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Development of leader voice and leader silence scales: how and why leaders choose to remain silent or speak up during situations of workplace aggression

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DEVELOPMENT OF LEADER VOICE AND LEADER SILENCE SCALES: HOW AND

WHY LEADERS CHOOSE TO REMAIN SILENT OR SPEAK UP DURING SITUATIONS

OF WORKPLACE AGGRESSION

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Philosophy in Global Leader and Change

by

Katherine L. Dickins

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Mark Allen, Ph.D. – Dissertation Chair

This dissertation, written by

Katherine L. Dickins

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

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DEDICATION

I dedicate this work to my family, who have been my unwavering emotional support group throughout this journey. Their love and encouragement kept me going when I felt like giving up, and I could not have done this without them. Thank you for always being there for me, no matter what.

ACKNOWLEDGEMENTS

I write this acknowledgment to express my gratitude to my dissertation committee. Mark: You were there for me during chaos and panic, advocating for and guiding me across the finish line. Your mentorship and respect have been invaluable, and I am grateful for everything you have done for me in the dissertation process and during my master's degree in human resources.

Dana, thank you for your guidance and support in the qualitative design. You were always there as a sounding board and personal guide, helping me navigate this work's emotional and unique challenges.

To Clark, thank you for being my cheerleader and thought partner pushing me to be my best, and providing a fresh perspective when needed.

I sincerely appreciate Dr. Katherine Rogers, Pitzer College emeritus professor, who provided me invaluable feedback on my dissertation, just as she did for my mom, Teri, on her dissertation thirty years ago.

I also want to thank my extended family and friends, who sacrificed their time and energy to support me throughout these four years. Your love and understanding have been invaluable, and I am grateful for your unwavering support.

Finally, I want to acknowledge the culture of learning at Thermo Fisher Scientific, where I work. Your emphasis on personal and professional growth has been instrumental in my journey, and I am grateful for the opportunities you have provided me to learn and grow. Thank you all for being a part of my journey.

VITA

KATIE DICKINS

SUMMARY

Multi-industry HR professional who can leverage experiences in different HR settings to quickly get up to speed in new locations. Rapidly builds partnerships with stakeholders, such as centers of excellence, site leadership teams, and HR business partners. Skillful communicator managing complex employee relations cases. Experience opening a site, including organization design and restructuring to enable organizational capabilities. Significant education and background in strategic thinking and leadership with a deep curiosity and drive to succeed.

SKILLS

• Impactful Presentations & Public Speaking	• Cross-Functional Teamwork	• Workforce Analytics
• Talent Acquisition & Retention Planning	• Complex Employee Relations	• Managing Ambiguity
• Employee Training and Development	• Human Resource Planning (HRR)	• Coaching Others

EXPERIENCE

Thermo Fisher Scientific

> ***Human Resources Manager*** *May 2023 – Present*
> > Corporate */* Finance & Legal *Waltham, MA*
> ***Human Resource Generalist III*** *May 2021 – May 2023*
> > Purification and Pharma Analytics / BioProduction Group *Bedford, Chelmsford, and Framingham, MA*

- Manage multiple stakeholders, i.e., support three sites across two different businesses consisting of a variety of clientele, like R&D, quality, engineering

- Drive site HR initiatives and executed hiring strategy for business expansion, i.e., Partnered with Talent Acquisition and hiring managers to implement onsite career fairs – resulting in ~150% increase in new hires; Implemented recruiting initiatives, such as double referral program and partnering with talent acquisition team to drive recruitment efforts

- Lead large change initiatives, i.e., HR lead for Bedford / Chelmsford expansion, including supporting phase one and two

- Ensure alignment of HR processes, i.e., Performance Management and Development (PMD), compensation planning, human resource review with strategic and operating goals

- Create and partner on initiatives to drive attrition, retention, and engagement post-expansion, i.e., Implement training and development opportunities for managers, support HR organization structure changes (e.g., quality and engineering); employ the Bedford campus engagement plan across three sites

- Translating divisional business strategies into organizational and HR initiatives, i.e., re-calibrating HR field model to create clarity between band level and job scope

Eaton Corporation, *Worcester, MA*

> A global power management company with 100,000+ employees. Eaton Electric plant of 200+ employees.

> ***Interim Human Resources Manager*** *September 2020 – January 2021 for a four-month period, the company relied on me to provide immediate and impactful support during a time of transition.*

- Completed a Quality ISO 9001 Audit and an annual Operations Assessment
- Conducted investigations and managed employee relations concerns
- Presented to division management on the plant's Key Performance Indicators metrics monthly
- Led the annual APEX performance review process for hourly and salaried employees
- Partnered with the site leadership team to drive organizational change and process improvements to align with business goals. Accountable for a full array of HR activities: including, but not limited to, employee development, performance management, workforce planning, working with leaders and employees on coaching, and succession planning

> ***Sr. Human Resources Generalist–Leadership Development Program*** *July 2020 – May 2021*

- Partnered with the corporate talent acquisition team to fill business critical employee roles and ensure an appropriate talent pipeline for the future. Managed new employee onboarding

- Collaborated with the Employee Health and Safety Department during the pandemic
- Led site engagement committee; YTD activity increase of 9x
- Provided counsel and support to employees at the manufacturing plant. Resolved interpersonal conflicts and employee relations concerns
- Executed Affirmative Action Plan (AAP) through creating community partnerships. Increased partnerships by 8x. Presented 2019-2020 AAP report to Leadership Team
- Worked with plant manager to meet goals of the plant and guide all HR functions
- Collected and reported plant data to divisional offices
- Evaluated HR procedures in the spirit of continuous improvement. Recommended and implemented process improvements to increase effectiveness and/or efficiency with a cost savings
- Complied with labor laws and regulations. Worked with the legal team directly as needed

Human Resources Generalist–Leadership Development Program *June 2019 – June 2020*
- Supported five managers in the hiring of hourly and salary employees. Screened resumes, arranged and conducted interviews, coordinated the evaluation and offer process. Coordinated New Employee Orientation
- Facilitated employee involvement programs (two each month): Eaton Safety Action Team member and Worcester's Wellness Activity Committee Lead
- Aligned the local Wellness Reimbursement Program with the division's process to streamline efficiency
- Developed HRIS handbooks. Maintained communications, policies manual, and updated job description library
- Organized and delivered employee training events and Team Lead trainings

EARLY WORK EXPERIENCE
Cottage Health, *Santa Barbara, CA July – August 2018* Santa Barbara Cottage, Santa Ynez Valley Cottage, and Goleta Valley Cottage Hospitals
   Employee Relations Department Intern *(paid, full-time)*
- Engaged 40+ managers, directors, and vice presidents in 8 focus group meetings to identify how current performance management creates counterintuitive behaviors that hide mistakes.
- Incorporated Just-Culture and High Reliability philosophies into Performance Management (PM) processes to align with a strategic plan of 0% error performance. Analyzed 3 years of data of key performance metrics that accounted for 60% of performance problems. Planned innovative flow chart merging three systems in the Performance Management process. Designed three presentations for senior leadership to engage employees in a culture of safety

Unified Grocers and SuperValu, *Commerce, CA June–August 2017* Supply & wholesale distribution service. A grocery industry leader, serving customers through a network of over 2,000 owned, franchised, and affiliated stores across the country. Acquired by SuperValu during my tenure.
   Human Resources Assistant *(paid, full-time)*
- Instructed orientation procedures with the goal of improving employee productivity by 10 percent
- Expedited workers' compensation claims reducing response time by 33%
- Coordinated hiring interviews for recruitment and talent management

EDUCATION
Pepperdine University, Graduate School of Education and Psychology *West Los Angeles, CA*
   Ph.D. in Global Leadership and Change. Dissertation: Development of leader voice and leader silence scales: How and why leaders choose to remain silent or speak up during situations of workplace aggression

Pepperdine University, Graziadio School of Business and Management *Malibu, CA*
   Master of Science in Human Resources

Juniata College *Huntingdon, PA*
   Bachelor of Arts, Health Communication, secondary emphasis in Management

ABSTRACT

This study aimed to investigate the factors that drive leaders to speak up or remain silent when witnessing workplace aggression and to develop scales to measure leader voice and leader silence. While research on employee voice and silence exists, *leader* voice and silence need more theoretical development. I used an exploratory sequential mixed-method design to address these gaps. Subjects: Study one included 26 graduate management students and 35 leaders across multiple industries in the United States who witnessed workplace aggression in their unit. Study 2 included 345 people who supervised others at work. Instruments: Seven open-ended questions asking respondents to describe workplace incidents, aggressor, and their motives to speak up or remain silent with the aggressor. Study 2 consisted of 47 exemplary statements from study one on voice and silent motives, and a 19 item BAS/BIS scale. Analysis: Exploratory qualitative research followed by Exploratory and Confirmatory Factor Analysis. Findings: Consistent with the findings of Sherf et al.'s work on employees' voice and silence, the findings of study one indicated that *leader* voice and silence are distinct constructs with unique motives. Leaders who speak up against workplace aggression are motivated by the goal of maintaining a safe and productive work environment. The Behavioral Activation System (BAS) and the concept of perceived impact align well with explaining their behavior. In contrast, leaders who remain silent after observing an employee's workplace aggression are motivated to avoid the aggressor due to fear and uncertainty. The Behavioral Inhibition System (BIS) and the loss of psychological safety align well with explaining their behavior. Study 2 developed Leader Voice and Leader Scale items. Leader Voice Scale yielded three factors with 19 items. Leader Silence Scale yielded four factors with 14 items. All factors loaded strongly on their respective constructs. Limitations: subjectivity which is inherent in qualitative research, exclusive use of self-report

data, and methodological limitations that make it impossible to infer causality. Future research could focus on narrowing the construct's domain with regards to specific types of aggression incidents.

Chapter 1: Introduction

Chapter Overview

Chapter 1 presents the key elements of the study, the background of the problem statement, and identifies the methodology. It specifies why the research is needed and briefly explains how theory addresses the research problem and the methodological foundation. The study aims to operationalize leader voice and silence through the development of measurement scales through a mixed method research design, which include exploratory qualitative research followed by quantitative statistical research of leaders that supervise at least one direct report. The chapter is structured to include the Background of the Study, Problem Statement, Purpose Statement, Significance of the Study, Conceptual Framework, Theoretical Framework, Definition of Terms, Research Questions, Limitations, Delimitations, Assumptions, Positionality, Organization of the Study, and the Chapter Summary.

Background of the Study

Leaders face challenges in managing significant problems, such as workplace aggression, which lead to a loss of job satisfaction (Sheehan et al., 2020), disengaged employees (Park & Ono, 2017), and higher rates of turnover (Salin & Notelaers, 2017). Although the costs of workplace aggression are uncertain, estimates are in the billions of dollars (Giga et al., 2008). Approximately 13% of employees experience workplace bullying in 2023 in the United States, and another 17% have experienced workplace bullying in the past (Workplace Bullying Institute Report, 2021).

Scholars endeavor to discover the fundamental determinants of workplace aggression in attempts to figure out how to mitigate the considerable costs accompanying employee misbehaviors. Given this, the behavior of local managers (Woodrow & Guest, 2017) appears as a

critical antecedent of misbehaviors at work. Because particular leadership styles seem to assist the progress or provoke it (e.g., Hoel et al., 2010), others may halt or diminish workplace misbehaviors (e.g., Ertureten et al., 2013).

Nevertheless, sizable gaps remain in the literature on how local leaders may affect the management of fundamental problems, circumstances, or points of contention, such as workplace aggression. Specifically, studies have been unsuccessful at grappling with how local leaders handle specific incidents of workplace aggression or the nature of the factors that influence the degree to which local leaders can deal with employees who misbehave (Woodrow & Guest, 2017) or act unethically (Hirsh et al., 2018). Thus, this study aims to advance our understanding of the attributes, extent, and consequences of leader silence and leader voice incentives for fundamental problems, such as workplace aggression.

I pull from the behavioral inhibition (BIS) and behavioral activation systems (BAS) points of view (Elliot, 2006; Gray, 1990; Sherf et al., 2021) to explore how and why leaders speak up (voice) or not (silence). Leader voice is the "discretionary" downward "communication of ideas, suggestions, concerns, or opinions about work-related issues intending to improve organizational or unit functioning" (Morrison, 2011; Sherf et al., 2021, p. 114). Leader silence is the "withholding of" downward "communication of information, suggestions, ideas, questions, or concerns about potentially important work or organization-related issues from a subordinate" (Sherf et al., 2021, p. 114). Most silence and voice investigations focus on upward communications aimed at leaders (Morrison, 2011). However, few have examined voice and silence directed at subordinates, particularly those who misbehave in the workplace (Chang et al., 2021).

Problem Statement

The purpose of this exploratory sequential mixed methods research is to advance our understanding of the factors that drive leaders to speak up or remain silent when witnessing workplace aggression of employees in their unit and to develop scales to measure leader voice and leader silence. Leaders have a choice in such situations; they may speak up and help address aggressive behaviors that could significantly negatively impact employee performance and well-being. Alternatively, they may choose to stay silent. Understanding how and why these leaders' behaviors transpire will help to inform them about how they make such behavioral choices in the future.

This study addresses leader voice and silence in the context of fundamental problems, circumstances, or points of contention, such as workplace aggression. This exploratory sequential design aims to develop and test an instrument. The study's first step is a qualitative exploration of leader voice and silence by collecting open-ended responses to survey questions from full-time supervisors and leaders. Qualitative data is appropriate as there is no measurement instrument or guiding theory for leader voice and silence. The goal is to define the nature and reasons leaders speak with or remain silent with their direct reports when observing or hearing about an employee behaving with aggression. A constant comparative methodology examines the data and compares it with extant literature. I draw on deductive and inductive strategies in the qualitative analysis in this work. I use deductive strategies to organize and focus myself and use inductive strategies to understand what is happening in the data without forcing the data into what I will see. Therefore, drawing on deductive and inductive analysis supports a more organized, rigorous, and analytically sound qualitative study.

Significance of the Study

        The proposed study is important theoretically because:

1. This research develops a valid and reliable measurement scale of leader voice and leader silence.

2. The results expand the research on "leader voice" and "leader silence."

3. This research adds to workplace aggression research by extending the current research from the toxic dyads (perpetrator and victim) to include the leader of the perpetrator (toxic triad).

        The proposed study is important for management practice because:

        The Leader Voice and Leader Silence Scale (LVLSS) helps management understand why leaders speak with or remain silent with their direct reports. It allows them to develop tools, training, and strategies to encourage increased communication when workplace aggression occurs. Research shows that frequent informal communication improves trust and psychological safety, associated with the willingness to speak openly about concerns.

Definition of Terms

        BAS (Behavioral Activation System) "motivates action toward (i.e., approaching, seeking, achieving) potential opportunities and rewards to the self" (Sherf et al., 2021, p.115-116). The system is innate in individuals. When triggered by appealing goals from the natural world, it activates movement to accomplish goals by stimulating action toward "positive stimuli or positive change" (Sherf et al., 2021, p. 116).

        BIS (Behavioral Inhibition System) is "associated with negative emotional states, such as fear, worry, and anxiety, as well as cognitive states of vigilance" (Sherf et al., 2021, p. 116). BIS activates when triggered by desires to disengage, protect, and avoid.

Downward Communication is the behavior of imparting necessary details about something in an organization from those hierarchically higher in the organization to those hierarchically lower in the organization.

Leader Silence - "Withholding of '*downward*' communication of information, suggestions, ideas, questions, or concerns about potentially important work or organization-related issues from a subordinate" (Sherf et al., 2021, p. 114). I adapted the definition from "employee silence" (Morrison, 2011). When looking at employee silence, some researchers state that silence is an *intentional* or *conscious* choice of withholding information (Morrison, 2011). Recent conceptual work suggests that Leader Silence manifests in three forms: (a) Safeguarding silence (with "the intent to protect high-quality exchanged relationships from harm"); (b) Undermining silence (with "the intent to sabotage and/or mistreat out-group subordinates"); (c) Disengaging silence ("an inactive and a non-communicative behavior resulting from leaders' disengagement and abdication from responsibilities and duties") (Chang et al., 2021, p. 502).

Leader Voice - The discretionary *downward* "communication of ideas, suggestions, concerns, or opinions about work-related issues intending to improve organizational or unit functioning" (Morrison, 2011; Sherf et al., 2021, p. 114). I adapted the definition from "employee voice" (Morrison, 2011), which assumes upward communication.

Perceived Impact is "perceptions regarding the potential of making a difference or change to the environment from acting [and] is associated with the BAS and thus relates more strongly to voice than to silence" (Sherf et al., 2021, p. 115).

Psychological Safety is "perceptions of risk or harm from the environment from acting [and] is associated with the BIS and thus relates more strongly to silence than to voice" (Sherf et al., 2021, p. 115).

Workplace Aggression is "any form of behavior directed by one or more persons in a workplace toward the goal of harming one or more others in that workplace (or the entire organization) in ways the intended targets" want to avoid (Neuman & Baron, 2005, p. 18).

Workplace Bullying is "harassing, offending, socially excluding someone or negatively affecting someone's work tasks," which occurs regularly and often (Einarsen , 2002, p. 15).

Workplace Incivility is "low-intensity deviant behavior with ambiguous intent to harm" the target (Andersson & Pearson, 1999, p. 453).

Conceptual Framework

The research explores the effects of behavioral activation and inhibition systems on leader voice and leader silence during an important critical event, situation, or issue, such as when a direct report behaves aggressively or unethically with coworkers. There are many reasons a leader needs to communicate with their direct reports. However, there are times when downward communication is difficult. For example, if the leader is friends with the direct report and needs to provide corrective feedback to that person, the leader may be hesitant to speak. Workplace aggression is a prominent concern that receives much attention (Andersson & Pearson, 1999; Einarsen , 2002; Neuman & Baron, 2005). However, a preponderance of these studies focuses on the victim and the perpetrator, while few explore the behaviors of the manager of the perpetrator (c.f., Ambrose & Ganegoda, 2020; Sheehan et al., 2020; Woodrow & Guest, 2017).

In contrast to studies of workplace bullying, research on managing school bullying is more developed, showing that teacher preparation through training, coaching kids, leadership commitment, and commitment to school anti-bullying values reduce incidences of bullying (Ansary et al., 2015). If teachers, school leaders, and policies can reduce school bullying, can

supervisors, organizational leaders, and work policies reduce workplace misbehavior? One area of study to fill the research gap in management is to examine how and why leaders use downward communication in situations of workplace aggression.

Figure 1 illustrates the conceptual framework. Downward communication (using the leader's voice and silence) is influenced by the situation, such as workplace aggression and the individual's BIS and BAS tendencies. Behavioral inhibition influences a person's psychological safety, influencing their willingness to speak (if it feels safe) or keep silent (if there is not enough psychological safety). Behavioral activation influences a person's perceived impact, influencing their willingness to speak (if saying something will impact their goals) or keeping silent (if there are insufficient rewards or goals). In developing the conceptual framework, I found a lack of studies on downward communication in management literature. For example, there were no theoretically grounded, empirical measures of leader voice or leader silence. Without these measures, researchers cannot examine the missing areas of research described in this chapter and Chapter 2. Thus, I develop measurement tools (see red box in Figure 1) before examining the relationships among the terms in the black box.

Figure 1

Conceptual Framework
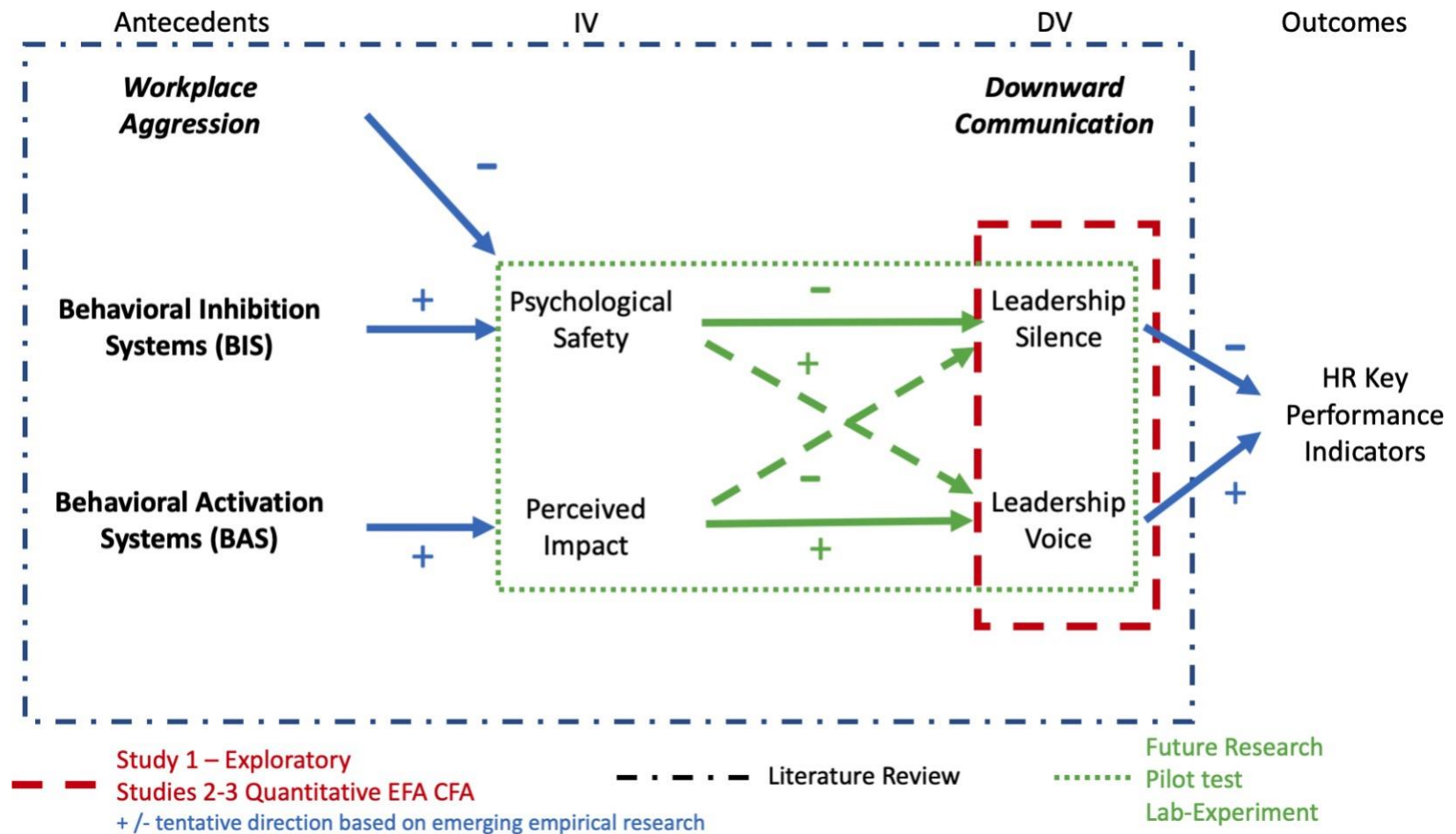
Theoretical Framework

Until recently, many scholars assume that voice and silence emerge from a common motivation (see Detert & Burris, 2007; Sherf et al., 2021; Tangirala et al., 2013). Challenging this assumption, Sherf and colleagues (2021) generate a new theory clarifying the autonomy of voice and silence and carefully examine their unique effects on employee burnout. They theorize and find strong support for their hypotheses that behavioral activation systems drive the use of voice, whereas behavioral inhibition systems propel silence. BAS and BIS often appear in the natural world. For example, the need to eat and procreate pushes animals to hunt and find mates. BIS is the need to back away from something, such as running from a predator. Through meta-analysis, Sherf et al. (2021) conclude that BAS inspires people to seek self-relevant rewards and opportunities by using voice. BIS relates to psychological safety, which can trigger evasion of self-relevant harm through silence.

Based "on the fundamental approach/avoidance behavioral system and the promotive and prohibitive distinction in voice literature," Chen and Trevino (2022, p. 1) find that the two systems engender different emotional responses. The approach/promotive distinction leads to an ethical voice eliciting coworkers' moral elevation. In contrast, the avoidance-prohibitive distinction is more complicated. The prohibitive ethical voice results in varied emotions in employees that work together because it is complex. It "sometimes leads to feelings of threat, with indirect negative effects via threat on coworker support" (Chen & Treviño, 2022, p. 1).

However, "it also leads to coworker elevation and hence can have positive indirect effects via elevation on coworker support" (Chen & Treviño, 2022, p. 1). Giving feedback can be a supervisor's least preferred job role, especially if the message is negative (Manzoni, 2002). Studies show that leaders are often uncomfortable and reluctant to give negative feedback to

poor-performing employees even if the employee would benefit from the information (Ashford & Cummings, 1983). Rosen and Tesser (1970) find that when the message is potentially threatening to the subordinate and the superior, their drive to protect their self-esteem (professional and personal) drives the subordinate and the superior to avoid that experience, which is known as the MUM effect. The MUM effect is the inclination to keep silent about unpleasant messages and not wanting to transmit bad news, which emerges from not knowing what the norms are and the challenges of how a person feels when they fear what others think or how they might react (Tesser & Rosen, 1972). The MUM effect increases fear when dealing with an aggressive or abusive direct report.

Previous research on employee silence and voice at work derives an understanding of how employees hold ideas about improving work and their organization (Jada & Mukhopadhyay, 2018). Voice and silence, as behaviors, are highly sensitive to situational cues (Kakkar et al., 2016), such that employees are reluctant to share their ideas about improvement for various reasons, such as lack of psychological safety, feeling depleted, or feeling burned out (Sherf et al., 2021).

While research shows that perceived impact and psychological safety improve workers' ability to surface suggestions, provide productive ideas, and support problem-solving (Morrison, 2014), Sherf and colleagues' (2021) findings boost theoretical accuracy concerning the comparative significance of an intricate group of antecedents. For example, focusing solely on psychological safety through diminishing interpersonal threats may have little impact in emboldening higher levels of leader voice (Sherf et al., 2021).

Methodological Approach

Leader voice and leader silence emerge as important concepts that enhance the initial development of constructs by grounding them in data (Creswell & Plano Clark, 2018; Glaser & Strauss, 1967). In this exploratory sequential mixed methods research, two studies are conducted to examine the reasons for leader voice and leader silence.

Study 1—Exploratory. The purpose is to develop a construct of ideas trimmed and refined throughout this research of the various motives leaders have for staying silent or speaking openly in response to observing or hearing about an employee behaving aggressively at work. Respondents are eligible for Study 1 if they have one or more employee(s) reporting to them and are at least 21 years old. Graduate students from a United States (U.S.) west coast university and Prolific are recruited. After IRB approval is obtained, participants are recruited by email. A total of 518 students referred by a faculty member are invited to participate, and reminders are sent on day six and eleven. Additionally, an open-ended questionnaire is sent via Prolific to 35 more participants.

Design and Procedure. An online questionnaire is administered asking open-ended responses, asking participants to identify two incidents when they speak openly in response to workplace aggression. They are asked to describe the aggressor of the incident. As reasons for silence and voice often differ (Chen & Treviño, 2022; Sherf et al., 2021), respondents are also asked to describe why they spoke to an employee they supervised. Finally, the same questions are repeated, replacing "spoke to" with "remained silent."

Analysis and Results. An item pool is generated using a qualitative analysis of open-ended responses (Miles et al., 2019) for the survey. Glaser and Strauss (1967) developed a constant comparative method and role-ordered matrixes (Miles et al., 2019) to explore and

analyze the data. The raw data phrases are sorted and organized into groups based on their attributes. Along the way, the tentative groupings are compared with the extant literature. By moving back and forth between the raw data analysis and comparing it to the literature, several themes around different reasons for how and why leaders speak or remain silent when observing an aggressive employee are expected to be found.

Study 2—Factor Analysis. The central purpose for the exploratory (EFA) and confirmatory factor analysis (CFA) in Study 2 is to discover the underlying structure of the dataset and to identify a smaller number of factors that capture the common variance in the observed variables. The purpose of CFA was to determine whether the observed data fits the hypothesized factor structure and to assess the validity and reliability of the measurement model.

I use Prolific's online free prescreening tool: (a) have supervisory responsibilities (e.g., have the authority to give instructions to subordinates); (b) U.SA nationality. The participants were recruited using an online survey company, Prolific; 360 Prolific participants met the criteria. Participation was voluntary and anonymous. A link was provided in Prolific to an anonymous Qualtrics survey. See attachment Recruiting Emails: "Study 2 - Prolific recruiting scripts."

Design and Procedure. Materials: I used the list of items developed in Study 1.

Prompts: Similar to Study 1 prompts, first for silence and then for voice: Leaders may observe or hear about workplace aggression in their unit or group. By workplace aggression, we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid. As a result, leaders may desire to intentionally remain silent with the aggressor.

The reasons for remaining silent may be quite varied. Refer to your current job (if presently employed) or your most recent job (if not presently employed) about why you would intentionally remain silent with an employee who behaved with aggression at work. (A similar prompt was used by Brinsfield's (2013) research on his employee silence scales.)

Analysis. I analyzed the data by conducting Exploratory Factor Analysis (EFA) using SPSS. First, I began with one factor and added new factors as needed. Next, they used the eigenvalue to help determine the number of factors (where the slope levels out). I labeled each set of factors based on their knowledge of theory, what they observed, and what emerged as the latent variables.

Confirmatory Factor Analysis. The purpose is to evaluate the measurement instrument's goodness of fit by contrasting a common factor model, models with disparate silence and voice dimensions combined, and a model based on the number of dimensions.

Analysis. I used AMOS, a statistical software add-on in SPSS. This type of research suggests the following statistical tests:

1. Conduct a chi-square test to check for poor model fit.

2. Assess the means and standard deviations.

3. Calculate Cronbach's alphas to evaluate the reliabilities of the scales.

4. I added other indices because chi-square can yield significant false results if the sample size is larger than 200—three indices: absolute, comparative, and incremental fit.

5. I used root-mean-square error of approximation (RMSEA) to measure the estimated discrepancy between the population and model-implied population covariance matrices per degree of freedom.

6. I used the Tucker Lewis index (TLI) and the Comparative Fit index (CFI) for incremental fit.

Methodological Fit

While research on workplace bullying, incivility, and abusive supervision is mature, the review of the literature shows that less than one percent of these studies examined leaders' downward communication in such situations. Additionally, the theoretical framework of separate behavioral systems to activate voice and inhibit silence was only recently developed (Sherf et al., 2021). While employee voice is a mature research area (suggesting a quantitative design), research on the distinct construct of silence is just emerging (suggesting a qualitative design), and research on leader voice is nascent. With some mature theory but primarily nascent research, a mixed method design beginning with exploratory research is appropriate (Edmondson & McManus, 2007).

Research Questions and Hypotheses

This research is an exploratory sequential mixed methods study which will develop a measurement scale of leader voice and leader silence. Next is an outline of the research questions addressed in this research.

Study 1 Research Questions (Exploratory)

- RQ 1a: What external contextual influences shape how a leader speaks up to an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 1b: What external contextual influences shape how a leader deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 2a: What internal reasons shape how a leader speaks to an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 2b: What internal reasons shape how a leader deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

Study 2 Scale Development (EFA and CFA)

In Study 2, the data from Study 1 is drawn from to develop scales to measure leader voice and leader silence. I created Likert-type scale items based on the voice and silence reason exemplars inductively derived in Study 1 and conducted an exploratory and confirmatory factor analysis to investigate their underlying dimensionality.

Limitations

Using a mixed methods research design entails limitations, including:

Instruments.

- Study One – Exploratory: Respondents may not carefully read the instructions or understand the open-ended questions. Unlike interviews, they cannot ask clarifying questions, which may limit their ability to provide relevant data (Braun et al., 2021).

- Study Two – Likert Scales: Respondents may feel constrained by limiting the range of responses on the response categories to the ones presented.

- Exploratory Methodology: Although grounded theory data analysis is a proven and sophisticated approach representing rigorous qualitative research (Simon & Goes, 2013), it does not use quantitative data to measure the phenomenon described

statistically. As with other qualitative studies, exploratory data analysis has limitations associated with reliability and validity.

- Sampling: Using a convenience sample instead of random sampling will reduce applicability to the general population. However, this approach is sufficient given that the purpose of this research is to develop a novel scale and plans to compare items developed from the data with existing theory.

- Language: The surveys are conducted in English, meaning the data may be challenging to infer during the exploratory research in Study 1. I must carefully review the data quality to determine the intent of the expressed ideas and monitor data interpretation (Cormier, 2018).

- Researcher bias: My professional experience (Human Resources Professional) may pose an inadvertent bias during data interpretation. This limitation was addressed by specific methods explained in Chapter 3.

- Factor Analysis. Factor analysis which relies on correlations, only predicts the behavior of one variable with that of the behavior of another variable, thus showing that there is an association between the two variables. However, it does not show a causal relationship between the two variables.

Delimitations

- I constrain the nature of the focal problem, circumstance, or point of contention to leaders of direct reports (not employees or observers) and examined to what extent they remained silent or spoke to aggressors. Thus, I did not choose to constrain the context, such as organization's size, geographic locations, types of industries, organizational roles, etc.

- Although research shows that leader voice and silence is a global issue, I only collected data in the U.S. because collecting emails from outside was problematic in obtaining that information.

Assumptions

Assumptions of Study

1) Leaders have different voice and silence behaviors based on different motivations, such as their responses to behavioral activation and inhibition systems (BAS/BIS).

2) Psychological safety and perceived impact explain at least some of a leader's voice and silent behavior toward direct reports, even though I cannot find any literature that measures a leader's voice or the absence of voice.

3) A leader's intervention (such as raising their voice) can reduce some of the employee's aggressive behavior.

Assumptions of the Methodology

4) It is possible to measure Leader Voice and Leader Silence behaviors

5) The LVLSS, once tested, will yield reliable responses.

6) The respondents will provide honest answers to the questions.

Positionality

I incorporate a reflexive approach for Study one of this research by situating the design and analysis from a pragmatic paradigm perspective. Paradigms are "conceptual and practical 'tools' used to solve specific research problems" (Abbot, 2003, p. 42). Pragmatism is often

associated with mixed methods (Creswell & Plano Clark, 2018), focusing on incorporating operational findings to research challenges.

As a human resources professional, I coach managers on how to deal with difficult situations in their work group and conduct employee relations investigations. Some managers' discomfort or resistance to take action is surprising. For example, why do the bosses of the bullies mismanage the misbehaviors? The question motivates me to understand why leaders use their voices or remain silent, hoping to reduce workplace misbehavior. As an academic, I want to advance the practice and theory on leader voice and silence by publishing in top-quality journals to disseminate my findings widely.

Organization of the Study

This exploratory sequential design aims to develop and test a leader voice scale and a leader silence scale to measure the downward communication of leaders that supervise direct reports. The central question is, how and why do individual *reasons* and features of contextual influences that shape how a leader *speaks to* or *deliberately remains silent* with a direct report about an important problem, circumstance, point of contention, or workplace aggression? The following sections describe the chapter's organization.

Chapter 1

The first chapter introduces the circumstances that motivated the study and describe the problem and purpose of the study. It identifies the significance, the definition of terms, and the research question. It begins by establishing the conceptual and theoretical frameworks of the study and orients the reader to Figure 1, which illustrates the relationship between the key terms. This chapter discusses the limitations, delimitations, and assumptions of the study. Finally, it

describes my identity and the pragmatic paradigm that influenced the mixed methods research design.

Chapter 2

The second chapter presents the study's arguments and asserts the research methodology's reasons. It seeks to contrast the focus of current and past research on upward communication (i.e., employee voice and silence) with downward communication (i.e., leader voice and silence) by pointing out the gaps that exist in downward communication. The configuration of the literature review is organized around three conceptual areas: (a) Behavioral Activation and Inhibition Systems; (b) workplace aggression as it relates to downward communication; and (c) employee and leader voice and silence. It addresses the gaps and inconsistencies in the literature.

Chapter 3

Chapter 3 presents the research plan, including the research design and justification. It describes the study participants, the sampling method, and the two studies of the mixed method design used in this study. It articulates the considerations for human subject research and provides details of the survey instruments. Finally, it reviews validity, reliability, data collection and management, and the process for data analysis.

Chapter 4

This chapter reports the findings from the research, including an analytical narrative of these findings.

Chapter 5

Chapter 5 demonstrates how the research answered the research questions and summarizes the findings. It discusses the implications for theory and practice, the strengths and weaknesses of the research, and makes recommendations for future research.

Chapter Summary

As described in this chapter, workplace aggression is just one example of the lack of research examining a leader's downward communication with employees. Poor communication can lead to low morale, missed performance goals, and lost sales, while effective communication can increase workgroup effectiveness through trust (Boies et al., 2015; Newman & Ford, 2021). Many popular press articles explain the critical need for an effective leader to excel in communication (e.g., Harvard Business Review; Center for Creative Leadership), but there is a paucity of research about effective communication in top-level management journals. Past managerial research shows that how leaders interact with their employees makes a difference in employee and leader performance (Chang et al., 2021; De Vries et al., 2010). Neufeld et al. (2010) demonstrated that the transformational leader style of openness to subordinate's comments, engaging and gaining subordinate's commitment and trust increases a manager's communicative effectiveness. In terms of styles, transactional leader reduces ambiguity and doubt, which improves the manager's communicative effectiveness (Neufeld et al., 2010). However, little research examines how leaders communicate with their direct subordinates (Ambrose & Ganegoda, 2020).

The function of communication is essential to leader (Gardner & Avolio, 1998), as scholars regularly view the leader process as interpersonal communication between supervisors and subordinates (Awamleh & Gardner, 1999; Hartog & Verburg, 1997).

Communication is both voice and silence. As Parker Palmer (Palmer, 2007) says about the classroom, which can also apply to the workplace, "the space should be bounded and open; the space should invite the voice of the individual and the voice of the group; the space should welcome silence and speech" (pp. 76-77). Recognizing the critical importance of communication

between leaders and employees, for the last three decades, researchers focused on employee voice and employee silence (Burris, 2012; Fast et al., 2014; Lin et al., 2019; Morrison, 2011, 2014).

In Chapter 2, I explored (a) the history of voice and silence research and its impact on leader voice and silence, (b) Behavioral Inhibition Systems (BIS) and Behavioral Activation Systems (BAS) and their relationship with voice and silence; and (c) Workplace Aggression and how it relates to leader voice and silence.

Chapter 2: Review of Literature

Chapter Overview

To understand the reasons for leaders speaking out or remaining silent with a direct report in response to fundamental problems, circumstances, or points of contention, researchers need to understand the underlying motivations for speaking and remaining silent. Awareness of concepts and theories provides pathways to defining why leaders use their influence to address problems and opportunities and why they stay silent when encountering unfair or unethical situations in their work unit. I examine three conceptual frameworks for this research:

1) BIS and BAS literature provides theoretical frameworks for psychological safety, an antecedent to why people remain silent in the workplace, and perceived impact, an antecedent to why people feel motivated to speak up (See green text in Figure 2).

2) Workplace aggression literature and destructive communication (see black text in Figure 2.

3) Employee and leader voice and silence (See blue text in Figure 2).

Following the conceptual frameworks, I discuss the gaps and inconsistencies in the literature.

Introduction

For the literature review, I used Business Source Premier [EBSCOhost], ProQuest Dissertations, Scopus, and Google Scholar as databases to retrieve scholarly articles for my research. Theoretically, I focused on how perceived impact and psychological safety influence leader voice and leader silence during an incident of an aggressive direct report. I developed the problem statement, research questions, and purpose statement by critically analyzing 59 key articles. See Figure 2 for the literature map to guide the review.

Figure 2

Topical Literature Map

After receiving feedback from seven academic reviewers,[3] I modified my purpose

statement and began work on Chapter 2. I used Business Source Premier [EBSCOhost] to

conduct a systematic literature review defined as "a systematic, explicit, and reproducible

method for identifying, evaluating, and synthesizing the existing body of completed and recorded

work produced by researchers, scholars, and practitioners" (Fink, 2019, p. 6) in seven areas (see

Appendix A for reproducible Boolean/Phrases).

I only included peer-reviewed articles by checking the "Peer Reviewed" box in Business

Source Premier. I did not specify start or end dates. From the remaining articles' results list, I

selected the drop-down box "Publication" and "Show More." From the resulting list of journal

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[1] I appreciate Drs. Jillian Alderman, Clark Johnson, Gary Mangiofico, Jaclyn Margolis, Kent Rhodes, Cristel Russell, and Dana Sumpter for their encouragement, engaging questions and helpful critiques that improved my thinking on my Purpose Statement. I also sincerely appreciate Dr. Cristina Gibson and Dr. Dana Sumpter for spending an hour of their time in the Fall of 2021 offering to share their videos on research methods and design, and advising me to slow down to absorb the materials and prepare a well-thought out proposal.

names, I copied each publication name into the Australian Business Deans Council (ABDC) Journal Quality List search box on the website. I eliminated any journals that did not appear on the list or had a rating of "C." I clicked the box next to the journal name if ABDC listed it as a B, A, or A* journal and clicked "Update." I reviewed the remaining articles and eliminated any articles that were not related. For example, "Bas" appeared in articles with abstracts in both English and French; Bas is a French word unrelated to the domain I was searching for, so I eliminated these journals from the list. Table 1 summarizes the results of the systematic literature review resulting in 59 journal articles.

Forward and Backward Literature Searches

From these 59 journal articles, I read the abstracts and skimmed the articles. If the article seemed relevant, I entered it into SCOPUS and examined the number of citations to determine the quality. I determined quality by how many citations an article had relative to how recently it had been published. For example, articles published in 2021 would have far fewer citations than articles published in 2011. I used Scopus to determine if the seminal concept had a significant impact in the field by calculating the average number of citations per year using the following formula:

Avg number of Scopus citations per year = Scopus count of citations / (2023 - Year of Publication)

Table 1

Systematic Literature Search Results

Search Terms	P.R.	ABDC	Other	Total
Workplace Aggression AND Leader AND Interventions	32	10	0	22
Silence AND psychological safety AND Leader	3	1	0	2
Voice AND perceived impact AND leader	9	2	0	7
Communication AND leader AND workplace aggression	13	8	1	4
Behavior* Activation/Arousal OR Behavior* Inhibition AND leader	71	53	17	1
Behavior* Activation System*	56	28	15	13
Behavior* Inhibition System*	66	41	15	10
Total journals from systematic lit review				59

Note. "P.R." means Peer Reviewed. "ABDC" means journals not listed in ABDC or rated as C Journal.
"Other" means journals eliminated because the BAS or BIS referred to a different concept or as in
Communication, the article was not in English. "Total" means the remaining number of journals included in
the initial review. Source: Business Source Premier.

Thus, a journal published in 2011 with 823 Scopus citations (e.g., Morrison, 2011)
yielded an average number of Scopus citations of 74.8 per year:

823 total citations is 823 / 12 = 74.8 citations per year (2023-2011)

Next, I examined the papers citing the article I entered into SCOPUS. If ABDC did not
rate the publication A*, A, or B, I ignored a citing article. In rare cases, if an article did not meet
the ABDC selection criteria, but the journal secured a high impact factor in other rating sources,
I included it. For example, Nielsen & Einarsen (2018) published in *Aggression and Violent*

Behavior, which was not listed in ABDC, but had a Web of Science Impact factor of 2.892 and SCOPUS impact factor of 4.827, so I included it.

This process allowed me to identify which of the 59 articles were most relevant to my research. It also allowed me to identify more recent articles related to my research questions. I eliminated some articles from the original 59 that were not as impactful but added more recent articles that met inclusion criteria. Using Zotero as my database, I imported the promising article's PDF and reference information. I created an Excel spreadsheet. Each row contained one article, and the columns held headers: Journal rating, Journal name, Year, Author, Scopus score, Scopus average score, domain, subject, abstract, purpose, definitions, findings, methodology, limitations, strengths, quotes, and notes. Each domain had its spreadsheet. These searchable data allowed me to organize my literature review.

I also scrutinized reference lists of the articles added to Zotero and followed a similar procedure described above. The reference lists showed me articles that were seminal or influential. I surveyed references from significant reviews and existing meta-analyses and conducted forward and backward reference searches. I used Scopus to trace the seminal article's influence emerging after the seminal article was published. I examined the reference page of essential articles to find past research, focusing on studies published in A* and A journals (ABDC list).

Final Count. The total number of references from this process yielded 260 documents in the Excel spreadsheet. Table 2 shows the categories and the final number of documents I used to examine the literature.

Table 2

Total Number of Documents Retrieved

Research Domains	Total
BAS & BIS	39
Psychological Safety	18
Perceived impact	15
Workplace Aggression	82
Downward Communication	62
Voice & Silence	44
Total	260

Note. Total number of articles from Scopus citations and reference derived from the systematic literature review articles.

Conceptual Framework

BAS and BIS Theme

I ground this research in the theories of the Behavioral Inhibition Systems (BIS) and Behavioral Activation Systems (BAS; Carver, 2006; Elliot, 2006; Elliot & Mapes, 2005), which hypothesizes that a great deal of a person's "behavior is regulated by two functionally independent and biologically based self-regulatory systems - the set of processes that guide goal choice and goal-striving actions" (Sherf et al., 2021, p. 115).

History of BAS and BAS Research. BAS and BIS have their roots in a long history of scientific psychology, such as the approach-avoidance process described by Greek philosophers Democritus (460–370 B.C.E.) and Aristippus (435–356 B.C.E.). They promoted an *ethical hedonism* describing the perfect balance of pursuit of pleasure and evasion of pain guided how individuals behave (Elliot & Mapes, 2005). The quest to explain the theoretical approach-avoidance distinction resulted in a long history of research in multiple disciplines and concepts,

such as animal learning (Gray, 1982), attitudes (Cacioppo & Berntson, 1994; Tomaka & Blascovich, 1994), coping (Roth & Cohen, 1986), emotion (Higgins et al., 1997; Roseman, 1984), decision making (Kahneman & Tversky, 1979; Messick & McClintock, 1968), goals and self-regulation (Elliot & Sheldon, 1998), health behaviors (Rogers, 1975; Rothman & Salovey, 1997), memory (Förster & Strack, 1996; Kuiper & Derry, 1982), mental control (Newman et al., 1980; Wegner, 1994), perception-attention (Derryberry, 1991), psychobiology (Davidson, 1993; Depue & Iacono, 1989), psycholinguistics (Just & Carpenter, 1971), psychopathology (Fowles, 1988; Newman, 1987), and social interaction (Tedechsi & Norman, 1985).

As we see above, researchers have taken various approaches to move beyond the simple guidelines of pleasure and pain to discover the underlying ways approach-avoidance systems operate. Previous BAS/BIS research is broad and multidisciplinary. Some studies used animals to define approach-avoidance (Gray, 1982). Others studied the brain. Still, others studied emotions or cognition. To reduce the confusion, I organized the most recent research on approach-avoidance into two categories and focused only on *human* behavior:

1) neurological/neurophysiological (Balconi et al., 2012; Davidson, 1993; Shackman et al., 2009),

2) approach-avoidance motivation (Elliot & Mapes, 2005; Higgins, 1997)

Since much of the early research on approach-avoidance moved forward from brain studies, I begin with the neurological/neurophysiological concepts.

Neurological Approach-Avoidance. William James (1890/1950) perceived pain and pleasure as *springs of action* and suggested a neural mechanism underlying approach and avoidance tendencies (Elliot & Mapes, 2005). By the late twentieth century, physiological models of personality emerged, holding that two fundamental dimensions of personality

(extraversion and emotionality) manifested functionally different within two aspects of the brain's nervous system (Carver, 2006; Eysenck, 1967). Several theorists advanced neuroanatomically based conceptualizations: behavioral inhibition systems and behavioral activation systems (Cloninger, 1987), behavioral approach and behavioral inhibition systems (Gray, 1982), appetitive and aversive systems (Lang et al., 1990), and approach and withdrawal systems (Davidson, 1993). While these theories are unique in several ways, the theoretical models share propositions stating that the brain has identifiable neuroanatomical substrates that govern approach and avoidance processes (Elliot & Covington, 2001).

Theory of Brain Functions and Behavior. Gray (1981) advanced a theory of two aspects of personality called impulsivity and anxiety (or anxiety proneness). The two features of personality symbolize individual differences in the responsiveness to germane environmental signals (see also Fowles, 1987).[1] He called the system that regulates aversive motivations the BIS, and the other system that regulates appetitive motivation, the BAS.

BIS includes the septohippocampal system, which comprises nerve cells or fibers that convey nerve impulses by monoamine neurotransmitters from the brainstem to the brain's frontal lobe (neocortical projection). This physiological process controls the occurrence of anxiety in reaction to anxiety-relevant cues (Gray, 1982, 1990). Gray suggested that the BIS highly reacts to signs of punishment, non-reward, and novelty and is an inhibitor to behavior that might cause painful or adverse effects (Carver & White, 1994). BIS activation inhibits movement toward goals (Carver & White, 1994). It is aversive, meaning that once set off by possible danger in the

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[1]Gray also postulated a third aspect, the fight-flight system, which is in charge of organizing behavior in reaction to unconditioned punishment and unconditioned reward. He related this system to far extremes of emotion, such as panic and rage (Gray, 1990), however, he did not elaborate on this system sufficiently to include in this analysis.

person's surroundings, "it mobilizes behavior to avoid them by energizing movement away from negative stimuli or negative change" (Sherf et al., 2021, p. 115). Gray (1981, 1990) believed that BIS functioning accounts for negative emotions, like sadness, frustration, worry, and fear, in reaction to these signals (Carver & White, 1994; Elliot & Thrash, 2002). If a person experiences the correct cues, BIS sensitivity likely shows greater proneness to anxiety (Carver & White, 1994).

Gray (1981, 1990) called the physiological process believed to manage appetitive motivation the *behavioral approach system*; Fowles (1980) called it the *behavioral activation system* (BAS). Gray (1981, 1990) could not specify the brain function basis of the BAS as clearly as BIS but found that catecholaminergic (neurotransmitters including dopamine, epinephrine (adrenaline), and norepinephrine) pathways played a principal role (cf. Stellar & Stellar, 1985). Activity in the system generates action to begin or increase action toward goals (Sherf et al., 2021). It mobilizes behavior to accomplish rewards and opportunities "by energizing movement toward positive stimuli or positive change" (Sherf et al., 2021, p. 116). Gray (1981, 1990) suggested that BAS led to the feeling of positive emotions like joy, elation, and hope. His position was that those with greater BAS sensitivity were more likely to engage in goal-directed activities because they enjoyed the positive feelings that came with anticipating the impending reward. Depue and Iacono (1989) and Cloninger (1987) developed similar lines of thought.

Approach-Avoidance Motivation in Personality. Whereas Gray (1981, 1990) examined neurological approach-avoidance, Elliot and Thrash (2002) focused on approach-avoidance motivation in personality. They found that "extraversion, positive emotionality, and behavioral activation system loaded together on one factor (Approach Temperament) and measures of neuroticism, negative emotionality, and behavioral inhibition system loaded on

another factor (Avoidance Temperament)" (Elliot & Thrash, 2002, p. 804). Temperament

represents heritability and emergence in early childhood. They conceptualized "individual

dispositional constructs as biologically based temperaments" (Elliot & Thrash, 2002, pp. 805-

806). While Gray's (1990) BAS and BIS constructs were limited to a set of neuroanatomical

structures and neurophysiological processes, Elliot and Thrash (2002) envisioned "approach and

avoidance temperaments as reflecting a net neurobiological sensitivity across multifarious

sources, including but not limited to those detailed by Gray" (p. 806).

Human functioning produces overt behavior apart from immediate, biologically based

inclinations (Bernston & Cacioppo, 2000; Lang, 1995). Elliot and Thrash (2002) claim that "one

such form of self-regulation is goal adoption and pursuit" (p. 106). The study of goals crosses

several domains (a social-cognitive component of personality; Emmons, 1986); "concrete

cognitive representation of a desired or undesired end state used to guide behavior" (Austin &

Vancouver, 1996; Elliot & Thrash, 2002, p. 806). Regarding approach-avoidance distinction,

achievement goals, like temperament, are relevant (Elliot & Thrash, 2002). In many achievement

circumstances, three kinds of attainment goals are meaningful in the majority of achievement

contexts: (a) mastery goals (gaining abilities and skills), (b) performance-approach goals

(measuring achievement compared to others), and (c) performance-avoidance goals (evading

lack of skill juxtaposed to other people; Elliot & Harackiewicz, 1996).

We can categorize these into approach goals (expertise and achievement approach) and

evasion (avoidance goal). Elliot and Thrash (2002) argue that goals "serve as channels for the

general" predilection stimulated "by approach and avoidance temperaments" (p. 806). Here,

personality and goals energize or motivate reactivity. Goals, on the other hand, cognitively give

direction and focus toward these predilections. While goals focus attention, they may or may not

align with the person's temperament. Thus, compared to Gray's (1990) neurophysiological processes, "goals add a flexible and strategic element to human behavioral regulation that is not witnessed in lower animals" (Elliot & Thrash, 2002, p. 806).

Regulatory Focus Theory, developed by Higgins (1997), is another psychological theory that examines individual differences in motivation and goal pursuit. This theory suggests that individuals have two distinct self-regulation orientations: promotion focus and prevention focus.

The promotion focus is concerned with achieving positive outcomes and aspirations, and individuals with a promotion focus are motivated by the presence of rewards, opportunities for growth, and gains. They are more likely to engage in approach behaviors and take risks to achieve their goals.

The prevention focus, on the other hand, is centered around avoiding negative outcomes and fulfilling responsibilities. Individuals with a prevention focus are motivated by the absence of losses, safety, and the avoidance of mistakes. They are more likely to engage in avoidance behaviors and focus on maintaining stability and security.

While BIS and BAS theories primarily focus on the underlying neurological systems, Regulatory Focus Theory emphasizes cognitive processes and goal orientations. However, there are conceptual similarities between these theories. Both BIS and prevention focus are associated with a more cautious and risk-averse approach, while BAS and promotion focus are linked to a more impulsive and reward-seeking approach.

In summary, researchers have taken different approaches to study BAS and BIS, such as neurophysiology studies (Gray, 1990) and individual differences (Elliot & Thrash, 2002), but these systems essentially bring together how individuals ordinarily and consistently respond to

pertinent situational signals with avoid-oriented and approach-oriented behaviors as critical

drivers.

The Role of BAS/BIS in Leader Voice and Silence. Connecting the domains of voice

and silence with BAS/BIS, Sherf et al. (2021) found "that voice represents a prototypical

workplace response to BAS regulation while silence reflects a prototypical workplace response

to BIS regulation" (p. 116). They found that the individual starts voice, focuses on the future, and

aims to change behavior (Sherf et al., 2021), and the goal is to induce people to bring about

change and betterment (Morrison, 2014). Since the goal is improving the situation more

positively (Elliot, 2006), the objectives and behaviors align more closely with voice and BAS.

Other voice objectives that align with BAS include ostensible achievement, such as improving

effectiveness, accessing rewards, developing a reputation for helping and contributing to the

organization, and using communication to attain the desired outcomes (Carver, 2006; Kakkar et

al., 2016).

Compare this to silence, which represents inhibition behavior to forestall or thwart

conversation that might induce pain or distress to the individual (e.g., social rebuff or

embarrassment; (Brinsfield, 2013; Kish-Gephart et al., 2009). Thus, BIS aligns with the

objectives and behaviors of silence because the goal is to prevent a negative environment (Elliot,

2006), reduce intimidation, and evade mistakes to inhibit unpleasant outcomes (Carver, 2006;

Morrison et al., 2015).

Psychological Safety and Perceived Impact. Expanding on the BAS/BIS differences,

Sherf et al. (2021) advanced a new theory asserting that two predictors, psychological safety and

perceived impact, distinguish voice and silence's distinct relationships and function as pertinent

environmental signals for the BIS and BAS, respectively (Klaas et al., 2012; Knoll et al., 2016;

Pinder & Harlos, 2001). They asserted that psychological safety, defined as "perceptions of risk or harm from the environment from acting," links with BIS and, therefore, "relates more strongly to silence than to voice" (Sherf et al., 2021, p. 115). Conversely, perceived impact, defined as "perceptions regarding the potential of making a difference or change to the environment from acting," links with BAS and therefore "relates more strongly to voice than to silence" (Sherf et al., 2021, p. 115).

By assuming that silence and voice have different antecedents, as Sherf et al. (2021) claim, then we can conceptualize a framework of how leader voice and leader silence differ and why it matters. Rather than asking the question, "Why are leaders saying something or not?" instead, ask two specific questions "Why are leaders saying something?" *and* "Why are leaders remaining silent?" Sherf et al. (2021) argued that separating into two questions allows researchers to create fresh ideas and develop research ideas about the shared and unshared attributes of silence and voice.

Workplace Aggression Theme

Kusy and Holloway (2009), in their book Toxic Workplace, conducted a survey in which they found that 64% of the respondents worked with a toxic personality at the time of the survey, and 94% of those surveyed reported working for a toxic person at some point in their career. In another study, 27% of a representative sample of seven hundred Michigan residents admitted they had experienced mistreatment by somebody at work (Keashley & Jagatic, 2000). Although neither of these two studies passed through the scrutiny of journal peer reviewers, they reveal insight into the extent of workplace aggression in some locations and careers. A report from the United Kingdom (Giga et al., 2008) estimated that the annual expense of workplace "bullying" in the UK's economy is £13.75 billion.

After 30 years of peer-reviewed research, there can be little doubt that workplace aggression and its related terms (i.e., petty tyranny, bullying/mobbing, incivility, abusive supervision, destructive leader, etc.) harm employees and organizations (Ashforth, 1994; Bowling & Beehr, 2006; Fox et al., 2001; Jain, 2015; Mackey et al., 2020; Salas-Vallina et al., 2021; Salin et al., 2020; Skarlicki & Folger, 1997; Tepper, 2000; Thoroughgood et al., 2011). The vast majority of these studies examined workplace aggression from the viewpoint of the actor (i.e., abuser or bully; Chen et al., 2021; Foulk et al., 2018), the target (i.e., the victim) (Aquino & Thau, 2009; Bowling & Beehr, 2006), or both (Pilch & Turska, 2015; Zapf, 1999). Some researchers have recently studied the role of the bystander or observer (Jungert & Holm, 2022; Ng et al., 2020). In summary, most workplace aggression studies concentrate on the perpetrator(s) and the target(s).

Only a notable few have studied the role of the leader of the aggressor (i.e., boss, superior, or manager; Ahmad et al., 2021; Kusy & Holloway, 2009; Sheehan et al., 2020; Wang et al., 2020; Woodrow & Guest, 2017). Thus, although we have progressed in studying some aspects of workplace aggression, significant gaps remain in our knowledge of how leaders decrease misbehaviors. In particular, research has failed to examine downward communication from a leader to an aggressive direct report or the conditions that motivate leader voice (or silence). Consequently, we do not know how leaders might be better prepared to deal with workplace aggression. With this in mind, the purpose of domain two, workplace aggression, is to discuss the challenges of studying workplace aggression and to clarify why I use the amalgamated term of "workplace aggression" instead of more specific terms, such as workplace bullying, incivility, or abusive supervision and to summarize the existing literature on workplace aggression and its related terms.

Why We Need to Study the Leader of the Aggressor. Most employee voice and silence research assume that leaders have the formal authority and influence to voice their opinions and correct behaviors. These assumptions emerge from the military principles of "unity of command" and "chain of command," which gives leaders of greater rank in the hierarchy the right to command others. These military principles often provide organizational leaders the psychological safety and a sense of formal authority (perceived impact) to act on behalf of the organization. However, sometimes leaders do not act; they remain silent *even when they know* someone is misbehaving in their unit (Kusy & Holloway, 2009).

The trepidation of a leader trying to deal with a subordinate's aggressive behavior in the passage above is not new to me. As an HR professional assigned to support the managers, I have observed competent, purpose-driven, effective managers avoid dealing with aggressive employees. These mid-level leaders have significant leader responsibilities with up to five hierarchical levels beneath them and years of work experience. When I meet with these leaders to discuss HR concerns in their units, I point to the higher-than-average turnover rates and flight risks of good employees in the toxic person's unit and the challenges of replacing them. Despite encouraging conversations, cajoling, or coaching from me, these leaders remain at a loss for what to do with the toxic individual(s).

Organizational consultants Kusy and Holloway (2009) report that despite the devastation to the organization, many of their clients have trouble with toxic people and struggle with dealing with it. For three decades, scholars have described, defined, and classified workplace aggression and demonstrated the problem. Many of these scholars called for future researchers to examine the causes of workplace aggression. Part of the challenge of workplace aggression research is that it is difficult to create realistic cause-and-effect experiments. Unlike the 1971

Stanford prison experiment, the IRB now requires safeguards for subjects even if the outcomes serve more people (Zimbardo, 1973), and rightly so, which makes it nearly impossible to study abusive supervision in a realistic experimental design format. Even in the organizations where I work, a study from me, a human resource professional, where I ask questions about misbehavior would be uncomfortable for the employees because of my access to employees' records and the fear of losing anonymity.

Beyond the difficulty of studying workplace aggression because of the sensitive subject, the study of workplace aggression is complex because of the demands of rigorous scientific research (Gold, 1963; Kieser et al., 2015). Despite the call by the Academy of Management to conduct more research relevant to the practice of management (Kieser et al., 2015), I note that articles in the top journals (A* and A as rated by ABDC) publish very few articles on managing workplace aggression. Thus, to gain impact as a scholar and provide relevance for managers, researchers like me must thread a narrow needle to weave our interest in relevant research about reducing aggressive workplace behaviors and the requirements to produce rigorous scientific research.

It makes sense that leaders play a pivotal role in managing workplace aggressors under their supervision. Researchers identify three potential managerial roles related to bullying: we can view them as perpetrating, facilitating, or preventing the behavior of the workplace aggressor (Woodrow & Guest, 2017). For example, the *destructive leader* perpetuates the bullying behavior of their subordinate bully by aligning with the aggressive subordinate when dealing with the victim (Hoel et al., 2010). By contrast, researchers found a significant negative association between laissez-faire leaders and organizational citizenship behaviors, creating an environment for negative and harmful behaviors (Klasmeier et al., 2022). In other words, the

laissez-faire leader style may facilitate workplace aggression. Johan Hauge and colleagues (2007) also found that laissez-faire leader, specifically leaders that deliver rewards unrelated to subordinate behaviors, was significantly associated with self-reported bullying.

In contrast, certain leader styles may prevent or reduce workplace aggression. For instance, researchers report that transformational leader relates to less harassment as it gives followers higher levels of autonomy, independence, and power (Astrauskaite et al., 2015). Along the same lines, Ertureten et al. (2013) reported fewer bullying behaviors when transactional leaders were engaged with their work unit and focused on stability and performance. Immediate supervisors can help prevent bullying by intervening in low-level conflict before it escalates to workplace aggression (Johan Hauge et al., 2007; Salin, 2003). In this section, the literature shows that workplace aggression correlates with either weak or firm leader. In contrast, proactive supervisors and transformational or transactional leader correlate with protecting employees from the behavior.

The Different Constructs of Workplace Aggression. In the broad rubric of workplace aggression literature, researchers examining mistreatment from the target's perspective have labeled psychological aggression at the workplace with an array of labels such as incivility (Andersson & Pearson, 1999), social undermining (Duffy et al., 2002), bullying (Salin, 2003), toxic leader (Lipman-Blueman, 2005), harassment (Bowling & Beehr, 2006), interpersonal deviance (Berry et al., 2007), abusive supervision (Tepper, 2000), ostracism (Williams, 2007), victimization (Aquino & Thau, 2009), and emotional abuse (Pilch & Turska, 2015).

Similarly, researchers have examined the actor's perspectives through an assortment of forms of enacted mistreatment, such as retaliation (Bowling et al., 2020; Skarlicki & Folger, 1997), antisocial behavior (Robinson & O'Leary-Kelly, 1998), revenge (Aquino et al., 1999),

interpersonal deviance (Bennett & Robinson., 2000), counterproductive work behaviors (Fox et al., 2001), and workplace aggression (Hershcovis et al., 2007).

Many of these constructs capture distinguishable features, and some argue they capture substantial theoretical differences (Tepper & Henle, 2011). However, there is considerable overlap in the proliferation of constructs. Scholars question whether we can add to our knowledge when studying nearly identical forms of mistreatment but with different terminology (Spector & Fox, 2005). For example, Table 3 identifies differentiating characteristics of six mistreatment constructs and "key overlapping items" (Hershcovis, 2011, p. 502). Most of the constructs summarized below have some distinctive or unique characteristics and share some similarities. After describing the differences, similarities, and assumptions of five constructs for illustrative purposes, I discuss the challenges of studying workplace aggression based on Hershcovis's (2011) argument that the proliferation of terms and definitions is making it more difficult to build on other researcher's findings because of overlaps in constructs. As noted above, there are many more workplace aggression labels. However, for this paper, six are suffice to illustrate the critique that the domain of workplace aggression is disjointed due to overlaying constructs, which frequently study identical relations (Bowling & Beehr, 2006; Hershcovis, 2011).

Abusive Supervision. Tepper (2000) defined abusive supervision as "the sustained display of hostile verbal and non-verbal behaviors, excluding physical contact" (p. 178). It focuses 1) on one type of actor—the supervisor, 2) it is sustained over one or two abusive acts, and 3) explicitly excludes acts of physical attacks. However, like bullying, mistreatment must be persistent, and like incivility, it excludes physical acts. It assumes the supervisor's mistreatment

Table 3

Illustrative Constructs Workplace Aggression Measures

Definitions	Distinctive/ unique from others	Similar	Assumptions	Overlapping Construct Measures
Abusive Supervision "Sustained display of hostile verbal and non-verbal behaviors, excluding physical contact" (Tepper, 2000, p. 178).	*Focuses on* one type of actor (*the supervisor*). *Sustained* (over one or two abusive acts) (frequency & persistence of mistreatment. Explicitly omits physical acts from its definition.	Mistreatment must be persistent (like bullying) *Excludes physical* acts (like incivility)	Supervisor mistreatment is unique from other perpetrators (customers, peers, subordinates. Impedes relationships as time passes; implies high or moderate *frequency*.	*Ridicules me *Gives me the silent treatment *Puts me down in front of others *Invades my privacy *Reminds me of my past mistakes or failures *Makes negative comments to me about others *Is rude to me *Tells me I'm incompetent
Social undermining "behavior intended to hinder, over time, the ability to establish and maintain positive interpersonal relationships, work-related success, and favorable reputation" (Duffy et al., 2002, p. 332).	Separately considers supervisor & co-worker undermining Involves the way at which an actor harms the relationships and accomplishments of the target; explicit about harm outcomes	Identifies	Assumes *intent* on the part of the actor. Implies an interference with relationships at work; Assumes that the mind-set and behaviors of coworkers and supervisors change toward the victim when the perpetrator undermines the target Assumes the behavior affects the workplace tasks and accomplishments of the victims and damages the victims' reputation.	*Put you down when you questioned work procedures *Talked about you behind your back *Insulted you *Spread rumors about you *Made you feel incompetent *Delayed work to make you look bad or slow you down *Talk to down to you *Gave you silent treatment *Belittled you or your ideas *Criticize the way you handled things on the job in a way that was not helpful
Bullying instances where an employee is repeatedly and over a period of time exposed to negative acts (i.e., constant abuse,	Can be perpetrated by any organization member, but not outside org. Must be more than one act;	Mistreatment must be *persistent*/ sustained (like abusive supervision)	Assumes higher intensity than incivility b/c of intensity and *frequency* measures	*Ridicule *Repeated reminders of your blunders *Insulting teasing *Slander or rumor about you *Social exclusion from coworkers or work group activities

Definitions	Distinctive/ unique from others	Similar	Assumptions	Overlapping Measures
offensive remarks or teasing, ridicule, or social exclusion) from co- workers, supervisors, or subordinates (Einarsen, 2000).	Implicit *power imbalance* between actor & target - defined broadly			*Verbal abuse *Devaluation of your work and efforts *Neglect of your opinions or reviews
Incivility low intensity deviant acts such as rude and discourteous verbal and non-verbal behaviors enacted toward another organizational member with ambiguous intent to harm (Andersson & Pearson, 1999).	Defined as *low-intensity* behavior States *intent is ambiguous*	Excludes physical acts (like Abusive supervision)	Even relatively trivial mistreatment may result in a big changes in employees feelings toward their org.	*Put you down in a condescending way *Made demeaning or derogatory or marks about you *Paid little attention to your state or a little interest in your opinion *Ignored or excluded you from social camaraderie *Made unwanted attempts to draw you into a discussion of personal matters
Interpersonal Conflict An organizational stressor involving disagreements between employees (Spector & Jex, 1998).	Mutually stressful interactions between employees	Rude or discourteous verbal behavior (like incivility)	No clear differentiating features.	*How often are people rude to you at work? *How often do other people do nasty things to you at work? *How often do people yell at you at work?

Note. Some material in these tables was originally presented by Hershcovis (2011)

is unique from other perpetrators, such as customers, peers, and subordinates. It impedes

relationships as time passes, which implies high or moderate frequency.

   Social Undermining. Duffy et al., (2002) defines social undermining as "behavior

intended to hinder, over time, the ability to establish and maintain positive interpersonal

relationships, work-related success, and favorable reputation" (p. 332). It 1) independently

appraises supervisor and co-worker undermining, 2) is concerned with the manner in which the

actor harms the relationships and success of the target, and 3) explicitly states the harm

outcomes. It assumes intent by the actor. It implies interference with relationships at work and

assumes that, in the act of undermining the target, the attitudes and behaviors of third parties

(e.g., coworkers or supervisors) toward the victim are influenced.

   Bullying. Einarsen (1999) defines the bullying phenomenon as "the systematic

persecution of a colleague, a subordinate or a superior, which, if continued may cause severe

social, psychological and psychosomatic problems for the victim" (p. 17). Bullying is an instance

where an employee is repeatedly and over a period of time exposed to negative acts (i.e.,

constant abuse, offensive remarks or teasing, ridicule, or social exclusion) from co-workers,

supervisors, or subordinates (Einarsen, 2000). 1) It can be perpetuated by any organization

member, but not from outside the organization; 2) must be more than one act; 3) there is an

implicit power imbalance between the actor and the target—broadly defined. Conceptually,

bullying is the persistent and like abusive supervision, the mistreatment must be persistent and

sustained. It assumes that the intensity is higher than incivility due to the use of intensity and

frequency measures.

   Incivility. Andersson & Pearson (1999) define incivility as "low-intensity deviant

behavior with ambiguous intent to harm" (p. 456). Its distinctiveness includes (a) being defined

as low-intensity behavior and (b) stating that intent is ambiguous. Like abusive supervision, it excludes physical acts. It assumes that even relatively trivial mistreatment may result in big changes in employee's feelings toward their organization.

Interpersonal Conflict. Interpersonal conflict is an organizational stressor involving disagreements between employees (Spector & Jex, 1998). Its distinctiveness from other concepts is because it measures the concurrent conflictual interactions with another individual, and it does not focus on an experienced outcome. It is a form of mistreatment (Bowling & Beehr, 2006). The constructs range from minor to major intensity and focus on overt and covert activities. Unlike the constructs above that only focuses on the victim's experience of hostile actions, the measure contains at least one item regarding a respondent's executed conflict ("how often do you get into arguments with others at work?"), although, like the above constructs, the majority of the items examine the target's experiences. Like incivility, it includes verbal comments that are rude and discourteous, but between employees, not at an employee.

Theoretical Challenges. The six nomological net above represent a proliferation of constructs on interpersonal workplace aggression (Bowling & Beehr, 2006; Hershcovis, 2011) and psychological aggression (Nielsen et al., 2018). "There is significant overlap between items within the different measures" (Hershcovis, 2011, p. 509). One question that needs to be asked, however, is whether these multiple, often similar constructs, help or hinder knowledge development of the broad rubric of workplace aggression. Hershcovis (2011) believes it hinders it.

To provide a greater distinction between constructs, Hershcovis (2011) identified five factors that should improve the conceptual difference in workplace aggression: (a) intensity, (b) frequency, (c) perpetrator power/position, (d) outcomes to be affected, and (e) intent (p. 505).

Each construct has meaningful distinctions which presumably symbolize experiential differences to the target (Hershcovis, 2011). For example, the frequency of mistreatment may have more substantial detrimental effects on targets. A perpetrator with power may hurt a target differently than a leader with less power (Li et al., 2021), and the abuse of power may hurt the perpetrator (Foulk et al., 2018). Critically, however, while researchers have differentiated the constructs from other constructs "theoretically, these differences are assumptions of the definition and conceptualization" (Hershcovis, 2011, p. 505). Researchers rarely measure the factors (i.e., intensity, frequency, perpetrator power) which make these concepts unique (Hershcovis, 2011).

Conceptualization. To develop this further, let us consider workplace incivility. Even though Andersson and Pearson (1999) defined *incivility* as low-intensity behavior with ambiguous intent, the measures do not include intensity or intent. For that reason, Hershcovis (2011) argue that "intent and intensity are assumptions of the construct" (p. 505). Thus, despite the intention to measure behaviors of low-intensity, the victim may not feel an item on the measurement scale is low- intensity. For instance, one of the incivility scale items includes being "ignored or excluded . . . from social camaraderie." Belongingness is a fundamental need for everyone (Baumeister & Leary, 1995), suggesting that ostracism may feel like high-intensity instead of low-intensity.

Baumeister and Leary (1995) note that marginalization results in grave attitudinal, health, and behavioral outcomes. If someone experiences social exclusion, the negative impact may overwhelm the positive inclusion they experience from other workplace employees; that is, the intensity is high, not low (Baumeister et al., 2001). By contrast, exclusion at work may not bother individuals if they get their social needs met in other ways, such as a strong friend group

outside of work (Page-Gould et al., 2008). Consequently, the measurement item *being ignored or excluded from social camaraderie* may differ depending on the person. Hershcovis (2011) argues that assuming something like intensity in the definition is not helpful and that, instead, it is better to study intensity separately as a moderating factor, which would help distinguish whether intensity behavior adversely affects employees. In summary, while different workplace aggression constructs (e.g., bullying, abusive supervision, etc.) differ conceptually, the way they are measured makes it difficult to understand how the "distinctions affect the victim's experience, outcomes, and coping strategies" (Hershcovis, 2011, p. 506).

Perpetrator Versus the Victim. With very few exceptions, e.g., (Mitchell & Ambrose, 2007; Tepper et al., 2008), much of the research on workplace aggression is split, with one group of researchers studying the actor (perpetrator) viewpoint and a different group of researchers the target (victim) perspective. Hershcovis & Reich (2013) suggested that these two bodies of literature need to come together.

Intentionality. A second conceptualization challenge is whether researchers should include the intentionality of the perpetrator in the conceptualization of workplace aggression. Nielsen et al. (2016) offer three arguments for why studies should not include intent on workplace aggression: (a) it is challenging to substantiate the reason of the perpetrator's behaviors. Perhaps, the target perceives intent, but not the actor's perception of the situation differs; (b) unskilled interpersonal and social skills can create harm regardless of intent; and (c) intent is challenging to measure, and the perpetrator may not be aware of their intentions at the point of time when the event(s) occurred.

The Abusive Supervisor's Supervisor. A final conceptualization challenge is a lack of research on the underlying causes of workplace aggression, such as the role of leader. As shown

earlier, workplace aggression, with its various labels, is a dyad comprising a supervisor and a subordinate hierarchy. For example, abusive supervision includes the supervisor-subordinate dyad as part of the definition, which researchers assess from a subordinate's perspective. However, abusive supervisors have a hierarchical relationship with their own supervisors "and whose directives they must take" (Ambrose & Ganegoda, 2020, p. 738). The behavior of the leader is a critical antecedent of workplace aggression. For example, some leader styles may enable or directly affect workplace aggression (e.g., Hoel et al., 2010), while other leader styles can avert or decrease it (e.g., Ertureten et al., 2013). Still, considerable gaps remain in our knowledge about the attitudes and behaviors in which leaders may influence workplace aggression (Woodrow & Guest, 2017).

Workplace Aggression and Motivation. For this exploratory sequential mixed-methods study, I adopted the term workplace aggression given it is a broader concept than bullying, incivility, abusive supervision, or other labels. I define workplace aggression as "any form of behavior directed by one or more persons in a workplace toward the goal of harming one or more others in that workplace (or the entire organization) in ways the intended targets" want to avoid (Neuman & Baron, 2005, p. 18). Motivation is an important concept of workplace aggression as seen by this definition. From my workplace experience as an HR professional, I expect the exploratory research to reveal the differing reasons and motivations shaping how and why leaders either approach or avoid aggressors.

Drawing from research on the related construct of bullying, Woodrow & Guest (2017) found through in-depth interviews that many managers are not competent at managing bullies, but those who engaged in proactive risk taking could overcome some of the barriers to taking action against bullies as illustrated by this manager's quote from their study:

I got him to e-mail me an account of what happened and then I contacted the person that

was doing the bullying . . . I went over there with trepidation–I am going to get a telling

off myself–and I thought "no, I am going to stand my ground and challenge him because

it doesn't sound like his behaviour was reasonable (B7, manager). (Woodrow & Guest,

2017, p. 226)

The passage corroborates Sherf et al.'s (2021) work illustrating the difficulty of

confronting an aggressor without sufficient psychological safety and perceived impact. It is

interesting to note in the passage above it is the *leader* of the aggressive person (who is less

frequently studied) who feels trepidation, not the bully's subordinate or peer (who are more

frequently studied).

Destructive Communication. While leader communication sheds light on how effective

leader communication is an essential function in organizations, only a few studies examined how

a leader's destructive communicative impacts others (Chang et al., 2021). For example, abusive

supervision, defined as the subordinates' perception of sustained hostile verbal and non-verbal

supervisory behaviors (Tepper, 2000), foretells subordinates' discontent at work and

premeditation to end their employment with the organization (e.g., Tepper, 2000). A leader's

aggressive, demeaning, spoken, and unspoken behaviors relate to subordinates' heightened

anxiety and irritation and lower self-confidence (Ashforth, 1994). Likewise, using intimidation,

threats, and castigation to demean employees (Pearce & Sims, 2002) leads to adverse workplace

outcomes for employees (Thoroughgood et al., 2011).

Studies in destructive leader explore destructive leader communication and the results,

which are often negative. Abusive supervision, for example, with its sustained display of hostile

verbal and non-verbal behaviors, causes poor organizational consequences such as employee

psychological distress for employees (e.g., Tepper, 2000), counterproductive employee behaviors (e.g., Detert & Burris, 2007), and increased likelihood of the employee quitting (e.g., Palanski et al., 2014). Pearce and Sims (2002) showed that aversive leaders use threatening communication and admonishments to control employees, which increases hurtful outcomes (Thoroughgood et al., 2011). Likewise, Ashforth (1994) introduced the idea of petty tyranny, which encapsulates destructive leader behaviors, which included aspects of poor communication (Chang et al., 2021). With verbal and nonverbal behaviors, tyrannical leaders pursue destructive communication acts that threaten, criticize, and injure an employee's dignity and self-respect in public (Aryee et al., 2007), which reduces their job satisfaction and work motivation (Einarsen et al., 2007). Related to the toxic triangle of (a) context, (b) victims, and (c) perpetrators, Padilla et al. (2007) suggested that toxic bosses attempt to constrain employees' verbal input and disagreement, which can cause harmful results. As a final point, Einarsen et al. (2007) suggested a broad description of destructive leader, which partially incorporates hostile verbal and nonverbal behaviors like withholding relevant information from subordinates. Einarsen et al. (2007) state that these types of destructive behaviors noted above reduces employee motivation, health, and happiness. Given this background, scholars have asked for more empirical research concerning the effect of leader communication processes on key organizational outcomes (Mayfield & Mayfield, 2007).

In summary, the research on destructive leader provides a critical understanding of the dysfunctional and destructive attributes of leaders' downward communication methods. Still, the research primarily examines "destructive leader communication from the perspective of overt communication behaviors, which, consequently, leads to our lack of understanding of destructive leader communication from the angle of covert communication behaviors" (Chang et al., 2021, p.

494). Chang et al. (2021) suggest that covert communication is about silent behavior and suggests that it is "the most pervasive covert communication behavior in organizations" (p. 494). The following conceptual framework reviews the literature on employee and leader silence and voice.

Employee and Leader Voice and Silence Theme

Voice has been part of human experience for eons. History shows that oral messages supported social relations, wisdom sharing, and early commerce. Understanding how the voice works is valuable for those who study behavior in organizations because much of what people do in organizations revolves around communication. Social interaction is a cornerstone of organizational behavior research, and much of what we know today was based on what we learned from our analysis of what people told us (Turner, 1987).

Whereas scholars study organizational behavior through the use of voice more than silence, the study of silence makes a definite impact on people's social interactions. There is a West African proverb that states "Silence is also speech" and a Nigerian proverb that says, "Silence is talk too." Over the last fifty years of research, we now recognize that voice and silence are part of the same picture. As Brinsfield et al. (2009) state, comparing the concepts to Gestalt terminology (Kohler, 1992), "voice is figure and silence is ground" (p. 672). I agree with their assessment that voice and silence are critical to social interaction. However, we need to understand the motives that drive voice and silence. For instance, scholars have developed a sophisticated understanding of the motives that drive voice but only recently have researchers distinguished distinct motives of what drives silence. In this next section, I will review the seminal literature on voice and silence.

Clarifying Voice and Silence. Withey and Cooper (1989) believe voice is any activity on which a person focuses energy to improve the work situation. LePine and Van Dyne (1998) described the "voice as speaking out and challenging the status quo with the intent of improving the situation" (p. 853) and as "non-required behavior that emphasizes expression of constructive challenge with an intent rather than merely criticize" (Van Dyne & LePine, 1998, p. 109). These conceptualizations could apply to either downward or upward communication.

Organizational Justice. The experience of voice performs a pivotal role in an individual's ideas of workplace fairness, which is often linked to research about organizational justice. The connection between organizational justice and critical organizational and individual outcomes includes withdrawal (Conlon et al., 2005), high-quality exchanges between leaders and subordinates (Piccolo et al., 2008), organizational citizenship behaviors (Yen & Niehoff, 2004), and trust in management (Asgari et al., 2008).

Organizational justice includes three attributes (distributive, interactive, and procedural). Some suggest splitting interactional justice into interpersonal and informational justice (Colquitt, 2001; Greenberg, 1993). The key here is the opportunity to have a fair process in being heard, known as the voice effect. Thus, it is not just achieving the change or outcome one wants but the process in which a leader hears and respects others (Lind et al., 1990).

Whistle-Blowing. Whistle-blowing is when members of an organization reveal wrongdoing in an organization to people in authority (Near & Miceli, 1985). LePine and Van Dyne (1998) state that whistle-blowing is using one's voice to stop harmful behavior (a prohibitive behavior). In contrast, voice is a promotive behavior seeking a constructive shift in an activity. Brinsfield et al. (2009) argues that "whistle-blowing connotes an ethical dimension relative to some serious transgression, whereas voice" revolves around expressing ideas and

opinions about work (p. 22). However, regarding workplace aggression, whistle-blowing may play a part in reducing incidences. For example, nearly two-thirds of U.S. companies have written policies that explicitly request employees say something about ethical failings, deficiencies, and other transgressions related to wrongdoing in the company (Barry, 2007).

Complaining. Complaining can be a negative or positive voice. Kowalski (2002) found that individuals that communicate their concern about something actually end up feeling better about the person they were upset with and that the person they were upset with likes the complainer better after direct communication (Kowalski & Cantrell, 2002). She suggests that the effort to hide one's thoughts, emotions, and behaviors may be overwhelming and that complaining serves as a vent for physiological and psychological health. Complaining serves to reduce the chance of "maladaptive outlets."

Organizational Citizenship Behavior (OCB- Voice Focus). Leaders and subordinates must often go beyond the limits of the formal roles of their jobs if an organization is going to run well (Van Dyne et al., 2003). Pro-social work-related behaviors occur when someone helps an employee deal with a family emergency, helps distribute critical documents, or rolls up their sleeves and joins the shipping department to ship products on time. The formal job description does not specify these jobs, but it smooths the way for effective workplaces (Van Dyne & LePine, 1998). Lack of pro-social behavior can undermine a sense of esprit de corps or the feeling of pride, fellowship, and common loyalty. Leaders who neglect to support and voice support for their subordinates can find that their subordinates resent them. (Smith et al., 1983) reported that voice-related items load higher on altruism (.76) than generalized compliance dimensions (.08) load. The operational measurements used in OCB studies show that voice and related behaviors related to OCB, such as making suggestions and encouraging quiet workers to

voice their opinions, expressing ideas, defending the organization when others find fault, and offering improvement suggestions (Lee & Allen, 2002; Moorman & Blakely, 1995; Smith et al., 1983; Williams & Anderson, 1991).

Diffusion of Responsibility. In a study about bystander intervention in emergencies, Latane & Darley (1968) showed that the main reason people remain silent is "diffusion of responsibility." If alone and solely accountable, a person will help, but if there are many potentially accountable people, they are less likely to speak up or act. Early in the study of voice, a team of social psychologists proposed a concept highly applicable to voice and silence, which they called the MUM effect (Rosen & Tesser, 1970) or keeping "*M*um (i.e., silent) about *U*ndesirable *M*essages." The MUM effect is that people are unwilling to deliver negative news because they experience discomfort about giving negative information (Conlee & Tesser, 1973; Tesser, 1988). Subsequently, Milliken et al. (2003) identified the MUM effect as one reason people avoid speaking up at work. Studies show that the discomfort of sharing bad news comes from the anxiety of hurting their relations with the recipient (Morran et al., 1991). Tesser & Rosen (1972) suggested that people felt guilty and uncomfortable speaking to someone because they did not share the recipient's misfortunes.

Disparities in workplace power and status worsen the MUM effect (Milliken et al., 2003). It is easier for employees to report concerns about problems or misconduct done by superiors to their peers or subordinates. However, they conceal or distort negative information to their superiors (Roberts & O'Reilly, 1974). It is essential to this research on leader voice. While the MUM effect is primarily about upward communication (up to the boss and leader), it can also relate to downward communication. Leaders can sometimes evade or wait before giving feedback to those not performing well (e.g., Benedict & Levine, 1988; Ilgen & Knowlton, 1980).

Evidence implies that people attempt to avoid disclosing negative or unpleasant information to others (Blumberg, 1972).

Spiral of Silence. An important concept to arise in the early history of voice and silence research was the notion of the "spiral of silence" (Noelle-Neumann, 1974). The concept is that individuals keep silent if they believe that the public has different opinions than they do because they feel fear and experience a lack of confidence. However, when public opinion shifts toward their views, they feel more confident and less fearful about speaking out. Many researchers use this concept to understand how the fear of isolation impacts an individual's readiness to express their opinions (e.g., Bowen & Blackmon, 2003; Clemente & Roulet, 2015; Glynn & McLeod, 1984; Salmon & Oshagan, 1990). People are not likely to share their opinions if they feel the majority outnumber them (Noelle-Neumann, 1993; Moy & Scheufele, 2000). This fear activates a cycle in which the majority's voice is louder, which triggers the minority from speaking publicly, allowing those speaking to create public opinion (Clemente & Roulet, 2015). "While the spiral of silence theory originates in the mass communication literature, its mechanisms can work at different levels, such as small groups or organizations" (Clemente & Roulet, 2015, p. 97). This spiral lends itself to analytic study at the micro-processing level, such as social actors' voices.

Bowen and Blackmon's (2003) study of vertical spirals of silence suggests that silence can become contagious in workplaces (i.e., the decision to be silent about issues increases the likelihood of silence about other issues). For example, minorities, such as gay or disabled, may

Figure 3 shows a timeline for concepts of silence and voice concepts. Table 4 describes key concepts in the study of voice and silence in organizations. Following the figure and table the narrative continues on themes of leader voice and silence.

Figure 3

Silence and Voice Timeline

Waves in the literature on voice and silence in organizations, with seminal contributions marked along a timeline.
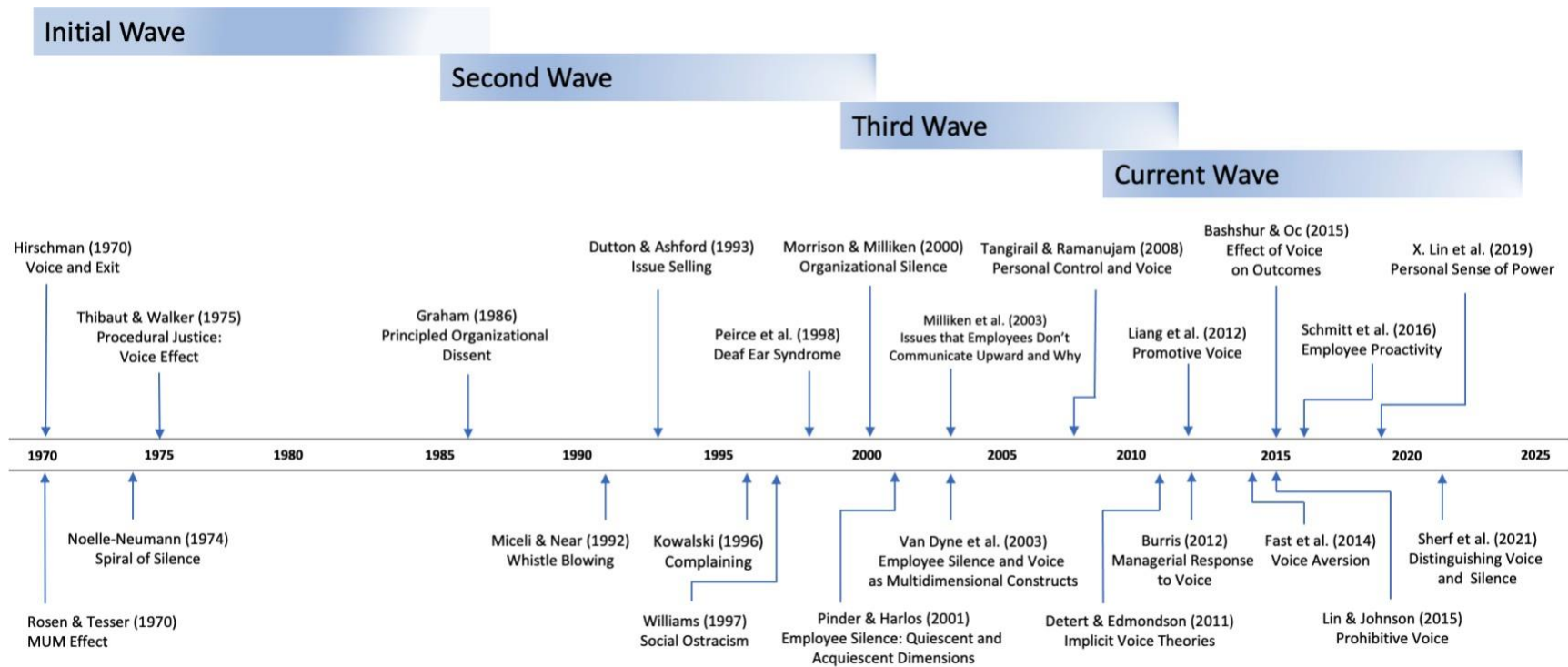
Table 4

Key Concepts in the Study of Voice and Silence in Organizations

Concept	Voice or Silence Focus	Direction	Situation or Event/Motives	Notable Definition or Description
Received respect	Employee voice	Upward	Social-relational view of drivers of voice	"Received respect is the degree to which an employee receives esteem from his or her peers, often derived from the employee's competence" (Ng et al., 2020, p. 403)
Personal sense of power	Employee voice	Upward	Leader humility and lower power distance	"An individual's perception of their ability to influence others" (Lin et al., 2019, p. 938; Anderson et al., 2012)
Promotive & prohibitive voice	Voice	Upward (leader - maybe downward - check)	Meta-analysis	"Using Liang et al. (2012) as a guide, voice measures to be promotive if ⅔ of the items met at least one of three criteria: (a) suggested new ideas or projects, (b) pointed out opportunities for improvement to products or processes, and (c) had a future orientation" (Chamberlin et al., 2017, pp. 22-23). Categorized voice measures as prohibitive if: "(a) had a problem focus, (b) called attention to harmful or unsatisfactory work-related factors, or (c) conveyed a past or present orientation" (p. 23).
Employee proactivity	Voice	Upward, influenced by leader behavior	Transformational. leader; resource conservation perspective	Employee proactivity is "personal initiative & voice behavior" (Schmitt et al., 2016, p. 588). "Both personal initiative and voice represent employees' attempts to challenge and improve the status quo of the internal organizational environment" (p. 590).
Effect of voice on outcomes	Employee voice	Up, down, lateral	Treated voice only as an independent variable or mediating variable	Integrate theoretical constructs and empirical outcomes for voice across organizational levels (Bashshur & Oc, 2015).
Prohibitive voice	Employee voice	Upward	Regulatory focus and ego depletion framework	Although promotive and prohibitive voices are thought to be distinct types of behavior, we know very little about their unique antecedents and consequences (Lin & Johnson, 2015)
Voice aversion	Managerial avoidance of employee voice	Upward	Low managerial self-efficacy	Rather than seeking voice, the authors posit that managers with low managerial self-efficacy are actually motivated to avoid employee voice (Fast et al., 2014)
Managerial response to voice	Employee voice	Upward	Supportive & challenging forms of voice	The risks and rewards of speaking up: Managerial responses to employee voice (Burris, 2012)
Implicit voice theories	Silence	Up, down, lateral	Risky or inappropriate for speaking up	Detert & Edmondson, 2011
Personal control	Voice	Up	Personal control & voice U-shaped	Tangirala & Ramanujam, 2008. Tangirala and Ramanujam found that personal control positively affected the speaking up behavior of nurses. This relationship was U-shaped meaning that when personal control was either high or low, there were higher levels of voice behavior. This "relationship was moderated by organizational identification, with those who had high levels of personal control and stronger identification having higher use of voice" (O'Donovan & McAuliffe,

Concept	Voice or Silence Focus	Direction	Situation or Event/Motives	Notable Definition or Description
				2020, p. 248).
Conceptualize voice & silence as separate constructs	Voice and Silence	Upward, lateral, downward	Differences in Voice & Silence	"Comparing and contrasting silence and voice as two important employee behaviours" (Van Dyne et al., 2003, p. 1369).
Job withdrawal	Silence	Upward	Feelings of hopelessness	Believing that speaking up is futile, employees are compelled to disengage and to withdraw (Pinder & Harlos, 2001).
Employee silence	Silence	Upward	Employee Withdrawal	"The withholding of any form of genuine expression about the individual's behavioral, cognitive and/or affective evaluations of his or her organizational circumstance to persons who are perceived to be capable of effecting change or redress" (Pinder & Harlos, 2001, p. 334)
Social ostracism	Silence	Lateral and downward	Exclusionary intent	The act of being excluded or ignored, commonly referred to as the "silent treatment" (Williams, 2007)
Organizational Silence	Silence	Upward	Organizational -wide silence norms	"the dominant choice within many organizations is for employees to withhold their opinions and concerns about organizational problems—a collective phenomenon" (Morrison & Milliken, 2000, p. 707).
Deaf ear syndrome	Silence	Upward	Failure to respond to complaints	The norms of "inaction or complacency of organizations in the face of charges of sexual harassment" and victims' feeling that they cannot voice their dissatisfaction (Peirce et al., 1998, p. 52).
Complaining	Voice	Lateral, upward, or downward	Dissatisfaction	"Expressions of dissatisfaction, whether subjectively experienced or not, for the purpose of venting emotions or achieving intrapsychic goals, interpersonal goals, or both" (Kowalski, 1996, p. 179)
Principled organizational dissent	Voice or silence	Upward or external	Moral criteria to assess issues in the workplace	"A protest and/or effort to change the organizational status quo because of conscientious objection to current policy or practice" (Graham, 1986, p. iv)
Whistle-blowing	Voice	External	Witness wrongdoing	"Decisions made by organization members who believe they have evidence of organizational wrongdoing, and the reactions of organizational authorities" (Near & Miceli, 1985, p. 1).
Neglect	Voice & silence	Internal	Passive and destructive	"Neglect aptly describes lax and disregardful behavior among workers" (Farrell, 1983, p. 598) "Voice plotted as constructive/active, and neglect plotted as destructive/passive" (p. 603).
Organizational learning	Voice	Lateral, upward, or downward	When the org. needs knowledge sharing and information.	"In the new learning system people would advocate their views in ways that would invite confrontation, positions would be stated so that they could be challenged, and testing would be done publicly" (Argyris, 1977, p. 123)
Procedural justice	Voice	Upwards	Fairness concerns	Procedural justice is concerned with the control (direct and indirect) that people have over decisions at work and the perception of how fair process is (Thibaut & Walker, 1975)

Concept	Voice or Silence Focus	Direction	Situation or Event/Motives	Notable Definition or Description
Spiral of silence	Silence	External, lateral, upward, or downward	Disagreement with public opinion / avoid isolation	People recognize that when their ideas differ from others in the organization, they feel self-doubt and worry about isolation from the group if they do not conform. (Noelle-Neumann, 1974)
The MUM effect	Silence	Upward, lateral, downward, or external	Negative information	People are unwilling to deliver negative news because they experience discomfort about giving negative information (Conlee & Tesser, 1973).
Organizational change	Voice	Upward	The desire to request for change	According to Hirshman (1970), "voice" is a person saying something hoping to change things with which they are dissatisfied.
Loyalty	Silence	Upward	Response to job dissatisfaction	According to Hirshman (1970), "loyalty" is a person believing in the organization enough so that they will stay and remain silent even when dissatisfied.

choose to remain silent, which can impair social cohesion (Bowen & Blackmon, 2003). Bowen and Blackmon suggest that remaining silent by keeping secrets may impede the social give and take needed for building trust and ensuing willingness to voice opinions about other matters.

The above theoretical studies establish the groundwork for understanding voice and silence. The research on employee silence and employee voice flourished, while the research on leader voice and silence remains nascent. Below, this study connects voice and silence theory to *leader* voice and silence.

Leader Voice Theory. Leader voice differs from employee voice in that "employee voice refers to all of the ways and means through which employees attempt to have a say about, and influence, their work and the functioning of their organization" (Wilkinson et al., 2020, p. 1). In this study, leader voice is the "discretionary" downward "communication of ideas, suggestions, concerns, or opinions about work-related issues intending to improve organizational or unit functioning" (Morrison, 2011; Sherf et al., 2021, p. 114). I adapted the definition from "employee voice," which assumes upward communication. Table 5 displays the critical differences between leader-voice and employee voice conception side-by-side

Leader Silence Theory. *Leader silence* is not just the simple lack of communication or the unplanned neglect to say something (Pinder & Harlos, 2001; Van Dyne et al., 2003). Leader silence is also the intentional decision to suppress communication about concerns that might constructively change the existing conditions or improve the group relationship (Detert & Edmondson, 2011; Morrison, 2014). Similarly, *leader voice* is not just communication by the leader: it also reflects purposeful sharing of beliefs or worries from the leader to employees to encourage valuable changes to the existing conditions (adapted from "employee voice" concepts see: (Morrison, 2014; Sherf et al., 2021; Van Dyne & LePine, 1998).

Table 5

Key Differences Between Leader Voice and Employee Voice

	Leader Voice	**Employee Voice**
Primary level of analysis	Person	Person
Primary focus of analysis	*Voice* as a behavioral act	*Voice as a behavioral act*
Primary means through which voice occurs	*Formal mechanisms*	*Informal* mechanisms
Types of input being voiced	Represent management communication, feedback, corrections, encouragement	*Suggestions, ideas, opinions, information about problems*
Assumptions about who controls voice	Manager	Employees
Why voice is important	To achieve organizational, team, and personal goals	Protecting employees, promoting employee voice, *preventing or correcting problems*
Alternative to voice	Reduced or absent voice	Reduced or absent *voice* (Sherf) *Silence* (most studies)

Note. The words in italics were described by Wilkinson, et al., 2020.

The motivation to preserve psychological safety may also cause a manager to be silent by speaking in euphemisms (Lucas & Fyke, 2014). When a supervisor must engage a subordinate about reported aggressive behavior, how they express that information matters. Communication guards against the face-saving needs of communication partners (Lucas & Fyke, 2014). With negative messaging, such as a supervisor addressing an aggressive act of their subordinate, "face needs" are elevated because the message content can be face-threatening (White et al., 2004).

For example, a challenge to face-saving communication is that negative messages can bring ethical implications because the message can imply that the receiver is unethical (Lucas &

Fyke, 2014). To avoid this threat, the message's sender may prioritize the relationship by softening hurtful truths (Lucas & Fyke, 2014). A "moral mum effect" is the "workers' tendency to avoid describing behavior in ethical terms in order to preserve others' face" (Bisel et al., 2011, p. 156).

Level of Analysis. Even though the concepts of *voice* and *silence* can denote one observable behavior by an individual at any moment in time, scholars often operationalize voice by defining it as an average of a series of actions or by the person's attitudes about voice (Chamberlin et al., 2017). Recognizing the "person-level" as the unit of analysis is relevant. It can improve research because when a leader contemplates a single definitive *issue* at any moment, voice and silence are opposites - the person can say something or keep silent (Morrison, 2011). Still, apart from "this single-issue situation, voice and silence can be independent as behaviors, in that an employee can speak up with concerns while simultaneously suppressing other issues" (Sherf et al., 2021, p. 116). Sherf et al. (2021) suggest that the unit of analysis for employee voice should be at the person level, and the same arguments above apply to leader voice. Therefore, consistent with the literature, the theoretical focus in this study will be at the person level (e.g., Sherf et al., 2021), where the extent to which the leader uses voice and silence will be independent and distinct.

Downward Communication. Workplace aggression is innately communicative; it surfaces from engagement with others (Dorrance Hall & Gettings, 2020). The function of communication is essential to leader (Gardner & Avolio, 1998), as scholars regularly view the leader process as interpersonal communication between supervisors and subordinates (Awamleh & Gardner, 1999; Hartog & Verburg, 1997).

In the business communication literature, ample evidence has indicated that leader communication behavior, such as uncertainty-reducing communication (Sullivan, 1988), meaning-making communication (J. Mayfield et al., 1995), persuasive communication (Neufeld et al., 2010), and motivating communication (M. Mayfield & Mayfield, 2016), are relevant to subordinate performance and effectiveness (Chang et al., 2021, p. 491).

Existing literature shows that leaders spend between 70% to 90% of their time on communication (Bakker-Pieper & de Vries, 2013). Despite the strong relationship between leader competency and communication, it is notable that few studies operationalize or examine leader communication with their subordinates or the leader context of supervisor-subordinate communication (De Vries et al., 2010; Penley & Hawkins, 1985).

Leader communication shows a leader's "distinctive set of interpersonal communicative behaviors geared toward the optimization of hierarchical relationships in order to reach certain group or individual goals" (De Vries et al., 2010, p. 368). "The conceptualization of leader communication essentially highlights that leader communicative behaviors and communication effectiveness can be understood by analyzing how a leader interacts with a subordinate" (Chang et al., 2021, p. 493).

Researchers have analyzed leader styles and communication effectiveness. For example, "there is a strong relationship between supervisors' communicator competence and their task and relationship leader styles" (Madlock, 2008, p. 61). Neufeld et al. (2010) noted that "effective transformational leaders tend to craft their messages carefully, are open to followers' input, communicate candidly, and appeal to followers' aspirations in order to gain followers' trust and commitment" (p. 232). In terms of styles, transactional leader helps leaders' communicative effectiveness likely because the transactional style decreases ambiguity and unpredictability

(Neufeld et al., 2010). Human-oriented (i.e., leader's consideration) and charismatic "leader are mainly communicative, while task-oriented leader is significantly less communicative" (De Vries et al., 2010, p. 10). However, "task- and relations- oriented leader styles are positively related to employee job satisfaction, motivation, and organizational commitment" (Chang et al., 2021, p. 493). Thus, communication styles, such as a leader's voice or silent behaviors, can impact both employees and leader performances.

Leader Voice and Silence are vital tools for downward communication. Leader Voice allows leaders to correct mistakes, provide feedback, communicate trust, give warnings, require improvement, and insist on ethical or illegal behaviors. Leader Silence can communicate disinterest, favoritism, ignorance, distrust, confidence in the employee, anger, and other emotions. As stated, most research on the voice has focused on employee voice and upward communication. However, researchers have not applied the same depth of analysis to leader silence and voice. Sherf et al. (2021) argue that two motives drive employees' voice, *psychological safety*—if there is enough of it, employees feel comfortable voicing their concerns. If there are no concerns, they are comfortable remaining silent. The second motive is perceived impact—if they feel upper leader will listen to their concerns, then they will voice them, and if not, they will not voice their concerns to upper management. Nevertheless, do these two motives also drive leader voice and silence?

Gaps and Inconsistencies in the Literature

The research is nascent on (a) leader silence and voice and (b) managers of subordinates involved in workplace aggression. Scholars have made noteworthy progress on *employee* voice and silence, with its focus on upward communication and the difficulties employees have communicating with their superiors. Sherf et al. (2021) moved scholarly knowledge forward with

their meta-analysis findings that *psychological safety* was an underlying motivation for employee silence and perceived impact was an underlying motivation for employee voice. This research examines leader silence and voice motivations through an exploratory study in Study one.

Similarly, there are gaps in the workplace aggression literature. Although thousands of articles on workplace aggression and its various terms exist, very few have studied the role of the leader in managing workplace aggression perpetrators. What are the underlying leader motivations in using their voices or choosing to be silent when subordinates act with aggression at work? There is currently no operational measurement of leaders' voice and silence . A missing aspect of our understanding of workplace aggression is how leaders can intervene, which I address with this research by developing operational measures of leader voice and silence. Arguments and inconsistencies are sparse, with few leader voice and silence theories. Many researchers have defined voice and silence as opposite decisions (you can only have one or the other, but not both), whereas others have argued that there are distinctive differences in the underlying motives, and thus both are possible at the same time.

The BIS and BAS literature have focused on different aspects, for example, neurophysiological versus emotional factors. As stated, the literature on workplace aggression is fractured, with overlapping concepts and operational measures, which makes comparisons between the various studies (e.g., abusive supervision, incivility, bullying) challenging. This research aims to develop a measurement tool to study these literature gaps.

Chapter Summary

This chapter reviews three conceptual frameworks, BIS/BAS, workplace aggression, and employee and leader voice and silence. The BIS and BAS literature has a long history and comprehensive application to a vast number of studies in different disciplines. It explains the neurophysiological and emotional drivers for many behaviors. The workplace aggression literature agrees that it is destructive at all levels of an organization, from the individual employee to the company's financial health. However, confounding operational and definitional constructs have caused the literature to become fractured. The research on voice and silence has a long history, but the research is highly skewed toward upward communication. While there is research on downward communication, the publications are in journals with little scholarly impact, which eliminated consideration in this research based on the criteria of only reviewing journals with a B or better rating in the ABDC list. By grounding this research in the theoretical frameworks of BAS and BIS, I hope to elevate the research on leader voice and silence to more impactful scholarship while maintaining its usefulness to management practice. In the next chapter, I describe the methodology and rationale for the proposed study.

Chapter 3: Research Methodology

Chapter Overview

The purpose of this exploratory sequential mixed methods research was to advance our understanding of the contextual influences and the internal reasons for leader silence and leader voice motives for important problems, circumstances, or points of contention, such as workplace aggression. The outcomes were two measurement scales, *leader voice* and *leader silence*.

Context

The research questions for this study were:

- RQ 1a: What external contextual influences shape how a leader speaks up to an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 1b: What external contextual influences shape how a leader deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 2a: What internal reasons shape how a leader speaks to an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 2b: What internal reasons shape how a leader deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

Research Design

The exploratory sequential design was a mixed methods project in which the investigator started by gathering and analyzing qualitative data (involving Study 1 and Study 2) about leader voice and leader silence during situations of workplace aggression. Workplace aggression is

"any form of behavior directed by one or more persons in a workplace toward the goal of harming one or more others in that workplace (or the entire organization) in ways the intended targets" want to avoid (Neuman & Baron, 2005, p. 18). The qualitative outcomes inform the development of the measurement instruments (Creswell & Plano Clark, 2018). The advantage of this qualitative AND quantitative design over a single design (e.g., qualitative OR quantitative) was the opportunity to gain more insight into the phenomenon while achieving a higher degree of validity and accuracy (Creswell & Plano Clark, 2018). Study 1 was the collection of data and a systematic categorization of excerpts from the open-ended survey questions about the leader silence and the leader voice phenomenon to find themes and patterns. Study 2 was a quantitative study involving developing a new survey using the items that emerge from Study 1 through the use of exploratory and confirmatory factor analysis. See Table 6.

Table 6

Overview of the Study

Study 1 (Exploratory)	Study 2 (Quantitative)
Study 1 - Face Validity	Study 2 - Reliability
Coding of responses to open-ended survey questions on reasons to remain silent or use voice about a critical incident at work.	Survey and analysis to validate measurement instrument with Factor Analysis

Setting and Sample

The target population for Study 1 were leaders at least 21 years of age who supervise one or more employees in the workplace. The target population for Study two were leaders who supervise others and who report having observed bullying in the workplace.

The sampling method used for Study 1 was a convenience sample of current grad students and alumni from the fully employed (part-time) MBA and MS programs at a United States west coast university AACSB accredited business school. A second convenience sample included recruitment of participants that supervise others taken from Prolific, a platform for online subject recruitment that explicitly caters to researchers. An important advantage of convenience sampling is the lower price to administer, the efficiency, and the simplicity to implement. The main disadvantage of convenience sampling is potentially reduced generalizability (Creswell & Creswell, 2017). Given the purpose of Study 1 was to generate data, and not to generalize to the population, the advantages of a convenience sample outweighed the disadvantages.

One business school professor sent emails on my behalf to recruit volunteer respondents. The professor had 850 email addresses of former graduate students that attended the professor's online classes between Summer 2019 to Summer of 2022. Respondents spanned multiple functions and hierarchical levels in various industries.

Study 2 – I used Prolific, a platform for online subject recruitment which explicitly caters to researchers (Palan & Schitter, 2018). Peer et al. (2017) conclude: "... [*Prolific*] provides data quality that is comparable or not significantly different than *MTurk's*, and [*Prolific's*] participants seem to offer a more diverse population in terms of geographical location, ethnicity, etc." (p. 116).

Desired Sample. Respondents were eligible for Study 1 questionnaire if:

1. They have (or had) supervisory responsibilities
2. They are at least 21 years old.

Respondents were eligible for Study 2 survey if:

1. They have (or had) supervisory responsibilities

2. They have observed bullying in the workplace

3. They speak fluent English.

As a token of appreciation, the graduate student participants had the opportunity to be entered into a raffle for a $50 e-gift card, which was distributed within two weeks of completion of the study. The Prolific participant was offered $3 and $1 bonus for a second silent incident for Study 1, which averaged $14.32 per hour. The median completion time was 12:34 minutes. Study 2 participants were paid $2.75 which averaged $15.56 per hour and the median completion time was 10:36 minutes for Study 2. The fees were distributed within 10 days of the study. I used my own funds to pay for the gift card and fees for Prolific.

Data Collection Strategies & Procedures

Study 1 – Exploratory Study

Why. To obtain data in Study 1, I employed an exploratory research tool called the Critical Incident Technique (CIT)–where a respondent was asked to recall and describe an incident when a behavior or action impacted (either positively or negatively) a specific outcome, for example, whether to speak up or remain silent (Flanagan, 1954). CIT works well in interviews, focus groups, and surveys. While it relies on the respondents' memory and recall, which is fallible, it has the advantage of focusing on important, memorable issues (Flanagan, 1954).

Who. Participants, at least 21 years old, who have (or had) one or more employee(s) reporting to them. Usually, it is good practice to specify a time frame, such as "who have (or had) one or more employee(s) reporting to them *in the last 12 months*." This practice should increase the recall accuracy of the respondent (Creswell & Creswell, 2017). However, I have *not*

limited the critical incident date range because they were collecting data about workplace

aggression critical incidents. There is some evidence that workplace aggression is not common in

a given year (Nielsen et al., 2010) but it is more likely over a lifetime, and workplace aggression

incidents are often highly memorable because critical incidents may leave a lasting imprint on

memory (Thoroughgood et al., 2021). Therefore, due to the exploratory nature of Study 1, the

desire to increase data about workplace aggression, and the likelihood that workplace aggression

incidents are memorable, I casted the net more broadly than normally recommended by avoiding

a limited time frame. See Appendix B for recruiting script for Study 1 graduate students.

When. I distributed the Study 1 survey via email with an anonymous Qualtrics link in

January 2023. See Appendix C for Qualtrics survey for Study 1. Respondents had twelve days to

complete the survey and I sent reminders every four days. After examining the responses, it was

determined that additional respondents would add greater depth and detail to the data based and

additional respondents were recruited through Prolific. See Appendix C. Following the collection

of the data, I coded directly off the Excel spreadsheet. An organizational behavior professor

agreed to code a portion of the data, which sped up the process and increased accuracy. We

compared notes and where we disagreed on a coding, we discussed our differences until we

agreed. The goal was to have a list of items for Study 2 by March 2023.

Study 2 - Exploratory and Confirmatory Factor Analysis

Why. DeVellis and Thorpe (2021) state the next step in scale development is to evaluate

items and optimize the length of the scale. Therefore, the goal of Study 2 was to conduct an

exploratory factor analysis (EFA) to determine the factor structure and "how many latent

variables underlie a set of items" (DeVellis & Thorpe, 2021, p. 138). Factor analysis helps me

examine the variation of the original variable, which effectively means condensing information

so that variation can be included using a smaller number of variables. I used Exploratory Factor Analysis (EFA) to discover the "substantive content or meaning of the factors (i.e., latent variable) that" explain the "variation among a larger set of items" (DeVellis & Thorpe, 2021, p. 139). "By identifying groups of items that co-vary with one another," I can discover the underlying meaning of the hidden variables (DeVellis & Thorpe, 2021, p. 139).

A weakness of exploratory factor analysis is the lack of ability to measure the goodness of fit of the resulting factor structure. Fortunately, CFA provides a means to assess the quality of the factor structure by statistically testing the overall model's significance and the item loadings on the factors. This analysis allows a stricter interpretation of the underlying dimensionality than exploratory factor analysis (DeVellis & Thorpe, 2021; Hinkin, 1998). CFA followed EFA.

Who. Participants are those who witnessed others being bullied at work, have (or had) supervisory responsibilities, and are fluent in English. The sample was English-speaking countries, primarily the US. They were recruited using an online survey company (e.g., Prolific). In the Spring of 2023, 1,050 Prolific participants met these three criteria. I recruited 363 respondents and expected at least a 90% completion of the survey. The response was 345 participants. Participation was voluntary and anonymous.

I recruited a separate sample from Study 1 for Study 2. DeVellis and Thorpe (2021) suggest that if the sample size is large enough, I can split the sample into two samples. One sample can serve as the development sample, while I can use the other as a cross-check for the confirmatory factor analysis. The benefit of splitting the sample is the alphas from the two samples will remain constant and similar because I will have collected the data simultaneously and in the same way. Replicating findings by splitting the development sample supplies important data about scale stability. They differ in one important feature: the first sub-sample in

which I based data item selection left the possibility for unstable, chance factors to be confounded with reliable covariation among items. However, the second group did not have this systematic attribution chance results because the data did not influence item selection since it was not used. "This crucial difference is sufficient reason to value the information that sample splitting" can provide during this stage of scale development (DeVellis & Thorpe, 2021, p. 134).

Therefore, I sought a sufficient sample size to split the data into two samples (approximately 300). Then they used one sample for exploratory factor analysis, while I reserved the other for confirmatory factor analysis (CFA). CFA provides additional support for the structure and reliability of the scale.

When. I distributed the EFA and CFA survey in late March. Respondents completed the survey within 24 hours. Following the collection of the data, I began the exploratory factor analysis, followed by confirmatory factor analysis.

Human Subjects Considerations

I abided by Pepperdine's University Institutional Review Board (IRB) and took full measures to protect research participants. I confirmed and ensured the protection of rights, welfare, and dignity of human research participants. I safeguarded the confidentiality of all participants throughout the process by maintaining a professional manner and making certain that the information is secure. I abided by federal regulations, state laws, university policies, and national standards for research involving human participants to manage compliance. Getting IRB approval is a legal requirement before research activities begin. I sought and verified approval before collecting data, analyzing data, or analyzing existing data. The participant did not require to take part per the Consent Form for Participation in Research Activities (located at the beginning of each Qualtrics survey). The consent form advised participants that their

participation is voluntary and that participants may opt not to participate in the survey. The participant read and signed the consent form before gaining access to the survey which reminds participants that their responses are voluntary to ensure they are comfortable. IRB approval was granted January 12, 2023.

For purposes of the IRB, the research under this study falls under exempt/expedited research, which is the most common application. The research study involved human subjects, which falls under exempt instead of expedited. I notified all participants that the surveys are anonymous and not connected to an IP address nor email address. I anticipated solely using electronic records and kept secure access through a strong password protection system to which only I had access. I will delete all electronic records within three years of publication.

Risks

Study 1: participants were asked to describe a scenario and their motivations to speak up or remain silent after observing or hearing about an employee behaving with aggression at work. While these questions posed low or minimal risk to the general adult population, some participants could have experienced emotional distress when writing their answers. For example, they could have experienced undesired changes in their thought processes and emotions (e.g., episodes of depression, confusion, feelings of stress, guilt, loss of self-esteem, embarrassment, and distress). Therefore, I worked with the Institutional Review Board and developed a response for mitigation of these potential risks, security, data management, and information about how Prolific handles data. See Appendix B material provided to the Institutional Review Board.

Instrumentation and Data Collection

Tools Used – Study 1

The purpose of the Study 1 survey was to gather answers from a variety of people with sufficient detail and repetitiveness to allow for coding for themes and patterns. When initially devising a construct, writers should be comprehensive without ignoring parsimony as I would need to trim and refine the items as the study progresses (DeVellis & Thorpe, 2021; Whetten, 1989). Thus, Study 1 established face validity, the extent to which the survey can be subjectively viewed as covering the concept it claims to measure (Kay Davis, personal communication via power point slides, September 12, 2022).

The survey questions for Study 1-Voice are shown in Table 7 and Study 1- Silence are shown in Table 8, which was presented in an electronic survey service called Qualtrics. Table 8 describes survey questions for silence. See Appendix C for grad students and C for the Prolific sample which was slightly modified to encourage additional "silent" incidents.

Table 7

Survey Questions for Study 1—Voice

GENERAL INSTRUCTIONS:
You will be asked to share your descriptions of situations you have experienced at work where you observed or heard about workplace aggression. By "workplace aggression," we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid. By silent, we mean you withheld communication of information, suggestions, ideas, questions, or concerns about a workplace aggression situation. Please provide up to two examples of each. Add in as much detail and description as you are able to.
VOICE INSTRUCTIONS:
Think of a situation when you <u>spoke to</u> an <u>employee who behaved with aggression at work.</u>
1. Describe the aggression incident. What happened? What did you observe that makes you characterize it as "aggression"?

2. Describe the aggressor or perpetrator. What was their role in the situation? How did others respond to them?

3. Why did you speak up? Provide as much detail as possible about your motivations and reasons that drove you to speak up and use your voice.

Table 8

Survey Questions for Study 1—Silence

GENERAL INSTRUCTIONS:

You will be asked to share your descriptions of situations you have experienced at work where you observed or heard about workplace aggression. By "workplace aggression," we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid. By silent, we mean you withheld communication of information, suggestions, ideas, questions, or concerns about a workplace aggression situation. Please provide up to two examples of each. Add in as much detail and description as you are able to.

SILENT INSTRUCTIONS:

Think of a situation when you <u>deliberately remained silent</u> with <u>an employee</u> who behaved with aggression at work.

1. Describe the aggression incident. What happened? What did you observe that makes you characterize it as "aggression"?

2. Describe the aggressor or perpetrator. What was their role in the situation? How did others respond to them?

3. Why did you remain silent? Provide as much detail as possible about your motivations and reasons that drove you to not speak up.

FINAL question: In reflecting on these situations, do any other thoughts or insights come to mind about leader voice or silence during situations of workplace aggression?

Tools Used – Study 2

Participants for Study 2: I used Prolific's online free prescreening tool: 1) have

supervisory responsibilities (e.g., have the authority to give instructions to subordinates), 2) have

witnessed others being bullied at work, and 3) fluent in English. I used an online survey

company (e.g., Prolific). In the fall of 2022, 1,070 Prolific participants met these three criteria.

Participation was voluntary and anonymous. A link was provided in Prolific to an anonymous

Qualtrics survey. Table 9 shows an example of voice survey items. See Appendix D for the

Study 2 Qualtrics survey.

Table 9

Study 2—Example of Silence and Voice Survey Prompts

Study 2- Example of Silence Survey

> ***Instructions***. Leaders may observe or hear about workplace aggression in their unit or group. By workplace aggression, we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid. As a result, leaders may desire to speak with the aggressor.
>
> The reasons for speaking may be quite varied. Refer to your current job (if presently employed) or your most recent job (if not presently employed) and indicate the extent to which the statement is true about why you would speak with an employee who behaved with aggression at work.

To what extent is the statement true about why you would <u>intentionally remain</u> silent with an employee who behaved with aggression at work?	Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
Example: Saying something might make things worse						
Example: If I am too shocked or emotional at the time of the aggression						

Study 2- Example of Voice Survey

> ***Instructions***. Leaders may observe or hear about workplace aggression in their unit or group. By workplace aggression, we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid. As a result, leaders may desire to speak with the aggressor.
>
> The reasons for speaking may be quite varied. Refer to your current job (if presently employed) or your most recent job (if not presently employed) and indicate the extent to which the statement is true about why you would speak with an employee who behaved with aggression at work.

To what extent is the statement true about *why you speak* with your employee who behaved with aggression at work? Because:	Not at all	To a very small extent	To a small extent	To a moder ate extent	To a large extent	To a very large extent
Example: It is my duty / responsibility						
Example: To end the disruption quickly						

Validity

Internal validity is critical when conducting an exploratory sequential mixed-method study. First, each of the two studies in this research had validity tests. Study 1 had face validity because the survey was about leaders of direct reports and the respondents needed supervisory experience to qualify for the study; thus, the participants know more than the general population about the aims of the study. Study 2 ensured reliability because the quantitative measures included EFA and CFA included statistical tests for reliability.

In relation to the qualitative component of this study, researchers should reflect on how their personal background, culture, and experiences could potentially shape interpretations, especially during the coding process (Creswell & Creswell, 2018). To minimize potential researcher bias, I implemented reflexivity throughout the duration of the study to minimize potential research bias. I recorded notes and memos during the process of research and reflected on how my own personal experiences with leaders using their voice and silence during workplace aggression. As an HR professional, my experiences may influence my interpretation of the data. Rather than ignoring these experiences, I sought to compare the data with my knowledge, as I developed codes and synthesized themes. A rigorous analysis process was used as recommended by Miles et al. (2019). Engaging with a peer reviewer prior to the interpretation of thematic analysis findings provided support for a reliable interpretation process. In addition, I

continuously referred to the published empirical research related to voice, silence, and workplace

aggression to compare my findings to others. Lastly, the triangulation of the two forms of data in

answering research questions and arriving at study conclusions supports the internal validity of

this research. This triangulation of types of data enhanced the likelihood that conclusions are

accurate (Creswell & Plano Clark, 2018).

Data Management

All data for studies 1 and 2 were collected in Qualtrics and were anonymous. I

downloaded the results in an Excel format and used this electronic spreadsheet to manage the

data. The Excel document was stored in a password-protected laptop and stored in a locked desk

inside my locked apartment. A backup copy was stored in Pepperdine's password-protected

iCloud server, which will be deleted in five years.

Data Analysis

Study 1 explored possible context (RQ1) and reasons (RQ2) for Voice (RQ-a) and

Silence (RQ - b). Study 2 allowed me to improve the reliability of the measures. The outcome of

these two studies yielded two measurement scales answering the questions: what are the context

and reasons a leader speaks to and remains silent with a direct report. Below are the specific

analytical tools I used for each study.

Study 1 Analysis - Iterative Coding. After receiving the responses to the questions,

coding and developing measures of these motives followed. Coding the content of the responses

proceeded by following conventional qualitative data analysis practices (Glaser & Strauss, 1967;

Miles et al., 2019). In Excel spreadsheets and Word tables, I used a progressive, iterative

process to analyze the data and develop short statements that represented the patterns in the data.

I used the constant comparative analysis technique (Glaser and Strauss, 1967) and role-order

matrix tables (Miles et al., 2019) to examine developing themes with the extant empirical

literature. I created declarative sentences that show opinion, attitude, or belief in clear terms.

Study 2 Analysis – I used SPSS v. 27 (SPSS Inc., Chicago, IL) to conduct the exploratory

factor analysis, which is the recommended procedure when researchers have no hypotheses

about the nature of the factor structure. I used confirmatory factor analysis as well because the

weakness of exploratory factor analysis is the lack of ability to measure the goodness of fit of the

resulting factor structure. Fortunately, confirmatory factor analysis (CFA) provides a means to

assess the quality of the factor structure by statistically testing the overall model's significance

and the item loadings on the factors (SPSS AMOS). This analysis allowed a stricter

interpretation of the underlying dimensionality than exploratory factor analysis (DeVellis &

Thorpe, 2021; Hinkin, 1998).

Plan for Reporting Findings

In Chapter 4, I reported results from studies 1 and 2. For Study 1, Exploratory Analysis,

the results were a list of statements related to voice and silence. I reported the demographics of

the survey participants and the response rates. The number of statements depended on the results

from Study 1.

Study 2 was the survey results of participants rating the extent to which they experience

the statements as true. I reported on the exploratory factor analysis similar to Table 9, where I

reported the correlations of the items, which load together under a factor. The table included

labels, which I created/named to describe the latent factor of the items that load together.

Confirmatory Factor Analysis includes tables, descriptions of the analysis, and a model of the

factor represented in a figure that illustrates the relationships among the factors. I did not create

sample figures or tables for CFA because the results dictate how the figure and tables will look.

Chapter 5 includes a discussion of the results. I describe how voice and silence factors relate to psychological safety and perceived impact, as well as BAS and BIS. For future research, I discuss the following steps to increase the reliability of the voice and silence scales, such as additional surveys at sites, such as hospitals, where workplace aggression rates are known to be higher. I also suggest future experimental research, which I hope to do with my mentors after graduation. Then I discuss the limitations of this current study, the surprises that emerged, and the study's strengths.

Chapter Summary

This study addresses leader voice and silence in the context of workplace aggression. The central research question for the exploratory inquiry was, "What are the contextual influences of and reasons why a leader speaks to or remains silent with a direct report?" The study's first step was a qualitative exploration of leader voice and silence by collecting open-ended responses to survey questions from full-time supervisors and leaders who were current or past MBA and MS graduate students at a U.S. west-coast university and from Prolific, an online platform to access research subjects. The goal was to define the nature and reasons leaders speak to or remain silent with their direct resorts when observing or hearing about workplace aggression. In Study 2, the central purpose for the exploratory (EFA) was to discover the underlying structure of the dataset and to identify a smaller number of factors that capture the common variance in the observed variables. The purpose of CFA was to determine whether the observed data fits the hypothesized factor structure and to assess the validity and reliability of the measurement model. I collected leader voice and silence data from a new set of leaders registered with Prolific. The participants were pre-screened with three criteria: fluent in English, supervisory responsibilities, and observed bullying in the workplace.

I split the survey data from Study 2 into two parts, with 35% used for exploratory factor analysis and 65% used for confirmatory factor analysis. The purpose of the exploratory factor analysis was to identify the underlying latent variable around each grouping of items, which could be one or several factors. The confirmatory factor analysis aims to check for content validity and goodness of fit. In the next chapter, I report the findings of these studies.

Chapter 4: Findings

Chapter Overview

This chapter provides the key findings of this exploratory sequential mixed methods study. This chapter presents the data findings without appraisal, assessment, or interpretation. In Study 1, the research presents the research findings of an inductive qualitative study. In Study 2, I created Likert-type scale items based on the voice and silence reason exemplars inductively derived in Study 1 and conducted an exploratory and confirmatory factor analysis to investigate their underlying dimensionality. Headings for this chapter include Chapter Overview, Context, Data Collection, Data Analysis, Findings, and Chapter Summary.

Context

This exploratory sequential mixed methods research aimed to advance our understanding of the factors that drive leaders to speak up or remain silent when witnessing workplace aggression. Previous research on this topic exists but lacks theoretical development. The central research question for the exploratory inquiry was, "What are the contextual influences of and reasons why a leader speaks up to or remains silent with a direct report?" Four sub-questions guided the study:

- RQ 1a: What external contextual influences shape how a leader speaks up to an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 1b: What external contextual influences shape how a leader deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 2a: What internal reasons shape how a leader speaks to an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 2b: What internal reasons shape how a leader deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

Study 2 draws from the data from Study 1 to develop scales to measure leader voice and leader silence. I created Likert-type scale items based on the voice and silence reason exemplars inductively derived in Study 1 and conducted an exploratory and confirmatory factor analysis to investigate their underlying dimensionality. The central purpose of exploratory (EFA) and confirmatory factor analysis (CFA) in Study 2 was to discover the dataset's underlying structure and identify a smaller number of factors that capture the common variance in the observed variables. CFA aimed to determine whether the observed data fits the hypothesized factor structure and assess the measurement model's validity and reliability.

Data Collection

Participants

The Study 1 sample consisted of 61 respondents, 26 graduate students recruited from a west coast university and 35 participants recruited from Prolific. The screening criteria for participation included being at least 21 years of age, English speaking, having some experience observing workplace aggression and being in a supervisory work role. Initially, subjects were graduate business students or alumnae from a private west coast university. The graduate students were offered a chance for a $50 gift card. Of the 134 people that opened the survey, 26 provided at least one incident of leader silence or leader voice for a total of 42 incidents. Seventy-two (72) of the 134 respondents that opened the survey did not have any example of

leader voice and silent incidents. Thirty-six did not qualify because they had no supervisory experience ($n = 31$) or were not over twenty-one ($n = 1$), or did not consent ($n = 4$). A careful review of the 26 remaining respondents found 19 voice incidents and eight silent incidents. I removed 25 ambiguous or non-leader incidents, such as *employee* voice or silence. After consulting with a qualitative research specialist, we determined that additional responses were needed beyond the initial graduate student population to increase the number of responses.

Thirty-five respondents were recruited from Prolific, a platform for online subject recruitment which explicitly caters to researchers. The Prolific respondents were each paid $2.75. To increase the number of responses and, specifically, descriptions of silent incidents, I offered a $1 bonus to Prolific respondents if they provided a second example of a silent incident. Fifteen (15) of the thirty-five Prolific respondents were paid a bonus. Before distributing the Prolific survey, potential subjects were pre-screened to improve the percentage of qualified responses. Five hundred respondents were paid twenty-five cents to answer the pre-screen survey; they had to answer yes to the second question below. To disguise the intent of the pre-screening, three other questions were presented as well: (a) I have witnessed aggressive behavior at work from my boss or someone above my boss, (b) I have witnessed aggressive behavior from an employee that I directly or indirectly supervised [Respondent must have answered *yes* to qualify for the study], (c) I have witnessed aggressive behavior from someone who did not work at my organization, such as a customer or consultant, (d) I have witnessed aggressive behavior from a peer or an employee I did not supervise.

An invitation to participate was only sent to respondents that answered yes to the second question ending with "directly or indirectly supervised," regardless of their answers to the other questions. After the pre-screening, 288 respondents qualified and were sent an invitation to

participate. The first 35 to return the completed survey qualified for the study. A careful review of the 35 Prolific respondents reported 50 incidents, including eight voice and 25 silent incidents. I removed seven ambiguous or non-leader incidents, such as *employee* voice or silence.

For the purpose of transparency, I provide a demographics for Study 1 in Appendix E. It provides an overview of the demographics for Study 1, detailing participants' age, ethnic background, gender, education, years of supervisory experience, number of people directly or indirectly reporting to them, and employment. Seventy-five percent had at least a bachelor's degree, which is heavily skewed toward more education than the average American of 36.1% (U.S. Census Bureau, 2021) in the United States. An apparent reason driving this is the number of graduate students and alums in the study and because all the respondents had supervisory experience, which often requires a degree. Respondents had an average of ten years of supervisory experience, 11.5 direct reports, and 27.1 employees reporting to them or their direct reports.

Instrument

Before collecting data, I proactively began to anticipate the required data types to collect (Miles et al., 2019). Miles et al. (2019) state that "if you know what you are after, there is no reason not to plan in advance how to collect the information" (p. 32). I knew I wanted to a) develop items to measure the motivations of leaders to use their voice or remain silent and b) explain how and why leaders chose to remain silent or speak up during situations of workplace aggression. Because the responses were gathered through a questionnaire, it was essential to develop an instrument that maximized the descriptive content while focusing on the dual purpose of the research. The following questions were developed to focus on gathering data specific to the purpose of the study. The questions were worded to increase the descriptions and details

about the leader's observation and role, which supported the exploratory nature of the research

given the relatively few constructs in the leader voice and leader silence literature. Preceding

these instrumental questions (IQ) were definitions and instructions (see Appendix C).

> [VOICE/SILENT] INSTRUCTIONS: Think of a situation when you [spoke
>
> to/deliberately remained silent with] an employee who behaved with aggression at work.

- IQ 1: Describe the incident. What happened? What did you observe that makes you

  characterize it as "aggression"?

- IQ 2: Describe the aggressor or perpetrator. What was their role in the situation? How

  did others respond to them?

- IQ 3: Why did you speak up/remain silent? Provide as much detail as possible about

  your motivations and reasons that drove you to speak up and use your voice /remain

  silent?

For the most part, the contextual influences (RQ1) comprised the initiating incident

(instrument question one) and the role of the aggressor (instrument question two). The internal

motives and reasons (RQ2) primarily emerged from instrument question three.

Data Analysis

Determining Units of Analysis.

In Study 1, 61 respondents reported forty-four (44) incidents where the leaders spoke to

the aggressor (voice) and twenty-six (26) incidents where the leader remained silent (silence).

Thirteen (13) of the 61 respondents reported both a voice and a silence incident; thus, 31 only

reported a voice incident, and 13 respondents only reported a silence incident. I coded the

responses to the qualitative questions about the incident, the aggressor, and the reasons into

analysis units ranging from one word to several phrases. The purpose was to create discrete

conceptual chunks from the original responses. For example, initial coding for leader voice incidents included phrases such as destruction of property; name calling; tried to punch the victim; blames others; raised voice; said something obscene; angry, and shouting match. See examples of units of analysis in Appendix E. These chunks of data were used for sorting and categorizing.

Sorting and Categorizing

Initially, I focused on one instrument question at a time, such as only voice incidents, voice aggressors, and so on. This yielded unique phrases, which I grouped into categories and subcategories based on identifying their relationships. For example, a category of "factors causing leader to speak up" and subcategories included "security concerns," "loss of productivity," and "confidence." These subcategories were based on the themes that emerged from the responses and related to the broader categories. I rearranged and refined these subcategories and categories until they explained what I saw in the data.

Participant-Level Analysis

In addition to examining the data focusing on one instrument question at a time, I also examined the data across each respondent's answers about voice or silence. For example, I created a *role-ordered matrix* (Miles et al., 2019) and column headings that captured some categories I found while condensing data (See Appendix F and Appendix G). Through this "display of data" process, I noticed some aggressors' behavior was repetitive. Therefore, I added a column called "Aggressor's Reputation" to the role-ordered matrix and went back to the data to fill in the data for that column. By examining a respondent's answers across all three questions, I could construct an overall picture of the incident, aggressor, and motives and create a memo note

describing what I saw in the data. For example, respondent V36 in the Voice role-ordered matrix

(see Appendix F) answered Instrument Question 1 (describe the incident) as follows:

> One morning a few months ago one of my workers showed up late and drunk. I am a superintendent in construction so the job site is my full responsibility. If we are not safe at all times people get hurt. Once I noticed the problem I told the worker to go home then and there. As long as it never happened again nothing more would be said. He went home. A few weeks later he once again showed up late and not only drunk but on drugs. He started yelling at other workers and pushing people. He tried to climb in a machine to start work and when someone stopped him he aggressively pushed that person away and tried to hit him but missed and fell. After that is when I intervened and took care of the problem. (V36)

In Instrument Question 2 (describe the aggressor), the respondent added additional information:

> The aggressor was one of my usual workers at the time. He did whatever needed to be done on site. He was middle-aged. He came to work being aggressive until I removed him from site. He was making everyone onsite uncomfortable and angry because he was pushing everyone.

In Instrument Question 3 (motives/reasons for speaking), the respondent wrote:

> The employee was my responsibility because I am the boss. I am the only one allowed to handle the problem unless I am not there and my foreman is in charge. My first priority is always safety for my employees at all times. Having an aggressive person on a job site is very dangerous.

Table 10 shows the filled out the leader voice role-ordered matrix table with the following notes

and *quotes*:

Table 10

Sample of Participant-Level Analysis With Leader Voice Notes and Quotes

ID	Aggressor's Demo-graphics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
V36	Male – middle aged	Direct report. Superintendent on a construction job responsible for the aggressor.	Drug and alcohol abuse – so workers tried to stop him from operating machinery.	*This time, he was not only drunk but on drugs. He started yelling at other workers and pushing people. He tried to climb in a machine to start work and*	Showed up to the job site drunk and late several times.	*"After he fell is when I intervened and took care of the problem." "The employee was my responsibility because I am the boss." "I am the only one allowed to handle the problem unless I*

ID	Aggressor's Demo-graphics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
				when someone stopped him he aggressively pushed that person away and tried to hit him but missed and fell.		*am not there and my foreman is in charge." "My first priority is always safety for my employees at all times." "Having an aggressive person on a job site is very dangerous"*

By examining the entire narrative, I began to see new patterns. For example, I made the

following memo for the above respondent: "*BAS – clearly [driven by BAS] since ownership and*

responsibility for the safety and achievements on the job site. No tolerance of aggression and

willing to handle the disruption" [Memo notes]. Thus, at this data analysis stage, I was

beginning to note that the data aligned with the conceptual framework I had developed from the

literature review about behavioral activation systems (BAS). In addition, by sorting the

respondent's narrative into the matrix columns, I could view the triggers or the behaviors more

clearly to compare this respondent's data with the other respondents' data on triggers.

Exemplar Statement Development and Categorization

To create exemplar statements for item analysis in Study 2, I read the first respondent's

answers to IQ3 (motives) and wrote a short, generic statement that captured the respondent's

reason. The exemplar statements were developed to provide a uniform description of similar

themes across responses. This process helped to reduce the number of unique responses, which

would have otherwise been comprised of minor syntactical or non-substantive differences. The

creation of exemplars was a progressive process, starting with analyzing the first response and

developing a short, generic description of that response. For example, the actual response from

the voice incident was "Because it was a huge distraction to everyone else, and something

needed to happen to get us back to work," which was assigned a voice-reason exemplar "to act quickly to end the disruption."

Each exemplar was assigned a unique identification number, which was then applied to the corresponding response. For subsequent responses, the previously created exemplar was analyzed, and if it accurately described the new response, the first exemplar's identification number was assigned to the second response. If the first exemplar did not appropriately capture the second response, a new exemplar was created and assigned an identification number. This method was used to analyze all responses, and new exemplars were created as necessary to account for any responses that did not fit any existing exemplars. Furthermore, pre-existing exemplars were occasionally modified based on analysis of new responses to represent better the silent incident, perpetrators, or motives being described.

Given the exploratory nature of the research, the initial approach for creating exemplars was to prioritize creating new exemplars if a response did not appear to fit well with any of the previously established exemplars – a senior management professor with prior coding experience independently coded motives data. We reviewed the evolving list of exemplars and their application to responses. Ninety percent of the statements were similar, only varying in syntax. Where we disagreed, we discussed the statement until we could write an exemplar statement that made sense for both of us.

Findings

The findings are organized by (a) contextual influences and (b) motives for speaking to an aggressor or remaining silent. I begin with the "contextual influences." At the beginning of a situation in which a leader observes or hears about an employee behaving aggressively at work, the aggressor reacts to a specific incident or circumstance that triggers an aggressive behavior. I

will call it a "triggering event." Following the triggering event, the situation may escalate quickly into yelling, threats, and violence which I will call "aggressive behavior." In addition to the triggering event and aggressive behavior, the contextual influences include "other factors," such as the effect on others in the work group and what is known about the aggressor, including their reputation, gender, and reporting relationship to the leader.

After the contextual influences are shown, I present the reasons a leader speaks to an aggressor or remains silent after observing or hearing about the employee behaving aggressively at work. I begin with inductively derived reasons and then present findings from the factor analysis of those items. Finally, I end this chapter with a figure that shows how the various elements fit together to answer the research questions. The following subheadings follow: 1) contextual influences: a) triggering event, b) aggressive behavior and c) other factors, and 2) motives for speaking to an aggressor or remaining silent, a) leader voice, and b) leader silence.

Contextual Influences

Triggering Events. An individual is triggered by a specific incident or circumstance leading to aggressive workplace behavior. This event may cause feelings of anger, frustration, or powerlessness by the aggressor, leading them to act out in harmful ways toward their colleagues or the organization. Seven of the 44 leaders who spoke to the aggressor and seven of the 26 leaders who remained silent reported a triggering event about the aggressor being *angry with management or its policies*. The data showed that leaders that remained silent experienced *anger with management or its policies* in about 26.90% of the incidents. In contrast, leaders that spoke to aggressors reported about 15.90% of the incidents. Aggressors become upset when a person (the *target) is late* in covering their shift *or makes an error* that causes problems for the aggressor. *Disagreements with decisions or someone's opinion* is a triggering event that causes

the aggressor to get highly agitated and to act out through cursing or threats. If an aggressor *feels*

blamed, criticized, or disrespected, they may lash out at the person they perceive as someone that

has hurt them. Sometimes the aggressor can have a *previous negative relationship with another*

coworker, and the triggering event might be unknown to the leader.

Examining Table 11, the order in which the triggers occur seems similar for both voice

and silence except for the last two rows. However, the *boss asking the aggressor to do something*

may happen more frequently as a percentage for silence than for voice; however, there are few

incidents for both voice and silence. Interestingly, the other trigger more prevalent for silence is

anger with management or its policies. The combination of the two items indicates that leaders

that remained silent report triggers related to management or the boss as 38.40% of the triggering

events compared to 20.40% for leaders that spoke to the aggressor.

Table 11

Triggers for the Aggressor

Triggers for the Aggressor	Freq. 44	Voice 100.00%	Freq. 26	Silence 100.00%
Angry With Management Or Its Policies	7	15.90%	7	26.90%
Target's Error or Lateness	7	15.90%	4	15.40%
Disagreed w/ Decision or Opinion	7	15.90%	4	15.40%
Feeling Blamed, Criticized or Disrespected	6	13.60%	2	7.70%
Related To Another Employee / Coworker	5	11.40%	2	7.70%
Mental Health or Domestic Issues	4	9.10%	2	7.70%
Boss Asking The Aggressor To Do Something	2	4.50%	3	11.50%
Unknown	6	13.60%	3	11.50%

Aggressive Behavior. In 61 out of 70 incidents, the respondents described a triggering

event with emotions quickly exploding over to aggressive behavior (see frequency count in

Table 11). The aggressive behavior manifests in different ways and is summarized with

representative statements in Table 12. The *verbal aggression* category contained ideas regarding

aggressive words, lashing out, and other forms of loss of emotional control and included verbal statements but not physical or violent. *Psychological aggression* contains ideas regarding repetitive, pervasive, and negative attitudes. The *physical threats* category contained ideas regarding combative behaviors and aggressive body language. *Physical violence or destruction* contained ideas about engaging in violence or destroying property. *Aggression toward authority* contains ideas of any aggression directed toward authority. These categories involve some workplace disruption that disturbs coworkers and others.

Table 12

Aggressive Behavior Categories

Category name and *description*	Aggressive Behavior representative statements (Responses to the question: Describe the incident. What happened? What did you observe that makes you characterize it as "aggression?")	
	Voice incident	*Silence incident*
Verbal aggression *Statements that were verbal but not physical threats or violence*	"Name calling" "Shouted racial slurs and threats" "Screamed at colleagues" "Lost their temper" "Called a coworker a dumb "b-word""	"Made derogatory comments" "Yelled at teammate in front of customer for making a mistake" "Yelled b/c coworker was late all week and aggressor had to stay until relieved"
Aggression toward boss or authority *Verbal, physical, and aggressive threats directed at authority*	"Pointing fingers in people's faces" "Yelling and threatening to walk off the job" "Said something obscene to the boss" "Racial anger got in boss's physical space"	"Refused to work and got in boss's face" "Screamed b/c of change in schedule" "Came to work drunk, cussing when told he needed to be tested" "Many temper tantrums, yelling and threats" "Angry slammed door when boss disagreed"
Physical threats *Aggressors showed or threatened physical violence*	"Made rude gestures at clients" "Threatened a fight" "Threatened to burn the place down" "Combative with raised voice"	"Pointed fingers" "Got in personal space" "Aggressive body language" "Threatened to go home and get his gun"
Physical Violence or Destruction *Touching a person or destroying property*	"Threw a chair and broke a mirror"	"Unprovoked, pushed another person" "Male aggressively slapped a woman's posterior" "Broke a stack of dishes b/c upset about receiving a difficult cooking order" "Punched a hole in the wall"

Every respondent described an aggressive behavior, as shown in Table 13. *Verbal aggression* was mentioned eighteen times by those that described an incident who spoke to an

aggressor and six times by those who described incidents of remaining silent. *Verbal aggression* was the most frequently (41.50%) described by respondents who spoke to the aggressor. *Aggression toward the boss or authority* was described 19 times by those describing voice (10) and silence (9) incidents. More than a third (34.60%) of the respondents who described a silent incident reported *aggression toward a boss or authority*. Respondents described *physical threats, violence, and destruction* in about one-quarter of the incidents. A total of ten respondents described a *psychological aggression* incident.

Table 13

Aggressive Behaviors Frequency

Aggressive Behavior	Voice		Silence	
Total respondents	44		26	
Verbal Aggression (to those not in authority)	**18**	**41.50%**	**6**	**23.10%**
Shouting	10	22.70%	4	15.40%
Name Calling / Obscene	4	9.10%	2	7.70%
Protected Class And Prejudice Aggression	3	6.80%	0	0.00%
Client/Customer Related Aggression	1	2.3%	0	0.00%
Aggressive Toward Boss Or Authority	**10**	**22.70%**	**9**	**34.60%**
Got In Boss's Physical Space	1	2.30%	1	3.80%
Screamed At Authority	3	6.80%	7	26.90%
Disagreed With Management	1	2.30%	1	3.80%
Physical Threat toward management	2	4.50%	0	0.00%
Obscene	2	4.50%	0	0.00%
Spread Rumors About Boss	1	2.30%	0	0.00%
Physical Threats & Physical Violence or Destruction	**10**	**22.70%**	**7**	**26.90%**
Physical Threats (except toward authority)	4	9.10%	2	7.70%
Physical Violence	5	11.40%	3	11.50%
Damaged Property	1	2.30%	2	7.70%
Psychological Aggression	**6**	**13.60%**	**4**	**15.40%**
Put down Co-workers (Micro aggressions)	3	6.80%	4	15.40%
Lack Of Considering Other Viewpoints	3	6.80%	0	0.00%

Note. The bold numbers represent the total per category of incident. For example, there were six total incidents for Psychological Aggression (3 "put downs…+ 3 "lack of considering ..." = 6 psychological aggression incidents). The

total incidents reported by leaders that spoke (voice) equals 18 + 6 +10 + 10 = 44 based on the bold numbers in the column under voice. Physical Threats & Physical Violence or Destruction were combined in one category.

Other Factors. Respondents described other contextual influences in addition to triggering events and aggressive behavior. Table 14 summarizes the findings from the data on other factors of contextual influence. Although around 25% of the respondents did not describe the aggressor by their gender, most of the respondents used a gender pronoun. Of the 53 respondents that used a gender pronoun (25 +8+15+5), 40 respondents (75%) described a male aggressor. While most respondents described aggressors that were direct reports, around 19% described a more indirect reporting relationship, such as multiple managers covering shifts (e.g., hotels, stores, auto repair, construction sites, and food services). About two-thirds of the respondents mentioned the aggressor's effect on others, including making the work environment uncomfortable or fearful and disrupting work. Respondents that described silence incidents reported disrupted work at a greater percentage (19.20%) than those that described voice incidents (6.80%). Most respondents did not describe the aggressor's reputation or attitude. However, those that did report it described aggressors that were "known trouble makers," "had a reputation for getting angry," and "regularly lost their temper." A few described the aggressor as "normally calm."

Table 14

Other Factors of Contextual Influence

Aggressor	Voice		Silence	
Demographics	**44**	**100.00%**	**26**	**100.00%**
Gender - Male	25	56.80%	15	57.70%
Gender - Female	8	18.20%	5	19.20%
Gender - Unknown	11	25.00%	6	23.10%
Role / Relationship	**44**	**100.00%**	**26**	**100.00%**
Direct Report Of Respondent	36	81.80%	21	80.80%
Indirect Reporting Relationship	8	18.20%	5	19.20%

Aggressor	Voice		Silence	
Aggressor's Effect On Others	**44**	**100.00%**	**26**	**100.00%**
Made Work Environment Uncomfortable / Fearful	24	54.50%	15	57.70%
Disrupted Work	3	6.80%	5	19.20%
Unknown	17	38.60%	6	23.10%
Aggressor's Reputation / Attitude	**44**	**100.00%**	**26**	**100.00%**
Repetitive Behavior / Known troublemaker	11	25.00%	8	30.80%
Normally Calm	2	4.50%	2	7.70%
Unknown	31	70.50%	16	61.50%

Overall, these results suggest that respondents viewed an aggressive incident as a disruptive act involving psychological and verbal aggression, physical threats, and property destruction, and in which people around the aggressor experience work delays, discomfort, and fear. In the next section, leaders describe their reasons for speaking to the aggressor or remaining silent during an incident of aggressive workplace behavior.

Motives

In this next section, after briefly presenting an overview of the demographics from Study Two, I begin with the reasons that shape how a leader deliberately remains silent with an employee after observing or hearing about them behaving aggressively at work (Leader Silence). Then, I address the reasons that shape how a leader speaks up to an employee after observing or hearing about them behaving aggressively at work (Leader Voice). In both sub-sections, I report Study 1 motives, the regression analysis of inductively derived motives from Study 1, and the factor analysis from Study 2.

Demographics of Participants. The leader voice and silence scale development surveys were completed by 345 respondents ($N = 345$) from those who spoke English and resided in the U.S. The survey targeted participants with supervisory responsibilities who were at least 21 years old. Tables H1–H9 in Appendix H describe the respondents' employment status, employment sectors, education level, age, gender, ethnicity, language, country of birth, and student status.

Table 15 provides a summary of Study 2 demographics. Demographics are provided to show

transparency and reproducibility of the study.

Table 15

Demographics Summary From Study 2

Demographics	Description	Result
Age	Average age in years	40.5
Gender	Male	67.2%
	Female	32.8%
Ethnicity	White	78.3%
	Black / African American	7.5%
	Asian	7.2%
	Mixed	4.9%
	Other	2.0%
Employment Status	Work full time	92.5%
Representative Industries with highest frequency of employment	IT industry	13.3%
	STEM industry	9.9%
	Education and Training Industry	9.3%
Birth Countries	Number of birth countries listed by respondents	20

Note. $N = 345$. Note: See Appendix E for demographic details

Inductively Derived Motives for Silence. Initially, the analysis and coding of the

silence-reason responses resulted in 43 different silence-motive exemplars from the 26

participants that described a silence incident. The reason for the higher number of motives than

respondents is that many gave multiple reasons for an incident. The strategy employed was to

create a new exemplar when the previously developed one did not match the response closely

enough. However, upon reviewing the final list of exemplars, I found that many were

conceptually similar and grouped into fewer silence-motive categories without losing much

meaning. I described the methods used to categorize the exemplars earlier, and Table 16 shows

the resultant 22 silence-motive categories. The final list yields four categories of leader silence

motives: (a) Avoidance Silence with seven items, (b) Protective Silence with four items, (c)

Uncertainty Silence with seven items, and (d) Retribution Silence with four items. These 22

items in the table are the hypothesized leader silence scale in Study 2.

Table 16

Leader Silence-Motive Hypothesized Categories

ID	SILENCE-MOTIVE EXEMPLAR HYPOTHESIZED CATEGORIES	
	Silence-motive exemplars	
1	*Avoidance Silence*	*21*
21	Someone Else, Such As The Owner, Security, Or Coworkers, Is There To Handle The Situation	6
13	I Prefer To Avoid The Aggressor	5
19	Saying Something Might Make Things Worse	4
5	If Other Employees, Customers, Or Clients Are Present	2
7	If The Person/People Around The Aggressor Are Not Upset With The Behavior	1
1	It Is Not My Responsibility To Say Something	1
18	The Aggressor Wouldn't Listen To Anything I Said	1
39	If Upper Management Thinks The Aggressor Is Valuable Or Special	1
2	*Protective Silence*	*8*
20	I Fear For My Own And Others Safety	5
22	If The Aggressor Is Actively Being Aggressive (E.G., Screaming, Hitting Things, Shoving)	1
9	If I Am Too Shocked Or Emotional At The Time Of The Aggression	1
26	If The Victim Or Target Asks Me Not To Speak With The Aggressor	1
6	*Uncertainty Silence*	*8*
2	I Worry About Make Mistakes – I Feel Unskillful	2
8	I Think The Aggressive Behavior Is Insignificant	2
12	I Don't Speak The Aggressor's Language	1
15	I Am Unfamiliar With The Situation	1
23	I Am Unfamiliar With The Aggressor	1
38	Because It Was The Aggressor's Personal Opinion And I Do Not Have Any Right To Interfere In It	1
5	*Retribution / Silence*	*6*
4	If I Can Use The Aggressor's Behavior To Build A Formal Case Against Them (The Aggressor's Behavior Makes Things Worse For Themselves)	2
6	To Show Support For The Aggressor And Understand Their Pain	2
31	I Spoke To The Victim Instead; Advising Them To Go To Hr	1
37	I Support The Aggressor's Reason For Behaving Aggressively (Opposite)	1

Leader Silence Scale Reliability. The leader silence scale from Study 1 consisted of 22 items. The scale was found to be highly reliable ($\alpha = 0.871$, $N = 22$). As shown in Table 17, removing any one of the 22 items from the Leader Silence Scale would slightly reduce the scale's reliability, except for item SD8 ("Because I think the aggressive behavior is insignificant"). I also assessed the reliability of the different sub-scales under the Leader Silence

Scale obtained from the qualitative analysis. In particular, I assessed reliability for hypothesized

sub-scales: Avoidance silence, Protective silence, uncertainty silence, and retribution.

Table 17

Leader Silence Scale Reliability Statistics

Item Responses to question "To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work?"	Label	Alpha if Item Deleted
Because someone else, such as the owner, security or coworkers, is there to handle the situation	AVOID_SD21	0.869
Because saying something might make things worse	AVOID_SD19	0.863
Because it is not my responsibility to say something	AVOID_SD1	0.867
If other employees, customers, or clients are present	AVOID_SD5	0.865
If the person/people around the aggressor are not upset with the behavior	AVOID_SD7	0.863
Because I prefer to avoid the aggressive behavior	AVOID_SD13	0.863
If upper management thinks the aggressor is valuable or special	AVOID_SD39	0.866
Because the aggressor wouldn't listen to anything I said	AVOID_SD18	0.862
Because I fear for my own and others safety	PROTECT_SD20	0.868
If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).	PROTECT_SD22	0.864
If I am too shocked or emotional at the time of the aggression	PROTECT_SD9	0.862
If the victim or target asks me not to speak with the aggressor	PROTECT_SD26	0.868
Because I am unfamiliar with the situation	UNCERTAIN_SD15	0.867
Because I am unfamiliar with the aggressor	UNCERTAIN_SD23	0.866
Because I think the aggressive behavior is insignificant	UNCERTAIN_SD8	0.871
Because I don't speak the aggressor's language	UNCERTAIN_SD12	0.868
Because I worry about making mistakes - I feel unskillful	UNCERTAIN_SD2	0.865
Because it is the aggressor's personal opinion and I do not have any right to interfere in it	UNCERTAIN_SD38	0.866
Because I support the aggressor's reason for behaving aggressively	RETRIB_SD37	0.87
If I can use the aggressor's behavior to build a formal case against them (the aggressor's behavior makes things worse for themselves)	RETRIB_SD4	0.866
Because I want to show support for the aggressor and understand their pain	RETRIB_SD6	0.87
Because I spoke to the victim instead; advising them to go to HR	RETRIB_SD31	0.865

Note. Overall: Cronbach's Alpha = 0.871; *N* = 22.

The hypothesized avoidance subscale was reliable ($\alpha = 0.766$, $N = 8$). However, the reliability for the hypothesized avoidance sub-scale was much lower than the reliability for the overall leader voice scale ($\alpha = 0.766 < \alpha = 0.871$). As shown in Table 18, removing any of one of eight items on the hypothesized avoidance silence sub-scale, except item SID21, would reduce the reliability of the sub-scale. Removing item SD21 ("Because someone else, such as the owner, security or coworkers, is there to handle the situation") from the sub-scale would, on the contrary, improve scale reliability from 0.766 to 0.780.

Table 18

Hypothesized Avoidance Construct Reliability

Item	Label	Alpha if Item Deleted
Because someone else, such as the owner, security or coworkers, is there to handle the situation	AVOID_SD21	0.78
Because saying something might make things worse	AVOID_SD19	0.721
Because it is not my responsibility to say something	AVOID_SD1	0.748
If other employees, customers, or clients are present	AVOID_SD5	0.736
If the person/people around the aggressor are not upset with the behavior	AVOID_SD7	0.737
Because I prefer to avoid the aggressive behavior	AVOID_SD13	0.711
If upper management thinks the aggressor is valuable or special	AVOID_SD39	0.757
Because the aggressor wouldn't listen to anything I said	AVOID_SD18	0.726

Note. Overall: Cronbach's Alpha = 0.766; $N = 8$

The hypothesized protective silence sub-scale comprised of four items. Using a reliability threshold of 0.7, the hypothesized silence sub-scale was not reliable ($\alpha = 0.635$). As shown in Table 19, removing any one of the four items from the sub-scale would reduce its reliability. For instance, removing item SID20 would reduce sub-scale reliability from 0.635 to 0.577.

Table 19

Hypothesized Protective Silence Reliability

Item	Label	Alpha if item deleted
Because I fear for my own and others safety	PROTECT_SD20	0.577
If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).	PROTECT_SD22	0.514
If I am too shocked or emotional at the time of the aggression	PROTECT_SD9	0.529
If the victim or target asks me not to speak with the aggressor	PROTECT_SD26	0.634

Note. Overall: Cronbach's Alpha = 0.635; *N* = 4

There were 10 items on the hypothesized uncertainty silence sub-scale. The scale was not reliable, since Cronbach's alpha was less than 0.7 (α = 0.653). All the six items on the hypothesized sub-scale were equally important except item SID8. As shown in Table 20, removing item SID8 from the sub-scale would improve sub-scale reliability from 0.653 to 0.677.

Table 20

Hypothesized Uncertainty Silence

Item	Label	Alpha if item deleted
Because I am unfamiliar with the situation	UNCERTAIN_SD15	0.588
Because I am unfamiliar with the aggressor	UNCERTAIN_SD23	0.56
Because I think the aggressive behavior is insignificant	UNCERTAIN_SD8	0.677
Because I don't speak the aggressor's language	UNCERTAIN_SD12	0.617
Because I worry about making mistakes - I feel unskillful	UNCERTAIN_SD2	0.602
Because it is the aggressor's personal opinion and I do not have any right to interfere in it	UNCERTAIN_SD38	0.607

Note. Overall: Cronbach's Alpha = 0.653; *N* = 6

The last hypothesized sub-scale, the retribution silence sub-scale, had four items. The scale was not reliable, since its Cronbach's alpha was less than 0.7 (α = 0.556). All items on the sub-scale were equally important, since removing any one of them would reduce scale reliability.

For instance, as shown in Table 21, removing item SID31 would reduce the sub-scale's reliability from 0.556 to 0.439.

Table 21

Hypothesized Retribution Silence

Item	Label	Alpha if Item Deleted
Because I support the aggressor's reason for behaving aggressively	RETRIB_SD37	0.519
If I can use the aggressor's behavior to build a formal case against them (the aggressor's behavior makes things worse for themselves)	RETRIB_SD4	0.427
Because I want to show support for the aggressor and understand their pain	RETRIB_SD6	0.518
Because I spoke to the victim instead; advising them to go to HR	RETRIB_SD31	0.439

Note. Overall: Cronbach's Alpha = 0.556; $N = 4$

EFA-Test for Parametric Assumptions for Leader Silence. Before running the actual EFA, a series of parametric assumptions were tested on the data. According to Young and Pearce (2013), there are four main assumptions that data must meet for an exploratory factor analysis to be conducted: multivariate normality, lack of multicollinearity, sphericity, and sample size adequacy. I summarize the findings from the parametric assumptions in Table 22 and present detailed findings in Appendix I.

Table 22

Test for Parametric Assumptions

Parametric Assumption	Results of Test	Assumptions met
Multivariate Normality	Distribution normal	Met
Mahalanobis distance Statistic	Removed 2 outliers from respondent data base	Met
Lack of Multicollinearity	VIF all items < 10	Met
Factorability	KMO 0.797 meets assumption of > 0.50	Met
	Bartlett's test of Sphericity Sig. at 0.00	Met
Sample Size	Sufficient number of respondents	Met

Note. See Appendix I for additional details the test for parametric assumptions done in this study.

Exploratory Factor Analysis for Silence. Exploratory factor analysis was conducted to determine the key factors on the Leader Silence Scale. Factor extraction was done using principal component analysis. The purpose of principal component analysis was to reduce the scale items and group them into factors based on how strongly they are related to each other. Factor extraction was done to select only components with eigenvalues greater than 1. Components with eigen values less than 1 were not selected as principal components. The initial solution yielded six principal components explaining 61.30% of all variance in the measured construct. As shown in Table 23, the six components are sorted in a descending order based on their respective eigenvalues and amount of variance explained.

Table 23

Total Variance Explained

Component	Eigenvalue	% of Variance	Cumulative %
1	6.428	29.217	29.217
2	2.295	10.432	39.649
3	1.712	7.783	47.432
4	1.476	6.709	54.141
5	1.213	5.515	59.656
6	1.022	4.644	64.3

The scree plot in Figure 4 is a plot of eigenvalues (y-axis) against component number (x-axis). As the figure illustrates, the first six components are the main components of importance extracted from the matrix.

Figure 4

A Scree Plot for Leader Silence Scale Principal Components for the Leader Silence Scale

A Varimax rotation method was used to simplify the underlying factor structure for easier interpretation. Specifically, the goal of varimax rotation is to maximize the variance of the squared loadings for each item on each factor, while keeping the loadings of each item on each factor as close to zero as possible. As such, Varimax rotation made it possible to identify items that are strongly associated with each principal component. The resulting rotated solution exhibited a simple structure. All items with factor loadings less than 0.50 were suppressed thus yielding the simple structure shown in Table 24.

Table 24

Rotated Solution for the Leader Silence Scale (All Items Included)

Item	Label	C1	C2	C3	C4	C5	C6
Because I prefer to avoid the aggressive behavior	AVOID_SD21	0.768					
If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).	AVOID_SD19	0.767					
If other employees, customers, or clients are present	AVOID_SD1	0.6					
Because saying something might make things worse	AVOID_SD5	0.55					
Because the aggressor wouldn't listen to anything I said	AVOID_SD7						
If I can use the aggressor's behavior to build a formal case against them (the aggressor's behavior makes things worse for themselves)	AVOID_SD13						
Because I think the aggressive behavior is insignificant	AVOID_SD39		0.77				
Because I support the aggressor's reason for behaving aggressively	AVOID_SD18		0.741				
Because I want to show support for the aggressor and understand their pain	PROTECT_SD20		0.619				
If the person/people around the aggressor are not upset with the behavior	PROTECT_SD22		0.567				
Because I am unfamiliar with the situation	PROTECT_SD9			0.755			
Because I am unfamiliar with the aggressor	PROTECT_SD26			0.73			
Because it is the aggressor's personal opinion and I do not have any right to interfere in it	UNCERTAIN_SD 15			0.558			
Because it is not my responsibility to say something	UNCERTAIN_SD 23						
If upper management thinks the aggressor is valuable or special	UNCERTAIN_SD 8				0.753		
If I am too shocked or emotional at the time of the aggression	UNCERTAIN_SD 12				0.591		

Item	Label	C1	C2	C3	C4	C5	C6
If the victim or target asks me not to speak with the aggressor	UNCERTAIN_SD2				0.556		
Because I worry about making mistakes - I feel unskillful	UNCERTAIN_SD38				0.52		
Because I spoke to the victim instead; advising them to go to HR	RETRIB_SD37						
Because someone else, such as the owner, security or coworkers, is there to handle the situation	RETRIB_SD4					0.829	
Because I fear for my own and others safety	RETRIB_SD6					0.562	
Because I don't speak the aggressor's language	RETRIB_SD31						0.768

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Table 25 displays only the items that had loadings >.50 on their respective factors. The first principal component comprised of four items. Three of the items were consistent with the avoidance silence hypothesized sub-scale from the qualitative analysis findings. The remaining one item was consistent with the protective silence sub-scale from the qualitative analysis findings. The scale items on the first component seem to suggest that the leaders remained silent in order to avoid aggressive behavior from the aggressors. For instance, one of the items making up the first component was 'saying something might make things worse,' denotes that a leader may avoid confronting the aggressor for fear of things getting out of control. Another item 'If other employees, customers, or clients are present,' indicates that a leader may avoid confronting an aggressor if there are other people to help handle the situation. The third component 'I prefer to avoid the aggressive behavior,' indicates a leader may choose to remain silent in order to avoid the aggressor's behavior. Lastly, a leader may choose to avoid any confrontation if the aggressor is actively being aggressive e.g. shouting and yelling. The first principal component is

thus consistent with the qualitative findings regarding the hypothesized Avoidance Silence sub-

scale. This principal component will thus be assigned the name 'Avoidance Silence Sub-scale.'

Table 25

Rotated Solution for the Leader Silence Scale (Items with Loadings >.50)

Item	Label	C1	C2	C3	C4	C5	C6
Because I prefer to avoid the aggressive behavior	AVOID_SD13	0.768					
If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).	PROTECT_SD22	0.767					
If other employees, customers, or clients are present	AVOID_SD5	0.6					
Because saying something might make things worse	AVOID_SD19	0.55					
Because I think the aggressive behavior is insignificant	UNCERTAIN_SD8		0.77				
Because I support the aggressor's reason for behaving aggressively	RETRIB_SD37		0.741				
Because I want to show support for the aggressor and understand their pain	RETRIB_SD6		0.619				
If the person/people around the aggressor are not upset with the behavior	AVOID_SD7		0.567				
Because I am unfamiliar with the situation	UNCERTAIN_SD15			0.755			
Because I am unfamiliar with the aggressor	UNCERTAIN_SD23			0.73			
Because it is the aggressor's personal opinion and I do not have any right to interfere in it	UNCERTAIN_SD38			0.558			
If upper management thinks the aggressor is valuable or special	AVOID_SD39				0.753		
If I am too shocked or emotional at the time of the aggression	PROTECT_SD9				0.591		
If the victim or target asks me not to speak with the aggressor	PROTECT_SD26				0.556		
Because I worry about making mistakes - I feel unskillful	UNCERTAIN_SD2				0.52		
Because someone else, such as the owner, security or	AVOID_SD21					0.829	

Item	Label	C1	C2	C3	C4	C5	C6
coworkers, is there to handle the situation							
Because I fear for my own and others safety	PROTECT_SD20					0.562	
Because I don't speak the aggressor's language	UNCERTAIN_SD12						0.768

The second principal component consisted of four items. One of the items, AVOID_SD7, was from the hypothesized avoidance silence sub-scale, while two items, UNCERTAIN_SD8 came from the uncertainty silence sub-scale. The remaining two items. RETRIB_SD37 and RETRIB_SD6, came from the retribution sub-scale. The scale items on this second component revolved around the common theme that a leader may choose to remain silent if they believe the aggressive behavior is justified or insignificant. The first item 'Because I think the aggressive behavior is insignificant' denoted that leaders chose to ignore workplace aggression if they believed the behavior was insignificant. The fourth item, 'If the person/people around the aggressor are not upset with the behavior,' also denoted that a leader would likely remain silent, if none of the people around the aggressor are concerned with the behavior. In items RETRIB_37 and RETRIB_6, leaders would remain silent to demonstrate their support for the aggressor. Thus, this second component was named the 'Aggressive Behavior Justification' sub-scale.

The third principal component consisted of three items with factor loadings ranging between 0.755 (highest) and 0.558 (lowest). All the three items came from the initially hypothesized uncertainty silence sub-scale. The common theme among the items was that a leader chooses to remain silent because they are uncertain about the right course of action to take regarding the aggressive behavior. This is especially true if the aggressor is speaking in a language the leader is not familiar with the situation (UNCERTAIN_SD15), is not familiar with the aggressor (UNCERTAIN_SD23), or believes that intervening would be in violation of the

aggressor's personal opinion (UNCERTAIN_SD38). Thus, combining the two themes yields the theme of uncertainty, which is consistent with the qualitative findings. The resulting sub-scale will thus be named 'Uncertainty Silence' sub-scale.

The fourth component consisted of four items; AVOID_SD39, PROTECT_SD9, PROTECT_SD26, and UNCERTAIN_SD2. The items came from three different hypothesized sub-scales from the qualitative findings. As per the first item, leaders would avoid speaking to aggressors if they believe the aggressor is considered a valuable person by the upper management (AVOID_SD39). This item thus coincides with the theme of external influence where a leader's decision whether to speak up or remain silent is influenced some the upper management. The second item denotes that a leader may remain silent because they are too shocked or emotional to speak up (PROTECT_SD9). This item denotes the element of emotional silence. The third item indicates that a leader may remain silent if the victim requests them not to speak up (PROTECT_SD26). Based on this item, remaining silent may be an appropriate way of protecting the victim from more severe aggression. This denotes some form of external influence where the leader remains silent because the victim requested him/her not to speak up. The last item (UNCERTAIN_SD2) indicates that a leader may remain silent because they are afraid of making mistakes. The leader believes that if they speak up, they may end up making a mistake. The overall theme that ties all the items together in this component is the fear of speaking to aggressors during workplace aggression situations. This fear emanates from external influence such as the upper management and the need to protect the victim from further aggression. This fear also emanates from the leader's internal thoughts and feelings as indicated by items PROTECT_SD9 and UNCERTAIN_SD2. Thus, the fourth component was assigned the name 'Internal and External Fear.'

The fifth component only had two unrelated items; AVOID_SD21 and PROTECT_SD20. The first item focuses on leaders remaining silent because there is someone else to handle the situation. On the contrary, the second item focuses on the leader remaining silent for fear of their safety and the safety of other people in the workplace environment. The sixth component was rejected as a possible sub-scale on the leader silence scale on two grounds. First, it lacked enough items to establish sound reliability and validity. Second, the scale items were unrelated. The sixth component was also rejected on similar grounds.

Confirmatory Factor Analysis—Leader Silence Scale. A confirmatory factor analysis was conducted to determine whether the items on the leader silence scale were actually measuring certain underlying constructs. The constructs that were hypothesized to be measured by the scale items, based on the findings of the exploratory factor analysis, included the following: (a) Avoidance Silence, (b) Aggressive Behavior Justification Silence, (c) Uncertainty Silence, and (d) Internal and External Silence.

Model Fit. Model fit was assessed using various measures, which included the RMSEA, PRATIO, PNFI, PCFI, and NFI (Table 26). The decision rule adopted was that RMSEA $\leq$ 0.08 was considered acceptable. The CFA model had an RMSEA of 0.080, which fell within the acceptable range. According to Daniel-González et al. (2020), PRATIO $\geq$ 0.80 is considered very high. The CFA model had a PRATIO of 0.81 ($\geq$0.80), which indicated good model fit. Lastly, PCFI and PNFI are considered acceptable if they are $\geq$0.60. In this study, respective PNFI and PCFI values were 0.62 and .67. These values thus indicated acceptable model fit. Based on these model fit indices, the CFA model had acceptable fit on the data.

Table 26

Model Fit Indices—Leader Silence Scale

Baseline Comparison	NFI	RFI	IFI	TLI	CFI
	0.80	0.74	0.87	0.83	0.86
Parsimony_adjusted Measures	PRATIO	PNFI	PCFI		
	0.81	0.62	0.67		
RMSEA Measures	RMSEA	LO_90	HI_90	PCLOSE	
	0.08	0.07	0.10	0.00	

Unstandardized Regression Estimates. Table 27 shows the unstandardized regression estimates of the CFA model. All the items on the Leader Silence Scale were significantly associated with their respective underlying constructs. For instance, the item AVOID_SD19 was significantly associated with the latent variable 'Avoidance Silence (ASS).' All the items were significantly associated with their respect factors. For instance, items AVOID_SD13, PROTECT_SD22, AVOID_SD5, and AVOID_SD19 were significantly related to the latent factor 'Avoidance Silence,' with respective unstandardized regression estimates of 1, 0.87, 0.85, and 1.01 respectively. Each of the items RETRIB_SD6, AVOID_SD7, UNCERTAIN_SD8, and RETRIB_SD37 was also significantly related with the latent factor 'Aggressive Behavior Justification,' with respective regression coefficients of 0.67, 1.8, 1, and 1.06. Third, items on the Uncertainty Silence latent factor (UNCERTAIN_SD15, UNCERTAIN_SD23) were each significantly associated with the latent factor itself. On the original scale developed from the exploratory factor analysis, the Uncertainty Silence factor had three items. However, due to poor model fit and low factor loading (<0.4), item UNCERTAIN_SD38 was removed leaving two scale items. The respective regression estimates for the two items were 1 and 0.97. Lastly, items PROTECT_SD26, AVOID_SD39, PROTECT_SD9, and UNCERTAIN_SD2 were strongly associated with the latent variable 'Internal & External Influence' as evidenced by the following significant regression coefficients respectively: 1.24, 1, 1.67, and 1.32.

Table 27

Unstandardized Regression Estimates for the Leader Silence Scale Items

Item	Label	Estimate	S.E.	C.R.	Sig.
	Avoidance Silence				
Because I prefer to avoid the aggressive behavior	AVOID_SD13	1			
If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).	PROTECT_SD22	0.87	0.12	7.32	***
If other employees, customers, or clients are present	AVOID_SD5	0.85	0.11	7.41	***
Because saying something might make things worse	AVOID_SD19	1.01	0.12	8.49	***
	Aggressive Behavior Justification				
Because I want to show support for the aggressor and understand their pain	RETRIB_SD6	0.67	0.15	4.55	***
If the person/people around the aggressor are not upset with the behavior	AVOID_SD7	1.8	0.29	6.18	***
Because I think the aggressive behavior is insignificant	UNCERTAIN_SD8	1			
Because I support the aggressor's reason for behaving aggressively	RETRIB_SD37	1.06	0.18	5.96	***
	Uncertainty Silence				
Because I am unfamiliar with the situation	UNCERTAIN_SD15	1			
Because I am unfamiliar with the aggressor	UNCERTAIN_SD23	0.97	0.14	6.99	***
	Internal & External Influence				
If the victim or target asks me not to speak with the aggressor	PROTECT_SD26	1.24	0.25	5.02	***
If upper management thinks the aggressor is valuable or special	AVOID_SD39	1			
If I am too shocked or emotional at the time of the aggression	PROTECT_SD9	1.67	0.27	6.28	***
Because I worry about making mistakes - I feel unskillful	UNCERTAIN_SD2	1.32	0.22	6.1	***

Standardized Regression Estimates. Table 28 shows the standardized regression

estimates for the various items on the Leader Silence Scale. These standardized regression

estimates represent the factor loadings on the respective underlying constructs. The same factor

loadings are shown in Figure 8 (See Appendix I), which represents the structural equation model

that was estimated. All factor loadings were found to be >.40, which indicates they loaded

strongly on their respective constructs.

Table 28

Standardized Regression Estimates for the Leader Silence Scale Items After CFA

Item	Label	Factor Loading
Avoidance Silence		
Because I prefer to avoid the aggressive behavior	AVOID_SD13	0.68
If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).	PROTECT_SD22	0.59
If other employees, customers, or clients are present	AVOID_SD5	0.6
Because saying something might make things worse	AVOID_SD19	0.73
Aggressive Behavior Justification		
Because I want to show support for the aggressor and understand their pain	RETRIB_SD6	0.41
If the person/people around the aggressor are not upset with the behavior	AVOID_SD7	0.77
Because I think the aggressive behavior is insignificant	UNCERTAIN_SD8	0.52
Because I support the aggressor's reason for behaving aggressively	RETRIB_SD37	0.63
Uncertainty Silence		
Because I am unfamiliar with the situation	UNCERTAIN_SD15	0.75
Because I am unfamiliar with the aggressor	UNCERTAIN_SD23	0.79
Internal & External Influence		
If the victim or target asks me not to speak with the aggressor	PROTECT_SD26	0.47
If upper management thinks the aggressor is valuable or special	AVOID_SD39	0.49
If I am too shocked or emotional at the time of the aggression	PROTECT_SD9	0.72
Because I worry about making mistakes - I feel unskillful	UNCERTAIN_SD2	0.66

The Leader Silence Scale after CFA. Table 29 shows the final items after all tests were completed. Four factors emerged. Avoidance Silence represent items where leaders remained silent to avoid aggressive behavior from the aggressors. Aggressive Behavior Justification represents items that revolve around the theme that a leader may choose to remain silent if they believe the aggressive behavior is justified or insignificant. Uncertainty Silence represents the common theme among the items was that a leader chooses to remain silent because they are uncertain about the right course of action to take regarding the aggressive behavior. The last factor called Internal and External Factors which is the leader's fear of speaking up during

workplace aggression situations; this fear is influenced by external factors such as upper

management and the need to protect the victim from further harm, as well as by internal thoughts

and feelings of the leader.

Table 29

Leader Silence Scale after CFA

To what extent is the statement true about <u>why you remain silent with</u> your employee who behaved with aggression at work?	Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
Avoidance Silence						
Because I prefer to avoid the aggressive behavior						
If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).						
If other employees, customers, or clients are present						
Because saying something might make things worse						
Aggressive Behavior Justification						
Because I want to show support for the aggressor and understand their pain						
If the person/people around the aggressor are not upset with the behavior						
Because I think the aggressive behavior is insignificant						
Because I support the aggressor's reason for behaving aggressively						
Uncertainty Silence						
Because I am unfamiliar with the situation						
Because I am unfamiliar with the aggressor						
Internal and External Influence						
If the victim or target asks me not to speak with the aggressor						
If upper management thinks the aggressor is valuable or special						
If I am too shocked or emotional at the time of the aggression						
Because I worry about making mistakes - I feel unskillful						

Inductively Derived Motives for Voice. Out of the 44 voice-related incidents that qualified for this study, there were 84 instances where individuals described their reasons for speaking to aggressors. The reason for the higher number of motives than respondents is that many of them gave multiple reasons for an incident. From the 84 reasons that were given, 67 unique examples of voice-motives were identified. This initial list of exemplars were concise statements that represented various reasons for speaking to aggressors, with only minor variations between them. (See Appendix E). This large number of exemplary statement were expected, as the categorizing strategy employed was to create a new exemplar when the previously developed one did not match the response closely enough. However, upon reviewing the final list of leader voice exemplars, it was found that many of them were conceptually similar and could be grouped into 25 voice-motive categories and grouped into fewer voice-motive clusters without losing much meaning resulting in four inductively derived clusters of leader voice-motives: (a) "To Correct A Negative Situation" with eight items, (b) "To Help The Organization" with six items; (c) "Felt Responsibility" with five items, and (d) "Pro-Social Voice" with six items. See Table 30. The frequency of each exemplar is listed in the third column.

Table 30

Leader Voice-Motive Hypothesized Categories

ID	LEADER VOICE-MOTIVE HYPOTHESIZED CATEGORIES Leader Voice-motive exemplars	FREQ
1	*To Correct A Negative Situation*	*32*
1	To Clearly Let The Aggressor Know That The Aggressive Behavior Is Unacceptable	11
4	I Have No Tolerance For Aggression	6
7	To Warn The Aggressor And Give Consequences	5
6	To Remind The Aggressor Of The Expected Behavior	4
9	It Must Be Addressed Right Away	3
20	It Was Finally Time To Act On Repeated Aggressive Behavior	1
22	A Complaint Was Made	1
23	Because When I Want To Stop It, I Will Make Sure It Stops	1
3	*Felt Responsibility*	*26*

ID	**LEADER VOICE-MOTIVE HYPOTHESIZED CATEGORIES** Leader Voice-motive exemplars	**FREQ**
2	It Is My Duty / Responsibility	10
3	To Keep My Employees Safe From Harm	7
10	I Was Unhappy With The Situation	4
12	Someone Has To Say/Do Something	3
17	It Is The Right Thing To Do	2
2	***To Help The Organization***	*15*
5	To End The Disruption Quickly	5
8	To Create A Solution	3
13	To Ensure A Good Environment And Culture	2
16	To Avoid Future Problems (Such As A Lawsuit Or Destruction)	2
19	The Aggressor's Behavior Doesn't Support Teamwork	2
18	To Protect The Organization's Reputation	1
6	***Pro-Social Voice***	*11*
11	To Understand The Aggressor's Perspective	3
14	To Figure Out What Is Going On With The Situation	2
25	I Care What People Think Of Me	2
15	To Demonstrate My Values (Lead By Example)	2
21	I Find It Rewarding When I Speak To The Aggressor	1
24	It Feels Good That I Know How To Deal With An Aggressive Person	1

Leader Voice Scale Reliability. The Leader Voice Scale was composed of 25 items measured on a six-point Likert scale. The scale was reliable as evidenced by the high Cronbach's alpha ($\alpha = 0.926$). Except for items VID21, VID24, and VID25, removing any one of the remaining scale items would slightly reduce the reliability of the scale. Removing items VID21, VID24, and VID25 from the scale would increase the reliability from 0.926 to 0.927, 0.926, and 0.928, respectively (Table 31). The Leader Voice Scale also had four sub-scales: Correcting and Negative Situation, Helping the organization, sense of responsibility, and the hypothesized pro-social sub-scales. The reliability of each of these four hypothesized sub-scales was also assessed.

Table 31

Leader Voice Scale Reliability

Item Responses to the question "To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work?"	Label	Alpha if Item Deleted
Because I want to clearly let the aggressor know that the aggressive behavior is unacceptable	CORRECT_VD1	0.922
Because I have no tolerance for aggression	CORRECT_VD4	0.923

Item Responses to the question "To what extent is the statement true about _why you speak with_ your employee who behaved with aggression at work?"	Label	Alpha if Item Deleted
Because I want to warn the aggressor and give consequences	CORRECT_VD7	0.922
Because it was finally time to act on repeated aggressive behavior	CORRECT_VD20	0.923
Because it must be addressed right away	CORRECT_VD9	0.921
Because when I want to stop it, I will make sure it stops	CORRECT_VD23	0.923
Because I want to remind the aggressor of the expected behavior	CORRECT_VD6	0.922
Because a complaint was made	CORRECT_VD22	0.925
Because I want to end the disruption quickly	HELP_VD5	0.923
Because I want to ensure a good environment and culture	HELP_VD13	0.923
Because I want to protect the organization's reputation	HELP_VD18	0.925
Because I want to avoid future problems (such as a lawsuit or destruction)	HELP_VD16	0.923
Because I want to create a solution	HELP_VD8	0.923
Because the aggressor's behavior doesn't support teamwork	HELP_VD19	0.923
Because it is my duty / responsibility	RESPONS_VD2	0.923
Because I want to keep my employees safe from harm	RESPONS_VD3	0.922
Because it is the right thing to do	RESPONS_VD17	0.923
Because someone has to say/do something (get in the middle of it)	RESPONS_VD12	0.923
Because I was unhappy with the situation	RESPONS_VD10	0.923
Because I want to figure out what is going on with the situation	PROSOC_VD14	0.923
Because I want to demonstrate my values (lead by example)	PROSOC_VD15	0.922
Because I want to understand the aggressor's perspective	PROSOC_VD11	0.924
Because I care what people think of me	PROSOC_VD25	0.928
Because it feels good that I know how to deal with an aggressive person	PROSOC_VD24	0.926
Because I find it rewarding when I speak to the aggressor	PROSOC_VD21	0.927

Note. Overall: Cronbach's Alpha = 0.926; N = 25

The hypothesized correcting negative situation sub-scale consisted of eight items, and had high reliability (α = 0.858). Removing any of the eight items from the scale would slightly reduce the scale reliability as shown in Table 32. For instance, removing item VID9 would reduce scale reliability from 0.858 to 0.829. Thus, all the items on the sub-scale were equally important and contributed towards its reliability.

Table 32

Reliability of the Correcting a Negative Situation Construct

Item	Label	Alpha if Item Deleted
Because I want to clearly let the aggressor know that the aggressive behavior is unacceptable	CORRECT_VD1	0.835

Item	Label	Alpha if Item Deleted
Because I have no tolerance for aggression	CORRECT_VD4	0.842
Because I want: To warn the aggressor and give consequences	CORRECT_VD7	0.838
Because it was finally time to act on repeated aggressive behavior	CORRECT_VD20	0.845
Because it must be addressed right away	CORRECT_VD9	0.829
Because when I want to stop it, I will make sure it stops	CORRECT_VD23	0.845
Because I want to remind the aggressor of the expected behavior	CORRECT_VD6	0.838
Because a complaint was made	CORRECT_VD22	0.856

Note. Overall: Cronbach's Alpha = 0.858; *N* = 8

The hypothesized helping the organization sub-scale consisted of six items, and was found to be reliable as evidenced by the high Cronbach's alpha ($\alpha = 0.774$). As shown in Table 33, deleting any of the six sub-scale items, except item VID18, would reduce the scale's reliability. Removing item VID18, however, would improve sub-scale reliability ($\alpha = 0.784$).

Table 33

Reliability of Helping the Organization Construct

Item	Label	Cronbach's Alpha if Item Deleted
Because I want to end the disruption quickly	HELP_VD5	0.73
Because I want to ensure a good environment and culture	HELP_VD13	0.734
Because I want to protect the organization's reputation	HELP_VD18	0.784
Because I want to avoid future problems (such as a lawsuit or destruction)	HELP_VD16	0.729
Because I want to create a solution	HELP_VD8	0.729
Because the aggressor's behavior doesn't support teamwork	HELP_VD19	0.737

Note. Overall: Cronbach's Alpha = 0.774; *N* = 6

The hypothesized sense of responsibility sub-scale consisted of five items and was reliable as per the Cronbach's alpha obtained ($\alpha = 0.780$). As shown in Table 34, all of the items on the hypothesized sense of responsibility sub-scale were equally important since removing any one of them from the sub-scale would reduce reliability. For instance, if item VID3 was removed from the sub-scale, the scale's reliability would reduce to 0.741.

Table 34

Reliability of the Hypothesized Sense of Responsibility Construct

Item	Label	Cronbach's Alpha if Item Deleted
Because it is my duty / responsibility	RESPONS_VD2	0.732
Because I want to keep my employees safe from harm	RESPONS_VD3	0.741
Because it is the right thing to do	RESPONS_VD17	0.712
Because someone has to say/do something (get in the middle of it)	RESPONS_VD12	0.749
Because I was unhappy with the situation	RESPONS_VD10	0.765

Note. Overall: Cronbach's Alpha = 0.780; *N* = 5

The hypothesized pro-social sub-scale had six items and was reliable as evidenced by the high Cronbach's alpha obtained (α = 0.717). Table 35 also shows that all the six items on the pro-social sub-scale were equally important and removing any one of them would reduce sub-scale reliability. For example, if item VID21 was removed from the pro-social sub-scale, the sub-scale's reliability would reduce to 0.649.

Table 35

Reliability of the Hypothesized Prosocial Construct

Item	Label	Cronbach's Alpha if Item Deleted
Because I want to figure out what is going on with the situation	PROSOC_VD14	0.707
Because I want to demonstrate my values (lead by example)	PROSOC_VD15	0.667
Because I want to understand the aggressor's perspective	PROSOC_VD11	0.683
Because I care what people think of me	PROSOC_VD25	0.71
Because it feels good that I know how to deal with an aggressive person	PROSOC_VD24	0.643
Because I find it rewarding when I speak to the aggressor	PROSOC_VD21	0.649

Note. Overall: Cronbach's Alpha = 0.717; *N* = 6

EFA–Test for Parametric Assumptions for Leader Voice. Before running the actual EFA, a series of parametric assumptions were tested on the data. According to Young and Pearce (2013), there are four main assumptions that data must meet for an exploratory factor analysis to be conducted: multivariate normality, lack of multicollinearity, sphericity, and sample size

adequacy. I summarize the findings from the parametric assumptions in Table 36 and present

detailed findings in Appendix I.

Table 36

Test for Parametric Assumptions

Parametric Assumption	Results of Test	Assumptions met
Multivariate Normality	Distribution normal	Met
Mahalanobis distance Statistic	Removed 5 outliers from respondent data base	Met
Lack of Multicollinearity	VIF all items < 10	Met
Factorability	KMO 0.874 meets assumption of > 0.50	Met
	Bartlett's test of Sphericity Sig. at 0.00	Met
Sample Size	Sufficient number of respondents	Met

Note. See Appendix I for additional details the test for parametric assumptions done in this study.

Exploratory Factor Analysis for Voice. Factor analysis was conducted to determine the

key factors on the Leader Voice Scale. The factor extraction method selected was principal

component analysis just like in the Leader Silence factor analysis. Only factors with eigenvalues

greater than 1 were selected as principal components. To yield a simple factor structure as per

the recommendations of Thurston (1947), varimax rotation was conducted. The essence of

varimax rotation was to maximize the variance of squared loadings. The initial solution yielded

three principal components whose amount of cumulative variance explained was 54.05%. As

shown in Table 37, the three principal components are sorted in a descending order based on

their eigenvalues and corresponding amount of variance explained.

Table 37

Amount of Variance Explained by Each Principal Component

Component	Total	% of Variance	Cumulative %
1	10.178	40.713	40.713
2	2.112	8.447	49.160
3	1.224	4.894	54.054

The scree plot in Figure 5 is a plot of eigenvalues (y-axis) against component number (x-axis). As the figure illustrates, the first three components are the main components of importance extracted from the matrix.

Figure 5

A Scree Plot of Eigenvalues Against Principal Components for the Leader Voice Scale
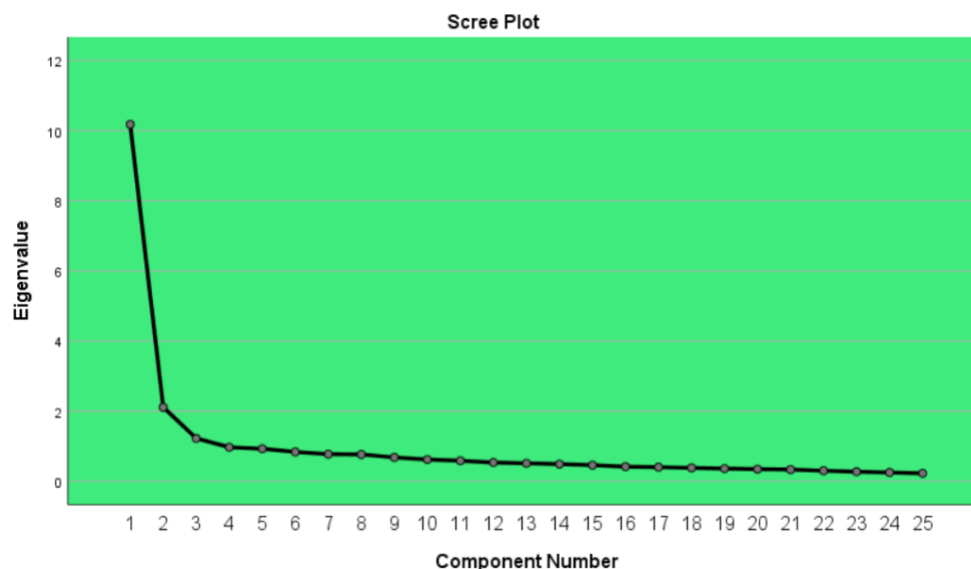
The resulting rotated solution exhibited a simple structure. All items with factor loadings less than 0.50 were suppressed thus yielding the simple structure shown in Table 38.

Table 38

Rotated Solution for the Leader Voice Scale (All items included)

Item	Label	1	2	3
Because I want to clearly let the aggressor know that the aggressive behavior is unacceptable	CORRECT_VD1	0.65		
Because I have no tolerance for aggression	CORRECT_VD4	0.57		
Because I want to warn the aggressor and give consequences	CORRECT_VD7	0.55		
Because it was finally time to act on repeated aggressive behavior	CORRECT_VD20			
Because it must be addressed right away	CORRECT_VD9		0.57	
Because when I want to stop it, I will make sure it stops	CORRECT_VD23	0.51		
Because I want to remind the aggressor of the expected behavior	CORRECT_VD6			

Item	Label	1	2	3
Because a complaint was made	CORRECT_VD22		0.63	
Because I want to end the disruption quickly	HELP_VD5			
Because I want to ensure a good environment and culture	HELP_VD13	0.71		
Because I want to protect the organization's reputation	HELP_VD18			0.64
Because I want to avoid future problems (such as a lawsuit or destruction)	HELP_VD16		0.73	
Because I want to create a solution	HELP_VD8		0.50	
Because the aggressor's behavior doesn't support teamwork	HELP_VD19			
Because it is my duty / responsibility	RESPONS_VD2	0.61		
Because I want: To keep my employees safe from harm	RESPONS_VD3		0.68	
Because: It is the right thing to do	RESPONS_VD17	0.70		
Because: Someone has to say/do something (get in the middle of it)	RESPONS_VD12	0.51		
Because: I was unhappy with the situation	RESPONS_VD10	0.64		
Because I want: To figure out what is going on with the situation	PROSOC_VD14		0.57	
Because I want: To demonstrate my values (lead by example)	PROSOC_VD15			0.59
Because I want: To understand the aggressor's perspective	PROSOC_VD11			
Because I care what people think of me	PROSOC_VD25			0.52
Because it feels good that I know how to deal with an aggressive person	PROSOC_VD24			0.74
Because I find it rewarding when I speak to the aggressor	PROSOC_VD21			0.76

Table 39 contains only the items that had factor loadings >.50. The first component

consisted of nine items, which predominantly came from the hypothesized 'Correcting a negative

situation,' 'helping the organization,' and 'sense of responsibility' sub-scales. The factor loadings

on this component ranged between 0.71 (highest) and 0.51 (lowest). A portion of the items on

this first factor were related to the leader speaking to aggressors because they perceived

aggression as unacceptable in the workplace. These items included CORRECT_VD1 (Because I

want to clearly let the aggressor know that the aggressive behavior is unacceptable),

CORRECT_VD4 (Because I have no tolerance for aggression), CORRECT_VD7 (Because I

want to warn the aggressor and give consequences), and RESPONS_VD10 (Because I was

unhappy with the situation). The remaining items were related to the notion that leaders speak up

during incidences of workplace aggression because they feel a sense of leadership responsibility to stop the aggression and ensure the work environment is conducive. The items related to this idea include CORRECT_VD23 (When I want to stop it, I will make sure it stops), HELP_VD13 (To ensure a good environment and culture), RESPONS_VD2 (Because it is my duty and responsibility), RESPONS_VD17 (Because it is the right thing to do), and RESPONS_VD12 (Because someone has to say/do something or get in the middle of it). Thus, this first principal component was assigned the name 'Sense of Leadership Responsibility' because it denotes that leaders speak up because they believe it is their responsibility to address the workplace aggression challenge.

Table 39

Rotated Solution for the Leader Voice Scale (Items With Loadings > .50)

Item	Label	C1	C2	C3
Because I want to clearly let the aggressor know that the aggressive behavior is unacceptable	CORRECT_VD1	0.65		
Because I have no tolerance for aggression	CORRECT_VD4	0.57		
Because I want to warn the aggressor and give consequences	CORRECT_VD7	0.55		
Because when I want to stop it, I will make sure it stops	CORRECT_VD23	0.51		
Because I want to ensure a good environment and culture	HELP_VD13	0.71		
Because it is my duty / responsibility	RESPONS_VD2	0.61		
Because it is the right thing to do	RESPONS_VD17	0.70		
Because someone has to say/do something (get in the middle of it)	RESPONS_VD12	0.51		
Because I was unhappy with the situation	RESPONS_VD10	0.64		
Because it must be addressed right away	CORRECT_VD9		0.57	
Because a complaint was made	CORRECT_VD22		0.63	
Because I want to avoid future problems (such as a lawsuit or destruction)	HELP_VD16		0.73	
Because I want to create a solution	HELP_VD8		0.50	
Because I want to keep my employees safe from harm	RESPONS_VD3		0.68	
Because I want to figure out what is going on with the situation	PROSOC_VD14		0.57	
Because I want to protect the organization's reputation	HELP_VD18			0.64

Item	Label	C1	C2	C3
Because I want to demonstrate my values (lead by example)	PROSOC_VD15			0.59
Because I care what people think of me	PROSOC_VD25			0.52
Because it feels good that I know how to deal with an aggressive person	PROSOC_VD24			0.74
Because I find it rewarding when I speak to the aggressor	PROSOC_VD21			0.76

The second principal component extracted from the data consisted of six items, which predominantly came from the hypothesized Helping the Organization, Sense of Responsibility, and the Correcting and Negative situation sub-scales. The factor loadings ranged between 0.50 (lowest) and 0.73 (highest). Five of the items on this second component were related to the idea that a leader may speak up because they want to find a lasting solution to the workplace aggression problem. This idea was reflected in item HELP_VD16 (Because I want: To avoid future problems, such as a lawsuit or destruction). This item denotes that the leader speaks up to find a lasting solution to the problem and probably protect the organization from potential issues such as lawsuits. The idea of finding a lasting solution was also evident in item CORRECT_VD22 (Because a complaint was made). As per this item, a leader may speak up to address the complaint that has been made, which is essentially finding a solution to the workplace aggression problem. As per item CORRECT_VD9, speaking to aggressors is also necessary to address the underlying problem immediately. Items HELP_VD8 (Because I want to create a solution) and PROSOC_VD14 (Because I want to figure out what is going on with the situation) are also related to leaders speaking to aggressors because they want to find a solution to the workplace aggression problem. Item RESPONS_VD3 denotes that leaders may speak up because they want to ensure their employees are safe from harm. While this item seems to be quite different from the rest, it can be interpreted from the perspective that leaders speak up

because they want to find a lasting solution that would guarantee a safe and conducive workplace environment. The items on this factor thus reflect the overall theme of leaders speaking to aggressors because they want to find a lasting solution to the workplace aggression problem. Thus, the name assigned to this second factor was 'Conflict Resolution Voice.'

The third principal component consisted of five items; PROSOC_VD15, HELP_VD18, PROSOC_VD25, PROSOC_VD24, and PROSOC_VD21 with factor loadings ranging between 0.52 (lowest) and 0.76 (highest). Items on this factor predominantly came from the hypothesized prosocial subscale ($N = 4$), with only one item coming from the hypothesized Helping the Organization sub-scale (HELP_VD18). Items PROSOC_VD15, PROSOC_VD25, PROSOC_VD24, and PROSOC_VD21 were related to the notion that a leader speaks during incidents of workplace aggression for prosocial reasons. For example, under item PROSOC_VD15, a leader speaks because they want to demonstrate their values to the rest of the team. Under item PROSOC_VD25, leaders may decide to speak up because they care what people would think of them. In this regard, the leaders perceive speaking to aggressors as a demonstration of their leadership skills. Items PROSOC_VD24 and PROSOC_VD21 are related to the idea that leaders speak up because it gives them a sense of fulfillment. For instance, under item PROSOC_VD24, leaders speak up because it makes them feel good knowing they can handle aggression effectively. Under item PROSOC_VD21, leaders speak up because they find it rewarding (a sense of fulfillment). Thus, the name assigned to this component was 'Social validation and Personal Gratification' since leaders speak up for social validation and personal gratification reasons.

Confirmatory Factor Analysis – Leader Voice Scale. The fitness of the CFA model for the Leader Voice Scale was assessed using measures of baseline comparison (NFI, RFI, TLI, and

CFI), Parsimony-adjusted measures (PRATIO, PNFI, & PCFI), and RMSEA. The fit indices of the CFA model are shown in Table 40. The decision rule adopted was that RMSEA ≤ 0.08 was considered acceptable as recommended by Daniel-González et al. (2019). The CFA model had an RMSEA of 0.080, which fell within the acceptable range. In terms of Parsimony-adjusted indicators, the CFA model had a PRATIO of 0.83 (≥0.80), PNFI of 0.72, and PCFI of 0.77. The PCFI and PNFI are considered acceptable if they are ≥0.60. In this study, respective PNFI and PCFI values were >0.60. These values thus indicated acceptable model fit. Based on these model fit indices, the CFA model had acceptable fit on the data.

Table 40

Model Fit Indices—Leader Voice Scale

Baseline Comparison	NFI	RFI	IFI	TLI	CFI
	0.83	0.8	0.89	0.87	0.89
Parsimony_adjusted Measures	PRATIO	PNFI	PCFI		
	0.87	0.72	0.77		
RMSEA Measures	RMSEA	LO_90	HI_90	PCLOSE	
	0.08	0.07	0.09	0	

Unstandardized Regression Estimates

Table 41 contains the unstandardized regression estimates for the Leader Voice CFA model. All the items were significantly related to their respective latent factors. For instance, all items making up the Sense of Leadership Responsibility to Address Workplace Aggression sub-scale were significantly related with this subscale.

Table 41

Unstandardized Regression Estimates for the Leader Voice CFA Model

Item	Label	Estimate	S.E.	C.R.	Sig.
Sense of Leadership Responsibility to Address Workplace Aggression					
Because I want to clearly let the aggressor know that the aggressive behavior is unacceptable	CORRECT_VD1	1			
Because I have no tolerance for aggression	CORRECT_VD4	1.33	0.12	11.11	***
Because I want to warn the aggressor and give consequences	CORRECT_VD7	1.2	0.11	11.29	***
Because when I want to stop it, I will make sure it stops	CORRECT_VD23	1.15	0.12	9.35	***
Because I want: To ensure a good environment and culture	HELP_VD13	0.85	0.07	11.79	***
Because it is my duty / responsibility	RESPONS_VD2	1.05	0.09	12.34	***
Because it is the right thing to do	RESPONS_VD17	0.99	0.08	12.16	***
Because someone has to say/do something (get in the middle of it)	RESPONS_VD12	1.18	0.12	10.22	***
Because I was unhappy with the situation	RESPONS_VD10	1.01	0.1	9.8	***
Social Validation & Personal Gratification					
Because it feels good that I know how to deal with an aggressive person	PROSOC_VD24	0.91	0.16	5.56	***
Because I want: To protect the organization's reputation	HELP_VD18	1			
Because I want to demonstrate my values (lead by example)	PROSOC_VD15	1.21	0.16	7.34	***
Because I find it rewarding when I speak to the aggressor	PROSOC_VD21	0.72	0.15	4.88	***
Conflict Resolution Voice					
Because I want to avoid future problems (such as a lawsuit or destruction)	HELP_VD16	0.88	0.09	9.79	***
Because I want to keep my employees safe from harm	RESPONS_VD3	0.79	0.06	12.22	***
Because I want to create a solution	HELP_VD8	0.78	0.07	11.27	***
Because it must be addressed right away	CORRECT_VD9	1			
Because a complaint was made	CORRECT_VD22	0.74	0.1	7.65	***
Because I want: To figure out what is going on with the situation	PROSOC_VD14	0.69	0.07	10.38	***

Standardized Regression Coefficients for the Leader Voice Scale

Table 42 shows the stadardized regression estimates for the Leader Voice Scale. All

items on the Sense of Leadership to Address Workplace Aggression factor loaded strongly on

this factor. The factor loadings ranged between 0.8 (highest) and 0.61 (lowest). Similarly, all

items on the second latent factor (Conflict Resolution Voice) loaded strongly with standardized

factor loadings ranging between 0.51 (lowest) and 0.82 (highest). However, of the five items on

the third factor (Social Validation & Personal Gratification), only four had factor loadings >0.4.

The item with a factor loading <0.4 (*I care what people think of me*) was dropped from the

model and the estimates re-calculated. In the new model, the four items on the Social Validation

and Personal Gratification factor had standardized factor loadings >0.4. The same factor loadings

are shown in Figure 9 (See Appendix J), which represents the structural equation model that was

estimated.

Table 42

Standardized Regression Estimates for the Leader Voice Scale Items

Item	Label	estimate
Sense of Leadership Responsibility to Address Workplace Aggression		
Because I want to clearly let the aggressor know that the aggressive behavior is unacceptable	CORRECT_VD1	0.8
Because I have no tolerance for aggression	CORRECT_VD4	0.7
Because I want: To warn the aggressor and give consequences	CORRECT_VD7	0.71
Because when I want to stop it, I will make sure it stops	CORRECT_VD23	0.61
Because I want to ensure a good environment and culture	HELP_VD13	0.73
Because it is my duty / responsibility	RESPONS_VD2	0.76
Because it is the right thing to do	RESPONS_VD17	0.75
Because: Someone has to say/do something (get in the middle of it)	RESPONS_VD12	0.66
Because I was unhappy with the situation	RESPONS_VD10	0.63
Social Validation and Personal Gratification		
Because it feels good that I know how to deal with an aggressive person	PROSOC_VD24	0.49
Because I want to protect the organization's reputation	HELP_VD18	0.58
Because I want to demonstrate my values (lead by example)	PROSOC_VD15	0.81
Because I find it rewarding when I speak to the aggressor	PROSOC_VD21	0.41
Conflict Resolution Voice		
Because I want to avoid future problems (such as a lawsuit or destruction)	HELP_VD16	0.63
Because I want to keep my employees safe from harm	RESPONS_VD3	0.74
Because I want to create a solution	HELP_VD8	0.7
Because it must be addressed right away	CORRECT_VD9	0.82

Item	Label	estimate
Because a complaint was made	CORRECT_VD22	0.51
Because I want: To figure out what is going on with the situation	PROSOC_VD14	0.66

The Leader Voice Scale after CFA. Table 43 shows the final items after all tests were completed. Three factors emerged. 'Sense of Responsibility to Address Workplace Aggression' represent items where leaders believe it is their responsibility to address the workplace aggression challenge. 'Social validation and Personal Gratification' represent items that revolves around a leader deriving satisfaction and taking pride in their ability to handle difficult situations effectively while other may feel social validation by upholding personal values. 'Conflict Resolution Voice' items reflect the overall theme of leaders speaking to aggressors because they want to find a lasting solution to the workplace aggression problem.

Table 43

Leader Voice Scale After CFA

To what extent is the statement true about _why you speak_ to your employee who behaved with aggression at work?	Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
Sense of Leadership Responsibility to Address Workplace Aggression						
Because I want to clearly let the aggressor know that the aggressive behavior is unacceptable						
Because I have no tolerance for aggression						
Because I want to warn the aggressor and give consequences						
Because when I want to stop it, I will make sure it stops						
Because I want to ensure a good environment and culture						
Because it is my duty / responsibility						
Because it is the right thing to do						
Because someone has to say/do something (get in the middle of it)						
Because I was unhappy with the situation						
Social Validation and Personal Gratification						
Because it feels good that I know how to deal with an aggressive person						

Because I want to protect the organization's reputation	
Because I want to demonstrate my values (lead by example)	
Because I find it rewarding when I speak to the aggressor	
Conflict Resolution Voice	
Because I want to avoid future problems (such as a lawsuit or destruction)	
Because I want to keep my employees safe from harm	
Because I want to create a solution	
Because it must be addressed right away	
Because a complaint was made	
Because I want to figure out what is going on with the situation	

Comparison of Items in Leader Voice and Silence with Existing Voice and Silence Scales

The focus of this research was to understand the motives (why) the leader speaks up or remains silent to an employee who behaved with aggression at work. The results of a literature search in Chapter 2 as well as an examination of PsycTest Database searching on the term "voice" and the term "silence/silent" did not reveal any scales to measure l*eader* voice or silence. However, several employee voice scales were published (Hilverda et al., 2018; Liu et al., 2010; Madrid et al., 2015; Parke et al., 2020; Prouska et al., 2023) and two scales for employee silence (Brinfield, 2013; and Madrid et al., 2015). The focus on the employee voice scales was on describing the voice behaviors rather than the voice motivations. Thus, there was very little overlap in the items described in this study and other studies about voice or silence. The differences may be exacerbated due to the focus on workplace aggression in this study, whereas most other studies examined employee voice measures or voice behaviors unrelated to workplace aggression. Prouska et al. (2023) did examine employee voice in a crisis context which yielded one item from this study that matched somewhat with an item on their employee voice measure

(Table 44). Three items from this study aligned somewhat related to Liang et al.'s (2012) study
based on Parke et al.'s (2021) study on organizational citizenship behavior.

Brinsfield's (2013) examination of employee silent motivations most closely aligned with
a few of the motivations found in this study. Specifically, an item from "relational silence" and
one from "defensive silence" aligned with two items from my "avoidance silence" dimensions.
One item from Brinsfield's "difficent silence" aligned with an item from "internal and external
influence" dimension. Table 44 shows the items that relate to this research.

Table 44

Comparison of Leader Voice and Silence to Other Measures of Voice and Silence

Citations	*Items in other studies*			*Items in this study*
Parke et al., 2020	Proactively reports coordination problem in the workplae to management	Dickins (2023)		Because I want to create a solution (Conflict Resolution Voice)
Parke et al., 2020	Whenever something goes wrong, he or she searches for a solution immediately	Dickins (2023)		Because it must be addressed right away (Conflict Resolution Voice)
Parke et al., 2020	Whenever there is a chance to get actively involved, he or she takes it	Dickins (2023)		Because I want to figure out what is going on with the situation (Conflict Resolution Voice)
Prouska et al., (2023)	I get involved in issues that affect the quality of life in my work unit	Dickins (2023)		Because I want to ensure a good environment and culture (Sense of Leadership Responsibility to Address Workplace Aggression)
Brinsfield 2013	to avoid conflict with another individual (Relational Silence)	Dickins (2023)		Because I prefer to avoid the aggressive behavior (Avoidance Silence)
Brinsfield 2013	I felt it was dangerous to speak up (Defensive Silence)	Dickins (2023)		If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving) (Avoidance Silence).
Brinsfield 2013	I did not feel confident enough to spaeak up (Diffident Silence)	Dickins (2023)		Because I worry about making mistakes - I feel unskillful (Internal and External Influence Silence).

In conclusion, the measures developed in this study uniquely examine "leader" voice and
silence, and, with the exception of Brinsfield's (2013) work on employee silence motivations,

examine motivations for speaking or remaining silent rather than descriptions of voice and silent behaviors.

Aggressive Behavior Severity Compared to Use of Voice and Silence

I performed an analysis that examined the correlation between the resulting outcome (voice =1 or silence = 0) and the severity of the incident (Shouting =1; Cursing = 2; Degrading = 3; Personal space/threats = 4; Shoving = 5; Property destruction = 6; Hitting = 7: Dangerous =8). Figure 4 shows the results of the correlation analysis. There is no significant difference between the use of voice or silence and the severity of the incident (Table 45).

Table 45

Correlations: Voice or Silence Outcomes to Severity Rating

Correlations

		Outcome	Severity rating
Outcome	Pearson Correlation	1	.063
	Sig. (2-tailed)		.603
	N	71	71
Severity rating	Pearson Correlation	.063	1
	Sig. (2-tailed)	.603	
	N	71	71

Chapter Summary

Chapter 4 presented the findings from the two studies. Figure 6 summarizes the findings in graphic form: The respondents described the most frequent triggering event as 'anger with management,' 'target error,' 'disagreeing with a decision,' or 'feeling blamed.' The aggressor reacts to the triggering event with aggressive behavior, such as 'verbal,' 'physical,' and 'psychological' aggression and 'aggression toward management.' The aggressor's behavior and other contextual influences, such as the aggressor's 'gender,' 'role,' 'reputation,' and 'effect on

others,' influenced the leader to either speak to the aggressor or remain silent. A leader might remain silent because of 'avoidance,' 'justification for the aggressor's behavior,' 'uncertainty,' and 'internal and external influences.' The reasons a leader might speak to the aggressor were a 'sense of responsibility to address workplace aggression,' 'social validation and personal gratification,' and 'resolve the conflict.' I presented the Leader Silence Scale and Leader Voice Scale based on the confirmatory factor analysis.

The study furthers existing research on responses to aggressive behavior in the workplace. It advances understanding of leader motivations for downward communications in different circumstances with elaborations of behavior used by leaders. The study successfully obtained a substantial number of varied descriptive scenarios about how and why leaders use types of voice and provided varied explanations for using voice and silence.

From Study 1 coding and the matrix tables (Appendix F, G), I created the survey questions used in Study 2. I developed Figure 6 as a hypothesized new model for the key operative factors in leader-aggressor situations. In Study 2, I administered the derived questions to 345 participants, and then used factor analysis on the findings from the Likert-style questionnaire applying the appropriate statistical tests. The factor analysis confirmed the subcategories I had derived from Study 1 but regrouped them in several instances. The factor analysis allowed me to modify the proposed 'leader voice' and 'leader silence' scales.

Chapter 5 includes a discussion of the findings connecting them with the literature, and explores the implications of how this research might be helpful for management practice and the next steps for future research.

Figure 6

Results of Triangulation of Findings: How and Why Leaders Choose to Remain Silent or Speak Up During Situations of Workplace Aggression
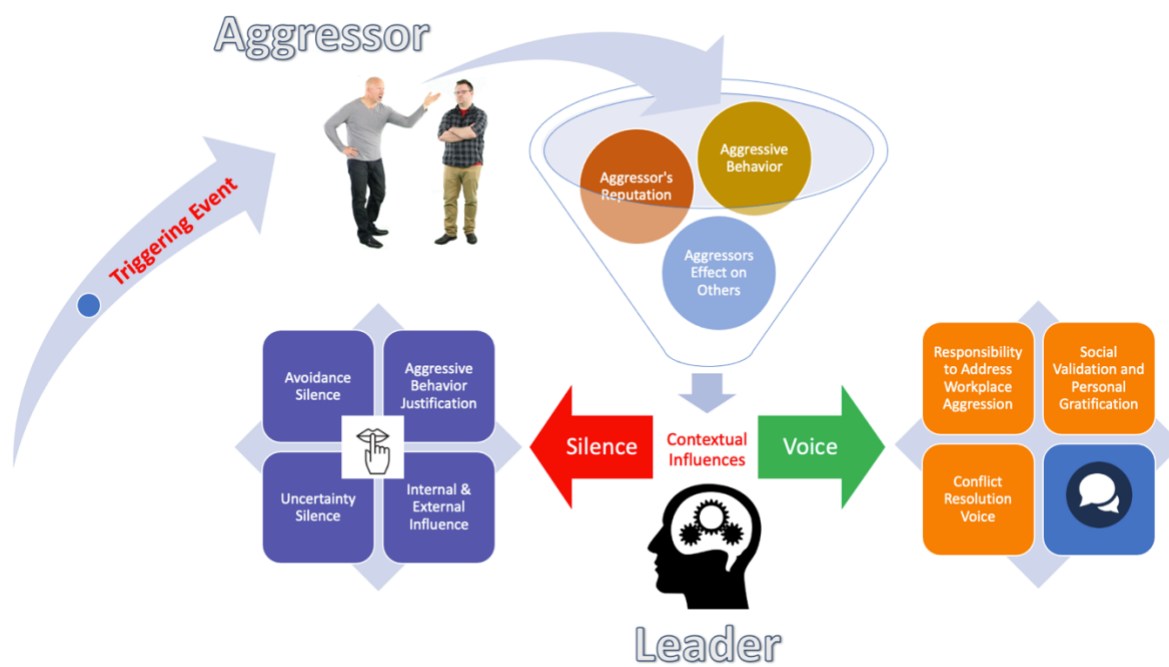
Chapter 5: Discussion of Findings

Chapter Overview

The final chapter of this study summarizes the key findings and reviews the questions and issues addressed in the problem statement. The chapter begins with a summary of the key findings in the study related to the research's central purpose and research questions. Next, the chapter discusses the study's implications regarding BAS and BIS, workplace aggression, and leader voice and silence. The chapter concludes with implications, study limitations, recommendations for future research, and a chapter summary.

Context

As a reminder, this exploratory sequential mixed methods research aims to advance our understanding of the factors that drive leaders to speak up or remain silent when witnessing workplace aggression. Previous research on this topic exists but needs more theoretical development. The central research question for the exploratory inquiry was, "What are the contextual influences of and reasons why a leader speaks to or remains silent with a direct report?" Four sub-questions guided the study:

- RQ 1a: What external contextual influences shape how a leader speaks up to an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 1b: What external contextual influences shape how a leader deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 2a: What internal reasons shape how a leader speaks to an employee after observing or hearing about an employee behaving aggressively at work?

- RQ 2b: What internal reasons shape how a leader deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

In Study 2, the data from Study 1 was drawn from to develop scales to measure leader voice and leader silence. I created Likert-type scale items based on the voice and silence reason exemplars inductively derived in Study 1 and conducted an exploratory and confirmatory factor analysis to investigate their underlying dimensionality. The central purpose for the exploratory (EFA) in Study 2 was to discover the underlying structure of the dataset and to identify a smaller number of factors that capture the common variance in the observed variables. The purpose of CFA was to determine whether the observed data fits the hypothesized factor structure and to assess the validity and reliability of the measurement model.

Findings of the Study

Figure 6 triangulates the findings from Chapter 4 and graphically shows how the findings relate to each other. For purposes of shortening the phrases, I will refer to leaders that spoke to the aggressor as "voice" and leaders that remained silent during an aggressive behavior as "silence or silent."

RQ1: What external contextual influences shape how a leader speaks up to and deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

Study 1 resulted in robust scenario descriptions of the external contextual factors influencing leader voice and silence. The findings showed three clusters: (a) triggering events, (b) aggressive behaviors, and (c) other contextual influences, including the aggressor's reputation. In all three clusters, external contextual influence factors were similar for both

leaders that spoke to the aggressor and leaders that remained silent. This result makes sense because individuals interpret and respond to external contextual influence factors differently based on their unique perspectives, experiences, and personalities. The purpose of the RQ1 research question was to identify the contextual influences that shaped the voice and silence responses.

Notably, all the clusters were the same for voice and silence. There were only a few distinct differences in the categories of external contextual influences reported by voice and silent leaders. For example, both groups identified the aggressor's 'gender' and 'direct report relationship' in almost identical percentages. However, the variations in the percentage between the voice and silence groups in a few categories are worth noting. For instance, leaders who spoke up to aggressors reported 18 incidents of 'verbal aggression towards coworkers,' representing 41.50% of the total voice incidents. This result is near twice the number of incidents where the aggressor directed their behavior towards the 'boss/authority' (22.70%), suggesting that the aggressor primarily directed their behavior at fellow employees. Conversely, silent managers reported that 'verbal aggression directed at coworkers' represented 23.10% of incidents, while aggression towards the 'boss/authority' was much higher at 34.60%. This result implies that silent managers experienced a greater percentage of aggressive behavior directed towards them or the management, while voice managers reported more aggression directed at others.

While I do not assume that the data from Study 1 are generalizable, the outcomes from Study 1 motivates me to ask why silent managers in this data set experienced more aggressive behavior toward the boss and authority relative to verbal aggression toward coworkers. From my experience as an HR manager working at manufacturing sites, leaders who do not communicate

with their employees can create stress or a sense of isolation, leading to employees acting out aggressively to get attention or express their discontent (Kassing & Avtgis, 2001). However, it is impossible to know the direction of cause and effect. Leaders may be silent because the aggressor is yelling at them, and many of the reasons provided by the leader fit this scenario ("*I was afraid*," "*I was uncertain*," "*I was unfamiliar with the aggressor*"). On the other hand, the silent leader could have caused the aggression as described above. Alternatively, the work environment could be causing stress, and both the aggressor and leader are reacting to it. Likely it is a complex and multidirectional issue. Future research would be helpful to increase our understanding of these phenomena.

I found one other external contextual influence puzzling. Silent leaders reported five instances of 'work disruption,' which was 19.20% of the 'Aggressor's Effect on Others' category. Voice leaders reported three incidents, which was 6.8% of the category. Do silent leaders experience work disruption differently than voice leaders? For example, I have experienced that when leaders remain silent after observing a workplace aggression incident, their team members hear of the event sooner or later, and gossip ensues. The longer the leader did not address the aggressor, the less trust the team members had in their supervisor to address the aggression and, therefore, felt responsible for taking matters into their own hands. On the other hand, workplace aggression may make it unsafe to speak to the aggressor, and the safer thing to do is seek additional support, such as security personnel, which could lead to more disruption. In conclusion, in my experience, leaders' responses to workplace aggression can significantly impact the overall work environment, and the decision to remain silent or speak up should be carefully evaluated based on the specific circumstances and potential consequences.

RQ2: What internal reasons shape how a leader speaks to or deliberately remains silent with an employee after observing or hearing about an employee behaving aggressively at work?

The reasons leaders speak to or remain silent were different from one another. Leader voice reasons collapsed into three factors: (a) Sense of Responsibility to Address Workplace Aggression, (b) Social Validation and Personal Gratification, and (c) Conflict Resolution Voice.

An examination of the reasons in the Leader Voice Scale (LVS) show distinct goal oriented reasons for speaking to the aggressor, which is to deal with the aggression for the good of everyone around the aggressor and the organization. For example, "I spoke to the aggressor because I want to ensure a good environment and culture (V13)," I spoke to the aggressor because I want to create a solution (V8)," "I spoke to the aggressor because I want to warn the aggressor and give consequences (V7)," "I spoke to the aggressor because I want to protect the organization's reputation (V18)."

The findings show that leaders who want to address workplace aggression will speak to aggressors and their antagonistic activities. Consistent with current study findings, Sherf et al. (2021) found that using voice was positively related to perceived impact, the belief that one's voice makes a difference in the organization. Since the goal is to improve the situation more positively, the objectives and behaviors align more closely with the leader's voice. As a result, a leader may speak against workplace aggression because they believe they can make a difference in stopping a behavior they think is inappropriate. Similar to current findings, previous literature revealed that other leader voice objectives that align with BAS include ostensible achievement, such as improving effectiveness, accessing rewards, developing a reputation for helping and contributing to the organization, and using communication to attain the desired outcomes (Carver, 2006; Kakkar et al., 2016).

The data were well aligned with some key aspects of perceived impact of leaders that spoke to aggressors after observing or hearing about a direct report behaving with aggression: (a) The aggressors were disruptive with verbal aggression, threats/violence, which affected multiple people in the leaders' group or department. The *number of people affected by the aggressor's actions* is a key factor of perceived impact. (b) The leaders who spoke to aggressors reported responding decisively and clearly to the aggressor, for example "to warn the aggressor" and "I have no tolerance for aggression." *Strength of the action* is a key factor of perceived impact. (c) The leaders were motivated to end the disruption quickly and stated "the disruption was a huge distraction to everyone and we needed to get back to work" and "I didn't have time for more problems." *Immediacy of the impact* is a key factor of perceived impact. Thus, I conclude that perceived impact theory explains much of the reasons leaders speak to the aggressor after observing or hearing about an employee that behaved aggressively at work.

Leader silence reasons collapsed into four factors: (a) Avoidance Silence, (b) Aggressive Behavior Justification, (c) Uncertainty Silence, and (d) Internal & External Justification. Unlike leaders that spoke to aggressors and worried about lost productive time, leaders who remained silent did not focus on handling disruptions, preventing psychological harm, and maintaining productivity; instead their focus was about the loss of psychological safety. For example one respondent noted "She made the work environment toxic (S14)." Another noted that "the name calling was demoralizing to my subs (S35)." Faced with the awareness of an aggressor's behavior, respondents preferred to avoid the problem at the time of the aggression. For example, one respondent stated, "I felt it was better to walk away than engage in the conversation (S17b)." Others worried about their safety, stating "I was afraid of getting hurt (S54)." Another stated,

that he "wasn't on the clock" when he observed the aggression and preferred to report it to his general manager and let him deal with the situation.

The loss of psychological safety occurs when individuals in a group or organization feel threatened, unsupported, or fearful of expressing their opinions, ideas, or concerns without negative consequences (Edmonson & Lei, 2014; Porath & Pearson, 2013). A person who lacks psychological safety may *avoid* situations or tasks that they perceive as risky or uncomfortable (Edmondson, 2019). For example, respondents said, "I just really didn't feel like talking to the aggressor, as frankly, he was just an ass." "I was honestly terrified of it happening again." People who lack psychological safety may shy away from challenging opportunities or tasks, and may struggle to take initiative or make decisions. Thus, the concept of the loss of psychological safety appears to align with the findings from this research

Implications

Leader Voice/Silence and the BAS/BIS Theme

As discussed in Chapter 2, the Behavioral Approach System (BAS) is the brain system that motivates individuals to approach rewarding goals. At the same time, the Behavioral Inhibition System (BIS) is the system that inhibits individuals from engaging in behavior that might lead to punishment or negative outcomes.

The Leader Voice Scale (LVS), the Leader Silence Scale (LSS), and the BAS/BIS can be used to explore the reasons why leaders might remain silent or voice their opinions. Sherf et al. (2021) proposed that the relationship between voice and silence is influenced by two predictors: psychological safety and perceived impact, which function as environmental signals for the BIS and BAS, respectively. While psychological safety relates strongly to silence, perceived impact relates strongly to voice.

The LSS items that relate to Avoidance motivation can be explained using this framework. For instance, if an aggressor is actively aggressive, the LSS item related to this situation could be linked to psychological safety. Leaders may remain silent if they fear potential harm or risk from speaking up. Similarly, if other employees, customers, or clients are present, a leader may remain silent due to the fear of negative consequences, even if they do not condone the aggressor's behavior. These items are consistent with the BIS, which is responsible for detecting potential threats and encouraging avoidance behavior.

On the other hand, if a leader avoids speaking up because they believe that saying something might make things worse, this could be linked to the perceived impact of their actions. If leaders do not feel that their actions would make a difference or positively change the situation, they may remain silent. This item is consistent with the BAS, which is responsible for seeking rewards and encouraging approach behavior.

Uncertainty silence can be seen as a form of inhibition by the BIS system. Leaders may hesitate to act because of the potential negative consequences if they face an uncertain situation. For instance, if a leader is unfamiliar with the situation or the aggressor, they may be uncertain about how to react or what to say, leading to silence. The BIS system kicks in to prevent the leader from engaging in any behavior that may lead to adverse outcomes.

As conceptualized by Elliot and Thrash (2002), approach-avoidance motivation is a relevant framework for understanding the relationship between the Leader Voice Scale (LVS) and responses to workplace aggression. Elliot and Thrash (2002) found that personality traits such as extraversion, positive emotionality, and behavioral activation system (BAS) loaded together on an "approach temperament," while neuroticism, negative emotionality, and behavioral inhibition system (BIS) loaded on an "avoidance temperament."

Individuals who score high on the "sense of leadership responsibility to address workplace aggression" category of the LVS likely have a high approach temperament and BAS, meaning they are more likely to take action and pursue goals. They may feel a sense of duty or responsibility to address the aggression and may have a low tolerance for aggressive behavior. They may also be motivated by the desire to ensure a good work environment and culture, which aligns with approach motivation.

Those who score high on the "social validation and personal gratification" category may be motivated by both approach and avoidance factors. On the one hand, they may seek personal gratification and validation, aligning with approach motivation. On the other hand, they may also be motivated by the desire to protect the organization's reputation, which aligns with avoidance motivation.

People who score high on the "conflict resolution voice" category may be motivated by approach or avoidance factors, depending on the specific items. The item "Because I want to create a solution" is more related to approach motivation, as the person is actively seeking to find a solution to the conflict. This item is consistent with the BAS, which is associated with approach motivation and the pursuit of rewards. The item "Because it must be addressed right away" could be related to both approach and avoidance motivation. On the one hand, the person may be motivated to address the conflict immediately because they want to resolve the issue and move forward, which aligns with approach motivation. Conversely, the person may also be motivated to address the conflict immediately to avoid negative consequences or further escalation, which aligns with avoidance motivation.

In conclusion, the LSS, LVS and the BAS/BIS framework can be used to understand why leaders remain silent or voice their opinions. Separating silence and voice into two specific

questions, namely "Why are leaders remaining silent?" and "Why are leaders saying something?"

allows for a more nuanced understanding of leader behavior. Researchers can develop fresh ideas

and research about the shared and unshared attributes of silence and voice by considering

psychological safety and perceived impact as pertinent environmental signals for the BIS and

BAS.

Leader Voice / Silence and Workplace Aggression Theme

The development of measures to identify different motives for silence can also greatly

benefit professionals. While managers often express their desire for employees to voice their

concerns on important matters (Bennis et al., 2008), the existing tools for assessing and

understanding intentional silence in the workplace have been limited. By having reliable

measurements to gauge the strength of various motives for silence, managers can gain valuable

insights into the reasons behind employees' reluctance to speak up. This, in turn, will enable

them to implement more targeted and effective strategies for managing silence in the workplace.

It is particularly crucial to address this issue given the subtle nature of silence and the potential

misperception by managers that initiatives like "open door policies" ensure they are already

hearing everything they need to hear.

The external contextual influences identified in this study align with current research on

workplace aggression, particularly concerning triggering events and aggressive behavior. Several

studies have found that external factors, such as job stressors, role conflict, and interpersonal

conflict, can lead to aggressive behavior in the workplace (Aquino et al., 2006; Schat et al.,

2016). In a study by Hershcovis et al. (2007), researchers found that employees who experienced

incivility from their supervisors were more likely to engage in counterproductive work

behaviors, including workplace aggression. These studies suggest that interpersonal conflict and

perceived injustice can trigger aggressive behavior in the workplace. Additionally, research has shown that anger and perceptions of unfairness or disrespect are key emotional states associated with workplace aggression, which aligns with the study's findings that aggressors may be triggered by specific incidents or circumstances that cause feelings of anger or powerlessness.

The findings in this study suggest that aggressors may be triggered by specific incidents or circumstances that cause feelings of anger, frustration, or powerlessness. This finding is consistent with research identifying anger as a key emotional state associated with workplace aggression (Aquino et al., 2006). Similarly, research has found that individuals who perceive themselves as being treated unfairly or disrespectfully are more likely to engage in aggressive behavior (Tepper, 2000).

Furthermore, the aggressive behavior described in this study aligns with current research on workplace aggression. Verbal aggression is one of the most common forms of workplace aggression and can include yelling, swearing, and name-calling (Aquino et al., 2006). The physical threats and violence described in the prompt also align with previous research, which found that physical aggression can occur in the workplace and result in serious physical and emotional harm (Schat et al., 2016).

Considering the abundance of anecdotal evidence, there is little doubt that leaders' reluctance to speak up about important issues at work can have significant consequences. Furthermore, both anecdotal and previous research evidence indicate that this phenomenon is widespread (see Milliken et al., 2003). However, until now, there has been no reliable method of determining the nature and extent of silence within an organization.

With the development of measures based on a clear articulation of the construct and empirically substantiated dimensions, managers now have a tool to assess the extent of various

forms of silence among their leaders. While further testing and refinement of these measures is necessary, the current research indicates relatively sound psychometric properties, suggesting that the measures are valid and reliable.

Beyond simply assessing the extent of different dimensions of leader silence, this research demonstrates the importance of trust and organizational justice in relation to leader silence. Moreover, the varying relationships of these factors with different dimensions of silence indicate the need for targeted intervention strategies that differentiate among silence dimensions.

Both researchers and practitioners have acknowledged the potential consequences of failing to communicate important information. However, the attention given to this phenomenon in research and practice has not been proportional to its implications. Additionally, leader silence has not been a prominent focus in most business school curricula. One primary reason for this may be the belief that this issue is too vague to be empirically examined. Consequently, it has remained an intriguing topic for conceptualization but has not received widespread attention and systematic examination in organizational contexts. It is hoped that this research will help bridge the gap and facilitate the transition of leader silence into the empirical domain of inquiry and, ultimately, into meaningful practical application.

In conclusion, the external contextual influences identified in this study align with current research on workplace aggression, particularly about triggering events and aggressive behavior. Understanding these contextual factors can help leaders and organizations develop strategies to prevent and address workplace aggression, including training programs that teach employees how to manage conflict and provide resources to support employees experiencing stress or interpersonal conflict.

Leader Voice and Silence Theme

The study's findings on Leader Voice and Silence have implications for current research on Voice and Silence in the Workplace. The study highlights the importance of considering the different motivations and contextual factors influencing a leader's decision to speak up or remain silent in response to workplace aggression. These findings are consistent with other studies showing that leaders are crucial in responding to workplace aggression and can significantly impact employees' well-being and organizational outcomes (e.g., Nielsen et al., 2018; Penney et al., 2011).

Moreover, the external contextual influences identified in the study, such as the aggressor's gender, role, reputation, and effect on others, have also been examined in previous research on workplace aggression. For instance, research has shown that gender can influence the likelihood of experiencing workplace aggression, with women more likely to be targets of aggression (e.g., Hershcovis et al., 2017). Additionally, studies have demonstrated that the power and status of the aggressor can impact the likelihood of workplace aggression occurring (e.g., Aquino et al., 2001).

The study's development of the Leader Voice Scale and Leader Silence Scale also contributes to the growing body of research on measuring voice and silence in the workplace. These scales provide a valuable tool for researchers and practitioners to assess the extent to which leaders speak up or remain silent in response to workplace aggression and other challenging situations. Other studies have also developed similar scales to measure voice and silence in the workplace, such as the Employee Voice Behavior Scale (Morrison, 2011) and the Organizational Silence Scale (Morrison & Milliken, 2000).

Overall, the study's findings on Leader Voice and Silence add to the current understanding of how leaders respond to workplace aggression. It also highlights the importance of considering motivations and contextual factors influencing their actions. Furthermore, the study's development of the Leader Voice Scale and Leader Silence Scale provides a helpful tool for measuring voice and silence in response to workplace aggression and other challenging situations. These findings are consistent with other research on voice and silence in the workplace and contribute to ongoing efforts to improve workplace well-being and organizational outcomes.

The Leader Voice and Leader Silence Scale (LVLSS) can assist organizations in comprehending why leaders choose to speak or remain silent with their direct reports. By utilizing these scales, managers and consultants can create effective tools, training, and strategies that encourage appropriate communication in instances of workplace aggression. The primary aim of this study was to decrease workplace aggression and provide managers with tools to manage such situations more efficiently.

Through this study, managers and trainers can obtain valuable information and tools that will help them design effective training programs to tackle workplace aggression issues. For instance, trainers can collaborate with leaders to evaluate the behavior of an aggressor. Teaching leaders to recognize when it is best to speak up and when it is safer to remain silent can be a crucial element of workplace safety. If an aggressor is aggressive but not violent, managers can utilize de-escalation and conflict resolution techniques to reduce the tendency to avoid situations due to a lack of confidence in dealing with the situation.

By understanding external contextual factors, managers can create organizational policies that define inappropriate aggression and the consequences of failing to manage one's temper.

These policies might require chronic "hot-heads" to attend anger management classes to help them learn how to handle common "triggering events."

When I began this study, there was a bias for leader voice, and the aim was to understand why a leader would remain silent when managers could effectively speak to an aggressor. However, I have come to realize that leader silence can be justifiable, such as when an aggressor is making physical threats or being physically violent. In such instances, it may be appropriate to call security or wait for the aggressor to calm down before engaging in conversation.

Silent leaders may feel justified in ignoring an aggressor because they believe the target deserved the anger or because the target did not complain. Therefore, it is essential to educate silent leaders on their obligation to speak up when necessary, even if nobody is complaining or the aggression appears justified. A training program on when to respond and why it is important would be useful in such situations.

By grounding this research in the theoretical frameworks of BAS and BIS, the findings may elevate the research on leader voice and silence to more impactful scholarship while maintaining its usefulness to organizational management practice. Leader communication shows a leader's distinctive interpersonal communicative behaviors geared toward optimizing hierarchical relationships to reach particular group or individual goals (De Vries et al., 2010). The study findings may help leaders understand when to speak up against workplace aggressors in organizations and when not to speak.

The conceptualization of leader communication highlights that researchers can understand leader communicative behaviors and communication effectiveness by analyzing how a leader interacts with a subordinate (Chang et al., 2021). Thus, the findings on reasons to speak

or remain silent in a leader's voice or silent behaviors can impact employees' and leaders' performances to understand how to deal with aggressive behaviors in the workplace.

Study Limitations

Limitations of Study 1

Despite this study's contributions, several notable limitations may impact the interpretation and generalization of the results. These limitations include the subjectivity inherent in qualitative research, the exclusive use of self-report data, limitations of the subject pool, possible conceptual bias on my part, and issues related to the study design.

This research utilized a mixed-methods design, incorporating qualitative and quantitative techniques. Due to the lack of theoretical guidance on leader voice and leader silence and the study's exploratory nature, I adopted a mixed methods approach to develop an inductively derived typology of leader voice and silence motives. The qualitative aspect of the research involved analyzing the open-ended survey responses. These responses provided a deeper understanding of people's thoughts and feelings towards speaking to aggressors or remaining silent at work. This method enabled participants to express their perspectives in their own words rather than being restricted to predetermined responses. However, this approach has limitations. Since researchers could interpret the data gathered in the study in various ways, subjectivity in the process could potentially threaten the validity of the results. I developed detailed documentation of the data gathering and analysis procedures to address this subjectivity and recruited an independent response analyst during the coding and categorization phases.

One potential limitation of this study is that it relies exclusively on self-report responses from a single source to gather information about the nature of initiating incidents, aggressors, and motives for silence or voice. Depending solely on self-report data can be problematic, as it is

often based on retrospective accounts of behaviors, feelings, and cognitions subject to various perceptual biases. Additionally, social desirability biases may influence respondents, affecting their responses' accuracy (Sackett et al., 1989; Sackett & Larson, 1990). Despite these potential issues, significant evidence suggests the efficacy of self-report measures (see P. E. Spector, 1992). Given the covert and ambiguous nature of silence and aggression, external sources of information or inference are unlikely to accurately assess this phenomenon's complexities. Moreover, since participants completed the online surveys privately and anonymously, the desire to enhance their self-presentation should be diminished.

The use of student subjects is a potential limitation of this study. However, the subject pool consisted of 26 graduate and executive MBA students from a mid-size university in a highly diverse geographic region, suggesting that the sample was diverse and representative enough. Moreover, adding 35 respondents with leadership experience from across the United States who have observed bullying in their unit or direct reports adds credibility to the sample. This research phase explored the general nature of silence and voice across various job and individual contexts. The wide diversity of subjects regarding personal demographics, industry, job classification, and work experience makes it a satisfactory or nearly ideal sample.

Additionally, the 35 Prolific respondents provided representation from less-educated and older workers, compensating for the student sample's limitation. However, the sample needs to adequately represent more-skilled or younger workers, which is a drawback. Nonetheless, this limitation is somewhat alleviated since this study primarily aimed to develop a comprehensive typology, which includes many categories based on low-occurring exemplars. Although less-skilled or younger workers may report relatively different frequencies of these phenomena, it is less likely that they will report completely different phenomena not included in this typology.

As qualitative research is subjective, there is a possibility that my familiarity with previous conceptualizations of leader voice and silence may have biased the interpretation and categorization of the responses. This bias is most likely to have occurred during the interpretation of the final cluster codes, where the awareness of previous dimensions of employee and leader voice and silence described in the literature may have influenced the interpretation of the voice-motive and silence-motive category clusters to align with the dimensionality previously proposed in the literature. To mitigate this issue, a senior-level management professor assisted in interpreting the clusters. Measures were developed based on the underlying categories included in the dimensions rather than specifically designing items to conform to the dimensions proposed in this study. This process allowed for independent corroboration of dimensionality based on the cluster results from Study 1 and the EFA results from Study 2.

The study design, upon reflection, has limitations that may restrict the interpretation of specific results. One notable limitation is the inability to empirically investigate the existence and implications of conflicting motives of silence and voice proposed in the model. This limitation is because I asked subjects to describe silence and voice incidents separately without indicating if they experienced motives to speak up and remain silent simultaneously. As a result, I cannot empirically test this aspect of the model.

Nevertheless, this study contributes significantly to the study of leader voice and silence and provides a solid foundation for future empirical research. Based on these findings, Study 2 developed leader voice and silence measures.

Limitations of Study 2

Study 2 significantly advances the systematic examination of leader voice and silence. However, researchers must consider methodological limitations when interpreting the findings. I derived the proposed dimensionality of leader voice and silence from the interpretation of the EFA and insights from the analysis conducted in Study 1. This limitation makes the final determination of dimensionality subjective, as each analytic technique presents a distinct view of the underlying data. Hence, this research represents only the beginning word on leader voice and leader silence dimensionality.

It is impossible to infer causality relative to the hypothesized relationships due to the methodological limitations of this study. Further examination of these relationships employing methodologies controlling for temporality and other causal factors would significantly increase our understanding of how the various dimensions of leader voice and silence relate to other organizational phenomena.

Another significant limitation of this study is that all measures were self-reported. Examining how the various voice and silence dimensions are related to objective measures of individual, team, and organizational outcomes would be incredibly insightful.

Motivations for leader silence or leader voice can vary in different cultures due to cultural norms, values, and expectations regarding leadership, communication, and authority. For example, in cultures with high power distance, such as many Asian and Latin American cultures, there may be a stronger expectation of leader silence. Leaders are often perceived as having superior knowledge and authority, and subordinates may expect them to make decisions without seeking input or engaging in open dialogue. In collectivist cultures, such as many East Asian cultures, there is a greater emphasis on group harmony and conformity. Leaders may be

motivated to maintain silence to avoid disrupting the group and to preserve face. Conversely, in individualistic cultures, such as Western cultures, there may be more motivation for leader voice as individual expression and assertiveness are valued. Some cultures prioritize indirect and implicit communication, while others prefer direct and explicit communication. In cultures that value indirect communication, leaders may use silence strategically to convey messages or express dissent. In contrast, cultures that favor direct communication may place more emphasis on leader voice and explicit communication. In some cultures, leaders are expected to be authoritative figures who make decisions independently. This can lead to motivations for leader silence as subordinates may not expect or encourage leader input. In other cultures, leaders are expected to be more participative and consultative, which can drive motivations for leader voice as subordinates expect leaders to engage in open dialogue and seek input from the team. The specific organizational or societal context can also influence motivations for leader silence or voice. Factors such as organizational hierarchy, political climate, or historical traditions may shape the norms and expectations regarding leadership communication. It is important to note that these cultural factors provide general tendencies and there can be variations within cultures as well. Additionally, cultural dimensions are not fixed and may evolve over time. Understanding and navigating cultural differences is crucial for effective leadership communication and adapting leadership approaches to specific cultural contexts.

In conclusion, this study represents the first attempt to empirically examine factors related to the manifestation of the different dimensions of leader voice and silence. While researchers consider limitations, this study highlights the need for further research as researchers and practitioners begin recognizing the implications of intentional leader voice and silence.

Recommendations for Practice and Future Research

The Leader Voice and Leader Silence Scale (LVLSS) can assist organizations in comprehending why leaders choose to speak or remain silent with their direct reports. By utilizing these scales, managers and consultants can create effective tools, training, and strategies that encourage appropriate communication in instances of workplace aggression. The primary aim of this study was to decrease workplace aggression and provide managers with tools to manage such situations more efficiently.

Through this study, managers and trainers can obtain valuable information and tools that will help them design effective training programs to tackle workplace aggression issues. For instance, trainers can collaborate with leaders to evaluate the behavior of an aggressor. Teaching leaders to recognize when it is best to speak up and when it is safer to remain silent can be a crucial element of workplace safety. If an aggressor is aggressive but not violent, managers can utilize de-escalation and conflict resolution techniques to reduce the tendency to avoid situations due to a lack of confidence in dealing with the situation.

By understanding external contextual factors, managers can create organizational policies that define inappropriate aggression and the consequences of failing to manage one's temper. These policies might require chronic "hot-heads" to attend anger management classes to help them learn how to handle common "triggering events."

While this study has expanded our comprehension of the multifaceted aspects of leader voice and silence, it is evident that our knowledge of the subject is still in its nascent stages. The primary objective of this research was to explore the fundamental dimensionality of leader voice and silence. While some previously proposed voice and silence dimensions were supported, this study uncovered new ones. Further investigation is required, which could include additional

qualitative research to reinforce or amplify the first study's findings. Additionally, developing more voice and silence items through deductive methods and conducting subsequent factor structure analyses in various contexts may be necessary.

The research intentionally employed a broad scope concerning leader voice and silence. Future research could focus on narrowing the construct's domain about the specific type of incident a leader remains silent in response to (e.g., witnessing an ethical indiscretion when the target does not complain) and the source of the voice (e.g., top management, supervisor, co-worker, subordinate) to gain a more precise understanding of this phenomenon. Additionally, while this research assumes a face-to-face context, prior studies have shown that communication behaviors may vary based on the communication medium (e.g., telephone, email, video-conferencing) (Kiesler & Sproull, 1992). Moreover, the items developed in this study may behave differently if the incident type, source of the voice, or communication medium is specified. Hence, future research should continue to refine and modify these measures to address these boundary considerations.

A potential area for fruitful future research involves investigating the interplay between motives for silence and voice. The current study primarily examined the distinct dimensions of leader voice and leader silence as independent constructs and developed measures to assess their frequency. However, a complex interplay between silence- and voice motives likely influenced the expression of a leader's voice and silence. Even when a leader chooses to speak up about an issue, they may still experience conflicting silence motives, leading to feelings of ambivalence. Future research can draw upon a significant body of literature on ambivalence to gain further insight into situations where leaders experience both silence- and voice motives. Researchers can design an empirical study to assess the extent to which different dimensions of voice and silence

motives co-occur across various types of issues (e.g., ethical dilemmas, safety concerns, customer presence), along with measures of ambivalence, dissonance, or stress, and objective behavioral criteria for voice and silence to achieve this. Such a study holds the potential to deepen our understanding of the complex dynamics involved in leaders' choices to speak up or remain silent.

Study 2 examined the connections between leader behaviors, attitudes, perceptions, and the dimensions of leader voice and silence. However, this research phase was mainly exploratory and could not establish causality due to methodological limitations. Laboratory studies could explore further the fundamental relationships proposed in the leader voice and silence model. Moss and Martinko (1998) and other previous studies suggest that some of the factors associated with silence can be manipulated in a lab setting. Future experimental designs should expand on this research by testing the effects of contextual factors (such as organizational policies and norms), aggressor factors (such as the power of the target relative to the actor), and individual-level factors (such as self-esteem, self-efficacy, personality) that have been associated with the willingness to stop workplace aggression or the desire not to communicate.

Morrison and Milliken (2000) noted that individuals should not always address all issues, which could lead to chaos and disorder within the organization. Some level of silence may be beneficial. Exploring the positive effects of silence in the workplace through future research could enhance our comprehension of its role. On the other hand, speaking to aggressors in the face of workplace aggression is necessary to ensure the smooth running of operations and a healthy work environment. Further research on the potential positive outcomes of leaders speaking to aggressors during such situations could deepen our understanding of its significance.

Chapter Summary

According to the findings of this study, a leader's voice and silence can significantly impact workplace aggression within organizations. The research aimed to enhance our understanding of this phenomenon by empirically building upon previous studies, which had conceptualized leader silence as a multi-dimensional construct that goes beyond the mere absence of voice. It also extended research on downward leader communication in the context of workplace aggression and the impact of a leader's voice. Through a systematic examination of respondents' reported experiences, it was evident that silence is more complex than assuming it to be equivalent to an absence of voice. Furthermore, the empirical evidence collected in this study provides strong support for considering leader voice and silence as multi-dimensional construct.

Additionally, the research demonstrated that this seemingly ambiguous and covert phenomenon can be reliably measured. Although further work is required to refine the construct and measurement, this research has established a foundation for further empirical examination and theoretical development. Communication is a crucial element in the smooth functioning of any organization. It is necessary for innovation, team processes, organizational learning, employee well-being, fair treatment perceptions, job performance, and creating and maintaining an ethical workplace. The importance of communication has been studied extensively within the management sciences, and it is difficult to think of any organizational process that would not be adversely affected by ineffective communication.

However, despite the wealth of research on various forms and facets of communication within organizations, there still needs to be a greater understanding of how and why leaders intentionally remain silent at work or why they speak up during times of workplace aggression.

This knowledge gap is partly due to the assumption that silence is simply the absence of speaking up. Its antecedents and outcomes are the opposite of those associated with voice.

Recently, researchers within the organizational sciences have recognized that silence may be more complex than can be accounted for by merely assuming it is equivalent to an absence of voice. There has been an increase in research attention in recent years focused on employee silence as a distinct construct. Much of this research has been conceptual, relying on anecdotal evidence concerning the nature, pervasiveness, and reasons for silence in organizations. This study adds to that body of knowledge supporting the theory that voice and silence are distinct constructs with leaders and employees.

In summary, while effective communication is essential for the healthy functioning of an organization, the study of leader voice and leader silence as distinct constructs has yet to be noticed. This research aimed to address this gap in knowledge by systematically investigating leader voice and silence as multi-dimensional constructs with underlying motives, developing measures, and exploring their relationships with relevant factors in the organizational context.

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APPENDIX A

Reproducible Searches

Systematic Literature Review

Systematic Literature Search using EBSCOhost Business Source Premier BULLYING (etc.), LEADER/MANAGEMENT, and INTERVENTIONS

	Search Terms	**Outcome**
1	((DE "**BULLYING in the workplace**") OR (DE "ABUSIVE supervision (Work environment)")) OR (DE "WORKPLACE incivility")	1675
2	TI (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment) OR AB (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment)	2860
3	1 OR 2 TI (abusive supervision OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment) OR AB (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment)) OR (((DE "BULLYING in the workplace") OR (DE "ABUSIVE supervision (Work environment)")) OR (DE "WORKPLACE incivility"))	3475
4	DE "**LEADER**" OR DE "LEADERS" OR DE "MANAGEMENT styles"	92,086
5	TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles")	408,178
6	4 OR 5 (DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles"))	426,852
7	(DE "INTERVENTION (Administrative procedure)" OR DE "MEDIATION") OR (DE "PERSONNEL management")	106,063
8	TI (**interventions or strategies or best practices OR managing**) AND AB (interventions or strategies or best practices OR managing)	96,641
9	7 OR 8 (TI (interventions or strategies or best practices OR managing) AND AB (interventions or strategies or best practices OR managing)) OR	200,201

	((DE "INTERVENTION (Administrative procedure)" OR DE "MEDIATION") OR (DE "PERSONNEL management"))	
10	3 AND 6 AND 9 ((TI (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment) OR AB (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment)) OR (((DE "BULLYING in the workplace") OR (DE "ABUSIVE supervision (Work environment)")) OR (DE "WORKPLACE incivility"))) AND ((DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles"))) AND ((TI (interventions or strategies or best practices OR managing) AND AB (interventions or strategies or best practices OR managing)) OR ((DE "INTERVENTION (Administrative procedure)" OR DE "MEDIATION") OR (DE "PERSONNEL management")))	50
11	Limits: Source Type—Scholarly Journals, Dissertations & Theses, Working Papers, Conference Papers & Proceedings PEER REVIEWED	32
12	Limit: C journals as defined by ABDC journal list	22

Systematic Literature Search using EBSCOhost Business Source Premier. SILENCE, PSYCHOLOGICAL SAFETY, and LEADER/MANAGEMENT

	Search Terms	**Outcome**
1	DE "EMPLOYEE participation in management"	7251
2	TI (**silence OR silent**) AND AB (silence OR silent)	2377
3	1 OR 2. DE "EMPLOYEE participation in management" OR (TI (silence OR silent) AND AB (silence OR silent))	9607
4	DE "**PSYCHOLOGICAL safety**"	301
5	TI ("psychological safety climate" OR "psychological safety in the workplace" OR "workplace climates") OR AB ("psychological safety climate" OR "psychological safety in the workplace" OR "workplace climates")	75

6	4 OR 5. DE "PSYCHOLOGICAL safety" OR (TI ("psychological safety climate" OR "psychological safety in the workplace" OR "workplace climates") OR AB ("psychological safety climate" OR "psychological	366

	safety in the workplace" OR "workplace climates"))	
7	DE "**LEADER**" OR DE "LEADERS" OR DE "MANAGEMENT styles" 92,086	92,086
8	TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles") 408,178	408,178
9	7 OR 8. (DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles")) **426,852**	426,852
10	3 AND 6 AND 9. ((DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles")) 426,852) AND (DE "PSYCHOLOGICAL safety" OR (TI ("psychological safety climate" OR "psychological safety in the workplace" OR "workplace climates") OR AB ("psychological safety climate" OR "psychological safety in the workplace" OR "workplace climates"))) AND (DE "EMPLOYEE participation in management" OR (TI (silence OR silent) AND AB (silence OR silent)))	3
	Peer Reviewed	3
	Eliminate C journals	1
	Total	2

Systematic Literature Search using EBSCOhost Business Source Premier. VOICE, PERCEIVED IMPACT, and LEADER/MANAGEMENT

	Search Terms	Outcome
1	DE "EMPLOYEE participation in management"	7251
2	voice OR "employee voice" OR "**leader voice**" OR "leader voice"	78,512

3	1 OR 2. (TI (voice OR "employee voice" OR "leader voice" OR "leader voice") OR AB (voice OR "employee voice" OR "leader voice" OR "leader voice")) OR DE "EMPLOYEE participation in management"	85,342
4	DE "SOCIAL impact"	5635
5	TI ("**perceived impact"** OR "social influence") OR AB ("perceived	2984

	impact" OR "social influence")	
6	4 OR 5. DE "SOCIAL impact" OR (TI ("perceived impact" OR "social influence") OR AB ("perceived impact" OR "social influence"))	8589
7	DE "**LEADER**" OR DE "LEADERS" OR DE "MANAGEMENT styles" 92,086	92,086
8	TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles") 408,178	408,178
9	7 OR 8. (DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles")) **426,852**	426,852
10	3 AND 6 AND 9. ((DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles"))) AND (DE "SOCIAL impact" OR (TI ("perceived impact" OR "social influence") OR AB ("perceived impact" OR "social influence"))) AND ((TI (voice OR "employee voice" OR "leader voice" OR "leader voice") OR AB (voice OR "employee voice" OR "leader voice" OR "leader voice")) OR DE "EMPLOYEE participation in management")	13
	Peer Reviewed	9
	Eliminate C journals	2
	Total	7

Systematic Literature Search using EBSCOhost Business Source Premier. COMMUNICATION AND Leader, AND Workplace Aggression

	Search Terms	Outcome

1	DE "ORGANIZATIONAL communication" OR DE "BUSINESS communication" OR DE "COMMUNICATION in management" OR DE "COMMUNICATION in personnel management"	36,644
2	TI (communication in the workplace OR downward communication OR communication) OR AB (communication in the workplace OR downward communication OR communication)	463,566
3	(DE "ORGANIZATIONAL communication" OR DE "BUSINESS	477,929

	communication" OR DE "COMMUNICATION in management" OR DE "COMMUNICATION in personnel management") OR (TI (communication in the workplace OR downward communication OR communication) OR AB (communication in the workplace OR downward communication OR communication))	
4	DE "**LEADER**" OR DE "LEADERS" OR DE "MANAGEMENT styles"	92,086
5	TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles")	408,178
6	(DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles"))	426,852
7	((DE "**BULLYING in the workplace**") OR (DE "ABUSIVE supervision (Work environment)")) OR (DE "WORKPLACE incivility")	1675
8	TI (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment) OR AB (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment)	2860
9	TI (abusive supervision OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment) OR AB (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment)) OR (((DE "BULLYING in the workplace") OR (DE "ABUSIVE supervision (Work environment)")) OR (DE "WORKPLACE incivility"))	3475

10	((DE "ORGANIZATIONAL communication" OR DE "BUSINESS communication" OR DE "COMMUNICATION in management" OR DE "COMMUNICATION in personnel management") OR (TI (communication in the workplace OR downward communication OR communication) OR AB (communication in the workplace OR downward communication OR communication))) AND ((DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles"))) AND (TI (abusive supervision OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment) OR AB (abusive supervision OR workplace bullying OR workplace civility OR workplace incivility OR workplace interactions OR workplace mistreatment)) OR (((DE "BULLYING in the workplace") OR (DE "ABUSIVE supervision (Work environment)")) OR (DE "WORKPLACE incivility")))	30

	Peer Reviewed Academic Journals	13
	Eliminate C journals	8
	Journal article not available	1
	Total	4

Systematic Literature Search using EBSCOhost Business Source Premier. BAS OR BIS AND Leader, AND Workplace Aggression

	Search Terms	**Outcome**
1	SU (behavior* arousal OR behavior* inhibition OR behavior* activation) OR SU (BAS/BIS OR BIS/BAS OR BIS OR BAS)	458
2	TI (behavior* arousal OR behavior* inhibition OR behavior* activation OR BAS/BIS OR BIS/BAS OR BIS OR BAS) OR AB (behavior* arousal OR behavior* inhibition OR behavior* activation OR BAS/BIS OR BIS/BAS OR BIS OR BAS)	17,027
3	(TI (behavior* arousal OR behavior* inhibition OR behavior* activation OR BAS/BIS OR BIS/BAS OR BIS OR BAS) OR AB (behavior* arousal OR behavior* inhibition OR behavior* activation OR BAS/BIS OR BIS/BAS OR BIS OR BAS)) OR (SU (behavior* arousal OR behavior* inhibition OR behavior* activation) OR SU (BAS/BIS OR BIS/BAS OR BIS OR BAS))	17,058
4	DE "**LEADER**" OR DE "LEADERS" OR DE "MANAGEMENT styles"	92,086

5	TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles")	408,178
6	(DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles"))	426,852
7	((TI (behavior* arousal OR behavior* inhibition OR behavior* activation OR BAS/BIS OR BIS/BAS OR BIS OR BAS) OR AB (behavior* arousal OR behavior* inhibition OR behavior* activation OR BAS/BIS OR BIS/BAS OR BIS OR BAS)) OR (SU (behavior* arousal OR behavior* inhibition OR behavior* activation) OR SU (BAS/BIS OR BIS/BAS OR BIS OR BAS))) AND ((DE "LEADER" OR DE "LEADERS" OR DE "MANAGEMENT styles") OR (TI (leader OR leaders OR "management styles") OR AB (leader OR leaders OR "management styles")))	185

8	Peer reviewed	71
9	Eliminated Journals that are C or not listed in ABDC website	53
10	Eliminated term not related to BIS/BAS	17
11	Total (Rees et al, 2020)	1

Single BAS & BIS results.

TI OR AB OR SU behavior* activation system* (only peer review: 56; only B or better: 28 left; 15 eliminated b/c not workplace related: 13 left TI behavior* approach system* OR AB behavior* approach system* OR SU behavior* approach system*

TI OR AB OR SU behavior* inhibition system* (72; peer review: 66; academic j: 64; only B or better: 25 left; 15 eliminated b/c duplicate of BAS or not workplace related: 10 left, TI behavior* inhibition system* OR AB behavior* inhibition system* OR SU behavior* inhibition system*

APPENDIX B

Study 1: Institutional Review Board Requirements

GRADUATE STUDENT RECRUITING SCRIPT

Dear PGBS student colleague,

Your former professor, NAME, has forwarded my email request to you because she felt you might be willing to help a fellow Pepperdine University student colleague.

My name is Katie Dickins, and I am a doctoral student in the Graduate School of Education and Psychology at Pepperdine University. I completed my MS in Human Resources at the Graziadio Business School in 2019. I am conducting a research study about the context and attitudes of leaders who manage direct reports who have behaved aggressively with others, and I need your help!

I am seeking volunteer study participants to complete an online questionnaire about your experiences as a manager of others. You will be asked to describe up to two scenarios about a time you spoke up or remained silent when you observed or heard about an employee behaving with aggression in the workplace. By aggression, I mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid. Your answers to the questionnaire will be anonymous and should take about 15 to 20 minutes to complete.

You are eligible to participate in this study, if you
1. have one or more employees that report or reported to you and
2. are at least 21 years old

Participation in this study is voluntary, and your identity as a participant will be protected before, during, and after the study data is collected. Neither I nor your former professor will know who clicked the anonymous survey link to participate in the study. Strict confidentiality procedures will be in place during and after the study. The data will be held in a password protected computer and held in a locked room.

Please use this link to the Qualtrics questionnaire to participate [insert link here].

Your participation in the study is valuable in advancing the understanding of leader silence and voice when managing direct reports. At the end of the survey questionnaire, I am offering the opportunity to enter a *raffle* for one of two $50 e-gift cards to thank you for your participation. If you have any questions, please feel free to contact me.

Thank you for your participation,

Katie Dickins
Pepperdine University
Graduate School of Education and Psychology
Doctoral student

APPENDIX C

Study 1: Qualtrics Questionnaire

1) **Exploratory questions Leader voice and silence – Grad Student Sample**

Q39 My name is Katie Dickins, and I am a doctoral candidate in the Graduate School of Education and Psychology at Pepperdine University. I completed my MS in Human Resources at the Graziadio Business School in 2019.

I am conducting a research study about the context and attitudes of leaders who manage direct reports who have behaved aggressively with others, and I need your help!

I am seeking volunteer study participants to complete an online questionnaire about your experiences as a manager of others. You will be asked to describe up to two scenarios about a time you spoke up or remained silent when you observed or heard about an employee behaving with aggression in the workplace. By aggression, I mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid. Your answers to the questionnaire will be anonymous and should take about 15 to 20 minutes to complete.

You are eligible to participate in this study, if you
1) have one or more employees that report or reported to you and
2) are at least 21 years old

Thank you for your participation,
Katie Dickins
Pepperdine University Graduate School of Education and Psychology
Doctoral candidate
katherine.dickins@pepperdine.edu
909-638-4758

PQ21 Are you 21 years old or older?

○ Yes (1)

○ No (2)

Skip To: End of Survey If Are you 21 years old or older? = No

PQDR Do or did you have one or more employee(s) reporting to you?

○ Yes (1)

○ No (2)

Skip To: End of Survey If Do or did you have one or more employee(s) reporting to you? = No

End of Block: PreQual

Start of Block: Informed Consent

Q1
PEPPERDINE UNIVERSITY
(Graduate School of Education and Psychology)
IRB # 22-09-1968 (Katherine Dickins):
Formal Study Title: Development of Leader Voice and Leader Silence Scales: How and Why Leaders Choose to Remain Silent or Speak Up During Situations of Workplace Aggression

Authorized Study Personnel:
Principal Investigator: Katie Dickins (909) 638-4758 Katherine.Dickins@pepperdine.edu
Secondary Investigator: Martine Jago, Ph.D. (949) 223-2527 Martine.Jago@pepperdine.edu
Key Information:
If you agree to participate in this study, the project will involve: • Males and Females between the ages of (21-89)
• Procedures will include completing an online questionnaire describing up to two situations in which you said something or intentionally remained silent after observing or hearing about an employee behaving aggressively at work. You can describe up to four situations.
• The expected total time to complete the questionnaire is between 15 to 20 minutes.
• There is minimal risk associated with this study
• You will not be paid any amount of money for your participation, but you may voluntarily enter your name in a raffle for one of two $50 e-gift cards.

Invitation
You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. If you have any questions, please ask. **Why are you being asked to be in this research study?**
You are being asked to participate in this study if you are a leader or manager who has experienced an aggressive employee. If so, you will be asked to describe the context, person, and reasons why you spoke with or intentionally remained silent around employees who behaved aggressively at work.

What is the reason for doing this research study?
The purpose of this research is to learn more about the context and reasons why a leader speaks to or remains silent after observing or hearing about an employee behaving with aggression at

work.

What will be done during this research study?
 You will be asked to complete a questionnaire using an internet-based survey. The questionnaire takes between 15 to 20 minutes to complete. First, you will be asked to describe one or two scenarios in which you spoke with an aggressive employee. Next, you will be asked to describe one or two scenarios in which you intentionally remained silent with an aggressive employee.

How will my data be used?
 Your answers to the questions will be analyzed and aggregated to answer the research questions. No one will see the data other than the research team. There will be no identifying information to link your responses to you or your IP address.

What are the possible risks of being in this research study?
 This research presents minimal risk of loss of confidentiality. You may experience fatigue, boredom, or anxiety as a result. You may experience undesired changes in your thoughts or emotions.

What are the possible benefits to you?
 You are not expected to get any benefit from being in this study.

What are the possible benefits to other people?
 The benefit to the workplace is the ability to measure the reasons leaders speak to or remain silent, which can allow organizations to support leaders in communicating with their direct reports in instances of workplace aggression. The leader-voice and leader-silence scales will allow researchers to study leader voice and silence behaviors using a rigorously developed measurement scale.

What are the alternatives to being in this research study?
 Participation in this study is voluntary. There are no alternatives to participating, other than deciding to not participate.

What will participating in this research study cost you?
 There is no cost to you to be in this research study.

Will you be compensated for being in this research study?
 There will be no compensation for participating in this study. At the end of the survey, you have the option to enter your name in a raffle for a $50 e-gift card.

What should you do if you have a problem during this research study?
 Your welfare is the major concern of every member of the research team. If you have a problem as a direct result of being in this study, you should immediately contact one of the people listed at the beginning of this consent form. If you feel emotional stress during the study, please exit the study and contact your mental health care provider. The National Alliance on Mental Illness online site provides an extensive list of free and low-cost resources. Link for Los Angeles area: namila.org/free-and-low-cost-resources/ OR the national link:

https://nami.org/NAMI/media/NAMI-Media/Images/FactSheets/2021-Resource-Directory.pdf

How will information about you be protected?
Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. The data is anonymous and will be stored electronically through a secure server and will only be seen by the research team during the study and until the study is complete. The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law. All raw data will be destroyed three years after the completion of the study.

What are your rights as a research subject?
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. *For study-related questions, please contact the investigator(s) listed at the beginning of this form.*
For questions concerning your rights or complaints about the **research** contact the Institutional Review Board (IRB):
Phone: (310) 568-2305
Email: gpsirb@pepperdine.edu **What will happen if you decide not to be in this research study or decide to stop participating once you start?**
You can decide not to be in this research study, or you can stop being in this research study ("withdraw') at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University. You will not lose any benefits to which you are entitled.

Documentation of informed consent
You are voluntarily making a decision whether or not to be in this research study. Agreeing to participate in this research project means that (1) you have read and understood this consent form, and (2) you have decided to be in the research study. Do you consent to participate in this research project?

○ I consent, begin the study. (1)

○ I do not consent, I do not wish to participate (2)

Skip To: End of Survey If PEPPERDINE UNIVERSITY(Graduate School of Education and Psychology) IRB # 22-09-1968 (Katherine Di... = I do not consent, I do not wish to participate

Q37 Sign here to indicate your consent.

Q36 Date:

_____

S1Instructions GENERAL INSTRUCTIONS: You will be asked to share your descriptions of situations you have experienced at work where you observed workplace aggression. By "workplace aggression," we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid.

First, you will be asked about aggression situations where you did speak up and use your voice. Next, you will be asked about aggression situations when you did not speak up and remained silent. Finally, you will be asked about some information about yourself.   Please provide up to two examples of each. Add in as much detail and description as you are able to. Think of a situation when you spoke to an employee who behaved with aggression at work. By "spoke to," we mean that you decided to communicate your ideas, suggestions, concerns, or opinions about the workplace aggression situation.

S1Vincid1 Describe the aggression incident. What happened? What did you observe that makes you characterize it as "aggression"?

_____

_____

_____

_____

_____

S1Vreason1 Describe the aggressor or perpetrator. What was their role in the situation? What impact did the aggression have on others around them?

_____

_____

_____

_____

_____

S1Vperson1 Why did you speak to the employee who behaved with aggression at work? Provide as much detail as possible about your motivations and reasons that drove you to say something?

_____

_____

_____

_____

_____

S1VAdd Can you think of another situation when you spoke to an employee who behaved with aggression at work?

◯ Yes (1)

◯ No (2)

Skip To: End of Block If Can you think of another situation when you spoke to an employee who behaved with aggression at w... = No

---

S1Vinc2 Describe the aggression incident. What happened? What did you observe that makes you characterize it as "aggression"?

_____

_____

_____

_____

_____

S1Vrea2 Describe the aggressor or perpetrator. What was their role in the situation? What impact did the aggression have on others around them?

_____

_____

_____

_____

_____

S1Vper2 Why did you speak to the employee who behaved with aggression at work? Provide as much detail as possible about your motivations and reasons that drove you to say something?

_____

_____

_____

_____

_____

S1SInstructions Think of a situation when you <u>deliberately remained silent </u>with <u>an employee</u> who behaved with aggression at work.

S1Snature1 Describe the aggression incident. What happened? What did you observe that made you characterize it as "aggression"?

_____

_____

_____

_____

_____

S1Sreas1 Describe the aggressor or perpetrator. What was their role in the situation? What impact did the aggression have on others around them?

_____

_____

_____

_____

_____

S1SPers1 Why did you remain silent? Provide as much detail as possible about your motivations and reasons for not speaking up.

_____

_____

_____

_____

_____

Q22 Can you think of another situation when you <u>deliberately remained silent</u> with <u>an employee</u> who behaved with aggression at work?

○ Yes (1)

○ No (2)

S1Sincid 2 Describe the aggression incident. What happened? What did you observe that made you characterize it as "aggression"?

_____

_____

_____

_____

_____

S1Srea2 Describe the aggressor or perpetrator. What was their role in the situation? What impact did the aggression have on others around them?

_____

_____

_____

_____

_____

S1Sper2 Why did you remain silent? Provide as much detail as possible about your motivations and reasons for not speaking up.

_____

_____

_____

_____

_____

End of Block: S1Silence

Start of Block: EndQ

Q79 In reflecting on these situations, do any other thoughts or insights come to mind about leader voice or leader silence during situations of workplace aggression?

_____

_____

_____

_____

_____

End of Block: EndQ

Start of Block: Demographics

Gender What is your gender?

○ Male (1)

○ Female (2)

○ Other (3)

Page Break

Age What is your age?

_____

Ethnicity1 Are you of Hispanic, Latino, or Spanish origin?

- ○ Yes (1)

- ○ No (2)

Ethnicity2 How would you describe yourself? Please select all that apply.

- ☐ White (1)

- ☐ Black or African American (2)

- ☐ American Indian or Alaska Native (3)

- ☐ Asian (4)

- ☐ Native Hawaiian or Pacific Islander (5)

- ☐ Other (6)

Education What is the highest degree or level of school you have completed?

○ Less than a high school diploma (1)

○ High school degree or equivalent (e.g. GED) (2)

○ Some college, no degree (3)

○ Associate degree (e.g. AA, AS) (4)

○ Bachelor's degree (e.g. BA, BS) (5)

○ Master's degree (e.g. MA, MS, MEd) (6)

○ Doctorate or professional degree (e.g. MD, DDS, PhD) (7)

Page Break

Employment What is your current employment status?

○ Employed full time (36 or more hours per week) (1)

○ Employed part time (up to 35 hours per week) (2)

○ Unemployed and currently looking for work (3)

○ Unemployed not currently looking for work (4)

○ Student (5)

○ Retired (6)

○ Homemaker (7)

○ Self-employed (8)

○ Unable to work (9)

Page Break

Q74 Number of <u>years</u> you supervised people? [If less than one year, enter 0 (zero)]

_____

Q75 Number of <u>months</u> you supervised people if you entered zero years above?

_____

Page Break —————————————————————————————————

Q77 Number of people you <u>directly</u> supervised (direct reports) at the time the aggression(s)?

_____

Q78 Total number of people in <u>your</u> unit/team that were hierarchically below you at the time the aggression(s) occurred.
 For example, you had two direct reports and each of those direct reports had 1 person reporting to them, then you would enter 4 (four). [2 direct reports, plus 1 each reporting to them = 2 + 1 +1 = 4 people that were hierarchically below you]

_____

End of Block: Demographics

Start of Block: Raffle

Raffle Do you wish to enter the raffle for an e-gift card to thank you for your participation?

○ No (1)

○ Yes (2)

Skip To: End of Survey If Do you wish to enter the raffle for an e-gift card to thank you for your participation? = No

Q38 link to raffle

_____

a) **Exploratory questions Study 1 Leader voice & silence. Prolific Sample**

INFORMED CONSENT
Please read this informed consent, then scroll to the bottom to agree or disagree. If you disagree you will not participate in the study.

PEPPERDINE UNIVERSITY
(Graduate School of Education and Psychology)
IRB # 22-09-1968 (**Katherine Dickins**):
Formal Study Title: Development of Leader Voice and Leader Silence Scales: How and Why Leaders Choose to Remain Silent or Speak Up During Situations of Workplace Aggression

Authorized Study Personnel:
Principal Investigator: Katie Dickins (909) 638-4758 Katherine.Dickins@pepperdine.edu
Secondary Investigator: Martine Jago, Ph.D. (949) 223-2527 Martine.Jago@pepperdine.edu
Key Information:
If you agree to participate in this study, the project will involve: • Males and Females between the ages of (21-89)
• You witnessed aggressive behavior from an employee you directly or indirectly supervised.
• Procedures will include completing an online questionnaire describing up to two situations in which you said something or intentionally remained silent after observing or hearing about an employee you directly or indirectly supervise behaving aggressively at work.
• The expected total time to complete the questionnaire is between 15 to 25 minutes.
• There is minimal risk associated with this study
• You will be compensated at the rate specified in the Prolific recruitment information.

Invitation
You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. If you have any questions, please ask.

Why are you being asked to be in this research study?
You are being asked to participate in this study if you are a leader or manager who has experienced an aggressive employee. If so, you will be asked to describe the context, person, and reasons why you spoke with or intentionally remained silent around employees who behaved aggressively at work.

What is the reason for doing this research study?
The purpose of this research is to learn more about the context and reasons why a leader speaks to or remains silent after observing or hearing about an employee behaving with aggression at

work.

What will be done during this research study?
 You will be asked to complete a questionnaire using an internet-based survey. The questionnaire takes between 15 to 25 minutes to complete. First, you will be asked to describe a scenario in which you spoke with or intentional remained silent after witnessing an aggressive employee. Next, you will be given an opportunity, with a bonus payment, if you experienced a scenario in which you intentionally remained silent after witnessing an aggressive employee.

How will my data be used?
 Your answers to the questions will be analyzed and aggregated to answer the research questions. No one will see the data other than the research team. There will be no identifying information to link your responses to you or your IP address. Your Prolific ID will be used to contact you and verify your successful completion of the survey.

What are the possible risks of being in this research study?
 This research presents minimal risk of loss of confidentiality. You may experience fatigue, boredom, or anxiety as a result. You may experience undesired changes in your thoughts or emotions.

What are the possible benefits to you?
 You are not expected to get any benefit from being in this study.

What are the possible benefits to other people?
 The benefit to the workplace is the ability to measure the reasons leaders speak to or remain silent, which can allow organizations to support leaders in communicating with their direct reports in instances of workplace aggression. The leader-voice and leader-silence scales will allow researchers to study leader voice and silence behaviors using a rigorously developed measurement scale.

What are the alternatives to being in this research study?
 Participation in this study is voluntary. There are no alternatives to participating, other than deciding to not participate.

What will participating in this research study cost you?
 There is no cost to you to be in this research study.

Will you be compensated for being in this research study?
You will be compensated per the amount specified in Prolific if you answered the written questions with descriptions of your experiences. If you qualify for the bonus and elect to describe a different incident, aggressor, and motives in which you remained silent, you will receive a bonus of $1. Unacceptable answers yielding zero bonuses or not approved submissions are one that do not yield descriptive data, such as "N/A" or "I have not experienced this."

What should you do if you have a problem during this research study?
Your welfare is the major concern of every member of the research team. If you have a problem

as a direct result of being in this study, you should immediately contact one of the people listed at the beginning of this consent form. If you feel emotional stress during the study, please exit the study and contact your mental health care provider. The National Alliance on Mental Illness online site provides an extensive list of free and low-cost resources. Link for Los Angeles area: namila.org/free-and-low-cost-resources/ OR the national link: https://nami.org/NAMI/media/NAMI-Media/Images/FactSheets/2021-Resource-Directory.pdf

How will information about you be protected?
Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. The data is anonymous and will be stored electronically through a secure server and will only be seen by the research team during the study and until the study is complete. The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law. All raw data will be destroyed three years after the completion of the study.

What are your rights as a research subject?
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. *For study-related questions, please contact the investigator(s) listed at the beginning of this form.*
For questions concerning your rights or complaints about the **research** contact the Institutional Review Board (IRB):
Phone: (310) 568-2305
Email: gpsirb@pepperdine.edu **What will happen if you decide not to be in this research study or decide to stop participating once you start?**
You can decide not to be in this research study, or you can stop being in this research study ("withdraw') at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University. You will not lose any benefits to which you are entitled.

Documentation of informed consent
You are voluntarily making a decision whether or not to be in this research study. Agreeing to participate in this research project means that (1) you have read and understood this consent form, and (2) you have decided to be in the research study.
Do you consent to participate in this research project?

◯ I consent, begin the study. (1)

◯ I do not consent, I do not wish to participate (2)

Skip To: End of Survey If Please read this informed consent, then scroll to the bottom to agree or disagree. If you disagre... = I do not consent, I do not wish to participate

Q37 Sign here to indicate your consent.

JS ⊙

Q36 Date:

_____

⊙

Q54 What is your Prolific ID?
Please note that this response should auto-fill with the correct ID

_____

Q55 At work, do you have any supervisory responsibilities? In other words, do you have the authority to give instructions to subordinates?

◯ Yes (1)

◯ No (2)

S1Instructions *GENERAL INSTRUCTIONS: In a recent Prolific survey, you stated that you witnessed aggressive behavior <u>from</u> an employee that you directly or indirectly supervised in your department.*

First, you will be asked to describe an incident in which you witnessed your employee's workplace aggression. By "workplace aggression," we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid.

Next, you will be asked to describe the aggressor.

Finally, you will be asked if you spoke with the aggressor or remained silent, and then to

describe your motives.

Please give as much detail and description as you are able to.

1I Describe the aggression incident. What happened? What did you observe that makes you characterize it as "aggression"?

_____

_____

_____

_____

_____

1P Describe the aggressor. What was their role in the situation? What impact did the aggression have on others around them?

_____

_____

_____

_____

_____

Q40 Did you speak to the employee whom you witnessed being aggressive? By "speak to," we mean that you decided to communicate your ideas, suggestions, concerns, or opinions about the workplace aggression situation.

○ No, I did not speak to the employee (1)

○ Yes, I spoke to the employee (2)

1V <u>Why</u> did you speak to the employee who behaved with aggression at work? Provide as much detail as possible about <u>your motivations and reasons</u> that drove you to say something?

_____

_____

_____

_____

_____

Q43 You have the option to describe another incident of workplace aggression <u>*in which you intentionally remained silent.*</u> **You will be awarded a financial bonus should you choose to describe this incident.**

○ Yes, I will describe an incident in which I intentionally REMAINED SILENT after witnessing aggressive behavior from an employee I directly of indirectly supervised. (1)

○ No, I do not have an incident in which I intentionally remained silent AND/OR I do not have another incident I wish to describe. (2)

Skip To: Q51 If You have the option to describe another incident of workplace aggression in which you intentional... = No, I do not have an incident in which I intentionally remained silent AND/OR I do not have another incident I wish to describe.

Skip To: 2I If You have the option to describe another incident of workplace aggression in which you intentional... = Yes, I will describe an incident in which I intentionally REMAINED SILENT after witnessing aggressive behavior from an employee I directly of indirectly supervised.

1S <u>Why</u> did you remain silent? Provide as much detail as possible about <u>your motivations and reasons</u> for not speaking up.

_____

_____

_____

_____

_____

Q49 You have the option to describe another incident of workplace aggression. Y**ou will be awarded a financial bonus should you choose to describe another incident.**

○ Yes, I am willing to describe another situation where I witnessed aggressive behavior from an employee that I directly or indirectly supervised in my department (1)

○ No, I do not have another incident I wish to describe (2)

Skip To: Q51 If You have the option to describe another incident of workplace aggression. You will be awarded a f...
= No, I do not have another incident I wish to describe

2I Describe the aggression incident. What happened? What did you observe that makes you characterize it as "aggression"?

_____

_____

_____

_____

_____

2P Describe the aggressor. What was their role in the situation? What impact did the aggression have on others around them?

_____

_____

_____

_____

_____

Q97 Did you speak to the employee whom you witnessed being aggressive? By "speak to," we mean that you decided to communicate your ideas, suggestions, concerns, or opinions about the workplace aggression situation.

○ No, I did not speak to the employee (1)

○ Yes, I spoke to the employee (2)

Skip To: 2S If Did you speak to the employee whom you witnessed being aggressive? By "speak to," we mean that yo... = No, I did not speak to the employee

2V <u>Why</u> did you speak to the employee who behaved with aggression at work? Provide as much detail as possible about <u>your motivations and reasons</u> that drove you to say something?

_____

_____

_____

_____

_____

Q52 In reflecting on these situations, do any other thoughts or insights come to mind about leader voice or leader silence during situations of workplace aggression?

○ Yes (1)

○ No (2)

Skip To: Q79 If In reflecting on these situations, do any other thoughts or insights come to mind about leader vo... = Yes

Skip To: End of Block If In reflecting on these situations, do any other thoughts or insights come to mind about leader vo... = No

2S <u>Why</u> did you remain silent? Provide as much detail as possible about <u>your motivations and reasons</u> for not speaking up.

_____

_____

_____

_____

_____

Q51 In reflecting on these situations, do any other thoughts or insights come to mind about leader voice or leader silence during situations of workplace aggression?

○ Yes (1)

○ No (2)

Skip To: Q79 If In reflecting on these situations, do any other thoughts or insights come to mind about leader vo... = Yes

Skip To: End of Block If In reflecting on these situations, do any other thoughts or insights come to mind about leader vo... = No

----

Q79 Enter your reflections

_____

_____

_____

_____

_____

End of Block: Main Survey Items

Start of Block: Demographics

Q53 Almost finished! Just a few more easy to answer questions.

Education What is the highest degree or level of school you have completed?

○ Less than a high school diploma (1)

○ High school degree or equivalent (e.g. GED) (2)

○ Some college, no degree (3)

○ Associate degree (e.g. AA, AS) (4)

○ Bachelor's degree (e.g. BA, BS) (5)

○ Master's degree (e.g. MA, MS, MEd) (6)

○ Doctorate or professional degree (e.g. MD, DDS, PhD) (7)

Page Break

Employment What is your current employment status?

○ Employed full time (36 or more hours per week) (1)

○ Employed part time (up to 35 hours per week) (2)

○ Unemployed and currently looking for work (3)

○ Unemployed not currently looking for work (4)

○ Student (5)

○ Retired (6)

○ Homemaker (7)

○ Self-employed (8)

○ Unable to work (9)

Page Break

Q74 Number of <u>years</u> you supervised people? [If less than one year, enter 0 (zero)]

_____

Q75 Number of <u>months</u> you supervised people if you entered zero years above?

_____

Q77 Number of people you <u>directly</u> supervised (direct reports) at the time the aggression(s)?

_____

Q78 Total number of people in <u>your</u> unit/team that were hierarchically below you at the time the aggression(s) occurred.
 For example, you had two direct reports and each of those direct reports had 1 person reporting to them, then you would enter 4 (four). [2 direct reports, plus 1 each reporting to them = 2 + 1 +1 = 4 people that were hierarchically below you]

_____

End of Block: Demographics

Start of Block: End of Survey Message

Q56 Thank you for taking part in this study. Please click the button below to be redirected back to Prolific and register your submission.

End of Block: End of Survey Message

APPENDIX D

Study 2: Qualtrics Survey

Workplace Aggression Study 2

Q1
PEPPERDINE UNIVERSITY
(Graduate School of Education and Psychology)
IRB # 22-09-1968 (Katherine Dickins):
Formal Study Title: Development of Leader Voice and Leader Silence Scales: How and Why Leaders Choose to Remain Silent or Speak Up During Situations of Workplace Aggression

Authorized Study Personnel:
Principal Investigator: Katie Dickins (909) 638-4758 Katherine.Dickins@pepperdine.edu
Secondary Investigator: Martine Jago, Ph.D. (949) 223-2527 Martine.Jago@pepperdine.edu
Key Information:
If you agree to participate in this study, the project will involve: • Males and Females between the ages of (21-89)
• Procedures will include responding to a series of approximately 80 short phrases. You will rate the extent to which the phrases are true for you in regards to saying something and/or intentionally remaining silent after observing or hearing about an employee behaving aggressively at work.
• The expected total time to complete the survey is between 9 to 14 minutes.
• There is minimal risk associated with this study.
• You will be paid $2.75.
Invitation
You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. If you have any questions, please ask.
Why are you being asked to be in this research study?
You are being asked to participate in this study if you are a leader or manager who has experienced an aggressive employee. If so, you will be asked to describe the context, person, and reasons why you spoke with or intentionally remained silent around employees who behaved aggressively at work.

What is the reason for doing this research study?
The purpose of this research is to learn more about the context and reasons why a leader speaks to or remains silent after observing or hearing about an employee behaving with aggression at work.

What will be done during this research study?
You will be asked to complete a questionnaire using an internet-based survey. The questionnaire

takes between 15 to 20 minutes to complete. First, you will be asked to describe one or two scenarios in which you spoke with an aggressive employee. Next, you will be asked to describe one or two scenarios in which you intentionally remained silent with an aggressive employee.

How will my data be used?
Your answers to the questions will be analyzed and aggregated to answer the research questions. No one will see the data other than the research team. There will be no identifying information to link your responses to you or your IP address.

What are the possible risks of being in this research study?
This research presents minimal risk of loss of confidentiality. You may experience fatigue, boredom, or anxiety as a result. You may experience undesired changes in your thoughts or emotions.

What are the possible benefits to you?
You are not expected to get any benefit from being in this study.

What are the possible benefits to other people?
The benefit to the workplace is the ability to measure the reasons leaders speak to or remain silent, which can allow organizations to support leaders in communicating with their direct reports in instances of workplace aggression. The leader-voice and leader-silence scales will allow researchers to study leader voice and silence behaviors using a rigorously developed measurement scale.

What are the alternatives to being in this research study?
Participation in this study is voluntary. There are no alternatives to participating, other than deciding to not participate.

What will participating in this research study cost you?
There is no cost to you to be in this research study.

Will you be compensated for being in this research study?
You will be paid $2.75.

What should you do if you have a problem during this research study?
Your welfare is the major concern of every member of the research team. If you have a problem as a direct result of being in this study, you should immediately contact one of the people listed at the beginning of this consent form. If you feel emotional stress during the study, please exit the study and contact your mental health care provider. The National Alliance on Mental Illness online site provides an extensive list of free and low-cost resources. Link for Los Angeles area: namila.org/free-and-low-cost-resources/ OR the national link: https://nami.org/NAMI/media/NAMI-Media/Images/FactSheets/2021-Resource-Directory.pdf

How will information about you be protected?
Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. The data is anonymous and will be stored electronically through a secure server and will only be

seen by the research team during the study and until the study is complete. The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law. All raw data will be destroyed three years after the completion of the study.

What are your rights as a research subject?
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. *For study-related questions, please contact the investigator(s) listed at the beginning of this form.*
For questions concerning your rights or complaints about the **research** contact the Institutional Review Board (IRB):
Phone: (310) 568-2305
Email: gpsirb@pepperdine.edu **What will happen if you decide not to be in this research study or decide to stop participating once you start?**
You can decide not to be in this research study, or you can stop being in this research study ("withdraw') at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University. You will not lose any benefits to which you are entitled.

Documentation of informed consent
You are voluntarily making a decision whether or not to be in this research study. Agreeing to participate in this research project means that (1) you have read and understood this consent form, and (2) you have decided to be in the research study. Do you consent to participate in this research project?

○ I consent, begin the study. (1)

○ I do not consent, I do not wish to participate (2)

Skip To: End of Survey If PEPPERDINE UNIVERSITY(Graduate School of Education and Psychology) IRB # 22-09-1968 (Katherine Di... = I do not consent, I do not wish to participate

Q2 Sign here to indicate your consent.

JS ◉

Q3 Date:

_____

⊙

Q54 What is your Prolific ID?
Please note that this response should auto-fill with the correct ID

_____

Q1 **Instructions:** Leaders may observe or hear about workplace aggression in their unit or group. By workplace aggression, we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid. As a result, leaders may desire to intentionally remain silent with the aggressor.

The reasons for remaining silent may be quite varied. Refer to your current job (if presently employed) or your most recent job (if not presently employed) about why you would intentionally remain silent with an employee who behaved with aggression at work.

Q45 **I have read the instructions**

○ Yes (1)

○ No (2)

Q97 **I have <u>never</u> had employees that reported to me.**

○ I agree, I have never had any employees be supervised by me (1)

○ I disagree because I have supervised employees now and/or in the past (2)

Page Break

Q2 There are reasons you might <u>not</u> want to say something to one of your employees who is acting aggressively at work. Have you ever <u>intentionally remained silent</u>, rather than spoken with, one of your employees that behaved aggressively at work. By "one of your employees," we mean that reported to you or reported to someone that reports to you.

○ I never remained silent (1)

○ Rarely (2)

○ Sometimes (3)

○ Often (4)

○ I very often remained silent (5)

NOTE: All answers for the following questions had the following potential responses. To save space in the dissertation, the researcher lists the prompt without the answers.

○ Not at all (1)

○ To a very small extent (2)

○ To a small extent (3)

○ To a moderate extent (4)

○ To a large extent (5)

○ To a very large extent (6)

SID20 To what extent is the statement true about why you would *intentionally remain silent with* an employee who behaved with aggression at work? Because
I fear for my own and others safety

SID21 To what extent is the statement true about why you would *intentionally remain silent with* an employee who behaved with aggression at work? Because
someone else, such as the owner, security or coworkers, is there to handle the situation

SID19 To what extent is the statement true about why you would *intentionally remain silent with* an employee who behaved with aggression at work? Because
saying something might make things worse

SID37 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
I support the aggressor's reason for behaving aggressively

SID15 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
I am unfamiliar with the situation

SID23 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
I am unfamiliar with the aggressor

SID1 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
it is *not* my responsibility to say something

SID22 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work?
If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).

SID8 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
I think the aggressive behavior is insignificant

SID5 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work?
If other employees, customers, or clients are present

SID7 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? **If the person/people around the aggressor are not upset with the behavior**

SID13 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
I prefer to avoid the aggressive behavior

SID4 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work?
If I can use the aggressor's behavior to build a formal case against them (the aggressor's behavior makes things worse for themselves)

SID39 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work?
If upper management thinks the aggressor is valuable or special

SID9 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work?
If I am too shocked or emotional at the time of the aggression

SID26 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work?
If the victim or target asks me not to speak with the aggressor

SID12 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
I don't speak the aggressor's language

SID2 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
I worry about making mistakes - I feel unskillful

ATTENTION CHECK 1 To what extent is statement true about why you would intentionally remain silent with an employee with aggression at work? This is an attention check. Because:
I hike across the ocean to get to work every day

SID18 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because
the aggressor wouldn't listen to anything I said

SID6 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because I want:
to show support for the aggressor and understand their pain

SID38 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because:
it is the aggressor's personal opinion and I do not have any right to interfere in it

SID31 To what extent is the statement true about why you would *intentionally remain silent* with an employee who behaved with aggression at work? Because:
I spoke to the victim instead; advising them to go to HR

End of Block: Silence

Start of Block: Voice

Q44 **Instructions:** Leaders may observe or hear about workplace aggression in their unit or group. By workplace aggression, we mean behavior that causes physical or emotional harm in a

work setting that the victim(s) want(s) to avoid. As a result, leaders may desire to speak with the aggressor.

 The reasons for speaking may be quite varied. Refer to your current job (if presently employed) or your most recent job (if not presently employed) and indicate the extent to which the statement is true about why you would speak with an employee who behaved with aggression at work.

Page Break ————————————————————————————————————

VID2 The outcome of these two studies yielded two measurement scales answering the questions: what are the context and reasons a leader speaks to and remains silent with a direct report. Because:
It is my duty / responsibility

VID5 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To end the disruption quickly

VID1
To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To clearly let the aggressor know that the aggressive behavior is unacceptable

VID13
To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To ensure a good environment and culture

VID14 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To figure out what is going on with the situation

VID15 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To demonstrate my values (lead by example)

VID18
To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To protect the organization's reputation

VID11 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To understand the aggressor's perspective

VID16 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To avoid future problems (such as a lawsuit or destruction)

VID3 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To keep my employees safe from harm

VID17 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
It is the right thing to do

VID12 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
Someone has to say/do something (get in the middle of it)

VID4 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
I have no tolerance for aggression

ATTENTION CHECK 2 To what extent is statement true about *why you speak with* your employee with aggression at work? This is an attention check. Because:
I can carry a camel across the desert

VID7 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To warn the aggressor and give consequences

VID10 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
I was unhappy with the situation

VID8 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To create a solution

VID20 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
It was finally time to act on repeated aggressive behavior

VID9 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
It must be addressed right away

VID19 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
the aggressor's behavior doesn't support teamwork

VID25 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
I care what people think of me

VID23 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
When I want to stop it, I will make sure it stops

VID24 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
It feels good that I know how to deal with an aggressive person

VID21 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
I find it rewarding when I speak to the aggressor

VID6 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because I want:
To remind the aggressor of the expected behavior

VID22 To what extent is the statement true about *why you speak with* your employee who behaved with aggression at work? Because:
A complaint was made

End of Block: Voice

Start of Block: BAS/BIS

Q46 **30 questions left!**
Instructions: The next section asks you about your thoughts as a leader.

NOTE: THE FOLLOWING ANSWERS FOLLOW EACH QUESTION

○ Strongly disagree (1)

○ Disagree (2)

○ Agree (3)

○ Strongly Agree (4)

Q47 If I think something unpleasant is going to happen, I usually get pretty "worked up."

Q48 When I get something I want, I feel excited and energized.

Q49 When I want something, I usually go all-out to get it.

Q50 I will often do things for no other reason than that they might be fun.

Q51 I worry about making mistakes

Q52 When I'm doing well at something, I love to keep at it.

Q53 I go out of my way to get things I want.

Q54 I crave excitement and new sensations.

Q55 Criticism or scolding hurts me quite a bit

Q56 When good things happen to me, it affects me strongly.

Q57 If I see a chance to get something I want, I move on it right away.

Q58 I'm always willing to try something new if I think it will be fun.

Q59 I feel pretty worried or upset when I think or know somebody is angry at me.

Q60 It would excite me to win a contest.

Q61 When I go after something I use a "no holds barred" approach.

Q62 I often act on the spur of the moment

Q63 I feel worried when I think I have done poorly at something.

Q64 When I see an opportunity for something I like, I get excited right away.

Q65 I have very few fears compared to my friends

Q53 Just a few more questions!
Q82 Are you of Hispanic, Latino, or Spanish origin?

○ Yes (1)

○ No (2)

○ Prefer not to state (3)

Q83 Select ALL that apply. How would you describe yourself?

☐ White (1)

☐ Black or African American (2)

☐ American Indian or Alaska Native (3)

☐ Asian (4)

☐ Native Hawaiian or Pacific Islander (5)

☐ Other (6)

Page Break

Years Number of <u>years</u> you supervised people? [***If*** *less than one year*, enter 0 (zero)]

_____

Q75 **Answer this question ONLY** if you entered **zero** years above. Number of months you supervised people?

    ○ 1 - 3 months (1)

    ○ 4 - 6 months (2)

    ○ 7 - 9 months (3)

    ○ 10-11 months (4)

    ○ I have supervised people at least one year (5)

Page Break

Q77 Number of people you directly supervise(d) (direct reports) in your current or last job?

_____

Q78 Total number of people in your unit/team that are/were hierarchically below you in your current or last job.
For example, you had two direct reports and each of those direct reports had 1 person reporting to them, then you would enter 4 (four). [2 direct reports, plus 1 each reporting to them = 2 + 1 +1 = 4 people that were hierarchically below you]

_____

Q98 For the last month, have you supervised people at work?

    ○ No (1)

    ○ Yes (2)

Skip To: End of Block If For the last month, have you supervised people at work? = No

---

Q99 For the last month, have you observed or heard about any workplace aggression from your employees in YOUR unit that you supervise?
By workplace aggression, we mean behavior that causes physical or emotional harm in a work setting that the victim(s) want(s) to avoid

CHECK ALL THAT APPY

☐   NO, there have been no incidences of workplace aggression in my unit over the last month (31 days) (1)

☐   Yes, among my employees in my unit, and at least one was the aggressor (2)

☐   Yes, from one (or more) of my employees who was behaving aggressively toward me (3)

☐   Yes, between my employee(s), who was/were the aggressor(s), and those outside of my unit (e.g., other departments, customers, clients) (4)

☐   I observed workplace aggression, but the aggressor(s) was/ were not from my unit (5)

Skip To: End of Block If For the last month, have you observed or heard about any workplace aggression from your employees... = NO, there have been no incidences of workplace aggression in my unit over the last month (31 days)

Q81 How many separate INCIDENTS of workplace aggression have you observed in *the last month*? It could be the same person multiple times or different people. Enter the **total** number of incidents over the last month.

_____

End of Block: Demographics

Start of Block: End Survey message

Q100 Thank you for taking part in this study. Please click the button below to be redirected back to Prolific and register your submission.

End of Block: End Survey message

APPENDIX E

Study 1 Demographics and Examples of Units of Analysis

Table E1

Study 1 – Subject Demographics 1 1

		Grad Students	Prolific	Total
Responses	Total Solicited	518	35	553
	Did not qualify because not a people mgr.	31	0	31
	Did not qualify because not 21 yrs. old	1	0	1
	Did not consent	4	0	4
	Did not complete at least one voice or silence section	72	0	72
	Completed the questionnaire	26	35	61
	Response rate from those solicited	5.1%	100%	11.0%
Age	Mean	36.33	41.89	39.63
	Min	24	21	21
	Max	57	58	58
	Mode	47	37	34
Ethnic Background	Black or African American	1 (3.8%)	0	1 (1.6%)
	White	16 (61.5%)	28 (80%)	44 (72.1%)
	Asian	2 (7.7%)	5 (14.3%)	7 (11.5%)
	Other	5 (19.2%)	1(2.9%)	6 (9.8%)
	Mixed	2 (7.7%)	1 (2.9%)	3 (4.9%)
Hispanic	Hispanic Heritage	7	N/A	11.5%
Gender	Female	13 (50%)	13 (37.1%)	26 (43.3%)
	Male	12 (46.2%)	21 (60%)	33 (55%)
	Prefer not to state	1 (3.8%)	1 (2.9%)	2 (3.3%)
Education	Doctoral degree	2 (8%)		2 (3%)
	Master's degree	11 (42%)	7 (20%)	18 (29.5%)
	Bachelor's degree	12 (46%)	12 (33.3%)	24 (42%)
	Some, no degree		9 (25.7%)	9 (14.8%)
	Associates degree		5 (14.3%)	5 (8.2%)
	High School / GED		2 (5.7%)	2 (3.3%)
	Did not indicate	1 (4%)		
Experience	Mean years of supervisory experience	9	10.7	10
Direct Reports	Mean number of people directly supervised (direct reports)	10.7	12.5	11.5
Hierarchy	Mean number of people in respondent's unit or team hierarchically below them	36.4	20.7	27.1
		2	5	5
	Mode number of people in respondent's unit	12	6	10
	Median # of people in respondent's unit			

Table E2

Example of Units of Analysis

ID	LEADER VOICE-INCIDENT INITIAL CLUSTERS Leader voice-incident exemplars	FREQ
3	Verbally aggressive	3
1	Threatened a fight	2
2	Lashed out and raised voice	2
4	Shouting match	2
10	Aggressive body language & facial expressions & tone of voice	2
11	Combative with raised voice	2
5	Micro-aggression toward non-binary employee	1
6	Screaming while getting in people's personal space	1
7	Verbally attaching with personal opinions about the target	1
8	Anger issues – checking on peers work and yelling at them	1
9	Yelling/Cursing/Physical Threats	1
12	Non-negotiable attitude	1
13	Pushy and destructive of property	1
14	Threatened to burn the place down	1
15	Trying to punch the victim	1
16	Physically attacked	1
17	Name calling	1
18	Name calling, intrusive comments	1
19	Yelled at clients	1
20	Made rude gestures at clients	1
21	Threw things and broke things	1
22	Raised voice and left the room	1
23	Said something obscene	1
24	Yelling, threatening to walk off the job, pointing fingers in people's faces	1
25	Shouted racial slurs and threatened	1
26	Publicly making fun of a special needs person	1
27	Slammed their fist on counter in front of customers, yelled and cursed	1
28	Blames others	1
29	Angry on phone, calling the person "stupid" repeatedly	1
30	Very rude and aggressive toward teammates, especially on team mate	1
31	Screamed at colleague and lost their temper	1
32	Slammed the target against the wall and threatened to beat him up if he didn't comply	1
33	Told a woman to get out of a work area and called her a dumb "b-word"	1
34	Yelled and then got into a shoving match	1
35	Focused on "what do I want" mentality	1
36	Talked over other team members	1

APPENDIX F

Role-Ordered Matrix for Leader Voice

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
V1	Male	Direct report of respondent	He felt disrespected in a public forum in the office	Asked another employee to "take it outside."	Hot head; tried to "one up others"	"I'm liable for protection/safety of my employees." "If I said nothing, it would have affected the office culture."
V4	Female - 26	Direct report of respondent	Unknown	Raised voice, which "shocked the rest of the office."	Unknown	"I spoke to her about her performance and quota."
V5	Male	Coworker	HR wouldn't give private employee data	threatened retaliation to HR saying he would report to audit that there was "unethical" behavior.	Unknown	"Gatekeep the employees' personal data as it relates to reasonable privacy from unauthorized individuals. It was a question of ethics as an HR professional that drove me to say something and report the employee.
V6	Unknown	Direct report of respondent. The other was an employee from another area at work.	Previous conflict triggered by the employee entering the other employee's workspace	Shouting match	Unknown	"I intervened because it was clear that the event occurring was going to have a noticeable impact on the operations occurring within the department. I needed to address it, otherwise my team would think that I allow unprofessional behavior at work."
V7	Male. "Young Hispanic Conservative"	Direct report	In a team meeting, the aggressor was annoyed with team member.	"He made coy remarks and talked over other team members." Specifically "micro-aggression" targeting a non-binary employee.	Unknown	After the meeting, gave verbal warning stating "behavior was unacceptable and if it happened again he would be place on a performance improvement plan." "As a leader, I need to ensure my direct reports feel safe and are in an inclusive, equitable environment.

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
V9	Male	Coworker	Unknown	a) Screaming at team members regarding discrimination in the plant due to there being a large amount of Latinos working there and only speaking Spanish. B) He was getting in people's personal space.	Erratic behavior	Role responsibility – "I was the HR director so I had to take on the escalated conversation."
V10	Male – in a relationship with victim	Direct report	Discovered girlfriend's infidelity	Angry, pushy & destructive when approaching girlfriend; while fighting they aired their dirty laundry to innocent bystanders including children	Unknown	"I am the promoter so it is my job to mediate these situations. I was able to discuss with both that workplace relationships were not to be tolerated and that they have to keep their grievances private and not in the face of the employees or fans that pay for the show."
V11a	Male. Graphic designer	Direct report	Coworker did not understand what he was saying	Angry, frustrated, and verbally attacked, aggressive language and tone	Already tension between the two with clashing personalities	"There was enough of an impact that the issues had to be addressed. There was no way to avoid (nor do I think the issues should have gone unaddressed). it was critical to ensure a clear message that the behavior I witnessed was not okay. I tried to validate feelings, in saying that frustrations and feelings are absolutely valid, but how an individual reacts to those feelings, particularly in the workplace, must be safe, professional and clear"
V11b	Unknown	Direct reports	Did not get along	Called her derogatory names and directly called her a "bad mother" and slammed a door on her foot	Unknown	"There was enough of an impact that the issues had to be addressed. There was no way to avoid (nor do I think the issues should have gone unaddressed). it was critical to ensure a clear message that the

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
						behavior I witnessed was not okay. I tried to validate feelings, in saying that frustrations and feelings are absolutely valid, but how an individual reacts to those feelings, particularly in the workplace, must be safe, professional and clear"
V12	Women, 40s	Direct report	Did not get along	Screaming and pushing	Unknown	"I talked to the two women because I was in charge of them. It was my responsibility (2) as the leader to establish a secure atmosphere. I made it clear to them both that their actions were wrong and that failing to do so would result in consequences. A lack of respect at work is something that I would not tolerate. Although they didn't have to get along, if they were coworkers they would respect one another."
V14	Male, front desk employee	Direct report	When someone's shift is coming up he gets angry at that person saying they are not doing their checklist	When someone's shift is coming up he gets angry at that person saying they are not doing their checklist	Anger issues. Rude. Switches personalities	"…I would ask everyone's opinion about what they think of the aggressor… I ask him why he was being aggressive to everyone except for me… now I keep a log of things my employee does for each shift. Whenever they did their job I would check if they did it. If they didn't do it then I would talk to that person. It basically made the work environment less toxic and improved everyone's performance."
V18	Male – father	Coworker	He was speaking to a school counselor who told him his son had been jumped at school by other kids.	Became enraged and began yelling and cursing, specifically mentioning he'd come to the school and deal with the kids who did this himself.	Unknown	"Being in HR, it was my responsibility first and foremost (13). But I also was concerned the employee would do something they would later regret… I wanted to support while also defusing the situation so others felt safe"

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
V20	Female	Direct report of respondent	Respondent (project manager) informed aggressor that she made a mistake, which caused problems for the project	She screamed at respondent and raised her voice. The tension caused problems on the project team	Unknown	I had to speak with her to improve our relationship and to inform her that she was violating company policies and not in compliance with accounting industry standards. She apologized and we developed a better working relationship.
V21a	Unknown	Direct report of respondent	Not getting what they want.	Confrontive to the boss, aggressive in body language, facial expression, word choice and tone	Unknown	Deal with the challenges on the spot or they will fester. I talk it through with the person and explain we focus on solutions not blame.
V21b	Unknown	Direct report of respondent	"Self-designate" as the spokesperson for the masses, even if that isn't true.	when an auto-designated spokesperson speaks on behalf of the masses it bystanders in an uncomfortable spot where they either are forced to speak up against the aggressor or they risk leadership thinking that they are in agreement with the aggressor. It involves bystanders in the fight.	Unknown	Asked employee to leave and comeback when they are in a better frame of mind.
V22	Female – sales associate	Direct report of respondent	Was upset that people didn't want to speak with her.	Spread rumors about her boss, talked down about other people. Ripped people apart for the slightest things. People wanted to avoid her	Loves to create drama and gossip and spread rumors about the respondent	We're a team, regardless. She reported to me as well as my boss. Even if I didn't like her, I still have to work with her, so I had to be the bigger person and make it work
V23	Male	Direct report of respondent	The aggressor felt that his personal decision was being challenged b/c	The aggressor became very combative and raised his voice	Unknown	Had to set a level tone for a professional discussion. I wanted to scream as well, but wanted to lead by example.

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
			respondent asked to change something on Planning.	almost to the point of screaming		
V25	Unknown – project manager	Leader of the meeting	Strong opinions about the other person and not open to their perspective	Loud voice; interrupting others; non-negotiable attitude.	Unknown	"I got involved to end the bad conversation and move on to other topics"
V26	Unknown	Direct report of respondent	Didn't agree with management	Change in body language; became tense, change in tone of voice.	Known agitator	The aggressor misinterpreted information, it "was my job to say something when that's happening."
V27	Male	Indirect report of respondent	Unknown. The respondent was conducting a skip level meeting.	Observed aggressor putting down the capabilities of his peers. Respondents would characterize it as aggressive because the whole room was shocked, and the other employee was visibly shaken.	Unknown.	"Ultimately it is my responsibility" *** "I pulled the aggressor into a conference room and let them know what I thought"
V28	Female – senior accountant	Direct report of respondent	Jr accountant made a mistake on the tax preparation	Called the Jr accountant and proceeded to talk down to her and treat her as if she was incompetent in front of the whole office	Unknown	"I let them know it was inappropriate to act or respond in that way in our office." "I explained to her that she needed to (do) train the new girl instead of belittling her in front of the whole office."
V29	Female – early 60s	Direct report of respondent	Worried that management was trying to take away her customers. She'd been working at company 10 + years	she got into confrontations with everyone from customers, to coworkers, and superiors. No one wanted to work with her anymore because of the constant yelling and bad language.	Repetitive problem – blamed everyone else for her personal problems	Had enough of her behavior and decided to fire her to protect the customers and other employees.

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
				Customers complained about her behavior. Aggressor threatened to burn the place down if she was fired		
V30	Unknown	Direct report of respondent	Talking politics and the target blamed the aggressor's favorite politician.	Degraded the victim. Tried to punch the victim.	Unknown	It is my prime duty to take care of my subordinates ** I spoke to aggressor and victim to get the full picture *** it is my ethical and professional duty *** differences should be handled in a professional manner & my job is to help that happen
V33	Female – hourly cashier on selling floor	Direct report of respondent	Unknown	Aggressor verbally and physically attacked another employee on the selling floor. This incident scared all other employees and customers in the area.	Unknown	I spoke to understand the aggressor's side of things and what created the problem
V34	Unknown gender	Direct report of respondent	Unknown	Aggressor yelled at another employee in a very threatening manner which intimidated the other employee but then that employee was aggressive back.	Unknown	There had to be a talk because that is unacceptable behavior. I will not have any employee feel threatened or have attitudes toward each other. I will not have an issue where there is a problem with the team work. I will not accept it happening again.
V35	Male	Direct report of respondent	Target made a mistake placing bad vegetables in the wrong container.	The aggressor yelled at the target. His aggression made the other employee hostile, and defensive. They nearly fought	Usually a nice enough guy, but "tightly wound."	People cannot and should not have to work in conditions where they are yelled at, ridiculed, bullied, or some such. I won't tolerate it" "It creates a bad working environment where you dread the job, and hate your coworkers. It causes rifts

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
						between people, and limits the working relationship."
V36	Male – middle aged – African American	Direct report. Superintendent on a construction job responsible for the aggressor.	Drug and alcohol abuse – so workers tried to stop him from operating machinery.	This time, he was not only drunk but on drugs. He started yelling at other workers and pushing people. He tried to climb in a machine to start work and when someone stopped him he aggressively pushed that person away and tried to hit him but missed and fell.	Showed up to the job site drunk and late several times.	"After he fell is when I intervened and took care of the problem." "The employee was my responsibility because I am the boss." "I am the only one allowed to handle the problem unless I am not there and my foreman is in charge." "My first priority is always safety for my employees at all times." Having an aggressive person on a job site is very dangerous
V37	Male – supervisor of Target	Direct report of respondent	Unknown. "took advantage of his position and 'emotionally assaulted' the female subordinate."	The supervisor/aggressor would address him with aggressive and intrusive comments that made the employee feel overwhelmed	Unknown	Told the aggressor respondent was reporting him to the authorities. "I felt it was important for him to know how he was doing."
V38	Female	Direct reports of the respondent	Two co-workers romantically involved and then broke up. Female was the instigator. The aggression caused everyone to be worried and a little scared due to the real anger expressed in her words.	yelled at each other in front of everyone else very loudly and aggressively.	Unknown	"It was a huge distraction to everyone else, and something needed to happen to get us back to work." "I also had to say something to make sure other employees don't get the idea that that is acceptable."

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
V40	Unknown	Direct report of the respondent	Patients family asked the aggressor to help the patient	He yelled at the family member and made rude gestures towards them. The incident upset and scared not only the patient but other patients as well.	Unknown	'I reprimanded the employee and gave them a write up.' 'What they did was disrespectful to the patient and the family.'
V41	Male	Respondent was the supervisor on duty	He was angry that other people weren't doing what he wanted them to do even though he was not a supervisor or manager.	He threw a chair and broke a mirror. His aggression scared the rest of the employees	Unknown	"I spoke because I always want my staff to feel safe where they work" "I threatened to send him home if he continued to make the staff feel unsafe"
V42	Male	Lead on a project	He wanted a decision outcome that was different than the group wanted	started creating pressure on the team to select his choice. When they did not agree, he raised his voice and left the room.	Unknown	Spoke to him because the respondent wanted to make sure the aggressor understood the team's choice and the reason for it
V43	Male – construction worker	Direct report of respondent	Aggressor thought he was being blamed because of a problem hanging a roof as measurements were off.	He completely blew up and got physically aggressive like he was going to fight someone	Unknown	"I spoke to him because he needed to know that no one was going to act like that on our jobsite." "I also spoke to him so that he would understand that if he was not a part of the solution he was part of the problem and I didn't have time for more problems ."
V44	Male – older	Indirect report of respondent	Female boss (respondent) gave directions to the aggressor.	The aggressor called the target something obscene, Incited a verbal argument which carried over to the respondent and the	Known to be crude and aggressive. the aggressor had issues with women in leadership ***	"I felt protective of my lead and the ops manager (who the aggressor also screamed at)." "no one deserves to be talked to like that." "I spoke to him whenever a complaint was made."

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
				rest of the leadership team	he had been fired from a previous job because he mouth got him in trouble	
V46	Male	Direct report of the respondent	An employee stated the project was delayed because the aggressor was always giving excuses and not on time with his part.	The aggressor started screaming at his colleague and he was clearly disturbed. All the others were looking without understanding his behavior.	Unknown	"explained to him that whatever he was going through, it was not a justification to act like that with his colleagues"
V48	Male	Direct report of respondent	Was assigned a different job than he expected and got mad b/c "nobody respects him."	The aggressor got extremely angry and started yelling he was going to walk out	the aggressor usually mild mannered & does a good job	"I talked to the employee and gave them the reasons for our decision and they apologized to me and all others that were in the area at the time." They really regretted their behavior. No action was taken
V51	Male – construction worker	Supervisor/ Coworker	The contractor (target) messed something up that coworkers had to fix back up and the target was not happy with it so became defensive with the aggressor by arguing back.	The aggressor was just supposed to point it out to the contractor so the contractor wouldn't do it again. Instead, the aggressor shouted racial slurs and threatened the target when the contractor argued back about the way the aggressor was talking to him. The aggression caused other coworkers to be uncomfortable around this aggressive employee.	Unknown	"I spoke with the employee to correct his behavior and to try and neutralize the situation." "He was written up and has to take courses to learn how to be in situations like this and given a warning to make sure it doesn't happen again."

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
V52	Male – server in a restaurant	Direct report of respondent	Busy night & server got aggravated over the wait time.	He lifted the cook and slammed him against a wall, verbally threatening to beat him up	Had a history of being a hot head	"I immediately separated the two." "he had clearly crossed an unacceptable line."
V54	Male – freezer/ cooler worker	Direct report of respondent	A new female employee was stocking the freezer incorrectly	Aggressor told her to stay out of that area because she was a dumb (profanity that starts with a "b"). There were customers nearly by that looked concerned and surprised.	Unknown	"I spoke to the employee because he was my subordinate and what he did was wrong and embarrassing for the company." "I needed to let him know that behavior like that would not be tolerated."
V55	Male - cashier	Manager, but not the "top" manager	Unknown	Publicly made fun of a special needs person.	Unknown	What he did was wrong. Unfortunately, "I'm not top manager and he was never fired or even coached."
V56	Male	Direct report of respondent	Respondent told him that he was not following proper procedure for something	Slammed his fist down on the counter. There were customers in the store. He yelled and cursed.	He had been aggressive before	His behavior was unacceptable. I finally had enough
V57	Unknown gender. Senior software engineer.	Direct report of respondent	Aggressor was on call with the team and became angry.	Insulting a team member and calling him "stupid."	Unknown	"I remained silent in the call. But later as the supervisor of both employees, I was unhappy with the situation" "…one who used the word "stupid" and explaining that it was not acceptable" Asked for an apology to the whole team. Advised target to pay better attention to detail.
V58	Male	Direct report of respondent.	"He felt his opinion was not being heard," Was not getting the respect he felt they deserved	The aggression definitely caused the others in the team to feel very unsafe and it definitely brought	Unknown	"I told the employee that this is not something that will be tolerated at the workplace." And "I felt that it was important for him to know that it is my responsibility to make sure

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
				down the team morale.		that everyone feels safe." "That was the biggest motivation for me."
V61	Male – Jr seniority	Direct report of respondent	Senior employee took a shift away from a jr. employee (aggressor), which he had the right to do.	Aggressor yelled and shoved a sr. employee over shift schedule. There was almost a fight.	Unknown	"There was almost a physical fight, I had to talk to and discipline the employee." "Since this took place we made our workplace rules about threatening another employee even more strict and sent out memos to all employees."

APPENDIX G

Role-Ordered Matrix for Leader Silence

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
S2	Unknown	Direct report of respondent	Angry at management about hours and pay. Disappointed with products and merchandise made available	Angry. Made respondent, customers, and other employees uneasy.	Unknown	"I wanted to address the employee one on one formally on record as opposed to in front of the customer."
S6	Unknown	Direct report of respondent	Upset about something related to the other employee	"made passive-aggressive comments." "It was solely intended to degrade or humiliate another employee without aiming to resolve or improve anything about what made them upset." " The comments caused the work environment to become more tense and less collaborative."	Unknown	"When comments are made that don't directly cause conflict, it can be easier to brush it off, especially if the person at which they are directed isn't bothered."
S9	Male	Aggressor met with HR member responsible for verifying compliance of employee's I9	Upset b/c his I9 documents were found to be fraudulent and he would be fired if he didn't bring in appropriate documentation	Called the respondent a "race hater." Yelled, threw the papers, and slammed the door." Others in the office were supportive and checked on the respondent.	Unknown	"I remained silent because I was taken back by the comments. Being in HR can be tough. I'm someone that likes to advocate for people while being in compliance."
S10	Unknown	Respondent held the wrestler's contract and was the wrestler's promoter.	Aggressor was a different wrestler not under the respondents contract. He was made b/c of major mistakes in the performance.	After the respondent's wrestler made a major mistake during a public wrestling match, the other wrestler became angry and the argument got heated.	Unknown	The respondent felt the aggressor had a right to speak up to the respondent's wrestler b/c of potential injury that can be caused. "Sometimes people need to sort it out amongst themselves or have their peers voicing displeasure

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
						rather than the management."
S13	Female	Did not report to the respondent, but respondent was in charge of the medical office where the aggressor worked as a medical assistant	Disagreed with the respondent about moving a chair under the TV where the doctor wanted it.	Respondent was the target. Argued with the respondent. Pointed a finger at respondent about five minutes after respondent told her to keep the chair where the doctor wanted it.	Unknown	Respondent "did not discuss the incident with her since she did not report to me."
S14	Female	Hotel housekeeper reporting to respondent	Being blamed for not cleaning the room properly	Aggressor would give attitude toward all the housekeepers. "She made the work environment toxic; and some of the housekeepers would get upset and not say anything."	Unknown	I was silent at first because I didn't speak her language." But once everyone kept complaining then respondent talked to her. Told her to report problems directly to respondent so management could check the room to see if it was cleaned properly.
S17a	Unknown Gender. Not White	Direct report of respondent. Front line worker. Aggression to respondent	Historically did not like the respondent. Presumably because "I'm white" and "perceived as a goody-goody, where the aggressor(s) were more from the 'streets'."	Questioned authority and create disruption during meetings with the group. Some joined in with the aggressor. Others remained silent and mentioned offline that they considered the behavior disrespectful.	Intentional jabs that felt like bullying and passive aggressive at times.	New people leader. "Struggled with having tough conversations." "Tried having offline conversations to get their support. "In hindsight I would have handled the conversation much differently now, and perhaps even included HR."
S17b	Unknown	Direct report of respondent. Aggressor was a front line agent on the customer support floor. Aggression to respondent.	Person wasn't working, so respondent asked them to login to the phones.	Aggressor became angry towards respondent.	Known for being a troublemaker and constant disciplinary action. The aggression disrupted people's work	Respondent walked away from the aggressor. "I felt it was better to walk away than engage in the conversation." "I did not want my own aggressive nature to get into the mix."

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
S29	Female – early 60s	Direct report of respondent. Aggressive toward others and the respondent	Accused respondent of taking away her customers.	Stormed into respondent's office making accusation, yelling and screaming	Continually abusive and angry – respondent at their wits end.	Called the owner and stated "had enough." Owner agreed to fire her.
S35	Males from another subgroup	Manager during certain days of the aggressor, a lead mechanic and his group, but this particular day manager of the target(s)	Angry that respondent's subgroup didn't have to do more work once they finished their jobs.	Denigrated the sub-mechanics. Name calling. Treating them as subhuman. Demoralizing to the respondent's subgroup	Repetitive behavior	Part of the respondent wanted to report them, but instead decided to report it to GM, because "I was not on the clock"
S38	Male – young – new employee	Multiple managers at the store. Respondent was one of them.	Being told what to do	Told manager to "shut up" when given tasks to do. Rest of team had to pick up the slack.	Had anger issues and little respect for authority	Task upper manager would deal with. They had more power to reprimand. Respondent reported him to upper management.
S39	Male	Direct report of respondent. Aggression to coworker.	Appeared like an unprovoked bullying moment	Mocked another instructor's shirt, pushed him on the shoulder, and mocked his personality.	Unknown	"good thing there were no students present or there would have been more discipline." The aggression was mean, uncomfortable, but short lived." Brushed it off since no students were present.
S40	Female	Direct report of respondent. Aggression between coworkers.	The aggressor was waiting for an employee to relieve her from her shift and the respondent was late, and had been late every day that week.	Cursed out the late employee	Unknown	Everyone thought the aggressor was right in this situation. She shouldn't have to work late all week just because relief person couldn't show up on time. Respondent remained silent because they agreed with the aggressor.
S42	Male	Direct report of respondent	A team member in a "town hall meeting" spoke about "different	Agitated, stood up in the meeting, yelled, and had an	Unknown	Respondent didn't speak because it was the aggressor's personal opinion

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
			cultures and races," which upset the aggressor.	argument in front of everyone		and felt they didn't have a right to interfere.
S43	Male	Direct report of respondent.	Got "sideways about something" with the owner	A lot of screaming and yelling.	Average laborer on job. No prior issues	Let the owner handle it, since he was capable of doing so.
S44	Female	Direct report of respondent, a new supervisor.	Said something to the aggressor (the lead) about doing it differently than normal and aggressor suddenly aggressor starting screaming at the respondent	Fueled her rage. Screamed for a short time. Threw her stuff down and walked away.	Normally not aggressively	Never spoke with her about it. Terrified of the aggressor. Aggressor avoided respondent for a long time. After some time, things got back to normal, more or less.
S45	Unknown	Direct report of respondent. Aggression to respondent. General worker helped with maintain cleanliness in different buildings.	Being told to do their job.	Got in respondent's face and said they were not going to do the job. Wouldn't listen to anything respondent said.	Unknown	With the hostility, it would have gotten worse if confronted. "My safety and others were more important."
S47a	Male	Direct report to several managers. Engineer primarily working with clients and provided technical support.	He was being fired.	Demanded to speak to the manager who made the final decision. Very aggressive. Entire staff felt he would resort to physical violence. Verbal slurs. Body language extremely aggressive.	Unknown	"I remained silent to avoid risking physical harm to myself." It would not be productive to speak with him
S47b	Male	Direct report of respondent. An engineer. Making a report to other engineers about products for a company clients.	Aggressor's ideas were not well received by	Stormed out of the room using slurs under his breath, aggressive body language, and slamming the conference room door behind him. Caused confusion and fears among coworkers	Unknown	Respondent remained silent b/c another manager, who had given feedback on the product, spoke with him. The respondent states they would have spoken to the aggressor if the other manager had not.

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
S49	Male	Direct report to respondent.	Offended by something the coworker said.	Yelling, saying slurs and bad words, and threatening more aggressive action in the future.		"Very pissed off, I did not want to mess with him." Didn't know him well.
S50	Male – White. young 30's.	Indirect subordinate to respondent	The aggressor felt the coworker was not pulling his weight on a job.	Arguing. It escalated until it became very scary to all the folks. Larger male coworker kicked him out.	Always on edge; sarcastic	Scared. Shocked. "It wasn't my place." "The situation was far too escalated to do anything about it in the moment."
S52	Male	Direct report to respondent.	Accused of drinking on the job and was going to be subjected to testing.	Very angry. Belligerent. Cussing at boss and boss's director claiming he was not intoxicated, despite all signs that he was. Security was called.	Unknown	"I wanted to terminate him so I let him and let him make his case worse." "I would escalate the conflict if I intervened."
S53	Unknown	Direct report to respondent. Target direct report to the respondent.	Blamed the coworker for making a mistake that ruined a project in the aggressor's estimation	Yelled at a team member in front of a client. Was in the target's personal space and shouting.	Unknown	"I wanted to respect the wishes of the subordinate that was being yelled at." "I interviewed the one that was being yelled at and they asked me to just drop it."
S54	Male	Not respondent's direct report. Unknown relationship.	The aggressor found out his wife was cheating on him and started shoving the other guy around.	Shoving and threatening. Customers and other coworkers nearby looked shocked and scared.	Unknown	Afraid of getting hurt. Instead, notified security.
S59	Male	Direct report to respondent.	Aggressor was arguing with his girlfriend who also worked for the company.	Aggressor punched a hole in the wall at the company. Respondent and girl friend were the only ones who heard it happen. Fear of retribution	Unknown	Respondent was afraid the aggressor would potentially do something even more aggressive if the aggressor reported it.
S60	Male – 20s. White	Direct report of respondent. Aggressor slapped female coworker.	Unknown	Aggressive slapped the posterior of a female colleague in plain view of other coworkers.	Not well liked by his peers because he displayed little regard for other people	Because the aggressor was interacting with customers, the respondent spoke with the victim and advised her to go to HR and file a complaint. But respondent

ID	Aggressor's Demographics	Role/relationship to the respondent	Aggressor's trigger	Aggressor's Behavior	Aggressor's Reputation	Respondent's response or effect on leader
					and their feelings	did not speak with the aggressor.
S61	Male	Direct report of respondent. Aggressor talked down to female coworker.	Unknown	Talked down to a female employee as if she was inferior to him. She had been in the company a long time. She was visibly upset about how he treated her.	He could get angry easily	Respondent regrets remaining silent but female employee never came to respondent after the situation. Respondent tried to avoid the aggressor b/c he got angry easily.

APPENDIX H

Study 2 Demographics

Study 2 Demographics

Employment Status. About 92.5% (*n* = 319) of the participants were full-time

employees, and only 7% (24) were part-time employees (Table 46). Additionally, 0.3% (1)

indicated that they were neither full-time nor part-time employees (others). It was evident that

most leaders with supervisory responsibilities were full-time employees.

Table H1

Employment Status

		Frequency	**Valid Percent**
Valid	Full-Time	319	92.5
	Other	1	.3
	Part-Time	24	7.0
	Total	345	100.0

Employment Sector. The results shown in Table H2 indicated that most respondents

were from the information technology sector, representing 13.3% (46), followed by 9.9% (34)

from science, technology, engineering, and mathematics. Also, 9.3% (32) of the participants

were from the education and training sector, and other significant sectors, medicine,

manufacturing, finance, and retail sectors with 8.1% (28), 5.8% (20), 5.8% (20) and 8.1% (28).

Some employment sectors, such as the military, had a lower representation of 0.6 and below.

Cumulatively, the top five employment sectors were information technology, science,

engineering and mathematics, education and training, medicine, and manufacturing, accounting

for more than 95% of the participants. Some of the respondents preferred not to disclose their

employment.

Table H2

Employment Sector

	Frequency	Valid Percent	Cumulative Percent
Agriculture, Food, and Natural Resources	5	1.4	1.4
Architecture and Construction	11	3.2	4.6
Arts	15	4.3	9.0
Business Management & Administration	13	3.8	12.8
Education & Training	32	9.3	22.0
Finance	20	5.8	27.8
Government & Public Administration	14	4.1	31.9
Hospitality & Tourism	9	2.6	34.5
Information Technology	46	13.3	47.8
Legal	5	1.4	49.3
Manufacturing	20	5.8	55.1
Marketing & Sales	15	4.3	59.4
Medicine	28	8.1	67.5
Military	2	.6	68.1
Other	28	8.1	76.2
Rather not say	2	.6	76.8
Retail	28	8.1	84.9
Science, Technology, Engineering & Mathematics	34	9.9	94.8
Social Sciences	6	1.7	96.5
Transportation, Distribution & Logistics	12	3.5	100.0
Total	345	100.0	

Education Level. Study participants were also asked to indicate their highest level of education, as shown in Table H3. Approximately 49% (169) of the respondents had an undergraduate degree (BA/BSc/Other) followed by 20.3% (70) of the respondents who had a graduate degree (MA/MSc/MPhil/Other). Further, 14.8% (51) of the participants had a high school diploma or A-level. Some of the education levels had lower representation.

Table H3

Education Level Completed

		Frequency	Valid Percent	Cumulative Percent
Valid	Doctorate degree (Ph.D./other)	13	3.8	3.8
	Graduate degree (MA/MSc/MPhil/other)	70	20.3	24.1
	High school diploma/A-levels	51	14.8	38.8
	No formal qualifications	1	.3	39.1
	Secondary education (e.g. GED/GCSE)	1	.3	39.4
	Technical/community college	40	11.6	51.0
	Undergraduate degree (BA/BSc/other)	169	49.0	100.0
	Total	345	100.0	

Age of the Participants. To better understand the characteristics of the participants,

mean and standard deviation was used. Table H4 revealed that the average age of the participant

was 40.45 (SD=10.625), which ranged between 21 to 75.

Table H4

Age of the Participants

	N	Minimum	Maximum	Mean	Std. Deviation
Age	345	21	75	40.45	10.625
Valid N (listwise)	345				

Sex of the Participants. Most supervisors were male, representing 67.2% (232)

compared with 32.8% (113). It was evident that most of the supervisors' leaders were male, as

indicated in Table H5.

Table H5

Sex of the Participants

		Frequency	Valid Percent	Cumulative Percent
Valid	Female	113	32.8	32.8
	Male	232	67.2	100.0
	Total	345	100.0	

Ethnicity. The researcher also sought to determine the distribution of the respondents in terms of their ethnicity. Table H6 shows that 78.3% (270) of the respondents were white, followed by 7.5% (26) of the participants who indicated black. Additionally, 7.2% (25) of the respondents were Asians, and 4.9% (17) were mixed. There were only seven participants belonging to other race categories, which represented 2.0% of the entire sample. Ethnic diversity was thus evident in the sample used in this study.

Table H6

Ethnicity

		Frequency	Valid Percent	Cumulative Percent
Valid	Asian	25	7.2	7.2
	Black	26	7.5	14.8
	Mixed	17	4.9	19.7
	Other	7	2.0	21.7
	White	270	78.3	100.0
	Total	345	100.0	

Language. Study participants were asked to indicate their native language, where it was revealed that 94.8% (327) indicated English language. Other notable native languages were Spanish (1.2%), Portuguese (0.6%), Russian (0.6%), German (0.6%) and Vietnamese (0.6%) as illustrated in Table H7, these other languages were only represented by 5.2% of the participants. The analysis implied that majority of the supervisors were native English speakers.

Table H7

Language

		Frequency	Valid Percent	Cumulative Percent
Valid	Albanian	1	.3	.3
	Chinese	1	.3	.6
	English	327	94.8	95.4
	French	1	.3	95.7
	German	2	.6	96.2
	Indonesian	1	.3	96.5
	Italian	1	.3	96.8
	Korean	1	.3	97.1
	Portuguese	2	.6	97.7
	Russian	2	.6	98.3
	Spanish	4	1.2	99.4
	Vietnamese	2	.6	100.0
	Total	345	100.0	

Country of Birth. Table H8 illustrates country of birth of the supervisors, where it was revealed that 92.5% (319) of the participants were born in the United States. Other notable countries of origin were: Germany (0.9%) Brazil (0.6%), Italy (0.6%), Nigeria (0.6%) and United Kingdom (0.6%), these other countries were only represented by 7.2% of the participants. The analysis revealed that majority of the supervisors were born in the US.

Table H8

Country of Birth

		Frequency	Valid Percent	Cumulative Percent
Valid	Albania	1	.3	.3
	Bangladesh	1	.3	.6
	Brazil	2	.6	1.2
	China	1	.3	1.4
	Germany	3	.9	2.6
	Ghana	1	.3	2.9
	Haiti	1	.3	3.2
	India	1	.3	3.5
	Indonesia	1	.3	3.8
	Italy	2	.6	4.3

Korea	1	.3	4.6
Mexico	1	.3	4.9
Nigeria	2	.6	5.5
Philippines	1	.3	5.8
Russian Federation	1	.3	6.1
Taiwan	1	.3	6.4
Ukraine	1	.3	6.7
United Kingdom	2	.6	7.2
United States	319	92.5	99.7
Vietnam	1	.3	100.0
Total	345	100.0	

Student Status. Table H9 indicated 83.2% (287) of the supervisors were students

compared to only 16.8% (58) of them who were not.

Table H9

Student Status

	Frequency	Valid Percent	Cumulative Percent
No	287	83.2	83.2
Yes	58	16.8	100.0
Total	345	100.0	

APPENDIX I

Meeting the Assumptions to Proceed With Factor Analysis

Assessment of Multivariate Normality using the Normal Probability (P-P) Plot

The normal P-P plot shown in Figure I1 compares the distribution of the standardized residuals of the linear model to the expected normal distribution. The data points representing ordered standardized residuals roughly fall on the normal (straight line), which indicates the Leader Silence Scale items likely observe joint normal distribution.

Figure I1

Normal P-P Plots of the Leader Silence Scale
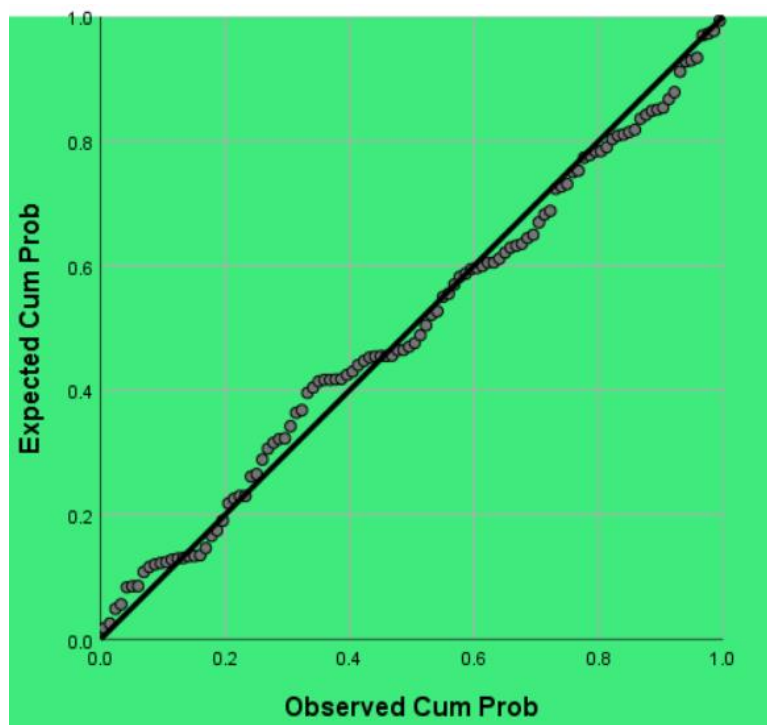
Assessment of Multivariate Outliers Using the Mahalanobis Distance Statistic

Apart from the normal probability plot above, multivariate normality was tested using the Mahalanobis distance statistic. According to Ghobani (2019), Mahalanobis distance indicates the extent to which a data point within a dataset varies from the rest of the data points. A larger Mahalanobis distance implies a data point varies to a large extent from the rest of the data points. Specifically, Mahalanobis distance measures the distance between a point or observation in a data set and the centroid or mean of that data set, taking into account the covariance structure of the data. In this way, it provides a measure of how unusual or different a data point is from the rest of the data set.

In this study, the Mahalanobis distance statistic was computed for each data point. A significance value was calculated for each of the data points based on the corresponding Mahalanobis distance. The distance follows a Chi-squared distribution, hence the parameters used to determine the significance of the Mahalanobis distance were the degrees of freedom (number of items on the Leader Silence Scale, $N = 22$), and the Mahalanobis statistic for each data point. Data points that significantly deviated from the rest of the data were considered to be multivariate outliers hence were eliminated from the data. In total, two items were found to be multivariate outliers ($p<0.001$) and were eliminated from the data.

Multicollinearity Assumption – Leader Silence Scale

Multicollinearity is a statistical phenomenon in which predictor variables, particularly in linear models, are highly correlated with each other. High correlations among the predictors is undesirable for linear models as it makes it difficult to determine the individual effect of each variable on the outcome. Multicollinearity also induces instability in linear models thus increasing the chances of incorrect inferences being drawn from the results. In exploratory factor

analysis, multicollinearity makes it difficult to identify the underlying factors. Since nearly all factors are highly correlated with each other, disentangling the underlying factor structure becomes difficult, resulting in unreliable results. In this study, multicollinearity was assessed by calculating the Variance Inflation Factor (VIF) of each of the individual items on the Leader Silence Scale. The general rule of thumb is that a variable is highly correlated with one or more variables in the mode; if its VIF score is more than 10 (Kutner et al., 2004). Table I1 shows the results of the multicollinearity diagnostics conducted. None of the items on the Leader Silence Scale has a VIF score greater than 10. Thus, the lack of multicollinearity assumption was met for the Leader Silence Scale items.

Table I1

Test for Multicollinearity Among the Leader Silence Scale Items

Item	Item Label	Tolerance	VIF
AVOID_SD21	Because someone else, such as the owner, security or coworkers, is there to handle the situation	0.617	1.62
AVOID_SD19	Because saying something might make things worse	0.471	2.121
AVOID_SD1	Because it is not my responsibility to say something	0.527	1.896
AVOID_SD5	If other employees, customers, or clients are present	0.503	1.989
AVOID_SD7	If the person/people around the aggressor are not upset with the behavior	0.381	2.622
AVOID_SD13	Because I prefer to avoid the aggressive behavior	0.357	2.803
AVOID_SD39	If upper management thinks the aggressor is valuable or special	0.634	1.577
AVOID_SD18	Because the aggressor wouldn't listen to anything I said	0.351	2.853
PROTECT_SD20	Because I fear for my own and others safety	0.48	2.084

PROTECT_SD22	If the aggressor is actively being aggressive (e.g. screaming, hitting things, shoving).	0.484	2.066
PROTECT_SD9	If I am too shocked or emotional at the time of the aggression	0.39	2.561
PROTECT_SD26	If the victim or target asks me not to speak with the aggressor	0.716	1.397
UNCERTAIN_SD15	Because I am unfamiliar with the situation	0.446	2.241
UNCERTAIN_SD23	Because I am unfamiliar with the aggressor	0.471	2.122
UNCERTAIN_SD8	Because I think the aggressive behavior is insignificant	0.571	1.752
UNCERTAIN_SD12	Because I don't speak the aggressor's language	0.551	1.814
UNCERTAIN_SD2	Because I worry about making mistakes - I feel unskillful	0.47	2.127
UNCERTAIN_SD38	Because:it is the aggressor's personal opinion and I do not have any right to interfere in it	0.347	2.881
RETRIB_SD37	Because I support the aggressor's reason for behaving aggressively	0.599	1.669
RETRIB_SD4	If I can use the aggressor's behavior to build a formal case against them (the aggressor's behavior makes things worse for themselves)	0.585	1.71
RETRIB_SD6	Because I want:to show support for the aggressor and understand their pain	0.469	2.13
RETRIB_SD31	Because:I spoke to the victim instead; advising them to go to HR	0.612	1.634

Factorability

The factorability assumption holds that there should be at least some degree of

correlations among some items to aid the identification of coherent factors. However, all the

variables should not be so highly correlated that they result in a singular structure that is not

factorizable. The variables should also not be highly uncorrelated such that the resulting granular

structure cannot yield coherent factors. Factorizability of the items on the Leader Silence Scale was assessed using the measures of sampling adequacy; Kaiser-Meyer-Olkin (KMO) test and the Bartlett's test of sphericity. Data is considered factorizable if the KMO statistic obtained is greater than 0.5 and the Bartlett's test of sphericity is significant. Table I2 shows the results of the KMO and Bartlett's tests of factorability. The KMO statistic obtained was greater than 0.5 (0.797) hence the data met the sampling adequacy requirement and was thus factorable. The Bartlett's test of sphericity was also significant at the 5% alpha level (0.00) indicating the data was likely to yield coherent factors.

Table I2

Kaiser-Meyer-Olkin and Bartlett's Test of Factorability for the Leader Silence Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.797
Bartlett's Test of Sphericity	Approx. Chi-Square	958.754
	Df	231
	Sig.	0

Sample Size

The final assumption for the exploratory factor analysis was the sample size test. It is recommended that the sample size for an exploratory factor analysis should be large enough to yield reliable estimates of correlations among variables (Pearson, 2008). A reliable sample is normally determined by the ratio of number of cases to the number of items in the EFA model. According to Pearson (2008), a ratio of at least 5:1 is recommended for effective exploratory factor analysis. In this exploratory portion of the study, the sample size used was 110 after eliminating cases that were multivariate outliers, while the number of items on the Leader

Silence Scale was 22. Thus, the ratio of cases to items was 5:1 as recommended by Pearson

(2008). Thus, the sample adequacy assumption was met.

Exploratory Factor Analysis Assumptions – Leader Voice Scale

An exploratory factor analysis was also conducted to determine the key factors on the

Leader Voice Scale. Prior to conducting the exploratory analysis, a series of parametric

assumptions were conducted. These assumptions include multivariate normality,

multicollinearity, factorability, and sample size adequacy. The same procedures used for

assumptions testing for the Leader Silence Scale were followed.

Multivariate Normality Assumption

The assumption of multivariate normality was tested using two methods; (a) a normal

probability plot (P-P), and (b) Mahalanobis distance. The first method involved running a linear

regression model in SPSS with Leader Voice Scale items as the independent variables. Visually

inspecting the normal probability plot shown in Figure I2 reveals visible deviations of the

residuals from the normal. Based on this visual inspection, it was ascertained that the data did not

observe multivariate normality.

Figure I2

Normal P-P Plot of the Leader Voice Scale Items
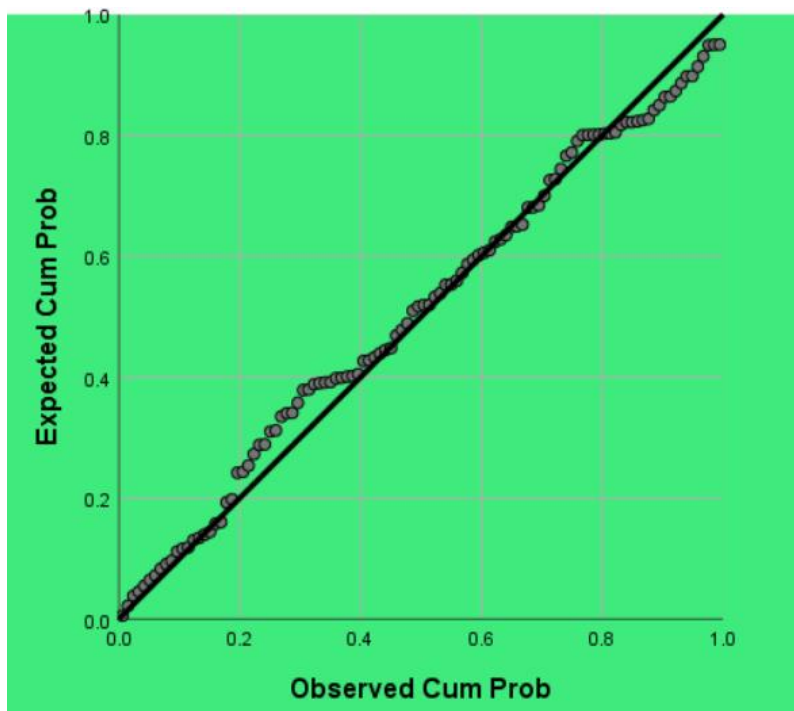
The next step involved identifying and dealing with multivariate outliers in the data. This objective was achieved by first calculating the Mahalanobis distance for each data point and determining whether it fell in the rejection region of the Chi-square distribution function (p<.001). According to Ghobani (2019), Mahalanobis distance follows a Chi-squared distribution pattern. All observations whose Mahalanobis distance was significant were considered to be multivariate outliers and excluded from the analysis. In total, 5 cases were found to be significant outliers since their respective Mahalanobis distances were statistically significant at the alpha level of .001.

Multicollinearity

Multicollinearity was tested using the Variance Inflation Factor method. A variable with a VIF score greater than 10 is highly correlated with one or more other variables in the model. Table I3 shows the VIF and Tolerance scores of the Leader Voice Scale items. None of the scale items had a VIF greater than 10 hence the multicollinearity assumption was met.

Table I3

Test of Multicollinearity for the Leader Voice Scale

Item	Label	Tolerance	VIF
Because I want to clearly let the aggressor know that the aggressive behavior is unacceptable	CORRECT_VD1	0.264	3.785
Because I have no tolerance for aggression	CORRECT_VD4	0.636	1.572
Because I want: To warn the aggressor and give consequences	CORRECT_VD7	0.392	2.55
Because: It was finally time to act on repeated aggressive behavior	CORRECT_VD20	0.612	1.633
Because: It must be addressed right away	CORRECT_VD9	0.299	3.343
Because: When I want to stop it, I will make sure it stops	CORRECT_VD23	0.434	2.306
Because I want: To remind the aggressor of the expected behavior	CORRECT_VD6	0.411	2.435
Because: A complaint was made	CORRECT_VD22	0.651	1.537
Because I want: To end the disruption quickly	HELP_VD5	0.404	2.476
Because I want: To ensure a good environment and culture	HELP_VD13	0.287	3.481
Because I want: To protect the organization's reputation	HELP_VD18	0.486	2.059
Because I want: To avoid future problems (such as a lawsuit or destruction)	HELP_VD16	0.463	2.161
Because I want: To create a solution	HELP_VD8	0.355	2.82
Because: the aggressor's behavior doesn't support teamwork	HELP_VD19	0.556	1.8
Because: It is my duty / responsibility	RESPONS_VD2	0.5	2

Because I want: To keep my employees safe from harm	RESPONS_VD3	0.306	3.264
Because: It is the right thing to do	RESPONS_VD17	0.376	2.662
Because: Someone has to say/do something (get in the middle of it)	RESPONS_VD12	0.505	1.981
Because: I was unhappy with the situation	RESPONS_VD10	0.501	1.995
Because I want: To figure out what is going on with the situation	PROSOC_VD14	0.447	2.235
Because I want: To demonstrate my values (lead by example)	PROSOC_VD15	0.446	2.242
Because I want: To understand the aggressor's perspective	PROSOC_VD11	0.522	1.915
Because: I care what people think of me	PROSOC_VD25	0.66	1.515
Because: It feels good that I know how to deal with an aggressive person	PROSOC_VD24	0.443	2.259
Because: I find it rewarding when I speak to the aggressor	PROSOC_VD21	0.49	2.04

Factorability

Factorability was conducted on the Leader Voice Scale data to determine whether there was some degree of correlations among the scale items that would allow them to be grouped based on amount of variance shared. Factorability of the scale items was assessed using the KMO and Bartlett's tests. KMO was used to sampling adequacy in order to determine if the data was factorizable. According to Shretha (2021), sampling adequacy is met if the KMO statistic obtained is >0.50. In this study, sampling adequacy was met based on the KMO statistic obtained (KMO = 0.874) (Table I4).

Bartlett's test of sphericity was used to determine if the items on the Leader Voice Scale were factorable and would yield coherent factors. Data is considered factorizable if the Bartlett's test of sphericity is significant. The Bartlett's test of sphericity was also significant at the 5% alpha level (0.00) indicating the data was likely to yield coherent factors.

Table I4

Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Tests for Factorability

|		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.874
Bartlett's Test of Sphericity	Approx. Chi-Square	1208.435
	Df	300
	Sig.	0.000

Sample Size Adequacy

The last assumption tested was whether the sample size used in the data was adequate for exploratory factor analysis. According to Pearson (2008), a reliable sample for factor analysis should be at least four times the number of items on the scale. The number of items on the Leader Voice Scale was 25 hence the minimum sample size required for factor analysis was 100. The sample size used for factor analysis after removal of outliers was 107, which was greater than the required minimum of 100. Thus, the assumption of sample size adequacy for exploratory factor analysis was met.

APPENDIX J

Leader Voice CFA Graphic Model
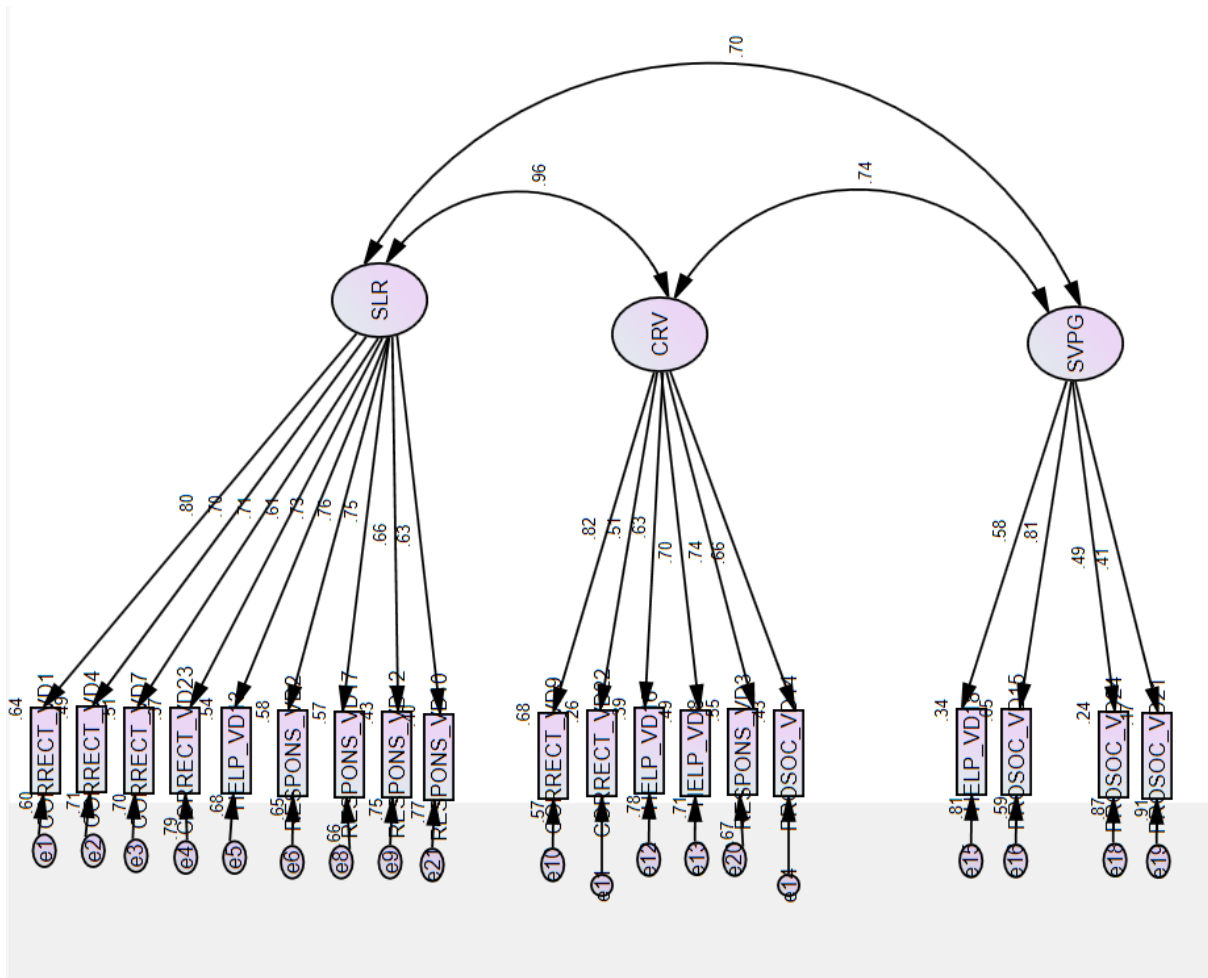
APPENDIX K

Leader Silence CFA Graphic Model