receiver's choice to believe and accept the information or not.

Philosophers and researchers have explored the multiple dimensions of knowledge to develop a more comprehensive and reliable definition of knowledge. According to philosophical assumptions such as epistemology, ontology and positivism, conceptual paradigms, and perspectives about what knowledge is and how it should be approached have changed. There have been two dominant views regarding knowledge: active and commodity. Polanyi (1967) views knowledge as an activity because he believes that knowledge can be better explained as a process. Also, knowledge can be viewed as a commodity because individuals or organizations may acquire knowledge in the same way as they acquire a commodity (Blackler, 1995). Based on these philosophical assumptions and views, previous researchers such as Davenport and Prusak (1998) and Nonaka and Takeuchi (1995) define knowledge in their works.

Davenport and Prusak (1998) defined knowledge as follows:

Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knowers. In organizations, it often becomes embedded not only in documents or repositories, but also in organizational routines, processes, practices, and norms (p. 5).

Nonaka and Takeuchi (1995) argue the following:

Information is a flow of messages, while knowledge is created by that very flow of information, anchored in the beliefs and commitment of its holder. This understanding emphasizes that knowledge is essentially related to human action (p. 58).

The definitions of knowledge stated above attest to the characteristics of knowledge that make it valuable and difficult to define in a simple word. It is clear that knowledge is a complex mixture rather than a simple or neat term. All of these definitions emphasize that one of the important functions of knowledge is to lead participants to action. These are useful insights that readers can obtain from the above-mentioned definitions. However, the definitions lack the explanatory power of how and why knowledge makes a difference, such as competitive advantage, and leads participants to action (Tsoukas, 2005).

Depending on the extent to which it is expressed or stored, knowledge can fall into two categories: explicit and tacit knowledge. *Explicit* knowledge can be defined as something formal and systematic so that it can be expressed in words and numbers, and therefore communicated and shared actively in an organization. Normally explicit knowledge is gathered, stored and shared in the form of hard data, or scientific formulae (Nonaka & Tacheuchi, 1995). On the other hand, *tacit* knowledge is something invisible and hard to express in organizations. Subjective insights, intuitions, and hunches are all examples of tacit knowledge, reflecting personal action and experience, ideals, values or emotions that individuals embrace (Nonaka & Tacheuchi, 1995).

Although knowledge is an important source of competitive advantage, knowledge *per se* would have no value if it were not managed properly. In fact, knowledge itself

cannot solely be an asset of organizations. In other words, knowledge management is the source of a firm's competitive advantage rather than knowledge *per se* (Nonaka, 1994; Chakravarthy, McEvily, Doz, & Rau, 2003). That is, although an organization is full of knowledgeable workers, without knowledge management, knowledgeable workers cannot be transformed into knowledge workers. Davenport and Prusak (1998) define a *knowledgeable worker* as someone with a thorough, informed, and reliable grasp of a subject; someone both educated and intelligent. According to Drucker (1993), a *knowledge worker* is a knowledge executive who knows how to allocate knowledge and use it productively. To transform knowledgeable workers into knowledge workers, knowledge management is required in an organization because it is almost impossible to expect a single knowledgeable worker to understand all workers' knowledge and systems to create exchanges and to accumulate knowledge. Therefore, it is knowledge management that creates knowledge workers and competitive advantage. Thus, management needs to understand its human resources and build systems to transform their knowledgeable workers into knowledge workers. Eventually, these knowledge workers who interact and share their knowledge will contribute to the organization's competitive advantage. Knowledge management is an important ability that organizations should possess because much of an organization's valuable knowledge walks out the door when its workers leave the workplace, and most organizations lack the ability to use their knowledge resources (Dalkir, 2007).

Knowledge sharing is important in the knowledge management process for the following reasons. Nonaka (1994) asserts that one of the fundamental tasks of an

organization is how efficiently it can deal with information and decisions involving uncertainty. He suggests that through a sequence of hierarchical information processing, an organization can achieve such tasks. He adds that any organization dealing with a dynamic environment should not merely be satisfied with processing information efficiently, but also with creating information and knowledge. According to Davenport and Prusak (1998), knowledge sharing is the start of knowledge creation because new ideas and knowledge can be created by interacting and interchanging ideas. Thus, it is a solution for an organization, which is given the fundamental task of dealing with an uncertain environment to focus on knowledge sharing.

Additionally, knowledge sharing can contribute to the dissemination of created knowledge among individuals so that it can lead to more innovative ideas and actions. Cohen and Levinthal (1990) suggest how knowledge sharing can achieve higher levels of organizational innovation than each individual could singularly achieve. It is important that the internal end user of knowledge know whether it exists within an organization and its accessibility and applicability. If knowledge sharing is missing in an organization, users cannot acquire the knowledge they need to develop their ideas (based on the needed knowledge).

Theoretical Foundations and Hypotheses of the Research

This study borrows the theories of social exchange and reciprocity to provide the theoretical foundations of both workplace incivility and knowledge sharing, and to explore the relationship between them. According to Blau (1964), social exchange theory

is a social psychological perspective that explains social change as a process of exchanges between parties. When two parties yield reciprocal activities from each party through a series of mutual exchanges, social exchange relationships are developed. The theories of social exchange and reciprocal aggression support the importance of studying incivility. Andersson and Pearson (1999) and Glomb and Liao (2003) adopt the theories of social exchange and reciprocity to explain interpersonal aggression and incivility in the workplace. When one party expresses aggression or incivility toward another party, the social exchange process allows two parties in the process to exchange mutual aggression or incivility. Exchanged aggression or incivility is also very instinctual because the response to aggression is naturally assaulting or threatening another (Bandura, 1973). Thus, reciprocal aggression causes the target of aggression to elicit a similar or a more serious response. Based on social exchange theory and reciprocal aggression, Andersson and Pearson (1999) suggest theoretical evidence of an escalating and reciprocal nature of uncivil behavior, using a “tit-for-tat” pattern.

Likewise, social exchange theory explains the knowledge sharing process. Social exchange theory tends to engender feelings of personal obligation, gratitude, and trust (Brock & Kim, 2002). According to social exchange theory, a good social relationship between the sender and recipient can be created when the recipient receives an initial offer of knowledge. If the sender perceives that the recipient reciprocates properly, then trustworthiness between them is confirmed, and exchange relations can be established (Gouldner, 1960; Blau, 1964). Since knowledge can be viewed as a type of asset that cannot be changed by pricing (Davenport & Prusak, 1998), social exchange theory

explains that knowledge sharing can take place only when expected reciprocal benefits between the knowledge sender and recipient meet each other's expectations (Blau, 1964).

Thus, social exchange theory is employed as the theoretical foundation for this study. According to social exchange theory, trust is an important factor affecting knowledge sharing, in that individuals engage in interactions under the expectation of reciprocity in the future (Gouldner, 1960). Whereas trust makes an individual engage more in knowledge sharing, distrust harms the knowledge sharing process. Therefore, building trust among individuals in knowledge sharing has to be seriously recognized as a critical issue in the field of Human Resource Development. However, increasing workplace incivility is expected to decrease the level of trust in an organization, which in turn, disturbs knowledge sharing in an organization. MacKinnon (1994) points out that when uncivil behaviors occur routinely, it eventually increases levels of distrust.

Based on social exchange theory, it is proposed that prevalent workplace incivility is a major factor in distracting knowledge sharing, in that workplace incivility eventually decreases trust among members, which is a key factor in leveraging knowledge sharing.

Hypothesis 1: There will be a negative relationship between workplace incivility and knowledge sharing.

The main hypothesis was examined in a Korean context: it is expected that more severe workplace incivility exists in Korean companies due to its recent segregation of older and younger generations. In the following section, the reason for the current generation segregation will be discussed before a more detailed research design and method are introduced.

Collaborative organizational climate: Situational variable

To investigate the relationship between workplace incivility and knowledge sharing more deeply, two more variables, the situational variable and the individual variable, are included in this study. This study focuses on climate rather than on culture because it is more appropriate to measure climate to achieve the objectives of the current study.

Organizational culture and climate have been widely used and studied in organizational studies when explaining the reason as to why some organizations are more excellent in innovation, creativity and success. During the early evolution of organizational culture, the distinction between culture and climate is quite clear (Denison, 1996). In the 1980s, the difference between culture and climate seemed apparent in terms of its epistemology, point-of-view, methodology, level of analysis, temporal orientation, theoretical foundations, and disciplinary base (Denison, 1996). However, recently, the distinction between them has become vague, and it is unclear as to whether culture and climate represent two entirely separate phenomena, or whether they are investigated from different perspectives and methods. Comparing the definitions of the two concepts and the previous literature in each area shows overlap of the two areas.

According to Shein (1999), organizational culture can be defined as follows:

Organizational culture is a pattern of basic assumptions that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems (p. 385).

Pritchard and Karasick (1973) define organizational climate as follows:

Organizational climate is a relatively enduring quality of an organization's internal environment, distinguishing it from other organizations: (a) which results from the behavior and policies of members of organizations, especially top management; (b) which is perceived by members of the organization; (c) which serves as a basis for interpreting the situation; and (d) acts as a source of pressure for directing activity (p.126).

By defining the two concepts, both authors attempt to represent the importance of the social context, social learning and the collective cognitions of organizational members. More specifically, there is overlap in the definitions of the phenomenon, some central theoretical issues such as their multilayered nature, content of the culture and climate domains, and the problem of the relationship between the organizational whole and its components (Denison, 1996). Additionally, overlap in the dimensions studied, methods and theoretical foundations show both overlap and similarities.

In spite of all these similarities and overlap, this study focuses on measuring climate because the level of analysis of this study is individuals within organizations, and climate is more appropriate to measure an individual's sense regarding organizational culture and environment (Reichers & Schneider, 1990). Previously, Verbeke, Volgering, and Hessels (1998) described culture as the way that things are done in an organizational unit and climate as the way that people perceive their work environment. Since this study focuses on how individuals' intentions to share knowledge are different, based on their perceptions about workplace incivility and their organizational climate, it is more appropriate to measure individuals' perceptions about their organizations by measuring

organizational climate. According to James and James (1989), who distinguish between psychological and organizational climate, *psychological climate* refers to the individuals' perceptions of the psychological impact of the work environment on their wellbeing, while *organizational climate* refers to aggregated shared and agreed perceptions of individuals of the impact of their work environment. They point out the importance of remaining perceptions of each individual about the impact of the work environment and whether these perceptions are agreed upon or not. Whether there is group consensus or not, the measure of climate characterizes individuals in organizations because the psychological climate is an individual property and remains with each individual. The remaining psychological climate is linked closely to the thoughts, feeling, and behaviors of organizational members (Denison, 1996); moreover, it is often subject to directly manipulating people with power and influence. Thus, climate is more appropriate for measuring what is influencing the behavior of its members (James & Jones, 1974) and for framing an individuals' sense of organizational life, which shapes their behaviors and attitudes (Joyce & Slocum, 1984). Climate focuses on the internal social psychological environment as a holistic, collectively defined social context (Denison, 1996), whereas climate research studies are more concerned with the impact that organizational systems have on groups and individuals (Koys & DeCotiis, 1991). Climate emerges from what individuals perceive to be important and influential in their work so that studying climate is more appropriate to capture the aspects of the social environment consciously perceived by organizational members. Thus, climate research studies have focused on organizational members' perceptions of observable practices and procedures.

On the basis of previous research, this study emphasizes the collaborative climate. Along with the trust climate (Goh, 2002; Sveiby & Simons, 2002; Wagner, 2003) and supervisory support (Dixon, 2002), the collaborative climate (Goh, 2002; Sveiby & Simons, 2002) has been emphasized as one of the most important elements in the study of knowledge sharing. *Collaborative climate* refers to the mutually shared elements of an organization's culture that influence the behaviors and willingness to share knowledge (Sveiby & Simons, 2002). According to Sveiby and Simons, the success of knowledge management practices depends on how collaboration and trust are incorporated into the organizational culture. Based on a literature review and empirical research, they confirmed that in the collaborative climate of a business unit, an immediate superior and coworkers in a workgroup play the most important roles in knowledge sharing. They argue that knowledge sharing is maximized when four clusters used to measure the climate—organizational culture, immediate supervisor, employee attitudes, and work group support—positively influence an individual's intention to share knowledge. More specifically, collaboration will increase when knowledge sharing is encouraged in action, an immediate supervisor encourages individuals, individuals have positive attitudes toward sharing knowledge, and work groups contribute to building trusting and promoting a collaborative climate. When collaboration is established and flourishes in organizations, trust grows among individuals, and they tend to focus more on problem-solving and try to find out more effective and efficient communication methods (Olinger, Brown, Laudert, Swanson, & Fofah, 2003).

Thus, on the basis of the organizational culture and knowledge sharing literature, there will be a positive relationship between the collaborative climate and intention to share knowledge.

Hypothesis 2: A collaborative climate will moderate the relationship between workplace incivility and intentions to share knowledge.

Personality traits: Individual variables

Individual differences, such as an individual's personality, have been central to the research interest of researchers in organizations because of the previously studied relationship between individual differences and organizational outcomes, such as job performance, training success, turnover intentions, and job satisfaction (Barrick, Parks, & Mount, 2001; Barrick, Mount, & Judge, 2001). The Five-Factor Model (FFM) of personality has been used frequently in the area of management and psychology to examine the relationship between personality and employee behavior. The FFM proposes that personality may be described in terms of five higher order factors: Neuroticism, or Emotional Stability; Extraversion; Openness to Experience; Agreeableness; and Conscientiousness (Digman, 1990).

No study has investigated the moderating role of personality in the relationship between workplace aggression and the reaction of organizational members, but Skarlicki, Folger and Tesluk (1999) found the moderating role of personality in the relationship

between fairness and retaliation. Based on the results of previous research (Skarlicki & Folger, 1997), they found that employees' perceptions of unfair treatment predicts workplace retaliation, and individuals' agreeableness was found to moderate this relationship. Although the previous research study is not directly related to the present research model, the results are very applicable to this study, in that experiencing unfair treatment causes people to participate in very covert retaliatory behavior, such as the withdrawal of citizenship behaviors, psychological withdrawal, and resistance before they participate in very overt retaliatory behavior, such as sabotage, assault, and theft (Gottfried, 1994). Thus, when employees experience unfair treatment, such as workplace incivility, they may engage in covert retaliation, such as hoarding knowledge. As a result, the relationship between workplace incivility and knowledge sharing can be moderated by individual personality.

The highest correlation between personality and employee behavior has been found when personality traits are linked with theoretically relevant outcome variables. In this study, conscientiousness is one theoretically relevant moderator. High conscientiousness represents planful, organized, purposeful, achievement oriented, hard working, responsible, and dependable behaviors. People with high conscientiousness tend to expand their efforts and work hard persistently to achieve their objectives because they are achievement oriented (Mount, Barrick, & Strauss, 1999). Additionally, it has been found that conscientious individuals are less likely to withhold their efforts, in spite of perceived negative situations (Colbert, Mount, Harter, Witt, & Barrick, 2004). Thus, it is

expected that when conscientious people experience workplace incivility, their tendency not to share knowledge is low, compared to the tendency of less conscientious people.

Hypothesis 3a: Conscientiousness will moderate the relationship between workplace incivility and intentions to share knowledge.

The second possible moderator is agreeableness, which loads on such opposite adjective pairs as uncooperative-helpful, stingy-generous, selfish-selfless, and rude-courteous. Agreeableness describes a personality factor having to do with how well a person typically gets along with those around her/him (Organ, 1994). In previous research, it has been found that agreeable people are more likely to have more positive relationships in the workplace (Mount, Barrick, & Stewart, 1998). Theoretically, agreeableness is negatively related to interpersonal deviance because agreeable people tend to be good natured, flexible, trusting, considerate, nurturing, forgiving, and tolerant. Thus, it is expected that when agreeable people experience workplace incivility, their tendency not to share knowledge is low compared to the tendency of disagreeable people.

Hypothesis 3b: Agreeableness will moderate the relationship between workplace incivility and intentions to share knowledge.

The third possible moderator is emotional stability, which refers to the tendency to be confident, secure, and steady. People with low emotional stability tend to be anxious, depressed, insecure, and fearful. Theoretically, when people with low emotional stability experience depression or despair, they are more likely to lack the energy needed to do their jobs; thus, they avoid exerting effort and have dysfunctional thought processes. Based on this theory, it has been found that emotionally stable people are less likely to

experience diversions and are less likely to withhold efforts on the job (Colbert et al., 2004). Thus, it is expected that when emotionally stable people experience workplace incivility, their tendency not to share knowledge is low compared to the tendency of emotionally unstable people.

Hypothesis 3c: Emotional stability will moderate the relationship between workplace incivility and intentions to share knowledge.

Hypothesized model

Based on a comprehensive literature review, this study selected a set of the following constructs: workplace incivility, intention to share knowledge, collaborative climate and three personality traits; conscientiousness, agreeableness, and emotional stability. The hypothesized model for this study is illustrated in Figure 1.

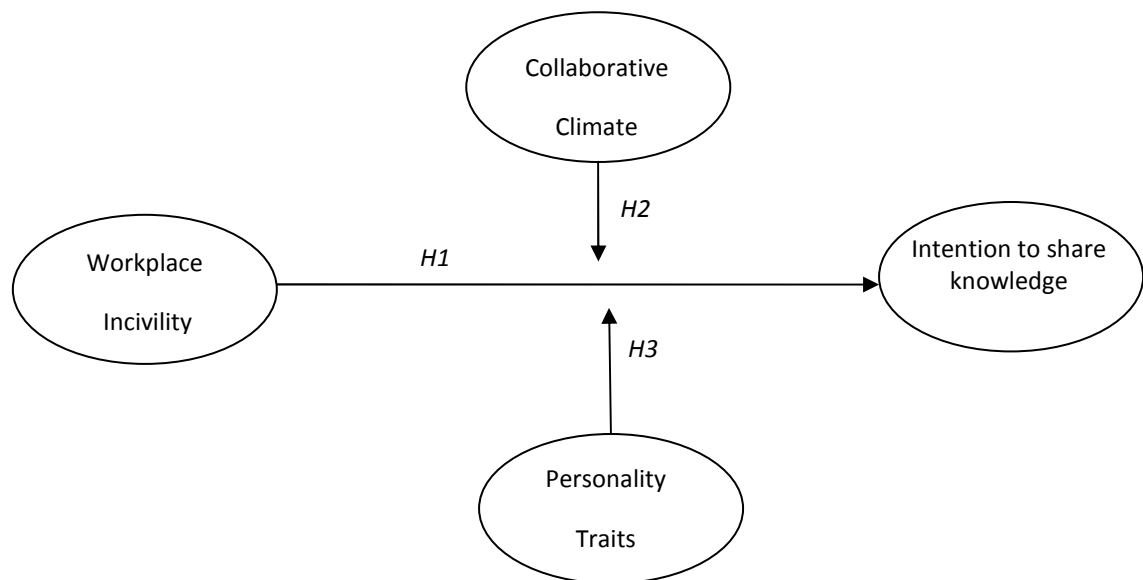


Figure 1. Research Model. Developed by the researcher.

Employee Segregation in Korean Companies

Hofstede (2001) has studied the patterns of thinking and feeling and argues that societies and organizations are influenced by national and regional cultural groups, which are very persistent across time. Based on his studies, Hofstede has identified five basic cultural dimensions: power distance (PDI), individualism/collectivism (IDV), masculinity (MAS), uncertainty avoidance (UAI), and long-term orientation (LTO).

According to Hofstede (2001), the index values of Korea are: PDI (60), IDV (18), MAS (39), UAI (85), and LTO (75). Compared to the world average (55-43-50-64-45), Korea has higher values of PDI, UAI, and LTO, and lower values of IDV and MAS. Based on Hofstede's index value, it is possible that there is a high level of incivility in Korean organizations. The first cultural dimension is power distance, defined as the extent to which less powerful members of institutions and organizations expect and accept that power is distributed unequally (Hofstede, 2001). South Korea has a slightly higher PDI (60). The higher power distance allows for strict stratifications in society. According to Hofstede (2001), people in this kind of country accept more autocratic and paternalistic power relations. Subordinates recognize the power of others simply based on formal positions and status in an organization or hierarchy. This orientation reinforces

a cooperative interaction across power levels and creates a more stable cultural environment. Because of the high power distance, members in higher positions or those who are older enjoy privileges in organizations. Younger or lower positioned employees have relatively less power in organizations. In many Korean organizations, it used to be common for younger and lower level members to serve and support the older and higher positioned members. However due to the fast Westernization of Korea, more and more young participants are complaining about this hierarchical relationship. Thus, it can be possible that the younger participants consider their older and higher positioned participants' orders or requests as rudeness and thoughtlessness. On the other hand, it can be possible that the older participants consider their younger and lower positioned participants' questioning or complaining as incivility.

Hofstede's (2001) second cultural dimension is individualism and collectivism (18). Individualism refers to the extent to which people are expected to stand up for themselves and to choose their own affiliations, or alternatively act predominantly as a member of a lifelong group or organization. Collectivism is a contrast to individualism. South Koreans prefer collectivism to individualism; South Koreans are more comfortable in groups as a collectivist society. The individual's desires could be subordinated for the goals of the group in Korea, and the larger the group, the more that comfort is felt (Lee, 2001). Loyalty in a collectivist culture is paramount, and overrules most other societal rules and regulations. The society fosters strong relationships where everyone takes responsibility for fellow members of their group. Again, however, fast Westernization has played an important role in fostering incivility within Korean organizations in terms

of collectivism and individualism. When participants prefer collectivism and feel comfortable in a collectivistic culture and behavior, it is possible that individualistic behavior and comments stand out and are considered as rude and thoughtless among other participants who prefer collectivism. The cultural gap is becoming larger between younger and older employees in the Korean workplace because a large number of younger employees are educated in the Westernized educational system and are exposed to Western culture. Thus, it is expected that each party would perceive the other party as uncivil due to the conflict between the collectivistic versus individualistic perspectives.

Rapid Westernization has changed many culturally and traditionally accepted norms in Korean organizations. Strong opinions or liberal emotional expressions of younger employees are considered to be clueless or insolent for older employees. Hierarchical relationships with older employees, coercive orders, illogical customs and norms in organizations may bother younger employees and may cause high stress. Younger employees may consider many of the older employees' behaviors and comments toward them as uncivil. Therefore, it is worth examining the level of incivility in Korean organizations and the relationship between workplace incivility and knowledge sharing in this study.

Summary

The experience of workplace incivility and intentions to share knowledge are examined as the two primary concepts of this study. Previous studies on workplace incivility either still remain within a theoretical realm or focus on very limited psychological or physical effects of individuals experiencing workplace incivility.

Additionally, in spite of the number of research studies on knowledge sharing, studies specifically focused on the barriers of knowledge sharing have yet to be completed and published. For a more rigorous investigation, this study includes individual personality traits—emotional stability, agreeableness, and conscientiousness—and a situational factor, collaborative climate.

Based on an extensive literature review, this study finally identified five hypotheses: 1) There will be a negative relationship between the experience of workplace incivility and intentions to share knowledge; 2) A collaborative climate will moderate the relationship between the experience of workplace incivility and intentions to share knowledge; 3) Conscientiousness will moderate the relationship between the experience of workplace incivility and intentions to share knowledge; 4) Agreeableness will moderate the relationship between the experience of workplace incivility and intentions to share knowledge; and 5) Emotional stability will moderate the relationship between the experience of workplace incivility and intentions to share knowledge.

CHAPTER III

METHOD

Research Methodology

To achieve the purpose of this study, quantitative research methods were used. As stated above, this study aims to answer the following question: What is the relationship between workplace incivility and knowledge sharing? By answering this question, this study is expected to make generalizations from the sample being studied to broader groups beyond this sample. Thus, it is appropriate to use a quantitative research method for this study (Holton III & Burnett, 2005). Since this research studies variables as they exist, and it aims to investigate the association between knowledge sharing and workplace incivility, this study can be referred to as a non-experimental correlational research design (Gall, Gall, & Borg, 2005).

Chapter Three provides a description of the research methods used in conducting this study. It is organized into six major parts. First, the data collection procedures will be provided. Second, a description of the existing data set will be given, including demographic information related to the sample selection and sample size. Third, descriptions about the four measurement instruments are explained. Fourth, a translation procedure is presented. Fifth, an overview of the data analysis is outlined.

Data Collection Procedure

Since the concept of workplace incivility has not yet been introduced in Korea, and no study has been conducted in a Korean organizational setting, I contacted as many

companies as possible, considering rejection upon request. Twenty-two companies in the chemical, insurance, IT, manufacturing, finance, and R&D industries were contacted, and 14 companies accepted the request. Surveys were printed and sent by mail to the HR managers of the companies. These HR managers distributed the survey randomly and collected them. Roughly, the entire procedure took two months, based on the date of the last arrival of the surveys. A total of 600 surveys were distributed, and 494 of them were returned. The response rate was 82.3%, but after the data cleaning process, the usable survey rate dropped to 476 (79.3%).

Sample Demographics

The demographic descriptions included in this study were: (1) gender, (2) age, (3) length of employment, (4) hierarchical level, (5) department, (6) industry, (7) size of company, (8) education level, and (9) type of employment (see table 1). Among the 476 respondents, 341 were male (71.6%), and 135 were female (28.4%). More than half of the participants were between ages of 31 to 40 (51.7%), 22.3% of the participants were between 26 and 30, and 19% were 41-50. Thirty-seven percent of the participants had been working for their organizations for less than 5 years, 29% of the participants had been working 6-10 years, and 33.8% of them had been working for their organization for more than 11 years. Approximately 31% of the participants were incoming employees, 22% were assistant managers, 31% were managers and nearly 10% of the participants were at the executive level. In terms of department, 16.6% were in the HR department, 6% were in the marketing department, and 8% were in the finance department. Almost

40% of the participants were in the manufacturing industry, 10% of them were in the chemical industry, and 8.2% were in the construction industry. Forty-nine percent of the participants' company size was larger than 1000 employees, and 26.5% of the participants were working in companies smaller than 300 employees. Thirty-five percent of the participants held more than a master's degree, and 45.6% of them had a bachelor's degree. Ninety-four percent of the participants' employment type was full time.

Table 1

Demographic Information

	Total		Male		Female	
	Frequency	%	Frequency	%	Frequency	%
AGE						
19-25	16	3.4	2	0.6	14	10.4
26-30	106	22.3	44	12.9	62	45.9
31-40	246	51.7	192	56.3	54	40.0
41-50	91	19.1	86	25.2	5	3.7
51 and older	17	3.6	17	5.0	0	0.0
TENURE						
Less than 5 yrs	176	37.0	98	28.7	78	57.8
6-10 yrs	139	29.2	110	32.3	29	21.5
More than 10 yrs	161	33.8	133	39.0	28	20.7
POSITION						
Staff	149	31.3	70	20.5	79	58.5
Assistant Manager	105	22.1	76	22.3	29	21.5
Manager	148	31.1	128	37.5	20	14.8
Deputy Manager	21	4.4	17	5.0	4	3.0
Director	47	9.9	45	13.2	2	1.5
Executive Level	6	1.2	5	1.5	1	0.7
DEPARTMENT						
Strategic	15	3.2	12	3.5	3	2.2
International	16	3.4	10	2.9	6	4.4
Development	79	16.6	64	18.8	15	11.1
HR/Administration	13	2.7	7	2.1	6	4.4
Marketing	26	5.5	21	6.2	5	3.7
Financing/Accounting	39	8.2	26	7.6	13	9.6

Others	288	60.5	201	58.9	87	64.4
INDUSTRY						
Construction	39	8.2	27	7.9	12	8.9
Manufacturing	185	38.9	153	44.9	32	23.7
Heavy Chemical	50	10.5	43	12.6	7	5.2
Financial	9	1.9	3	0.9	6	4.4
IT	28	5.9	19	5.6	9	6.7
Education	35	7.4	19	5.6	16	11.9
R&D	4	0.8	3	0.9	1	0.7
Others	126	26.5	74	21.7	52	38.5
SIZE						
Less than 300	126	26.5	76	22.3	50	37.0
300-500	39	8.2	35	10.3	4	3.0
500-1000	75	15.8	56	16.4	19	14.1
Larger than 1000	236	49.6	174	51.0	62	45.9
EDUCATION						
Higher than Master's Degree	166	34.9	130	38.1	36	26.7
University	217	45.6	158	46.3	59	43.7
College	61	12.8	32	9.4	29	21.5
High School	32	6.7	21	6.2	11	8.1
JOB TYPE						
Permanent	448	94.1	338	99.1	110	81.5
Contingent	19	4.0	0	0.0	19	14.1
Internship	1	0.2	1	0.3	0	0.0
Part-time	8	1.7	2	0.6	6	4.4
Total	476	100.0	341	100.0	135	100.0

Measurement Instruments

Workplace Incivility. To measure incivility in the workplace, the Uncivil Workplace Behavior Questionnaire (UWBQ) developed by Martin and Hine (2005) was used (see table 2). Previous empirical research studies to determine the effects of incivility in the workplace were conducted in Scandinavian countries in the 1990s (Cortina, Magley, Williams, & Langhout, 2001), and later questionnaires for empirical research studies were developed based on Einarsen and colleagues (2000). However, pre-existing

questionnaires could not adequately capture the full breadth of the workplace incivility construct, so a multidimensional instrument of workplace incivility was developed by Martin and Hine (2005). The UWBQ exhibits good convergent validity and concurrent validity by measuring multiple dimensions of incivility in the workplace. According to Martin and Hine (2005), the UWBQ and all of its subscales have Cronbach's alphas of over 0.80, indicating internal consistency among the items. Convergent validity, concurrent validity and divergent validity have been tested and supported, as well. The Cronbach's alpha coefficient for this study was 0.94. The dimensions included in the questionnaire are hostility, privacy invasion, exclusionary behavior, and gossiping. The privacy invasion dimension of the UWBQ includes questions such as "took stationery from your desk without later returning it."

Intentions to Share Knowledge. Since knowledge sharing has been studied for a long time in the academic field, there are various instruments developed to measure knowledge sharing behavior and motivation. In this study, an instrument designed by Bock and Kim (2002) was used to measure knowledge sharing behavior (see table 2). The validity of this measurement was confirmed with survey data collected from Korean organizations in both the public and private sectors; therefore, it was appropriate to use for this study. Cronbach's alpha was .91.

In its measurement, knowledge sharing behavior is defined as the degree to which one actually shares one's knowledge. Measurement is based on the "theory of reasoned

action" (TRA), developed by Fishbein and Ajzen (1975). According to this theory, human beings make decisions rationally and use information around them systemically.

Collaborative climate. To measure collaborative climate, this study used the collaborative climate survey (CCS) developed by Sveiby and Simon in 2002 (see table 2). The measurement was developed to explore whether collaboration is better in creating values than competition. Sveiby and Simon started to identify and extract some 50 factors mentioned in the literature on culture and employee attitudes as influencing knowledge sharing, trust, and collaboration. Cheng (1993), Oliver and Liebeskind (1997), von Krogh and Roos (1996), Elkjaer (1998), Inkpen (1998), Hales (1998), Berman and West (1998), Kliecki and Lassleben (1998) and Long, Bowers, Barnett, and White (1998) were the main sources of the literature review. The survey instrument contains four clusters of factors influencing knowledge sharing, based on their literature review, and each cluster has five items: each cluster includes questions describing the respondent's own attitudes, employee attitudes (EA); the knowledge sharing behavior of the individual's nearest colleagues, work group support (WGS); the behaviors of the immediate manager, named the immediate supervisor (IS); and the leadership factors outside the individual's nearest working environment, which they referred to as organizational culture (OS). A five-point Likert scale (5=strongly agree, 3=neutral, and 1=strongly disagree) was used to rate each item.

The Cronbach's alpha coefficient estimates calculated for this instrument shows internal consistency reliability; its value was .94. Sample questions include the following:

“Sharing of knowledge is encouraged by the department in action and not only in words,” and “We often share work experiences informally in our unit/section.”

Personality. To measure an individual’s personality, the NEO-FFI (Five-Factor Inventory) developed by Costa and McCrae (1992) was used (see table 2). The NEO-FFI is a shortened version of the NEO-PI-R, which was developed by the same authors and is considered as the most standard measurement of the Big Five’ personality. The NEO-PI-R has 240 items, and 60 of the 240 items of the NEO-FFI were taken via a factor analysis.

Cronbach’s alpha coefficient was .72. This coefficient was relatively lower, compared to the other instruments’ coefficients included in this study; however, statistically, a Cronbach’s alpha higher than .70 is considered to be acceptable. Among the five traits, emotional instability, agreeableness, and conscientiousness were selected for this study. Each trait contained 12 questions measuring the traits. Sample items included “I am not a worrier,” and “I often feel helpless and want someone else to solve my problems” in order to measure emotional instability. “I try to be courteous to everyone I meet” and “Some people think of me as cold and calculating” are included to measure agreeableness. “I try to perform all the tasks assigned to me conscientiously” and “I am a productive person who always gets the job done” are sample questions to measure conscientiousness.

Table 2.

Survey Questions used to answer the Research Question

Workplace Incivility (20 items)

-
1. Raised their voice while speaking to you.
 2. Used an inappropriate tone when speaking to you.
 3. Spoke to you in an aggressive tone of voice.
 4. Rolled their eyes at you.
 5. Took stationary from your desk without later returning it.
 6. Took items from your desk without prior permission.
 7. Interrupted you while you were speaking on the telephone.
 8. Read communications addressed to you, such as e-mails or faxes.
 9. Opened your desk drawers without prior permission.
 10. Did not consult you in reference to a decision you should have been involved in.
 11. Gave unreasonably short notice when canceling or scheduling events you were required to be present for.
 12. Failed to inform you of a meeting you should have been informed about.
 13. Avoided consulting you when they would normally be expected to do so.
 14. Was excessively slow in returning your phone messages or e-mails without good reason for the delay.
 15. Intentionally failed to pass on information which you should have been made aware of.
 16. Were unreasonably slow in seeing to matters on which you were reliant on them for, without good reason.
 17. Publicly discussed your confidential personal information.
 18. Made snide remarks about you.
 19. Talked about you behind your back.
 20. Gossiped behind your back.
-

Intention to Share Knowledge (5 items)

1. I will share my knowledge with more organizational members.
 2. I will always provide my knowledge at the request of other organizational members.
 3. I will share my knowledge to any coworker if it is helpful to the organization.
 4. I intend to share my knowledge with other organizational members more frequently in the future.
 5. I try to share my knowledge with other organizational members in an effective way.
-

Collaborative Climate (20 items)

1. The people I report keep me informed.
2. Sharing of knowledge is encouraged by the department in action and not only in words.
3. We are continuously encouraged to bring new knowledge into the department
4. We are encouraged to say what we think even if it means disagreeing with people we report to.
5. Open communication is characteristic of the department as a whole.
6. My immediate supervisor encourages me to come up with innovative solutions to work-related problems.

7. My immediate supervisor organizes regular meeting to share information.
8. My immediate supervisor keeps me informed.
9. My immediate supervisor encourages open communication in my working group.
10. My immediate supervisor encourages-by action and not only words-sharing of knowledge.
11. I learn a lot from other staff in this department.
12. In the department, information sharing has increased my knowledge.
13. Most of my expertise has developed as a result of working together with colleagues in this department.
14. Sharing information translates to deeper knowledge in this department.
15. Combining the knowledge amongst staff has resulted in many new ideas and solutions for the department.
16. There is much I could learn from my colleagues.
17. There are people who prefer to work on their own.
18. We often share work experiences informally in our unit/section.
19. We help each other to learn the skills we need.
20. We keep all team members up to date with current events and work trends.

Emotional Stability (12 items)

1. I am not a worrier.
2. I often feel inferior to others.
3. When I'm under a great deal of stress, sometimes I feel like I'm going to pieces.
4. I rarely feel lonely or blue.
5. I often feel tense and jittery.
6. Sometimes I feel completely worthless.
7. I rarely feel fearful or anxious.
8. I often get angry at the way people treat me.
9. Too often, when things go wrong, I get discouraged and feel like giving up.
10. I am seldom sad or depressed.
11. I often feel helpless and want someone else to solve my problems.
12. At times I have been so ashamed I just wanted to hide.

Agreeableness (12 items)

1. I try to be courteous to everyone I meet.
2. I often get into arguments with my family and co-workers.
3. Some people think I'm selfish and egotistical.
4. I would rather cooperate with others than compete with them.
5. I tend to be cynical and skeptical of others' intentions.
6. I believe that most people will take advantage of you if you let them.
7. Most people I know like me.
8. Some people think of me as cold and calculating.
9. I'm hard-headed and tough-minded in my attitudes.
10. I generally try to be thoughtful and considerate.
11. If I don't like people, I let them know it.

12. If necessary, I am willing to manipulated people to get what I want.

Conscientiousness (12 items)

1. I keep my belongings neat and clean.
 2. I often get into arguments with my family and co-workers.
 3. I am not a very methodical person.
 4. I try to perform all the tasks assigned to me conscientiously.
 5. I have a clear set of goals and work toward them in an orderly fashion.
 6. I waste a lot of time before settling down to work.
 7. I work hard to accomplish my goals.
 8. When I make a commitment, I can always be counted on to follow through.
 9. Sometimes I'm not as dependable or reliable as I should be.
 10. I am a productive person who always gets the job done.
 11. I never seem to be able to get organized.
 12. I strive for excellence in everything I do.
-

Translation Procedure

All constructs used multi-item scales that have been developed and used in the United States and European countries. Previously, two of the instruments used in this study, the NEO-FFI and intentions to share knowledge, were used in a Korean setting, but the other two instruments—the Uncivil Workplace Behavior Questionnaire (UWBQ) and the Collaborative Climate Survey (CCS)—have not been used in a Korean setting. Therefore, the instruments were prepared for use in Korea by using the appropriate translation-back-translation procedures. For the current study, the four survey instruments, the Uncivil Workplace Behavior Questionnaire (UWBQ), intentions to share knowledge, the Collaborative Climate Survey (CCS), and the personality measurement, were validated in Korean companies. Since two of the instruments—the Uncivil Workplace Behavior Questionnaire (UWBQ) and the collaborative climate survey (CCS)—were translated and used for the first time in Korea, careful translation work was performed.

The first version of the Korean CCS and UWBQ were developed through following strict procedures. Using a literal combination, three Korean doctoral students translated the surveys. A bilingual individual assessed the translated versions by backward translation. Some adjustments were made, based on the second procedure. Then the adjusted versions were assessed by two Korean experts in HR (One practitioner and one academic). The first versions were pilot tested and revised, based on the feedback of the pilot test. Adjustments were mainly made on word clarification, and the second version of the Korean CCS and UWBQ were developed, based on the pilot test. For current research, the second versions of the Korean CCS and UWBQ were used to ensure validity in the process of translation.

IRB Approval

The University of Minnesota Institutional Review Board (IRB) reviews research projects involving human subjects to ensure that they are not placed at any undue risk. Per the requirements of protecting human subjects involved in a research study set by the University of Minnesota, the researcher submitted an application of Exempt Research from the IRB Committee Review Category 4 to the Research Subjects' program office at the University of Minnesota (see Appendix B).

Data Analysis

To test the proposed hypotheses, this study mainly used a hierarchical regression analysis. In addition to the hierarchical regression analysis, several statistical analyses were conducted to analyze the collected data.

First, Confirmatory Factor Analysis (CFA) was performed to assess the construct validity of the measurement model. Based on CFA, the quality of the factor structure and designated factor loadings can be estimated by statistically testing the fit between the proposed measurement model and the collected data (Kline, 2005; Pett, Lackey, & Sullivan, 2003; Yang, 2005). In this study, CFA was used to estimate the convergent and discriminate validity of indicators of the four constructs: workplace incivility, knowledge sharing intention, collaborative climate, and individual personality traits.

In addition, the descriptive statistics, Cronbach's alpha coefficient estimates, and correlation coefficients were calculated. Cronbach's alpha values represent the internal consistency of the items, and the correlation coefficients show a general description about the relationships across the constructs and subconstructs among the proposed variables (Howell, 2007; Siegel, 2003).

Thirdly, hierarchical multiple regression analyses were conducted. Multiple regression analysis is appropriate when a single metric dependent variable is hypothesized to have relationships with two or more metric independent variables (Howell, 2007; Kline, 2005; Siegel, 2003). In this study, the main effects of workplace incivility and intentions to share knowledge, the moderating effects of collaborative climate and personality, as well as their interaction effects were tested.

In addition to the main analysis, an analysis of variance (ANOVA) and post-hoc tests were conducted to show group differences concerning perceptions of workplace incivility in Korean companies.

Summary

To answer the main question of this study—what is the relationship between the experience of workplace incivility and intentions to share knowledge—quantitative research methods were used. Previously validated survey instruments were adapted and translated carefully. The IRB reviewed this study and gave its approval prior to the data collection.

Six-hundred surveys were distributed to 22 companies in South Korea, and 494 of them were returned, with ultimately 476 usable surveys. Demographics of the sample were reported. Mainly hierarchical multiple regressions were conducted, as well as reliability tests, correlations, CFA, and ANOVAs.

CHAPTER IV

RESULTS

In this chapter, the results of the data analysis of the study are presented. First, the results of the CFA are reported to show the assessment of the measurement model. Second, the descriptive statistics, reliability and correlation among the key constructs are reported. Third, the hypothesized model is tested using the hierarchical multiple regression, and the results are shown. Fourth, the results of the analysis of variance (ANOVA) are reported for an in-depth analysis of the workplace incivility situation in Korea. For all statistical analyses, SPSS 15.0 and AMOS 7.0 were used.

The collected data were analyzed to test the following hypotheses.

Hypothesis 1: There will be a negative relationship between the experience of workplace incivility and intentions to share knowledge.

Hypothesis 2: A collaborative climate moderates the relationship between the experience of workplace incivility and intentions to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with intentions to share knowledge for individuals who are in a collaborative climate.

Hypothesis 3a: A conscientious individual personality trait moderates the relationship between the experience of workplace incivility and intentions to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with intentions to share knowledge for individuals who are conscientious.

Hypothesis3b: An agreeable individual personality trait moderates the relationship between the experience of workplace incivility and intentions to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with intentions to share knowledge for individuals who are agreeable.

Hypothesis3c: An emotionally stable individual personality trait moderates the relationship between the experience of workplace incivility and intentions to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with intentions to share knowledge for individuals who are emotionally stable.

Measurement Model Assessment

At the beginning of the data analysis, CFA was performed for the measurement model assessment. CFA is a model fit assessment and is generally used to determine how the model as a whole is consistent with the empirical data (Diamantopoulos & Siguaw, 2000). Table 3 shows the results of the CFA.

Table 3.

Evaluation of the Measurement Model

Measurement Model	χ^2	df	χ^2/df	RMSEA	NFI	RMR	CFI
	5541.56**	2000	2.77	.07	.74	.04	.83

Note. ** $p < .001$

The goodness-of-fit indices used in this study include the Chi-square (χ^2), the Root Mean square Residual (RMR), the Root Mean Square Error of Approximation

(RMSEA), the Non-Normed Fit Index (NNFI), and the Comparative Fit Index (CFI). As shown in Table 1, the χ^2 statistic for model fit is still significant, meaning that the null hypothesis of a good fit to the data can be rejected. The overall fit indices demonstrate moderately acceptable values. The overall fit indices were changes compare to the preliminary model that includes emotional stability. More specifically, RMSEA was increased from .06 to .07, NFI was increased from .71 to .74, and CFI was increased from .81 to .83. Thus, a model without emotional stability has better model fit than preliminary model.

Descriptive Statistics, Reliabilities, and Correlations

Table 4.

Means, Standard Deviations, Reliabilities, and Subscale Zero-order Inter-correlations

Variables	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. Workplace Incivility	1.87	.45	(.93)				
2. Collaborative Climate	3.55	.63	-.33**	(.85)			
3. Agreeableness	2.66	.36	-.49**	-.04	(.73)		
4. Conscientiousness	3.58	.40	-.49**	.29**	.32**	(.82)	
5. Intentions to Share Knowledge	4.00	.67	-.34**	.21**	.57**	.53**	(.91)

Note. ** $p < .01$; $n = 476$. Alpha reliability estimates are presented in the diagonal.

Table 4 represents respective internal consistency reliabilities, as well as correlations among workplace incivility and collaborative cultures, personality traits such as emotional stability, agreeableness and conscientiousness, and intentions to share

knowledge. Numbers in the parentheses show Cronbach's alphas. Most measures demonstrate adequate levels of reliability (Cronbach's alphas = .82 - .93) except for the emotional stability instrument. To increase the reliability, some items were deleted. One item each from the work group support measurement (Collaborative Climate), and from the agreeableness measurement was deleted. Three items from emotional stability were also deleted. After deleting these items, the Cronbach's alpha coefficients increased. In spite of the deletion of an item, the Cronbach's alpha of emotional stability remained at .66. Thus, this study decided not to include the item in the analysis.

In table 4, the correlation coefficients were statistically significant ($p < .01$) and showed various relationships among the constructs. Some showed moderate and positive relationships among them, but some showed weak and negative relationships among the constructs. While the relationship between the intention to share knowledge and agreeableness was the highest ($r = .57^{**}$), the relationship between collaborative climate and then intention to share knowledge was the lowest ($r = .21^*$).

Hierarchical Multiple Regressions Analysis

To test the hypotheses, hierarchical multiple regression was conducted. The use of hierarchical multiple regression allows researchers to specify a fixed order of entry for variables; therefore, it is possible to control for the effects of covariates or test for the effect of each variable independently of the influence of other variables. Table 5 shows the results of the hierarchical multiple regressions.

Table 5

Hierarchical Multiple Regression results for Intentions to Share Knowledge

	Intentions to share knowledge				
	Model 1	Model 2	Model 3	Model 4	Model 5
Step 1 (Demographics):					
Gender	-.24**	-.22**	-.14**	-.15**	-.13**
Age	-.01	-.00	-.02	-.01	-.01
Tenure	-.00	.03	.04	.04	.04
Position	.08**	.05	.03	.04	.05
Department	.01	.01	.01	.01	.01
Industry	.02*	.01	.01	.01**	.01
Size	.07**	.05*	.04*	.05**	.04*
Education	.04	.01	.02	.02	.03
Job type	-.08	.01	.02	.01	.02
Step 2 (Main Effect 1):					
Workplace Incivility (WI)		-.45**	-.28**	-.10**	.30
Step 3 (Main Effect 2):					
Agreeableness (A)			.29**	.20**	.26
Conscientiousness (C)			.99**	.85**	1.37**
Step 4 (Main Effects 3):					
Collaborative Climate (CC)				.32**	.04
Step 5 (Interaction Effects):					
WI * CC					.14
WI * P_A					-.02
WI * P_C					-.30*
F	6.164**	10.770**	31.917**	36.478**	28.634**
Adjusted R ²	.09	.19	.41	.46	.48
ΔR^2	.09	.10	.22	.05	.02

Note: * $p < .05$; ** $p < .01$.

The analysis consisted of five steps. In the first step, 9 demographic variables (gender, age, tenure, position, department, industry, size, education, and job type) were entered. Gender, position, industry and size were found to be significant among the demographic variables in Model 1. The results indicate that male respondents are more

likely to have intentions to share knowledge, compared to female respondents. The findings also indicate that the higher a respondent's position, the higher intentions he or she has to share knowledge. Moreover, The table shows that the larger the company size is, the higher one's intentions are to share knowledge. Gender and industry were consistently significant through all five models.

Secondly, workplace incivility was entered to see the main effect in the second model. The main hypothesis, "There will be a negative relationship between workplace incivility and knowledge sharing," was tested in Model 2. It was found that the hypothesis was supported. The main effect of workplace incivility explained approximately 10% of the variance of an individual's intentions to share knowledge. The results imply that the more a respondent experiences workplace incivility, the lower his or her intentions are to share knowledge.

In the third model, two personality traits, agreeableness, and conscientiousness, were entered. As previously stated, emotional stability was not included due to its low reliability. Both conscientiousness and agreeableness were found to be significant, explaining 22% of the variance of an individual's intentions to share knowledge. In other words, the more conscientious or agreeable a person is, the higher he or she is to have intentions to share knowledge.

In the fourth model, collaborative climate was entered to test whether it had a significant effect on intentions to share knowledge. The results showed that collaborative climate had a significant effect on the variations of an individual's intentions to share knowledge. Specifically, it explained 5% of the variance of an individual's intentions to

share knowledge. The results showed that when members perceive their organization as having a collaborative climate, their intentions to share knowledge will increase.

Finally, the interaction variables of workplace incivility and individual personality, and workplace incivility and collaborative climate were entered. In the final step, Hypotheses 2 and 3, which assume moderating effects of individual personality and collaborative climate on the relationship of workplace incivility and intentions to share knowledge, were tested. For the interaction effect, three new interaction variables were created, combining workplace incivility, collaborative climate, and two individual personality traits: agreeableness, and conscientiousness. The results showed that only one of the interaction variables was found to be significant. The interaction variable of workplace incivility and conscientiousness was found to be significant; thus, Hypothesis 3a was supported. In sum, only conscientiousness has a moderating effect on the relationship between workplace incivility and intentions to share knowledge.

Analysis of Variance (ANOVA)

To investigate the present situation of workplace incivility in Korea, a more precise and rigorous analysis of the data was conducted. According to Martine and Hine (2005), there were group differences concerning the experiences of workplace incivility. The study found that workplace incivility was found to be different according to gender, position, age, education and size of the company. Since present study was conducted in Korean companies, and since it was the first study to investigate the present situation of workplace incivility in Korea, it is worth looking at the collected data more carefully. Table 6 shows the results of the analysis of variance (ANOVA).

Table 6

Post-Hoc Test Results for Employment Type and Company Size

	Mean Difference	Standard Deviation	P-value
Employment Type			
Permanent vs. Contingent	-.52	.15	.00
Permanent vs. Part-Time	-.35	.10	.00
Company size			
Over 1000 vs. less 300	-.20	.05	.00
Over 1000 vs. 500-1000	-.26	.06	.00

Only two demographic variables, size of the company, and employment type, were found to be significant. Based on the ANOVA results, post-hoc analyses were performed to find which groups really differed from one another. Scheffé's method was used to compare the means of the different groups because it is the most versatile and most conservative method to be used in post-hoc tests. The results show that the mean of workplace incivility is lower in companies larger than 1000 employees, compared to smaller-sized companies. Also, it was found that the experience of workplace incivility was lower among permanent workers versus contingent workers.

Summary

The results of the statistical analyses were presented in this chapter. Descriptive statistics and reliability tests were reported, and the results of a confirmatory factor analysis, and hierarchical multiple results were also presented. Additionally, an ANOVA

was conducted to provide further understanding about the situation of workplace incivility in Korean companies.

The main hypothesis that assumed a negative relationship between the experience of workplace incivility and intentions to share knowledge was supported. In addition to the first hypothesis, Hypothesis 3a, which suggested the moderating effect of conscientiousness on the relationship between the experience of workplace incivility and intentions to share knowledge, was supported. The results of the ANOVA tests suggest that the experience of workplace incivility differs from employment type and company size.

CHAPTER V

DISCUSSION AND LIMITATIONS

This chapter starts with a summary of the purpose of the study, the research questions, and the methods of data analysis. Secondly, the key findings of the present study will be discussed.

Discussion

In spite of increasing interest on workplace mistreatment, there are very few empirical research studies identifying the ill effects of workplace incivility. A majority of studies on workplace mistreatment have focused on general forms of aggression and specific forms of aggressive behaviors, such as sexual and racial harassment (Cortina et al., 2001). However, as argued by Baron and Neuman (1998), most workplace mistreatment is in the form of more subtle and nonspecific incivility. Due to its nature, however, very few researchers and practitioners have paid serious attention to the concept of workplace incivility and have overlooked its potentially demoralizing effects on an organization's performance.

Thus, this study sought to investigate the relationship between workplace incivility and intentions to share knowledge, since knowledge sharing is critical for an organization's survival. To conduct the present study, data were collected in Korea and analyzed with hierarchical multiple regressions. In addition to the hierarchical multiple regressions, an ANOVA was conducted to find out the current workplace incivility situation in Korean companies.

Workplace Incivility

The findings suggest four main conclusions. Firstly, the main hypothesis was supported. The statistical analysis results showed a negative relationship between the experience of workplace incivility and intentions to share knowledge. As noted above, an individual's experience of workplace incivility explained approximately 10% of the variation in an individual's intentions to share knowledge. Overall, with more frequent experiences of workplace incivility on the job, respondents are less likely to share their knowledge with their coworkers.

This result is noticeable because none of the previous research has found this relationship. Researchers have warned that the outcomes of workplace incivility for organizations can be very serious, although workplace incivility tends to be characterized as a subtle and less intense form of deviant behavior (Vickers, 2006). Previously, job satisfaction, job withdrawal, and turnover intentions were found to be affected by workplace incivility (Cortina et al., 2001); yet, none of the empirical research has found an effect of workplace incivility on intentions to share knowledge until now. Additionally, the results of this study contribute to identifying possible barriers to knowledge sharing. Previous studies (De Long & Fahey, 2000; McDermott & O'Dell, 2001; Riege, 2005) have attempted to find barriers affecting individuals' intentions to share knowledge; however, they have failed to isolate the effect of workplace incivility as one of the possible barriers to knowledge sharing. Finally, this result confirms that when uncivil behaviors occur routinely, it eventually increase levels of distrust (MacKinnon, 1994). According to social exchange theory, discussed in the theoretical framework part in this

study, individuals' participate in knowledge sharing because they have trust to each other and expect reciprocity in the future (Gouldner, 1960). As found in this study, the experience of workplace incivility decrease the level of trust among organization members and affected the individual's intention to share knowledge.

Therefore, this finding underlines the importance of managing workplace incivility, in spite of its subtlety.

Collaborative Climate and Individual Personality

Secondly, the findings suggest that individual personality traits and organizational climate are two important factors affecting individuals' intentions to share knowledge. At the beginning of the research design, this research extended previous workplace incivility studies by exploring the effects of collaborative climate and personality traits. Since the present research does not only aim to describe the ill effects of workplace incivility, but also how to minimize its ill effects on knowledge sharing, this study employed situational and individual variables that might moderate the relationship between workplace incivility and intentions to share knowledge. Previously, it has been well documented that organizational culture is the one of the most important factors in facilitating knowledge sharing. At the beginning of the research design, it was assumed that in spite of the experience of workplace incivility, a collaborative climate would increase an individual's intentions to share knowledge. The results of hierarchical multiple regressions, however, did not confirm this assumption. Specifically, two sub-dimensions of collaborative climate were found to be significant in this research; that is, employee attitudes and work

group support. These two variables explained nearly 12% of the variance of intentions to share knowledge. This result is consistent with previous findings, demonstrating that collaboration at the co-worker level contributes more than do other behaviors with respect to the effectiveness of knowledge sharing (Cameron, 2002; Goh, 2002; Sveiby & Simons, 2002). Yet, the results showed no moderating effect of a collaborative climate on the relationship between the experience of workplace incivility and intentions to share knowledge. In other words, a collaborative climate cannot overcome the resistance to share knowledge, due to the experience of workplace incivility.

Moderating Effect of Individual Personality-Conscientiousness

Thirdly, the findings suggest that a moderating effect of individual personality traits on the relationship between the experience of workplace incivility and intentions to share knowledge. Three personality traits—emotional stability, agreeableness, and conscientiousness—were employed for this research to explore whether an individual's reaction to the experience of workplace incivility differs according to individual personality traits. In Model 4, the results of a regression analysis showed that agreeableness and conscientiousness were found to be significant. This finding is consistent with previous research studies that have attempted to determine the relationship between individual personality traits and intentions to share knowledge (Organ & Ryan, 1995; Borman, Penner, Allen, & Motowidlo, 2001; Minbaeve & Michailova, 2004; Matzler, Renzl, Muller, Herting, & Mooradian, 2008). Thus, this

result clearly contributes to the existing literature by showing the impact of enduring individual characteristics on knowledge sharing.

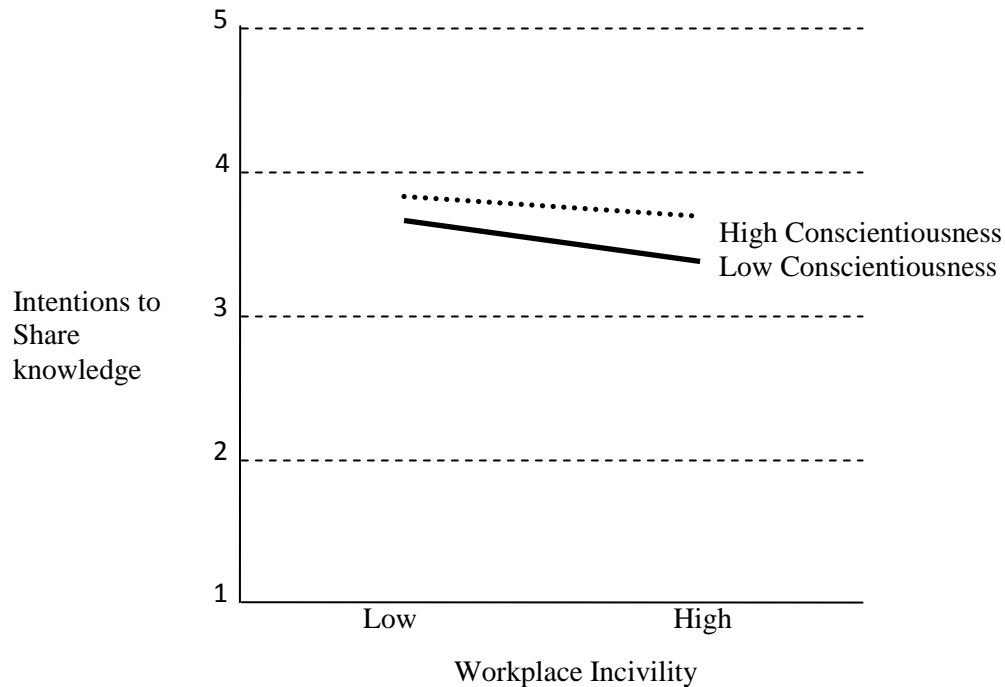


Figure 2. Moderating Effect of Conscientiousness on the relationship between the Experience of Workplace Incivility and Intentions to Share Knowledge

Additionally, it was found that conscientiousness moderates the relationship between the experience of workplace incivility and intentions to share knowledge. The result of Model 5 was consistent with the previous study, which found that conscientious individuals are less likely to withhold their efforts, in spite of perceived negative situations (Colbert, Mount, Harter, Witt, & Barrick, 2004). Figure 2 illustrates an interaction effect of conscientiousness and workplace incivility on intentions to share knowledge. When employees are high in conscientiousness, intentions to share knowledge do not fall dramatically when they experience workplace incivility. However,

when employees score low in conscientiousness, their intentions to share knowledge fall significantly when they experience workplace incivility. This result confirms the notion conscientiousness individuals are more likely to follow norms and rules (John & Srivastave, 1999) because they have a strong will to achieve (Digman & Takemoto-Chock, 1981) and to create an impression of cooperation (Witt & Ferris, 2003).

Workplace Incivility in Korean Companies

Finally, the results of an ANOVA give better pictures of the current situation with respect to workplace incivility in Korean companies. The results of the ANOVA and post-hoc tests demonstrate that incivility is not prevalent in the Korean workplace. Only two demographic variables, such as company size and employment type, were found to have significantly different means in accordance with the groups. Previous studies involving workplace incivility have found that the experience of workplace incivility differs on the basis of gender and job position (Cortina et al., 2001). In general, the expected prevalence of workplace incivility was not found. This result can be interpreted in three ways. Firstly, there may, indeed, be little incivility in the workplace in Korea. Secondly, the result may be due to the perception of workplace incivility. As stated above, Korea has a culture with a high power distance (Hofstede, 2001), referring to the extent to which the less powerful members of institutions and organizations expect and accept that power is distributed unequally. Hofstede argues that people in high power distance cultures tend to accept more autocratic and paternalistic power relations. Thus, low workplace incivility can be interpreted in a similar manner. That is, when people in a

culture with a low PDI (Power Distance Index) experience workplace incivility, they may take it more seriously because it is not normal to experience or witness workplace incivility. In contrast, when people in a culture with a high PDI experience workplace incivility, they may not take it as seriously because it is not as surprising for them. Since members of high PDI cultures expect that power is distributed unequally, it is not a surprising or unacceptable event that their supervisors or older people may act uncivilly toward them. As these experiences happen repeatedly, they may even become indifferent toward workplace incivility incidents. Therefore, these experiences may not be remembered long enough to be recognized. The final possible explanation for the low reported workplace incivility may be found in cultural differences. As stated earlier, the survey items were developed in a Western context (Martin & Hine, 2005); as a result, it is possible that the questionnaire failed to capture examples of workplace incivility that commonly take place in Korean organizations.

Limitations

This study has several limitations in the sample and measures. In terms of the sample, since the responses were collected from large Korean organizations, the dataset has the limitation that it cannot sufficiently represent the overall population of all Korean employees. As shown in Table 1, more than 50% of the employees are members of companies larger than 500. Thus, the results of this study have limitations in terms of generalizing them to every company. An additional limitation exists in the survey design. Three personality instruments showed low reliability coefficients, in spite of omissions of

certain items. Previously, McCrae and Costa (1997) analyzed personality data from Germany, Portugal, Israel, China, Korea, and Japan, and reported that the five factors were replicated across the language and culture groups, and that the FFM may represent a universal model. The present study, however, showed different findings from those of other personality studies, and the unexplained factors in the data collecting process affected the reliability tests and the confirmatory factor analysis.

For the measures, reflective self-reporting based on voluntary participants was used. As a result, the results of this study might have a bias from individual employees' perceptions. Lastly, this study was based on a cross-sectional survey, and the causality among the constructs may not be appropriately considered. Therefore, future research needs to be based on more objective survey methods, representing diverse demographics in various contexts. Further research with diverse organizational variables will be needed.

Summary

This chapter discussed the findings of this study and its limitations. Four points were thoroughly discussed from the findings. First was the negative relationship between the experience of workplace incivility and intentions to share knowledge. Second was the importance of individual personality traits and the collaborative climate in predicting an individual's intention to share knowledge. Thirdly was a discussion of the moderating effect of an individual personality trait, conscientiousness, on the relationship between the experience of workplace incivility and intentions to share knowledge. Finally, the results of an ANOVA were described, as well as the reasons for the low reported experience of workplace incivility in Korean companies.

For limitations, the representativeness of the sample collected and the survey design were suggested. Also, reflective self-reporting and self-selection were mentioned as additional limitations of this study.

CHAPTER VI

IMPLICATIONS AND CONCLUSIONS

This chapter is organized in two major sections. Firstly, the implications for practitioners and for academia will be discussed. The conclusions drawn from the findings will follow.

Implications

The present study found a negative relationship between the experience of workplace incivility and intentions to share knowledge, along with a moderating effect of conscientiousness as a personality trait on the relationship. Since the negative effect of workplace incivility has been found, it is obvious that this phenomenon should be effectively prevented and actively monitored in organizations. In the field of Human Resource Development, workplace incivility should be considered more seriously, and HRD can play a critical role in the process of prevention. Implications of this study are suggested for two areas, starting with implications for academia, followed by implications for practitioners.

Academic Implications

The results of the present study contribute to the academic field of HRD. As found in this study, it is evident that the experience of workplace incivility has a relationship with intentions to share knowledge. Knowing that the concept of workplace incivility is still fairly new, and yet evolving, this research can contribute to further substantiating the importance of understanding workplace incivility. Given that workplace incivility is newer to the field, there are plenty of opportunities for academia to expand the knowledge base on this topic. For example, important organizational

variables, such as the leader-member relationship, employee engagement, organizational citizenship behaviors, job satisfaction and turnover intentions can be employed in the study of future workplace incivility.

Additionally, more rigorous studies in Korean organizations are needed in order to obtain more generalizable results. As stated above, the collected data for the current study are somewhat skewed with respect to organization size, job type, and educational level (Table 1). More balanced data should be collected so as to generate fully representative results.

Finally, it is necessary to conduct more accurate attempts to capture current workplace incivility tendencies in Korean companies. Thorough qualitative research, including interviews and observations, and quantitative research should be conducted in Korean companies in order to create culturally adjustable instruments.

Practical Implications

Practically, this study contributes to the field of HRD in various ways. Pearson, Andersson, and Porath (2000) assert the importance of setting expectations by defining an organization's standards for interpersonal interaction, the importance of civil relationships and their internal and external benefits. HRD can provide orientations concerning this issue and can lead employees to understand and acknowledge the importance of civil, mutual respect and positive interpersonal relationships.

Johnson and Indvik (2001) maintain that when uncivil behaviors are appropriately handled by managers, the spread of incivility in the workplace can be prevented. The most serious problem in workplace incivility is that it is difficult to notice

because of its low intensity. Additionally, incivility is easily ignored because of a lack of acknowledgment about its potential escalating seriousness. Thus, through orientation sessions, HRD can inform managers about uncivil behavior and its serious consequences. After these training sessions, managers may be more aware of uncivil behavior and can intervene more quickly when they see uncivil behavior in their workplace.

Also, more direct forms of training can be provided by HRD, such as anger management or conflict management to employees to prevent uncivil behaviors in the workplace. The causes of incivility, such as downsizing, increasing diversity (Baron & Neuman, 1996), increased workload, job insecurity and organizational change (Johnson & Indvik, 2001) are expected to increase in the workplace, and in turn, they have the potential to increase employees' anger and stress. Before employee anger and stress are expressed in the form of uncivil behavior, HRD should provide anger management programs and training in conflict management skills so that employees can handle their stress and anger and can maintain mutual respect toward one another.

In addition, HRD can provide intensive training in Emotional Intelligence (EI) to decrease rudeness and disrespect in organizations by increasing employees' ability to read, appraise and understand others and their emotions accurately. By offering EI training, companies can increase this newly required ability of employees (George, 2000) and can decrease workplace incivility at the same time. EI training also increases managers' EI; therefore, managers would be more sensitive to their subordinates' feelings and could detect uncomfortable climates and intervene in uncivil behavioral incidents more effectively. Moreover, for global companies, more active diversity training and

communication skill training are suggested, along with other types of training (as suggested above) because diversity and differences in cultural norms are rising factors that foster miscommunication and rudeness in the workplace (Pearson & Porath, 2005).

More importantly, it was reported that three-fourths of the targets of workplace incivility were dissatisfied with the ways that their organizations handled the uncivil behaviors. (Pearson, Andersson, & Porath, 2000). This finding implies either an organization's lack of formal processes to punish uncivil instigators or managers' lack of knowledge in handling such problems between instigators and victims. This dissatisfaction causes another problem in organizations: the departure of good people who cannot adjust to the aggressive culture and a negative working environment, so that the remaining people will be working unhappily and unsatisfied with their organizations (Johnson & Indvik, 2001). Additionally, many of the employees who have experienced or witnessed uncivil behavior never officially report the incident to their organizations (Pearson, Andersson, & Porath, 2000). To curtail and correct workplace incivility, official reports from victims are crucial. To gather accurate and official reports, organizations need to build appropriate incivility reporting systems; at the same time, HRD should provide orientation sessions to encourage victims to report what they experience. As noted above, due to its ambiguous intention to harm, instigators can deceive supervisors or other employees when they are being accused. A 360 degree feedback system can resolve such a problem because it can capture the full nature and impact of an individual's behavior and interpersonal interactions (Pearson, Andersson, & Porath, 2000). In sum, organizations should build formal procedures to handle the

process and should inform employees of the ramifications of uncivil behavior. This approach will help an organization to create a consistent attitude toward incivility.

Conclusions

The concept of workplace incivility, defined by Andersson and Pearson (1999), has not yet received much interest from practitioners and academia, in spite of its potential advancement to any form of workplace aggression and its possible ill effects on critical organizational functions, because no study has empirically attempted to study its antecedents and consequences. Thus, based on the previous literature and social theories, this study attempted to determine the negative relationship between the experience of workplace incivility and intentions to share knowledge. Additionally, this study added individual personality traits and collaborative climate to examine their moderating effects on the relationship between the experience of workplace incivility and intentions to share knowledge.

There were five hypotheses developed for this study. They were as follows:

Hypothesis 1: There will be a negative relationship between the experience of workplace incivility and intentions to share knowledge.

Hypothesis 2: A collaborative climate moderates the relationship between the experience of workplace incivility and intentions to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with intentions to share knowledge for individuals who are in a collaborative climate.

Hypothesis3a: A conscientious individual personality trait moderates the relationship between the experience of workplace incivility and intentions to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with intentions to share knowledge for individuals who are conscientious.

Hypothesis3a: An agreeable individual personality trait moderates the relationship between the experience of workplace incivility and intentions to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with intentions to share knowledge for individuals who are agreeable.

Hypothesis3a: An emotionally stable individual personality trait moderates the relationship between the experience of workplace incivility and intentions to share knowledge, such that the experience of workplace incivility will have a weaker negative relationship with intentions to share knowledge for individuals who are emotionally stable.

To test these hypotheses, a survey was administrated to employees in 22 for-profit organizations in South Korea. Previously developed and validated instruments were employed and translated carefully. Six-hundred surveys were distributed, and 476 were usable surveys from 494 returned. Collected data were analyzed using descriptive statistics, correlation analyses, confirmatory factor analysis (CFA), hierarchical multiple regressions and an ANOVA.

All five hypotheses were tested by hierarchical multiple regressions. As a result, Hypothesis 1, which assumed a negative relationship between the experience of workplace incivility and intentions to share knowledge, was supported. Additionally,

Hypothesis 3a, which assumed a moderating effect of conscientiousness on the relationship between the experience of workplace incivility and intentions to share knowledge, was supported.

The results of the study contribute to showing the possible ill effects of the experiences of workplace incivility other than the physical or psychological effects of its victims. Additionally, it confirmed the importance of individual personality traits and collaborative climate on individuals' intentions to share knowledge. More importantly, this study shows that conscientious people are more likely to share their knowledge, in spite of their experience of workplace incivility. These findings reveal a greater need for practically managing workplace incivility and conducting more academic research on workplace incivility.

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APPENDIX A

Consent Form

Research Support Consent Form

“The relationship between workplace incivility and the intention to share knowledge; the moderating effect of a collaborative climate and individual characteristics.”

I am a Ph. D. candidate majoring in Human Resource Development (HRD) at the University of Minnesota. I am conducting a study on “The relationship between workplace incivility and the intention to share knowledge; the mediating effect of a collaborative climate and the moderating effect of individual characteristics” for my dissertation.

You, [\[company name\]](#), are being asked to support this study in terms of recruiting survey participants among those who have worked at your company for at least one year.

Background information

The purpose of this study is to investigate the relationship between workplace incivility and the intention to share knowledge; the moderating effects of a collaborative climate and individual characteristics. The research questions of this study are:

1. Is there relationship between workplace incivility and knowledge sharing?
2. Does collaborative workplace climate moderate the relationship between workplace incivility and knowledge sharing?
3. Does individual personality moderate the relationship between workplace incivility and knowledge sharing?

Procedures

If you agree to support this study, I would ask you to help with the following:

1. Advertise this study to possible participants through sending invitation e-mails

2. Distribute the survey to those who show their interests
3. Remind survey participants to complete the survey after two weeks and collect the survey

Ethical Concerns

Participation of your company and your employees is voluntary. All data will be treated as anonymous. Your company's and your employees' decision whether or not to participate will not affect your current or future relations with the University of Minnesota or your employers. Any participants are free to withdraw at any time without affecting those relationships.

Contacts and Questions

The researcher conducting this study is JiHyun Shim. If any participants have questions, they can contact me as follows:

South Korea

Home: PoongLim APT 603-802, SongDo ShinDosi, YoenSu-gu, Incheon, Korea (1685)

Phone: (home) 032-764-1122 (Cellular) 010-2981-6916

e-mail: shimx013@umn.edu

United States of America

Home: 1224 Gibbs Ave. N.1, St Paul, MN 55108

Phone: (Cellular) (763) 438-7270

Or you may contact my advisor, Dr. Rosemarie Park at (612)625-6267, parkx002@umn.edu or 420E VoTech Building, 1954 Buford Ave., University of Minnesota, St. Paul, MN 55108 USA.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the advisor, **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455 USA; (612) 625-1650.

You may keep a copy of this form for your records.

Statement of Consent

I have read the above information. I have asked questions and have received answers. I give my consent for participation in this study.

Company: _____

Department: _____

Title: _____

Name: _____

Signature: _____ Date: _____

APPENDIX B
Survey Questionnaire

Invitation Letter to Research Participants

You are invited to participate in a study on “The relationship between workplace incivility and the intention to share knowledge; the mediating effect of a collaborative climate and the moderating effect of individual characteristics.”

Your company has elected to forward this e-mail to all eligible employees. As your anonymous participation represents many other employees in Korean companies, the information you provide is vital in understanding the relationships among workplace incivility, knowledge sharing, collaborative climate and individual characteristics. Your participation is voluntary; if you choose not to participate, this will not affect your relationship with the company or the University of Minnesota. The anonymous survey takes about 20 minutes to complete.

Please feel free to contact JiHyun Shim at 010-9281-6916, or e-mail at shimx013@gmail.com if you have any questions or comments (see additional details below). Or you may contact my advisor, Dr. Rosemarie Park at (612)625-6267, parkx002@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the advisor, **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455 USA; (612) 625-1650.

Sincerely,

JiHyun Shim

Background Information

The purpose of this study is to investigate the relationships between workplace incivility and knowledge sharing. The research questions of this study are:

4. Is there relationship between workplace incivility and knowledge sharing?
5. Does collaborative workplace climate mediate the relationship between workplace incivility and knowledge sharing?
6. Does individual personality moderate the relationship between workplace incivility and knowledge sharing?

Regarding your participation in the study:

- **THE INFORMATION YOU PROVIDE IS STRICTLY ANONYMOUS AND WILL BE USED ONLY IN AGGREGATE SUMMARIES.**
- No one from your organization will know whether you participate or not, nor will they see any individual responses.
- No one other than the researcher and her advisor will be permitted access to the individual responses.

Thank you for your participation.

Survey Questionnaire

Workplace Incivility Questionnaire

		Never	Almost Never	Neutral	Almost Always	Always
1	Raised their voice while speaking to you					
2	Used an inappropriate tone when speaking to you					
3	Spoke to you in an aggressive tone of voice					
4	Rolled their eyes at you					
5	Took stationery from your desk without later returning it					
6	Took items from your desk without prior permission					
7	Interrupted you while you were speaking on the telephone					
8	Read communications addressed to you, such as e-mails or faxes					
9	Opened your desk drawers without prior permission					
10	Did not consult you in reference to a decision you should have been involved in					
11	Gave unreasonably short notice when canceling or scheduling events you were required to be present for					
12	Failed to inform you of a meeting you should have been informed about					
13	Avoided consulting you when they would normally be expected to do so					
14	Was excessively slow in returning your phone messages or e-mails without good reason for the delay					
15	Intentionally failed to pass on information which you should					

	have been made aware of					
16	Were unreasonably slow in seeing to matters on which you were reliant on them for, without good reason					
17	Publicly discussed your confidential personal information					
18	Made snide remarks about you					
19	Talked about you behind your back					
20	Gossiped behind your back					

Intention to share Knowledge Questionnaire

		Never	Almost Never	Neutral	Almost Always	Always
1	I will share my knowledge with more organizational members					
2	I will always provide my knowledge at the request of other organizational members					
3	I will share my knowledge to any coworker if it is helpful to the organization					
4	I intend to share my knowledge with other organizational members more frequently in the future					
5	I try to share my knowledge with other organizational members in an effective way					

Collaborative Climate

		Never	Almost Never	Neutral	Almost Always	Always
1	The people I report to keep me informed					
2	Sharing of knowledge is encouraged by the department in action and not only in words.					

3	We are continuously encouraged to bring new knowledge in the Department.					
4	We are encouraged to say what we think even if it means disagreeing with people we report to					
5	Open communication is characteristic of the Department as a whole					
6	My immediate supervisor encourages me to come up with innovative solutions to work-related problems					
7	My immediate supervisor organizes regular meetings to share information					
8	My immediate supervisor keeps me informed					
9	My immediate supervisor encourages open communication in my working group					
10	My immediate supervisor encourages- by action and not only words- sharing of knowledge					
11	I learn a lot from other staff in this Department					
12	In the Department, information sharing has increased my knowledge					
13	Most of my expertise has developed as a result of working together with colleagues in this Department					
14	Sharing information translates to deeper knowledge in this Department					
15	Combining the knowledge amongst staff has resulted in many new ideas and solutions for the Department					

16	There is much I could learn from my colleagues					
17	There are people here who prefer to work on their own					
18	We often share work experiences informally in our unit/section					
19	We help each other to learn the skills we need					
20	We keep all team members up to date with current events (e.g. news) and work trends					

Personality

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
1	I don't like to waste my time daydreaming					
2	I try to be courteous to everyone I meet					
3	I keep my belongings neat and clean					
4	Once I find the right way to do something, I stick to it					
5	I often get into arguments with my family and co-workers					
6	I am pretty good about pacing myself so as to get things done on time					
7	I am intrigued by the patterns I find in art and nature					
8	Some people think I am selfish and egotistical					
9	I am not a very methodical person					
10	I believe letting others hear controversial speakers can only confuse and mislead them					
11	I would rather cooperate with others than compete with them					

12	I try to perform all the tasks assigned to me conscientiously					
13	Poetry has little or no effect on me					
14	I tend to be cynical and skeptical of other's intentions					
15	I have a clear set of goals and work toward them in an orderly fashion					
16	I often try new and foreign foods					
17	I believe that most people will take advantage of you if you let them					
18	I waste a lot of time before settling down to work					
19	I seldom notice the moods or feelings that different environments produce					
20	Most people I know like me					
21	I work hard to accomplish my goals					
22	I believe we should look to our religious authorities for decisions on moral issues					
23	Some people think of me as cold and calculating					
24	When I make a commitment, I can always be counted on to follow through					
25	Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement					
26	I am hard-headed and tough-minded in my attitudes					
27	Sometimes I am not as dependable or reliable as I should be					
28	I have little interest in speculating on the nature of the universe or the human condition					

29	I generally try to be thoughtful and considerate					
30	I am a productive person who always gets the job done					
31	I have a lot of intellectual curiosity					
32	If I don't like people, I let them know it					
33	I never seem to be able to get organized					
34	I often enjoy playing with theories or abstract ideas					
35	If necessary, I am willing to manipulating people to get what I want					
36	I strive for excellence in everything I do					

About yourself

1. Gender: Male Female

2. Age: (Please tick one)
 - a. 19-25 years old
 - b. 26-30 years old
 - c. 31-40 years old
 - d. 41-50 years old
 - e. Above 51 years old

3. Duration of Employment with the company: _____ Years

4. The department of your current job: _____

5. What is your hierarchical position in your organization: _____

6. What is the size of your organization?
 - a. Smaller than 300
 - b. 300 – 500
 - c. Larger than 500
 - d. Larger than 1000

7. Level of Education: (Please tick one)

- a. Ph.D/Master
 - b. Bachelor
 - c. Diploma
 - d. High School or below
8. Employment Status
- a. Full time
 - b. Part Time
 - c. Contracted
 - d. Internship
 - e. Casual/On call
 - f. Others

Please check that you have responded to all questions

Thank you very much for your time and participation!

APPENDIX C
IRB Approval

Date: 02/05/2009
To: Ji Hyun, Shim (shimx013@umn.edu)
From: irb@umn.edu
Subject: #STUDYNBR# - PI #PILASTNAME# - IRB - Exempt Study
Notification
Message: TO : shimx013@umn.edu, The IRB: Human Subjects
Committee
determined that the referenced study is exempt from review under
federal
guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS;
STANDARDIZED
EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR. Study Number:
0901E57062
Principal Investigator: Ji Hyun Shim Title(s): The relationship between
workplace incivility and the intention to share knowledge; the
mediating effect
of a collaborative climate and the moderating effect of individual
characteristics

This e-mail confirmation is your official University of Minnesota RSPP
notification of exemption from full committee review. You will not
receive a
hard copy or letter. This secure electronic notification between
password
protected authentications has been deemed by the University of
Minnesota to
constitute a legal signature. The study number above is assigned to
your
research. That number and the title of your study must be used in all
communication with the IRB office. Research that involves observation
can be
approved under this category without obtaining consent. SURVEY OR
INTERVIEW
RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT
SUBJECTS.
This exemption is valid for five years from the date of this
correspondence and
will be filed inactive at that time. You will receive a notification
prior to
inactivation. If this research will extend beyond five years, you must
submit a
new application to the IRB before the study's expiration date. Upon
receipt of
this email, you may begin your research. If you have questions, please
call the
IRB office at (612) 626-5654. You may go to the View Completed section
of
eResearch Central at <http://eresearch.umn.edu/> to view further details
on your
study. The IRB wishes you success with this research.