

DEI MEASURES

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Demographics

General Demographic Survey Questions

Adapted from Hughes, J. L., Camden, A. A., & Yangchen, T. (2016). Rethinking and updating demographic questions: Guidance to improve descriptions of research samples. *Psi Chi Journal of Psychological Research*, 21(3), 138-151.

Consider putting this at the top of this section: “*We have tried to be comprehensive in the following demographic categories, however, we realize that some people’s identities may have been omitted and ask for your understanding.*”

Age

What is your age in years? _____

Job position

- What is your current occupation? _____

Tenure

- How long have you been working at your current organization (in years)? _____

Gender identity

There are different ways to approach this. Right now, using a two-step procedure is in vogue. Here are two different ways to do this:

Option #1 (Adapted from Puckett et al., 2020)

What is your current gender identity?

- Genderqueer/nonbinary
- Man
- Woman
- A gender not listed: _____
- Prefer not to respond

Are you a transgender person?

- Yes
- No

- Prefer not to respond

Option #2 (Adapted from Magliozzi et al., 2016)

The idea behind this one is if the ASAB does not correspond with the GID the participant chooses, you can consider them transgender. I think this is pretty presumptuous but this is a tested and validated approach.

What sex were you assigned at birth? Or What sex is listed on your birth certificate?

- Female
- Male
- Prefer not to respond

What is your current gender identity?

- Genderqueer/nonbinary
- Man
- Woman
- A gender not listed: _____
- Prefer not to respond

Pronouns

- What pronouns do you currently use? [Participants can check as many categories as they wish]
 - He, him, his
 - She, her, hers
 - They, them, their
 - Ze, hir, hers
 - Pronouns not listed, please specify _____

Sexual Orientation

Which of the following best describes your current sexual orientation?

1. Asexual
2. Bisexual
3. Gay
4. Heterosexual (straight)
5. Lesbian
6. Pansexual
7. Queer
8. Questioning

9. A sexual orientation not listed, please specify _____
10. I prefer not to respond

Race/Ethnicity

Which categories currently describe you? [Participants can check as many categories as they wish]:

1. Native American or Alaska Native
2. Asian
3. Black or African
4. Hispanic, Latino or Spanish Origin
5. Middle Eastern or North African
6. Native Hawaiian or Other Pacific Islander
7. White
8. A race, ethnicity, or origin not listed, please specify: _____
9. I prefer not to respond

Political Ideology

Which of the following best describes your political ideology?

1. Anarchist
2. Conservative
3. Democrat
4. Liberal
5. Libertarian
6. Nationalist
7. Populist
8. Socialist
9. An ideology not listed, please specify _____
10. I am not political
11. I prefer not to respond

Religion

How do you describe your religion, spiritual practice, or existential worldview?

1. Agnostic (You are not sure if there is a higher power)
2. Atheist (You do not believe there is a higher power)
3. Buddhist
4. Christian
5. Hindu
6. Jewish

7. Muslim
8. Spiritual, but not committed to a particular faith
9. A religion not listed, please specify _____
10. I prefer not to respond

Disability status [Participants can check as many categories as they wish]:

Have you been diagnosed with a disability or impairment?

1. Yes
2. No
3. I prefer not to respond

[If “yes”]

1. Which of the following have been diagnosed?
 - a. A sensory impairment (vision/hearing)
 - b. A mobility impairment
 - c. A learning disability
 - d. A mental health disorder
 - e. A disability or impairment not listed above, please specify _____
 - f. I prefer not to respond

Education

What is the highest level of education you have completed?

1. Some high school
2. High school degree, GED, or equivalent
3. Some college
4. Associate’s degree
5. Bachelor’s degree
6. Some graduate work
7. Master’s degree
8. PhD
9. Professional degree (e.g., MD, JD)
10. Vocational training

SES

1. What social class do you identify with?
2. Poor
3. Working poor
4. Working class

5. Middle class
6. Affluent
7. A social class not listed, please specify _____

Diversity

Multidimensional Workplace Diversity Climate Perceptions

McKay, P. F., Avery, D. R., Tonidandel, S., Morris, M. A., Hernandez, M., & Hebl, M. R. (2007). Racial differences in employee retention: Are diversity climate perceptions the key?. *Personnel psychology*, 60, 35-62.

Alpha Coefficient: .91

1. Recruiting from diverse sources.
2. Offer equal access to training.
3. Open communication on diversity.
4. Publicize diversity principles.
5. Offer training to manage diverse population.
6. Respect perspectives of people like me.
7. Maintains diversity-friendly work environment.
8. Workgroup has climate that values diverse perspective.
9. Top leaders visibly committed to diversity.

- 1 - well below expectations
- 2 - below expectations
- 3 - meets expectations
- 4 - above expectations
- 5 - well above expectations

Diversity Self-Efficacy

Holladay, C. L. (2004). *An evaluation of diversity training: Effects of trainer characteristics and training focus* (Doctoral dissertation, Rice University).

Alpha coefficient of .74.

How do you feel about your ability to work with diverse others?

1. I feel confident in my ability to effectively perform a task with a group of people who are different from me.
2. I don't feel that I am as capable of performing a task with a group of people who are different from me, as I am with a group of similar others.
3. On average, other people are probably much more capable of performing a task with a group of people who are different from themselves, than I am.
4. I am not confident that I can effectively perform a task with a group of people who are different from me.
5. I doubt that my performance will be adequate on a task with a group of people who are different from me.

1- strongly disagree

2- disagree

3- neither agree nor disagree

4- agree

5- strongly agree

Beliefs about Bias

Joy-Gaba, J. (2017). From learning to doing: The effects of educating individuals on the pervasiveness of bias.

1. Everyone, including me, has biases toward other people.
2. Whether I want to or not, I have more positive feelings about some racial groups than others.
3. Whether I am aware of it or not, I use a person's race or ethnicity to form an impression of the kind of person they are.
4. Unwanted biases probably influence my decision making about other people.
5. Unwanted biases may affect the way I make decisions without realizing it
6. If my decision was influenced by unwanted biases, I would know about it.
7. I am concerned that I may have unwanted biases that I am not aware of.
8. If people try hard enough, their decisions about other people will not be influenced by unwanted biases

- 1 - Strongly agreed
- 2 - Agreed
- 3 - Slightly agreed
- 4 - Slightly disagreed
- 5 - Disagreed
- 6 - Strongly disagreed

Pluralism and Diversity Attitude Assessment (PADAA)

Stanley, L. S. (1996). The development and validation of an instrument to assess attitudes toward cultural diversity and pluralism among preservice physical educators. *Educational and Psychological Measurement*, 56, 891-897.

19-item measure, consisting of four subscales (Appreciate Cultural Pluralism, Value Cultural Pluralism, Implement Cultural Pluralism, and Uncomfortable with Cultural Diversity).

Alpha Coefficient: .91

1. Each student should have an equal opportunity to learn and succeed in career and technical education.
2. Each minority culture has something positive to contribute to American society.
3. There is really nothing that educational systems can do for students who come from lower socioeconomic groups.
4. Career and technical educators should plan activities that meet the diverse needs and develop the unique abilities of students from different ethnic backgrounds.
5. Students should be taught to respect those who are different from themselves.
6. Students should feel pride in their heritage.
7. Career and technical educators should help students develop respect for themselves and others.
8. Minority individuals should adopt the values and lifestyles of the dominant culture.
9. Minority individuals are hard to work with in career and technical education.
10. The perspectives of a wide range of ethnic groups should be included in the curriculum.
11. In career and technical education, it does not matter if a student is rich or poor, everyone should have the same chance to succeed.
12. I enjoy being around people who are different from me.
13. Career and technical educators are responsible for teaching students about the ways in which various cultures have influenced the various vocations in this country.
14. I am uncomfortable around the students whose ethnic heritage is different from my own.
15. Students should give up their cultural beliefs and practices to fit in with other students.
16. Cultural diversity is a valuable resource and should be preserved.
17. Career and technical education activities should be representative of a wide variety of cultures.
18. Cultural diversity is a negative force in the development of American society.

19. All students should learn about cultural differences.

6 = strongly agree

5 = agree

4 = slightly agree

3 = slightly disagree

2 = disagree

1 = strongly disagree

Instrumentality/Valence Questionnaire

Richards, C. R. (2005). *A motivational approach for understanding receptivity to diversity: Implications for diversity training*. University of Florida.

Alpha Coefficient: .97

1. Diversity training will help me acquire the *awareness* I need to interact more effectively with culturally diverse coworkers.
2. Diversity training will help me acquire the necessary *knowledge* I need to be culturally sensitive to others at work
3. Diversity training will help me acquire the necessary *skills* I need to be culturally sensitive to others at work.
4. Diversity training will help me acquire the *behaviors* that are necessary for effective cross-cultural interactions at work.
5. Diversity training will prepare me to be more culturally competent.
6. Diversity training will help me acquire the *knowledge* that is necessary for effective cross-cultural interactions at work.
7. Diversity training will prepare me to be more culturally sensitive.
8. Diversity training will help me acquire the *awareness* I need to be culturally sensitive to others at work.
9. Acquiring the *awareness* I need to interact more effectively with culturally diverse coworkers is important to me.
10. Acquiring the necessary *knowledge* I need to be culturally sensitive to others at work is important to me.
11. Acquiring the necessary *skills* I need to be culturally sensitive to others at work is important to me.
12. Acquiring the *behaviors* that are necessary for effective cross-cultural interactions at work is important to me.
13. Becoming more culturally competent is important to me.
14. Acquiring the *knowledge* that is necessary for effective cross-cultural interactions at work is important to me.
15. It is important for me to have effective cross-cultural interactions at work.
16. Becoming culturally sensitive is important to me

1- strongly disagree

2- disagree

3- Neither agree nor disagree

4- agree

5- strongly agree

Objectivity Measure (Diversity Training)

1. I am objective
2. I am immune from biases
3. I could personally benefit from a diversity training program
4. I need to learn how to be more tolerant towards others
5. I have biases regarding people who are different from myself

- 1 - Disagree Strongly
- 2 - Disagree
- 3 - Disagree Slightly
- 4 - Neutral
- 5 - Agree Slightly
- 6 - Agree
- 7 - Agree Strongly

Reactions to Diversity Training

Holladay, C. L. (2004). *An evaluation of diversity training: Effects of trainer characteristics and training focus* (Doctoral dissertation, Rice University).

Adapted from Holiday (2004).

1. This training course was useful to me.
2. I feel personally threatened by this training course.
3. I would be motivated to attend this course.
4. This course has increased my comfort in interacting with people of another race.
5. I will use the *behaviors* learned in this training course in my interactions.
6. This training course should be mandatory for everyone in work/school settings.
7. This course has increased my comfort in interacting with people of another gender.
8. This course has increased my comfort in interacting with people who are different from me.
9. This course has motivated me to interact with people who are different from me.
10. I feel that this training course was meant to sensitize White males.
11. I will use the *knowledge* that I learned in this training course in my interactions.
12. This training course has increased my awareness for diversity.
13. This training focuses too much on helping minorities get ahead.
14. I would be motivated to attend more courses dealing with these topics.
15. This training course would create too much of a “political correct” atmosphere in a school/organization.
16. This training course had changed by *attitudes* towards people who are different from me.
17. I feel that this course would created backlash against diverse groups in organizations/schools.

1 –strongly disagree

2- disagree

3- neither disagree nor agree

4- agree

5- strongly agree

Knowledge/Learning Related to Diversity Training

Holladay, C. L. (2004). *An evaluation of diversity training: Effects of trainer characteristics and training focus* (Doctoral dissertation, Rice University).

Part 1

1. When making an *effective* decision, you should consider the possible costs.
2. When talking about diversity we are focusing only on topics that surround “protected” groups (race, gender, nationality, ethnicity, disabled, age)
3. A skill required in conflict resolution is the ability to determine each side’s perception of the conflict.
4. Listening includes listening for the main idea of what a person is saying.
5. We should restrain from giving out own view when responding to another’s point of view.
6. When making an effective decision, you should consider a criterion to be used.
7. Acknowledging another person’s point of view involves the following two skills: Listening and Observing.
8. Benefits of diversity in a n organization include increased cohesion.
9. During a conflict, you should articulate **one** side of the argument.
10. You should communicate your understanding of another person’s **feelings** when *responding*.
11. One way to ensure against unfair treatment is to consider appropriate criteria, such as race, in your decision.
12. Benefits of diversity in an organization include increased competitiveness.
13. Diversity means “that person is different from me”.
14. To increase a group’s effectiveness, you should focus on the difference within the team.
15. One should use a conflict to result in new solutions.
16. Any type of discrimination is illegal.
17. Benefits of diversity in an organization include increased creativity.
18. One way to ensure against unfair treatment is to systematically evaluate people by taking into consideration if they are in a “protected” group.
19. Listening includes listening for values important to the other person.
20. In trying to resolve a conflict, you should reiterate what the other person is saying.
21. To use diversity as an advantage, you should recognize the similarities of the individuals within the group. (manipulation check)
22. The best strategy for resolving a conflict is to combine the two sides’ viewpoints into a solution. (manipulation check)

1= Strongly Disagree

2= Disagree

3= Neutral
4= Agree
5= Strongly Agree

Part 2

1. The element that should not be considered in making an effective decision is a(n):
 - a. Alternative
 - b. Evaluation
 - c. Cost
2. During a conflict, one should always:
 - a. Use the conflict to result in a combined solution of the two sides' viewpoints
 - b. View the conflict as an opportunity to isolate the caused of differences
 - c. Articulate one side of an argument
3. Listening includes, listening for:
 - a. The strength of his or her point of view
 - b. The values important to him or her
 - c. The fairness of his or her point of view
4. Benefits of diversity in an organization include increased:
 - a. Cohesion
 - b. Communication
 - c. Competitiveness
5. Identifying a feeling involves:
 - a. Listening to non-verbal cues
 - b. Communicating your approval
 - c. Watching for concealed expressions

Attitudes Toward Diverse Workgroups Scale (ADWS)

Nakui, T., Paulus, P.B., van der Zee, K.I., The role of attitudes and reactions towards diverse work groups. *Journal of Applied Psychology*, 2327 - 2350

In today's work environment, people are often confronted with groups that vary in their diversity in terms of age, gender, race or ethnicity, expertise, background, and country of origin. We would like to know your feelings about working in groups that vary in their degree of diversity. A diverse group is one in which people differ from one another in one or more significant ways. In the statements below, please indicate to what extent you agree or disagree with them by marking the appropriate space on the answer sheet.

Note. A = affective; P = productive

1. I don't enjoy working with people who come from different countries. [A]
2. Working in diverse groups can increase one's understanding of those who are different from me. [P]
3. Being a leader of a diverse group should enhance a person's leadership ability. [P]
4. I prefer to socialize with people from my own ethnic group. [A]
5. For complicated problems, diverse groups will be able to solve the problem more easily. [P]
6. Groups whose members are diverse will be more creative. [P]
7. In general, I prefer socializing with people like myself. [A]
8. Workgroups with members from different cultural backgrounds are likely to be effective. [P]
9. Differences in political ideology within groups can stimulate one's thinking. [P]
10. The experiences of group members who come from different countries can be helpful in groups that are trying to generate novel ideas. [P]
11. I prefer working with people who are very similar to me. [A]
12. It is easier to be motivated when working with people who are like me. [A]
13. I find interacting with people from different backgrounds very stimulating. [P]
14. The experience of working with diverse group members will prepare me to be a more effective employee in an organization. [P]
15. Diverse groups can provide useful feedback on one's ideas. [P]
16. Solutions of complex problems require groups with diverse experiences or backgrounds. [P]
17. Conversations in diverse groups tend to be somewhat uncomfortable. [A]

Ally Behaviors Scale

(Linnehan, Chrobot-Mason, & Konrad, 2006)

How likely it is that you would engage in each of these behaviors during the next month?

1. Point out if others use language that may be offensive to members of certain demographic groups.
2. Confront those who tell jokes that are offensive to members of other demographic groups.
3. Question comments that appear to promote prejudice or stereotypes.
4. Coach others to confront stereotypes or biases if they are affecting working relationships.
5. Ask questions rather than make assumptions about people's intentions
6. Give co-workers an opportunity to explain before judging.
7. Talk directly to co-workers when there is a problem, rather than complaining to others.
8. Give corrective feedback to co-workers in private.
9. Ask questions about the preferred terminology in referring to diverse groups.
10. Discuss the demographics of your work group, task forces or project teams.
11. Ask diverse co-workers to identify aspects of your behavior that hinder the development of work relationships.
12. Seek opportunities to work with members of diverse demographic groups.
13. Ask members of diverse demographic groups for their views and ideas.
14. Look for instances where members of other demographic groups are overlooked and take action to get them involved.

1= extremely unlikely,

2= unlikely

3= somewhat unlikely

4= either likely or unlikely

5= somewhat likely

6= likely

7=extremely likely

Workplace Diversity Climate Perceptions

McKay, P. F., Avery, D.R., Tonidandel, S., Morris, M.A., Hernandez, M., & Lebl, M. R. (2007). Racial differences in employee retention: Are diversity climate perceptions the key? *Personnel Psychology*, 60(1), 35-62

For the following statements, indicate how well your organization meets the following expectations:

1. Recruiting from diverse sources.
2. Offers equal access to training.
3. Open communication on diversity.
4. Publicizes diversity principles.
5. Offers training to manage diverse populations.
6. Respects perspectives of people like me.
7. Maintains diversity-friendly work environment
8. Workgroup has climate that values diverse perspectives.
9. Top leaders visibly committed to diversity

- 1 - well below expectations
- 2 - below expectations
- 3 - neither above or below expectation
- 4 - above expectations
- 5 - well above expectations

Perceived Discrimination

Chris G. Sibley (2011): The BIAS–Treatment Scale (BIAS–TS): A Measure of the Subjective Experience of Active and Passive Harm and Facilitation, *Journal of Personality Assessment*, 93:3, 300-315

Please rate a number next to each statement using the scale below to indicate how often people in New Zealand act toward you in each of the following ways. This includes both strangers and people you know well.

1. Do things to threaten you.
2. Act as if they know what's best for you.
3. Are friendly toward you and make you feel welcome.
4. Happily interact with you in formal situations but not social ones.
5. Deliberately try to make you feel unsafe.
6. Tell you what you should do, despite what you might want.
7. Actively listen to what you want.
8. Are happy to work with you, but not socialize with you.
9. Act in a threatening manner toward you.
10. Offer advice and opinions even when you don't want it.
11. Are happy to hear your opinions about things.
12. Only interact with you when they need something from you.
13. Make you feel unsafe.
14. Insist on helping you even when you don't need it.
15. Volunteer to help you out.
16. Treat you with respect, but avoid socializing with you.
17. Threaten or harass you.
18. Insist that they know what is best for you.
19. Make you feel welcome when they meet you.
20. Only socialize or interact with you when it suits their purposes.
21. Call you names or insult you.
22. Act as if you need help when you don't.
23. Are friendly and willing to help you.
24. Are happy to associate with you, but only when it benefits them.
25. Attack you, or make you fear that they might.
26. Try to help you with things you'd rather do for yourself.
27. Actively listen to your opinions about things.
28. Only associate with you when they need something done.
29. Make threatening gestures toward you.

- 30. Try to do things for you that you would rather do for yourself.
- 31. Do their best to make you feel comfortable.
- 32. Seem to only want you around when you can help them somehow.

- 1 - have never experienced this
- 2 - sometimes experience this
- 3 - sometimes experience this
- 4 - sometimes experience this
- 5 - sometimes experience this
- 6 - sometimes experience this
- 7 - often experience

Active harm is calculated as the average of Items 1, 5, 9, 13, 17, 21, 25, and 29

Passive harm is calculated as the average of Items 2, 6, 10, 14, 18, 22, 26, and 30

Passive facilitation is calculated as the average of Items 4, 8, 12, 16, 20, 24, 28, 32

Active facilitation is calculated as the average of Items 3, 7, 11, 15, 19, 23, 27, and 31
this

ODI Items and Factor Loadings Item

Hegarty WH, Dalton DR. (1995). Development and psychometric properties of the organizational diversity inventory (ODI). *Educational & Psychological Measurement*, 55, 1047– 1051.

1. I have experienced the discomfort of discrimination.
7. Not everyone at my level in the organization is treated fairly.
9. Sexual discrimination exists in my organization.
11. Our company sometimes doesn't follow our stated policies against discrimination.
18. I have heard people at work make negative comments about gays.
20. My spouse (significant other) would say that they treat me fairly here.
2. Some people in my organization are not comfortable with women in managerial positions.
8. Many people in my organization are biased against people who are gay.
13. I have heard sexist remarks about women at work.
16. I have heard racist remarks at work.
19. Management talks about diversity, but doesn't really do anything about it.

My organization has sponsored classes, workshops, and/or seminars on managing the diverse work force.

Managing diversity has helped my organization to be more effective.

17. My company accommodates the needs of disabled persons.
3. Sometimes I feel my organization hires minorities to fill unstated quotas.
5. Our company actively recruits minorities.
10. Sometimes I feel people get assignments because they are a minority person.
4. I would be comfortable having a mentor who was not at all like me.
6. Sometimes a person's religion affects how they are viewed in my organization.
12. People of certain religious faiths are often not well integrated into the organization.

Workplace Ostracism Scale: Ferris et al, 2008

Ferris, D. L., Brown, D. J., Berry, J. W., & Lian, H. (2008). The development and validation of the Workplace Ostracism Scale. *Journal of applied psychology*, 93(6), 1348.

1. Others ignored you at work.
2. Others left the area when you entered.
3. Your greetings have gone unanswered at work.
4. You involuntarily sat alone in a crowded lunchroom at work.
5. Others avoided you at work.
6. You noticed others would not look at you at work.
7. Others at work shut you out of the conversation.
8. Others refused to talk to you at work.
9. Others at work treated you as if you weren't there.
10. Others at work did not invite you or ask you if you wanted anything when they went out for a coffee break.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Slightly disagree
- 4 - Neutral
- 5 - Slightly agree
- 6 - Agree
- 7 - Strongly Disagree

Inclusion-Exclusion Measure: Mor-Barak et al, 1998

Mor-Barak, M. E., & Cherin, D. A. (1998). A tool to expand organizational understanding of workforce diversity: Exploring a measure of inclusion-exclusion. *Administration in Social Work*, 22(1), 47-64.

Work Group involvement (WGI)

1. Feel part of informal discussions in work group
2. Feel isolated from work group
3. Work group members don't share information with me
4. People in work group listen to what I say
5. My judgment is respected by members of work group
6. Work group members make me feel a part of decisions

Influence in Decision Making (IDM)

7. Able to influence organizational decisions
8. Able to influence work assignment decisions
9. Consulted about important project decisions
10. Have a say in the way work is performed

Access to Communications and Resources (ACR)

11. Provided feedback by boss
12. Don't have access to training I need
13. Have all the materials I need to do my job
14. Rarely receive input from my supervisor

Acculturation Scale for Hispanics (Short)

Marin, G., Sabogal, F., Marin, B. V., Otero-Sabogal, R., & Perez-Stable, E. J. (1987).
Development of a short acculturation scale for Hispanics. *Hispanic Journal of Behavioral Sciences*, 9, 183-205.

Alpha Coefficient: .92

A. English

1. In general, what language(s) do you read and speak?

- (1) Only spanish
- (2) Spanish better than English
- (3) Both equally
- (4) English better than Spanish
- (5) Only English

2. What is the language(s) you used as a child?

- (1) Only Spanish
- (2) More Spanish than English
- (3) Both Equally
- (4) More English than Spanish
- (5) Only English

3. What language(s) do you usually speak at home?

- (1) Only Spanish
- (2) More Spanish than English
- (3) Both Equally
- (4) More English than Spanish
- (5) Only English

4. In which language(s) do you usually think?

- (1) Only spanish
- (2) More Spanish than English
- (3) Both Equally
- (4) More English than Spanish
- (5) Only English

5. What language(s) do you usually speak with your friends?

- (1) Only Spanish
- (2) More Spanish than English
- (3) Both Equally
- (4) More English than Spanish
- (5) Only English

6. In what language(s) are the T.V. programs you usually watch?

- (1) Only Spanish
- (2) More Spanish than English
- (3) Both Equally
- (4) More English than Spanish
- (5) Only English

7. In what language(s) are the radio program you usually listen to?

- (1) Only Spanish
- (2) More Spanish than English
- (3) Both Equally
- (4) More English than Spanish
- (5) Only English

8. In general, in what language(s) are the movies, T.V. and radio programs you *prefer* to watch and listen to?

- (1) Only Spanish
- (2) More Spanish than English
- (3) Both Equally
- (4) More English than Spanish
- (5) Only English

9. Your close friends are:

- (1) All Latinos/ Hispanics
- (2) More Latinos than Americans
- (3) About Half and Half
- (4) More Americans than Latinos
- (5) All Americans

10. You prefer going to social gatherings/parties at which the people are:

- (1) All Latinos/ Hispanics

- (2) More Latinos than Americans
- (3) About Half and Half
- (4) More Americans than Latinos
- (5) All Americans

11. The persons you visit or who visit you are:

- (1) All Latinos/Hispanics
- (2) More Latinos than Americans
- (3) About Half and Half
- (4) More Americans than Latinos
- (5) All Americans

12. If you could choose your children's friends, you would want them to be:

- (1) All Latinos/ Hispanics
- (2) More Latinos than Americans
- (3) About Half and Half
- (4) More Americans than Latinos
- (5) All American

Measurement of Acculturation Strategies for People of African Descent (MASPAD)

APPENDIX A

Directions: Answer each question as honestly as you possibly can by identifying the response that best reflects your agreement/disagreement to each item [“Strongly Disagree” (1), “Disagree” (2), “Slightly Disagree” (3), “Slightly Agree” (4), “Agree” (5), “Strongly Agree” (6)]. There are no right or wrong answers. Provide only one response to each item.

What is your ethnicity? _____

1. I take a great deal of pride in being a person of African ancestry (African, African American, Black Cuban, Black Brazilian, Trinidadian, Jamaican, etc.)
2. If I have children, I will give them an African naming ceremony.
3. I do not feel a need to raise my children in an African tradition.
4. I use the expertise of medical doctors and Western science to treat physical illnesses
5. N/A
6. I find myself disagreeing with many of the Black people that I know about my (or their) beliefs.
7. I tend to generate friendships with people from different racial and cultural backgrounds
8. It is important for me to treat my elders with the utmost respect.
9. Everyone has an equal opportunity to be financially successful in this country
10. N/A
11. Despite facing potential discrimination, it is important for me to maintain my cultural beliefs.
12. I behave in ways that are consistent with people of African ancestry even if other cultural groups do not accept it.
13. I actively participate in American holidays
14. You can learn about a person’s character by observing his/her behavior
15. I do not take things from the Earth without giving back to it
16. I consider myself to be a religious (Christian, Catholic, Muslim, etc.) person
17. It is my responsibility to be actively involved in the Black community
18. I use various forms of divination to gain insight into difficult questions
19. I feel uncomfortable when I am around people from my cultural group
20. I participate in many social events where few Blacks are
21. I actively support Black owned businesses
22. People should modify many of their values to fit those of their surroundings
23. I express different cultural values in order to fit in
24. I believe it is necessary for me to support Black owned businesses.
25. My beliefs are largely shaped by my religion (Christianity, Catholicism, Islam, etc.)

26. Most of my closest friends and past romantic partners are from a variety of different cultural groups
27. I prefer entertainment (movies, music, plays, etc.) that highlights Black talent.
28. I buy products that are made by people of African ancestry (African, African American, Black Cuban, Black Brazilian, Trinidadian, Jamaican, etc.).
29. I do not purchase products from Black owned businesses
30. I believe festivals maintain spiritual and physical balance in my community
31. I use herbal remedies to address spiritual and physical illnesses
32. I see no problem assimilating into other cultural values in order to be financially successful
33. People of African descent should know about their rich history that began with the birth of humanity
34. I am actively involved in an African spiritual system
35. It is a good idea to enroll an elderly person into a group home
36. I do not own products that were made by people of African descent
37. I use words from an African language when participating in my spiritual practices
38. Social status should be determined by a person's occupation as opposed to age
39. I will probably marry someone that is not Black.
40. Members of my culture should have an appreciation for
41. Time is limited commodity that should not be wasted.
42. I expose myself to various forms of media (television, magazines, newspapers, internet, etc.) in order to keep up with current events that impact my community
43. Blacks should not obtain reparations for being descendents of enslaved Africans since we are all reaping the benefits of slavery today
44. I work within the system to help all people rather than vocalizing my disapproval about injustices that specifically impact Black people
45. N/A

- 1- Strongly Disagree
- 2- Disagree
- 3- Slightly Disagree
- 4- Slightly Agree
- 5- Agree
- 6- Strongly Agree

Sex/Gender

Hostile Sexism Scale

Glick, P., & Fiske, S. T. (1996). The ambivalent sexism inventory: Differentiating hostile and benevolent sexism. *Journal of personality and social psychology*, 70(3), 491.

Alpha Coefficient: .80

1. Women exaggerate problems at work
2. Women are too easily offended
3. Most women interpret innocent remarks as sexist
4. When women lose fairly, they claim discrimination
5. Women seek special favors under guise of equality
6. Feminists are making reasonable demands
7. Feminists not seeking more power than men"
8. Women seek power by gaining control over men
9. Few women tease men sexually"
10. Once a man commits, she puts him on a tight leash
11. Women fail to appreciate all men do for them

- 1- Strongly disagree
- 2- Disagree
- 3-Neutral
- 4 - Agree
- 5- Strongly agree

Old-Fashioned Sexism Scale

Campbell, B., Schellenberg, E. G., & Senn, C. Y. (1997). Evaluating measures of contemporary sexism. *Psychology of Women Quarterly*, 21, 89-102.

1. Women are generally not as smart as men.
2. I would be equally comfortable having a woman as a boss as a man.
3. It is more important to encourage boys than to encourage girls to participate in athletics.
4. Women are just as capable as thinking logically than men.
5. When both parents are employed and their child gets sick at school, the school should all the mother rather than the father.

Modern Sexism Scale

Campbell, B., Schellenberg, E. G., & Senn, C. Y. (1997). Evaluating measures of contemporary sexism. *Psychology of Women Quarterly*, 21, 89-102.

1. Discrimination against women is no longer a problem within the United States.
2. Women often miss out on good jobs due to sexual discrimination.
3. It is rare to see women treated in a sexist manner on television.
4. On average, people in our society treat husbands and wives equally.
5. Society has reached the point where women and men have equal opportunities for achievement.
6. It is easy to understand the anger of women's groups in America
7. It is easy to understand why women's groups are still concerned about societal limitations of women's opportunities.
8. Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences.

Gender Identity Centrality Scale

(adapted from Sellers, Rowley, Chavous, Shelton, & Smith, 1997)

(1=Strongly disagree, 2 = Disagree, 3 = Slightly disagree, 4 = Slightly agree, 5 = Agree, 6 = Strongly agree)

1. In general, gender is an important part of my self-image.
2. I have a strong sense of belonging to people who are of my gender.
3. My gender is an important reflection of who I am.
4. My gender is a major factor in my social relationships.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Slightly disagree
- 4 - Slightly agree
- 5 - Agree
- 6 - Strongly agree

Gender Invariant Incivility Scale

Matthews, R. A., & Ritter, K. (2016). A concise, content valid, gender invariant measure of workplace incivility. *Journal Of Occupational Health Psychology*, 21(3), 352-365.

doi:10.1037/ocp0000017

During the past MONTH, have you been put in a situation where a COWORKER or SUPERVISOR . . .”

1. Paid little attention to your statements or showed little interest in our opinions.
2. Interrupted or “spoke over” you.
3. Ignored you or failed to speak to you (e.g., gave you “the silent treatment”)
4. Made jokes at your expense

- 1- never
- 2- rarely
- 3- sometimes
- 4- often
- 5- many times

Heteronormative Beliefs and Attitudes Scales

Janice M. Habarth (2015) Development of the heteronormative attitudes and beliefs scale, *Psychology & Sexuality*, 6:2, 166-188

Essential Sex and Gender Subscale

1. Masculinity and femininity are determined by biological factors, such as genes and hormones, before birth.
2. There are only two sexes: male and female.
3. All people are either male or female.
4. Gender is the same thing as sex.
5. Sex is complex; in fact, there might even be more than two sexes.
6. Gender is a complicated issue, and it does not always match up with biological sex.
7. People who say that there are only two legitimate genders are mistaken.
8. Gender is something we learn from society.

Normative Behaviour Subscale

9. In intimate relationships, women and men take on roles according to gender for a reason; it is really the best way to have a successful relationship.
10. In intimate relationships, people should act only according to what is traditionally expected of their gender.
11. It is perfectly okay for people to have intimate relationships with people of the same sex.
12. The best way to raise a child is to have a mother and a father raise the child together.
13. In healthy intimate relationships, women may sometimes take on stereotypical 'male' roles, and men may sometimes take on stereotypical 'female' roles.
14. Women and men need not fall into stereotypical gender roles when in an intimate relationship.
15. People should partner with whomever they choose, regardless of sex or Gender.
16. There are particular ways that men should act and particular ways that women should act in relationships

- 1- strongly disagree
- 2- disagree
- 3- somewhat disagree
- 4- neither disagree or agree
- 5- somewhat agree
- 6- agree
- 7- strongly agree

Gender Role Beliefs Scale

Kerr, P. S. & Holden, R. R. (1996). Development of the Gender Role Beliefs Scale (GRBS).=
Journal of Social Behavior & Personality, 11, 3-16.

1. It is disrespectful for a man to swear in the presence of a lady.
2. Women should not expect men to offer them seats on buses. R
3. Homosexual relationships should be as socially accepted as heterosexual relationships. R
4. The initiative in courtship should usually come from the man.
5. It bothers me more to see a woman who is pushy than a man who is pushy.
6. When sitting down at the table, proper respect demands that the gentleman hold the lady's chair.
7. Women should have as much sexual freedom as men. R
8. Women should appreciate the protection and support that men have traditionally given them.
9. Women with children should not work outside the home if they don't have to financially.
10. I see nothing wrong with a woman who doesn't like to wear skirts or dresses. R
11. The husband should be regarded as the legal representative of the family group in all matters of law.
12. I like women who are outspoken. R
13. Except perhaps in very special circumstances, a gentleman should never allow a lady to pay the taxi, buy the tickets, or pay the check.
14. Some equality in marriage is good, but by and large the husband ought to have the main say-so in family matters.
15. Men should continue to show courtesies to women such as holding open the door or helping them on with their coats.
16. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
17. A woman should be as free as a man to propose marriage. R
18. Women should be concerned with their duties of childrearing and housetending, rather than with desires for professional and business careers.
19. Swearing and obscenity is more repulsive in the speech of a woman than a man.
20. There are some professions and types of businesses that are more suitable for men than women.

- 1 - Agree Strongly
- 2 - Agree
- 3 - Agree Slightly
- 4 - Undecided
- 5 - Disagree Slightly
- 6 - Disagree
- 7 - Disagree Strongly

Bem Sex Role Inventory

Items for evaluating masculinity	Items for evaluating femininity	Non-typed items
1.- Self-reliant 4.- Defends own beliefs. 7.- Independent 10.- Athletic 13.- Assertive. 16.- Strong personality. 19.- Forceful. 22.- Analytical. 25.- Leadership ability. 28.- Willing to take risks. 31.- Makes decisions easily. 34.- Self-sufficient. 37.- Dominant. 40.- Masculine. 43.- Willing to take a stand. 46.- Aggressive. 49.- Acts as a leader. 52.- Individualistic. 55.- Competitive. 58.- Ambitious.	2.- Yielding. 3.- Helpful. 5.- Cheerful. 8.- Shy. 11.- Affectionate. 14.- Not susceptible to flattery. 17.- Loyal. 20.- Feminine. 23.- Sympathetic. 26.- Sensitive to others' needs. 29.- Understanding. 32.- Compassionate. 35.- Eager to soothe hurt feelings. 38.- Soft-spoken. 41.- Warm. 44.- Tender. 47.- Gullible. 50.- Childlike. 53.- Does not use harsh language. 56.- Loves children. 59.- Gentle.	3.- Helpful. 5.- Cheerful. 6.- Moody. 9.- Conscientious. 12.- Theatrical. 15.- Happy. 18.- Unpredictable. 21.- Reliable. 24.- Jealous. 27.- Truthful. 30.- Secretive. 33.- Sincere. 36.- Conceited. 39.- Likeable. 42.- Solemn. 45.- Friendly. 48.- Inefficient. 51.- Adaptable. 54.- Unsystematic. 57.- Tactful. 60.- Conventional.

Items for evaluating masculinity	Items for evaluating femininity	Non-typed items
1.- Self-reliant.	2.- Yielding.	3.- Helpful.
4.- Defends own beliefs.	5.- Cheerful.	6.- Moody.
7.- Independent.	8.- Shy.	9.- Conscientious.
10.- Athletic.	11.- Affectionate.	12.- Theatrical.
13.- Assertive.	14.- Not susceptible to flattery.	15.- Happy.
16.- Strong personality.	17.- Loyal.	18.- Unpredictable.
19.- Forceful.	20.- Feminine.	21.- Reliable.
22.- Analytical.	23.- Sympathetic.	24.- Jealous.
25.- Leadership ability.	26.- Sensitive to others' needs.	27.- Truthful.
28.- Willing to take risks.	29.- Understanding.	30.- Secretive.
31.- Makes decisions easily.	32.- Compassionate.	33.- Sincere.
34.- Self-sufficient.	35.- Eager to soothe hurt feelings.	36.- Conceited.
37.- Dominant.	38.- Soft-spoken.	39.- Likeable.
40.- Masculine.	41.- Warm.	42.- Solemn.
43.- Willing to take a stand.	44.- Tender.	45.- Friendly.
46.- Aggressive.	47.- Gullible.	48.- Inefficient.
49.- Acts as a leader.	50.- Childlike.	51.- Adaptable.
52.- Individualistic.	53.- Does not use harsh language.	54.- Unsystematic.
55.- Competitive.	56.- Loves children.	57.- Tactful.
58.- Ambitious.	59.- Gentle.	60.- Conventional.

Source: Hyde (1995, p. 134).

BEM INVENTORY

Sexual Experiences Questionnaire (SEQ) - Shortened Version

Source: Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, 17(4), 425-445.

Read each of the situations listed and then indicate how often you have had this experience.

Some questions may appear repetitive, but please answer them despite this. (1-5 Likert; Never, Once, Sometimes, Often, Very Often).

Have you ever been in a situation where a supervisor or coworker:

1. habitually told suggestive stories or offensive jokes?
2. made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., attempted to discuss or comment on your sex life)?
3. made crude and offensive sexual remarks, either publicly (e.g., in the office), or to you privately?
4. treated you “differently” because of your sex (e.g., mistreated, slighted, or ignored you)?
5. gave you unwanted sexual attention?
6. displayed, used, or distributed sexist or suggestive materials (e.g., pictures, stories, or pornography)?
7. frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or that men should not be the primary caretakers of children because they are not nurturing?)
8. attempted to establish a romantic relationship with you despite your efforts to discourage this person?
9. “put you down” or was condescending to you because of your sex?
10. has continued to ask you for a date, drinks, dinner, etc., even though you have said “no”?
11. made you feel like you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?
12. made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review, etc.)?
13. touched you (e.g., laid a hand on your bare arm, put an arm around your shoulders) in a way that made you feel uncomfortable?
14. made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, etc.)?
15. made unwanted attempts to have sex with you that resulted in you pleading, crying, or physically struggling?
16. implied faster promotions or better treatment if you were sexually cooperative?

17. made it necessary for you to respond positively to sexual or social invitations in order to be well-treated on the job or at school?
18. made you afraid you would be treated poorly if you didn't cooperate sexually?
19. treated you badly for refusing to have sex?

- 1- Never
- 2- Once
- 3- Sometimes
- 4- Often
- 5- Very Often

Total scale score is computed by adding the scores on the 19 items, where responses range from 0 (never) to 5 (very often). Subscale scores are calculated by summing the scores on each of the following items: gender harassment (items 1-4,6-7, 9), unwanted sexual attention (items 5,8,10,13-14), and sexual coercion (items 11-12, 15- 19).

Race/Racism

Multigroup Ethnic Identity Measure

Phinney, J. S. (1992). The multigroup ethnic identity measure: A new scale for use with diverse groups. *Journal of adolescent research*, 7(2), 156-176.

Appendix A

In this country, people come from a lot of different cultures and there are many different words to describe the different backgrounds or *ethnic groups* that people come from. Some examples of the names of ethnic groups are Mexican-American, Hispanic, Black, Asian-American, American Indian, Anglo-American, and White. Every person is born into an ethnic group or sometimes two groups, but people differ on how important their *ethnicity* is to them, how they feel about it and how much their behavior is affected by it. These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Please fill in:

In terms of ethnic group, I consider myself to be _____

1. I have spent time trying to find out more about my own ethnic group, such as its history, traditions, and customs.
2. I am active in organizations or social groups that include mostly members of my own ethnic group.
3. I have a clear sense of my ethnic background and what it means for me.
4. I like meeting and getting to know people from ethnic groups other than my own.
5. I think a lot about how my life will be affected by my ethnic group membership.
6. I am happy that I am a member of the group I belong to.
7. I sometimes feel it would be better if different ethnic groups didn't try to mix together.
8. I am not very clear about the role of my ethnicity in my life.
9. I often spend time with people from ethnic groups other than my own.
10. I really have not spent much time trying to learn more about the culture and history of my ethnic group.
11. I have a strong sense of belonging to my own ethnic group.

12. I understand pretty well what my ethnic group membership means to me, in terms of how to relate to my own group and other groups.
13. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.
14. I have a lot of pride in my ethnic group and its accomplishments.
15. I don't try to become friends with people from other ethnic groups.
16. I participate in cultural practices of my own group, such as special food, music, or customs.
17. I am involved in activities with people from other ethnic groups.
18. I feel a strong attachment towards my own ethnic group.
19. I enjoy being around people from ethnic groups other than my own
20. I feel good about my cultural or ethnic background.

Write in the number that gives the best answer to each question.

21. My ethnicity is

- a. Asian, Asian American, or Oriental
 - b. Black or African American
 - c. Hispanic or Latino
 - d. White, Caucasian, European, not Hispanic
 - e. American Indian
 - f. Mixed; parents are from two different groups
 - g. Other: (write in)
22. My father's ethnicity is (use numbers above) _____
23. My mother's ethnicity is (use numbers about) _____

- 1 - Strongly Disagree
- 2 - Somewhat Disagree
- 3 - Somewhat Agree
- 4 - Strongly Agree

Multigroup Ethnic Identity Measure Revised (MEIM-R)

Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology*, 54(3), 271.

The MEIM-R (Phinney & Ong, 2007) is a six-item measure of the degree to which an individual identifies with his or her ethnic group. Participants are asked to respond to each item using a 5-point Likert-type scale from 1 = *strongly disagree* to 5 = *strongly agree*. Higher scores indicate higher levels of identification with one's ethnic group.

1. I have spent time trying to find out more about my ethnic group, such as its history, traditions and customs
2. I have a strong sense of belonging to my own ethnic group
3. I understand pretty well what my ethnic group membership means to me
4. I have often done things that will help me understand my ethnic background better
5. I have often talked to other people in order to learn more about my ethnic group
6. I feel a strong attachment towards my own ethnic group

1. Strongly Disagree
2. Disagree
3. Neither Agree or Disagree
4. Agree
5. Strongly Disagree

Race Centrality Scale

(adapted from Sellers, Rowley, Chavous, Shelton, & Smith, 1997)

1. In general, race/ethnicity is an important part of my self-image.
2. I have a strong sense of belonging to people who are of my race/ethnicity.
3. My race/ethnicity is an important reflection of who I am.
4. My race/ethnicity is a major factor in my social relationships.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Slightly disagree
- 4 - Slightly agree
- 5 - Agree
- 6 - Strongly agree

Modern Racism Measure

McConahay, J.B., Hardee, B. B., & Batts, V. (1981). Has racism declined in America? It depends on who is asking and what is asked. *Journal of Conflict Resolution*, 25, 563-579.

Please circle the response that best describes your answer to the statement. There is no right or wrong response to the statement. Please provide an honest response. Please read each statement carefully.

1. Over the past year, the government and news have shown more respect for blacks than they deserve
2. It is easy to understand the anger of black people in America.
3. Discrimination against blacks is no longer a problem in the United States
4. Over the past few years, blacks have gotten more economically than they deserve.
5. Blacks have more influence upon school desegregations plans than they ought to have.
6. Blacks are getting too demanding in their push for equal rights.
7. Blacks should not push themselves where they're not wanted.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Slightly disagree
- 4 - Neutral
- 5 - Slightly agree
- 6 - Agree
- 7 - Strongly agree

Subtle and Blatant Racism Scale for Asian American College Students (Yoo, Steger, & Lee, 2010)

The following statements are general racial situations that you personally may have encountered. Read each situation and answer the questions using the following rating scales.

1. In America, I am treated differently because I'm Asian.
2. In America, I am viewed with suspicion because I'm Asian.
3. In America, I am called names such as, "chink, gook, etc." because I'm Asian.
4. In America, I am told "you speak English so well" because I'm Asian.
5. In America, I am overlooked because I'm Asian.
6. In America, I have been physically assaulted because I'm Asian.
7. In America, I am made fun of because I'm Asian.
8. In America, I am faced with barriers in society because I'm Asian.

1= almost never
2= rarely
3= sometimes
4= often
5= almost always

Workplace Racial Microaggression Scale for Asians Items (WRMS-33)

Directions for Participants: Please rate the following statements on a frequency scale of 0 (never) to 4 (most of the time). Thinking about your experience in the WORKPLACE within the PAST YEAR, how frequently did your supervisor, co-worker, client, or subordinate...

1. ...assign you to projects that were related to math skills because of your race?
2. ...imply that you were good at math because of your race?
3. ...convey that you were good with "numbers" because of your race?
4. ...delegate you work that was math related because of your race?
- 5....expect you to work harder than other co-workers because of your race?
6. ...expect you to do more work than your other colleagues in similar positions because of your race?
7. ...assign you to projects that did NOT require interpersonal skills because of your race?
8. ...receive feedback that you lacked social skills because of your race?
9. ... imply that you were submissive because of your race?
- 10....note that you are someone who always complies because of your race?
11. ... label you as a follower (vs. leader) because of your race?
- 12.... describe you as shy because of your race?
- 13....delegate you work that does NOT require writing skills because of your race? 14....give you work that does NOT utilize your speaking skills because of your race? 15....tell you that your English is "good" because of your race?
16. ...mistake you for another Asian person that is a different ethnicity than yours?
17. ... mistake you for another Asian person within the organization?
- 18....call you by another Asian person's name?
19. ...brought up Asian cultural events or experiences in order relate to you, but it was an ethnicity other than your own?
- 20....look away from you, when you were speaking?
- 21....ignore your ideas in meetings?
- 22....ignore your suggestions?
23. ...not take your recommendations seriously?
- 24....attribute your comments to someone else?
- 25....tell you were quiet even though you speak as much as other people?
- 26....did not provide the opportunity for you to speak up after others have shared their thoughts?
- 27....give more credit to your co-worker (non-Asian) than you, even though you both contributed equally?
28. ... provide you less recognition for similar work done by others at the same level?
29. ...call you by a nickname that was synonymous with something Asian (e.g., ninja or tiger mom)?
- 30....mention your race in a conversation?
- 31....imply you were brought onto a committee because of your race?
- 32....ask you to speak-up in meetings?

33.....question your silence?

- 1 - Never
- 2 - Rarely
- 3 - Sometimes
- 4 - Usually
- 5 - Most of the time

Class

***Experiences with Classism**

Thompson, M. N., & Subich, L. M. (2013). Development and exploration of the experiences with classism scale. *Journal of Career Assessment*, 21, 139-158.

On a Likert scale from 1 (*never happened to you*) to 6 (*happened almost all the time to you more than 70% of the time*).

In the past year, how many times have...

1. You been treated unfairly by your employers, bosses, and supervisors because of your:
 - a. social class?
 - b. income?
 - c. occupational position?
 - d. Education?
2. You been treated unfairly by your coworkers because of your:
 - a. social class?
 - b. income?
 - c. Occupational position?
 - d. Education?
3. You been accused or suspected of doing something wrong (such as stealing, cheating, not doing your share of the work, or breaking the law) because of your:
 - a. social class?
 - b. income?
 - c. occupational position?
 - d. Education?
4. You been made fun of, picked on, pushed, shoved, hit, or threatened with harm because of your:
 - a. social class?
 - b. income?
 - c. occupational position?
 - d. Education?

5. Your intentions and motives been misunderstood by coworkers because of your:

- a. social class?
- b. income?
- c. occupational position?
- d. Education?

- 1 - never happened to you
- 2 - rarely happened to you
- 3 - neither did or did not happen to you
- 4 - sometimes happens to you
- 5 - happened to you
- 6 - happened almost all the time to you

Modified Economic Beliefs Scale

Aosved, A. C., & Long, P. J. (2006). Co-occurrence of rape myth acceptance, sexism, racism, homophobia, ageism, classism, and religious intolerance. *Sex roles*, 55(7-8), 481-492.

1. People who stay on welfare have no desire to work.
2. Welfare keeps the nation in debt.
3. People who don't make much money are generally unmotivated.
4. Equal educational opportunities exist for all people in our society.
5. Homeless people should get their acts together and become productive members of society.
6. Too many of my tax dollars are spent to take care of those who are unwilling to take care of themselves.
7. If every individual would carry his/her own weight, there would be no poverty.
8. There are more poor people than wealthy people in prisons because poor people commit more crimes.
9. Poor people are lazy.
10. Most poor people should not have children until they can afford to take care of them.
11. Most poor people aren't very smart.
12. If given the chance, a poor person would be able to keep a job.
13. Most poor people are in debt because they can't manage their money.
14. People who live in poverty could benefit from educational opportunities.
15. People living in poverty would rather commit crimes for financial gain than work for a living.

- 1 - strongly agree
- 2 - agree
- 3 - neither agree or disagree
- 4 - disagree
- 5 - strong disagree

Assessing Classism in Academic Settings

Langhout, R. D., Rosselli, F., & Feinstein, J. (2007). Assessing classism in academic settings. *The Review of Higher Education*, 30, 145–184.

Original CEQ-A Items

Institutionalized Classism

1. During your time at Hilltop University, were you ever in situations where:
 - a. You could not take a class (e.g., music, science, film) because you could not afford the fees for the class (for materials, travel, etc.)?
 - b. You could not join a sports team because you could not afford the associated expense?
 - c. You could not join an activity (e.g., [H]SA) because you consistently had to work during activity meetings/events?
 - d. You could not afford social activities (e.g., events at the Fine Arts Center) because of the fees?
 - e. You had to live in the dorms because you could not afford another housing option?
 - f. You felt the food and/or social options provided at Hilltop were different from what you would have independently chosen?
 - g. A faculty member did not put books on reserve for a class?

Stereotype Citation

2. During your time at Hilltop University, were you ever in situations where Hilltop students or professors:
 - a. Told stories or jokes about people who are poor?
 - b. Made stereotypic remarks about people who are poor?
 - c. Made offensive remarks about people who are poor?
 - d. Made offensive remarks about the appearance of people who are poor?
 - e. Made offensive remarks about the way people who are poor act?
 - f. Made offensive remarks about the way people who are poor speak?
 - g. Made statements suggesting that poor people are inferior?
 - h. Made statements suggesting that rich people are superior?
 - i. Pressured you to behave consistently with a socio-economic class stereo-type?
 - j. Assumed that you were from a lower socio-economic class because of your appearance?

- k. Assumed that you were from a lower socio-economic class because of some-thing that you said or did?
- l. Assumed that you were from a higher socio-economic class because your appearance?
- m. Assumed that you were from a higher socio-economic class because of something that you said or did?
- n. Made offensive remarks about people on welfare?
- o. Made offensive remarks about people on financial aid?
- p. Assumed you were from a lower socioeconomic class because of the way you speak?

Interpersonal Classism: Separation

- 3. During your time at Hilltop University, were you ever in situations where Hilltop students or professors:
 - a. Tried to hide their money or wealth from you?
 - b. Stopped talking about vacations or cars or new purchases when you were around?
 - c. Didn't invite you to events/outings so as not to hurt your feelings because they assumed you could not afford to attend?
 - d. Offered to pay for you because they assumed you couldn't afford it?
 - e. Did not invite you to their home because they feared you would feel uncomfortable?

Interpersonal Classism: Devaluation

- 4. During your time at Hilltop University, were you ever in situations where Hilltop students or professors:
 - a. Repeatedly invited you to events/outings even though they knew you couldn't afford to go?
 - b. Treated you badly for refusing to participate in activities or remarks that disparaged people who are poor?
 - c. Threatened or intimidated you because of your socio-economic class?
 - d. Flaunted their money or wealth in front of you?
 - e. Made disparaging remarks about you because you were poor?
 - f. Told you that you had less of a right to be at Hilltop because you were on financial aid?

Interpersonal Classism: Discounting

- 5. During your time at Hilltop University, were you ever in situations where Hilltop students or professors:
 - a. Encouraged you to shirk your employment responsibilities?

- b. Were dismissive of your financial situation?
- c. Invited you to events/outings that you could not afford?
- d. Didn't seem to appreciate your financial burdens?
- e. Encouraged you to purchase things you couldn't afford?
- f. Assumed you could afford things that you couldn't?
- g. Assumed you could charge things on your student account and that someone else would pay the balance?
- h. Assumed that you could provide your own method of transportation?

Interpersonal Classism: Exclusion

- 6. During your time at Hilltop University, were you ever in situations where Hilltop students or professors:
 - a. Actively excluded you from organized social activities (for example, parties or clubs) because of your lower socio-economic status?
 - b. Excluded you from future activities because you refused to participate in activities or remarks that disparaged people who are poor?
 - c. Repeatedly scheduled activities during your hours of employment?
 - d. Excluded you from academic activities or opportunities (for example, discussion groups or conference presentations) because of your lower socio-economic status?
 - e. Have you felt excluded or felt that you couldn't join a social activity because you were of a lower socio-economic status?
 - f. Have you felt excluded or felt that you couldn't participate in an academic activity or opportunity (e.g., discussion groups or conference presentations) because you were of a lower socio-economic status?

Labeling

- 7. Have you ever been harassed or discriminated against because of your socio-economic class?
 - 1- occurred never
 - 2- once or twice
 - 3- sometimes
 - 4- often
 - 5- many times

LGBTQIA

Lesbian, Gay, and Bisexual Identity Scale

Mohr, J. J., & Kendra, M. S. (2011). Revision and extension of a multidimensional measure of sexual minority identity: the Lesbian, Gay, and Bisexual Identity Scale. *Journal of counseling psychology, 58*(2), 234.

For each of the following questions, please mark the response that best indicates your current experience as an LGB person. Please be as honest as possible: Indicate how you really feel now, not how you think you should feel. There is no need to think too much about any one question. Answer each question according to your initial reaction and then move on to the next.

Some of you may prefer to use labels other than ‘lesbian, gay, and bisexual’ to describe your sexual orientation (e.g., ‘queer,’ ‘questioning’). We use the term LGB in this survey as a convenience, and we ask for your understanding if the term does not completely capture your sexual identity.

1. I prefer to keep my same-sex romantic relationships rather private.
2. If it were possible, I would choose to be straight.
3. I’m not totally sure what my sexual orientation is.
4. I keep careful control over who knows about my same-sex romantic relationships.
5. I often wonder whether others judge me for my sexual orientation.
6. I am glad to be an LGB person.
7. I look down on heterosexuals.
8. I keep changing my mind about my sexual orientation.
9. I can’t feel comfortable knowing that others judge me negatively for my sexual orientation.
10. I feel that LGB people are superior to heterosexuals.
11. My sexual orientation is an insignificant part of who I am.
12. Admitting to myself that I’m an LGB person has been a very painful process.
13. I’m proud to be part of the LGB community.
14. I can’t decide whether I am bisexual or homosexual.
15. My sexual orientation is a central part of my identity.

16. I think a lot about how my sexual orientation affects the way people see me.
17. Admitting to myself that I'm an LGB person has been a very slow process.
18. Straight people have boring lives compared with LGB people.
19. My sexual orientation is a very personal and private matter.
20. I wish I were heterosexual.
21. To understand who I am as a person, you have to know that I'm LGB.
22. I get very confused when I try to figure out my sexual orientation.
23. I have felt comfortable with my sexual identity just about from the start.
24. Being an LGB person is a very important aspect of my life.
25. I believe being LGB is an important part of me.
26. I am proud to be LGB.
27. I believe it is unfair that I am attracted to people of the same sex.

- 1 - Disagree Strongly
- 2 - Disagree
- 3 - Disagree Somewhat
- 4 - Agree Somewhat
- 5 - Agree
- 6 - Agree Strongly

In the interest of promoting further study, other researchers may use this scale without contacting us to obtain prior permission. However, we do ask that researchers send any reports of research findings as soon as available, including those that remain unpublished, to Jonathan J. Mohr.

Subscale scores are computed by reverse-scoring items as needed and averaging subscale item ratings. Subscale composition is as follows (underlined items should be reverse-scored):

Acceptance Concerns (5, 9, 16), Concealment Motivation (1, 4, 19), Identity Uncertainty (3, 8, 14, 22), Internalized Homonegativity (2, 20, 27), Difficult Process (12, 17, 23), Identity Superiority (7, 10, 18), Identity Affirmation (6, 13, 26), and Identity Centrality (11, 15, 21, 24, 25).

Perceived LGBT supportive practices

Fletcher, L., & Everly, B. A. (2021). Perceived lesbian, gay, bisexual, and transgender (LGBT) supportive practices and the life satisfaction of LGBT employees: The roles of disclosure, authenticity at work, and identity centrality. *Journal of Occupational and Organizational Psychology*, 94(3), 485–508. <https://doi.org/10.1111/joop.12336>

1. My organization has adequate anti-discrimination policies and practices covering LGBT employees
2. My organization provides adequate diversity and inclusion training that includes sexual orientation and gender identity
3. My organization provides appropriate benefits such as health insurance, pension, and parental leave policies to same-sex domestic partners
4. My organization provides suitable voice and participation for LGBT employees through trade union/work council/ staff groups
5. My organization provides appropriate support and guidance to managers so they can provide support to LGBT employees
6. My organization incorporates LGBT inclusive language and marketing in corporate communications
7. My organization considers diversity and inclusion, including sexual orientation and gender identity, within overall people management strategies and objectives
8. Top management in my organization are supportive of diversity and inclusion initiatives, particularly those affecting LGBT employees.

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly Agree

Outness Inventory

Adapted from (Mohr & Fassinger, 2000)

To what extent is your sexual orientation known by the following people?

(1 = this person definitely does not know about your sexual orientation status, 7 = person definitely knows about your sexual orientation status).

Did you voluntarily disclose this information?

(1 = Yes, 2 = No).

If yes, when? (Insert date)

1. Mother
2. Father
3. Siblings
4. Extended Family and Relatives
5. Old Heterosexual Friends
6. New Heterosexual Friends
7. Strangers
8. Work Peers
9. Work Supervisors
10. Members of one's religious community
11. Leaders of one's religious community

(1 = this person definitely does not know about your sexual orientation status, 7 = person definitely knows about your sexual orientation status)

Workplace and Non-Workplace Disclosure Measure

Adapted from (Button, 1996; 2001)

Instructions: Please take a moment and consider how **you** have handled information related to your sexual orientation during your daily work-related and non-workplace related activities over the past two weeks. Then read the following statements and indicate, using the 7-point scale below, how much you agree or disagree with **each** statement. Your answers should reflect how you conduct yourself, **on average**, across all of your workplace acquaintances (supervisors, co-workers, subordinates, customers, clients, and other business associates) as well as across all of your non-workplace acquaintances (friends, family-members, neighbors, and community members).

Counterfeiting Items

1. To appear heterosexual, I sometimes talk about fictional dates with members of the opposite sex.
2. I sometimes talk about opposite-sex relationships in my past, while I avoid mentioning more recent same-sex relationships.
3. I sometimes comment on, or display interest in, members of the opposite sex to give the impression that I am straight.
4. I have adjusted my level of participation in activities to appear heterosexual
5. I make sure that I don't behave the way people expect non-heterosexuals to behave.
6. I sometimes laugh at "fag" or "dyke" jokes to fit in with my straight co-workers.

Avoiding Items

7. I avoid co-workers who frequently discuss sexual matters.
8. I avoid situations (e.g., long lunches, parties) where heterosexual individuals are likely to ask me personal questions.
9. I let people know that I find personal questions to be inappropriate so that I am not faced with them.
10. I avoid personal questions by never asking others about their personal lives
11. In order to keep my personal life private, I refrain from "mixing business with pleasure."
12. I withdraw from conversations when the topic turns to things like dating or interpersonal relationships.
13. I let people think I am a "loner" so that they won't question my apparent lack of a

relationship.

Integrating Items

14. In my daily activities, I am open about my non-heterosexuality whenever it comes up.
15. Most of the people I interact with know that I am non-heterosexual
16. Whenever I'm asked about being lesbian/gay/bisexual, I always answer in an honest and matter-of-fact way.
17. It's okay for my non-heterosexual friends to call me.
18. The people I interact with know of my interest in LGBT issues.
19. I look for opportunities to tell the people I interact with that I am non-heterosexual.
20. When a policy or law is discriminatory against LGBT individuals, I tell people what I think.
21. I let my co-workers know that I'm proud to be lesbian/gay/bisexual.
22. I openly confront others when I hear a homophobic remark or joke.
23. I display objects (e.g., photographs, magazines, symbols), which suggest that I am non-heterosexual.

Additional Signaling Items:

24. I signaled that I may be non-heterosexual to gauge how others would react.
 25. I attempted to "warm somebody up" to the fact that I might be non-heterosexual without actually telling them.
 26. I indicated that I might be non-heterosexual to someone with the intention of actually telling them in the future.
 27. I clued somebody in to the fact that I might be non-heterosexual to see what they thought.
 28. I sent messages to someone that I may be non-heterosexual to prepare them for when I come out to them.
1. Strongly Disagree
 2. Disagree
 3. Slightly Disagree
 4. Uncertain
 5. Slightly Agree
 6. Agree
 7. Strongly Agree

Manifest Group Identity

Madera, J. M., King, E. B., & Hebl, M. R. (2012). Bringing social identity to work: the influence of manifestation and suppression on perceived discrimination, job satisfaction, and turnover intentions. *Cultural Diversity and Ethnic Minority Psychology*, 18(2), 165.

1. I discuss this part of my identity with my coworkers.
2. I display signs of this identity in my workspace (e.g., pictures, objects).
3. I wear clothes or emblems (e.g., jewelry, pins) that reflect this identity at work.
4. I celebrate meaningful dates or holidays related to this identity at work.
5. I talk about this identity with my supervisor.
6. Everyone I work with knows how important this identity is to me.
7. I express this identity at work.
8. I use the language, vernacular, or speech style of this identity at work.
9. I listen to music associated with this identity at work.
10. I consume food or drinks associated with this identity at work.

Find in paper or don't include anchors/Let people pick for themselves

Response scale not reported in paper.

Suppressed Group Identity

Madera, J. M., King, E. B., & Hebl, M. R. (2012). Bringing social identity to work: the influence of manifestation and suppression on perceived discrimination, job satisfaction, and turnover intentions. *Cultural Diversity and Ethnic Minority Psychology, 18*(2), 165.

Response scale not reported in paper.

1. I refrain from talking about my identity with my coworkers.
2. I conceal or camouflage signs of this identity in my workspace (e.g., pictures, objects).
3. I hide emblems that would reflect this identity at work.
4. I try to keep meaningful dates or holidays related to this identity secret.
5. I try not to talk about this identity with my supervisor.
6. No one I work with knows how important this identity is to me.
7. I suppress this identity at work.
8. I try not to use the language, vernacular, or speech style of this identity at work.
9. I make a point of not listening to music associated with this identity at work.
10. I refrain from consuming food or drinks associated with this identity at work

Identifiability Scale

Button, 1996

Instructions: This section is intended to measure your thoughts and feelings. Please respond to each of the following items using the 7-point scale below. Try *not* to leave any blanks.

1. People usually identify me as a sexual orientation minority right away
2. People never realize that I am a sexual orientation minority, unless I tell them
3. It is not hard for others to tell that I am lesbian/gay

1. Strongly Disagree
2. Slightly Disagree
3. Disagree
4. Neither Agree or Disagree
5. Agree
6. Slightly Agree
7. Strongly Agree

Regional Subjective Acceptance

(Unpublished)

Within the past two weeks/at the time you started working at your company/at the time you first realized you were gay, please rate the extent to which you've felt that...

1. People in your community are accepting of your sexual orientation
2. Your community is tolerant of sexual orientation diversity
3. Your community is supportive of all sexual orientations
4. People in your workplace are accepting of your sexual orientation
5. Your workplace is tolerant of sexual orientation diversity
6. Your workplace is supportive of all sexual orientations
7. Your family and friends are accepting of your sexual orientation
8. Your family and friends are tolerant of sexual orientation diversity
9. Your family and friends are supportive of all sexual orientations

- 1 - Strongly Disagree
- 2 - Slightly Disagree
- 3 - Disagree
- 4 - Neither Agree or Disagree
- 5 - Agree
- 6 - Slightly Agree
- 7 - Strongly Agree

LGB Identity Centrality

1. Overall, being LGB has very little to do with how I feel about myself.
2. Being an LGB person is important reflection of who I am.
3. Being an LGB person is unimportant to my sense of what kind of person I am.
4. In general, being LGB is an important part of my self-image.

- 1 - Strongly Disagree
- 2 - Slightly Disagree
- 3 - Disagree
- 4 - Neither Agree or Disagree
- 5 - Agree
- 6 - Slightly Agree
- 7 - Strongly Agree

Attitudes Toward Lesbians and Gay Men (ATLG) Scale (1984)

Source: Herek, G.M. (1984). Attitudes toward lesbians and gay men: A factor analytic study. *Journal of Homosexuality*, 10 (1/2), 39-51.

1. Lesbians just can't fit into our society
2. I think male homosexuals are disgusting
3. The growing number of lesbians indicates a decline in American morals
4. Male homosexuality is a perversion
5. Female homosexuality is a threat to many of our basic social institutions
6. Female homosexuality is an inferior form of sexuality
7. If a man has homosexual feelings, he should do everything he can to overcome them
8. Homosexuality should NOT be a cause for job discrimination in any situation
9. Homosexual behavior between two men is just plain wrong
10. Homosexuality is merely a different kind of lifestyle that should not be condemned
11. Being gay is a choice.
12. Gay men and lesbians are born gay.
13. Gay men and lesbians choose to be gay.

- 1 - Strongly Disagree
- 2 - Slightly Disagree
- 3 - Disagree
- 4 - Neither Agree or Disagree
- 5 - Agree
- 6 - Slightly Agree
- 7 - Strongly Agree

Attitudes Towards Lesbians and Gays (ATLG) Scale (1995)

Herek, G. M., & Capitano, J. P. (1995). Black heterosexuals' attitudes towards lesbians and gay men in the United States. *The Journal of Sex Research*, 32, 95-105.

1. Sex between two men is just plain wrong.
2. I think male homosexuals are disgusting.
3. Male homosexuality is a natural expression of sexuality in men.
4. Sex between two women is just plain wrong.
5. I think lesbians are disgusting.
6. Female homosexuality is a natural expression of sexuality in women.

Scale

- 1 - Agree Strongly
- 2 - Agree Somewhat
- 3 - Disagree Somewhat
- 4 - Disagree Strongly

Disclosure / Concealment Items

Madera, J. M., King, E. B., & Hebl, M. R. (2012). Bringing social identity to work: The influence of manifestation and suppression on perceived discrimination, job satisfaction, and turnover intentions. *Cultural Diversity And Ethnic Minority Psychology*, 18(2), 165-170.

doi:10.1037/a0027724

Manifest group identity

1. I discuss this part of my LGB identity with my coworkers.
2. I display signs of my LGB identity in my workspace (e.g., pictures, objects).
3. I wear clothes or emblems (e.g., jewelry, pins) that reflect my LGB identity at work.
4. I celebrate meaningful dates or holidays related to my LGB identity at work.
5. I talk about my LGB identity with my supervisor.
6. Everyone I work with knows how important my LGB identity is to me.
7. I express my LGB identity at work.
8. I use the language, vernacular, or speech style of my LGB identity at work.
9. I listen to music associated with my LGB identity at work.
10. I consume food or drinks associated with my LGB identity at work.

Suppressed group identity

1. I refrain from talking about my LGB identity with my coworkers.
2. I conceal or camouflage signs of my LGB identity in my workspace (e.g., pictures, objects).
3. I hide emblems that would reflect my LGB identity at work.
4. I try to keep meaningful dates or holidays related to my LGB identity secret.
5. I try not to talk about my LGB identity with my supervisor.
6. No one I work with knows how important my LGB identity is to me.
7. I suppress my LGB identity at work.
8. I try not to use the language, vernacular, or speech style of my LGB identity at work.
9. I make a point of not listening to music associated with my LGB identity at work.
10. I refrain from consuming food or drinks associated with my LGB identity at work.

- 1 - Strongly Disagree
- 2 - Slightly Disagree
- 3 - Disagree
- 4 - Neither Agree or Disagree
- 5 - Agree

- 6 - Slightly Agree
- 7 - Strongly Agree

Shortened Version: [Origin Unknown]

Instructions: Please take a moment and consider how you have handled information related to your sexual orientation during your daily work-related and non workplace-related activities over the past two weeks. Then read the following statements and indicate, using the 7-point scale below, how much you agree or disagree with each statement. Your answers should reflect how you conduct yourself, on average, across all of your workplace acquaintances (supervisors, coworkers, subordinates, customers, clients, and other business associates) as well as across all of your non-workplace acquaintances (friends, family-members, neighbors, and community members).

Identity Expression

1. I discuss my sexual orientation with my coworkers.
2. I talk about my sexual orientation with my supervisor.
3. I express my sexual orientation at work.
4. I talk about my sexual orientation with my colleagues and coworkers.

Identity Suppression

5. I refrain from talking about my sexual orientation with my coworkers.
6. I try not to talk about my sexual orientation with my supervisor.
7. No one I work with knows how important my sexual orientation is to me.
8. I suppress my sexual orientation at work.
9. I try not to use the language, vernacular, or speech style of my sexual orientation at work.

Lesbian, Gay, and Bisexual Positive Identity Measure (LGB-PIM)

Riggle, E. B., Mohr, J. J., Rostosky, S. S., Fingerhut, A. W., & Balsam, K. F. (2014). A multifactor Lesbian, Gay, and Bisexual Positive Identity Measure (LGB-PIM). *Psychology Of Sexual Orientation And Gender Diversity*, 1(4), 398-411. doi:10.1037/sgd0000057

1. I am more aware of how I feel about things because of my LGBT identity.(2)
2. My LGBT identity motivates me to be more self-aware.(2)
3. Because of my LGBT identity, I am more in tune with what is happening around me.(4)
4. My LGBT identity has led me to develop new insights into my strengths.(2)
5. My LGBT identity leads me to important insights about myself.(2)
6. My LGBT identity allows me to be more open to a variety of experiences. (2)
7. I form stronger connections with others because of my LGBT identity.(4)
8. I am more open to non-traditional gender/sex roles in my life because of my LGBT identity.(3)
9. I am comfortable with my LGBT identity.(1)
10. I have a sense of inner peace about my LGBT identity.(2)
11. I am honest with myself about my LGBT identity(1)
12. I embrace my LGBT identity.(1)
13. I feel I can be honest and share my LGBT identity. (1)
14. I feel free to express my LGBT identity when I interact with others. (1)
15. I am living an authentic life as an LGBT person. (1)
16. I am a positive role model for other LGBT people. (7)
17. It is important to me as an LGBT person to speak up for myself and others.(7)
18. I inspire other people to feel safe about expressing their LGBT identity. (7)
19. Being open about my LGBT identity will help to improve the world for others. (7)
20. I think that other LGBT people see me as a role model. (7)
21. My LGBT identity helps me feel whole. (1)
22. My LGBT identity is part of being a positive role model for non-LGBT people. (7)
23. I feel included in the LGBT community. (8)
24. I feel supported by the LGBT community.(8)
25. I feel a connection to the LGBT community. (8)
26. I find positive networking opportunities in the LGBT community. (8)
27. I feel a connection to other LGBT people. (8)
28. I feel empowered as part of the LGBT community. (8)
29. I feel visible in the LGBT community. (8)
30. When I go to a new place I am able to find other LGBT people to connect with if I want to. (8)
31. I feel a bond with LGBT people because of shared experiences. (8)
32. I feel safe when I am in a crowd of LGBT people. (8)

33. My LGBT Identity allows me to be closer to my intimate partner. (5)
34. My LGBT identity allows me to understand my sexual partner better. (4)
35. My LGBT identity, helps me to communicate better with my intimate partner. (5)
36. I am free to explore different experiences of emotional intimacy with others because of my LGBT identity. (5)
37. I have an expanded appreciation for life because of my LGBT identity. (3)
38. My LGBT identity frees me to choose who I want as my sexual/intimate partner. (5)
39. I feel my LGBT identity helps me to understand my intimate partner better. (4)
40. My LGBT identity helps me develop skills that enhance my life. (2)
41. My LGBT identity allows me to have deeper bonds with friends. (4)
42. I have a sense of sexual freedom because of my LGBT identity. (5)
43. My LGBT identity allows me to feel free to explore different experiences of physical intimacy with a partner. (5)
44. Because of my LGBT identity, I can talk about any subject with my close friends. (4)
45. My LGBT identity inspires me to strive towards reaching my full potential in life. (1)
46. I am free to express my full range of emotions because of my LGBT identity. (3)
47. I am less bound by traditional gender/sex roles because of my LGBT identity. (3)
48. I am more sensitive to the experiences of other minority group members because of my experiences as an LGBT person. (6)
49. I am more sensitive to prejudice and discrimination against others because of my LGBT identity. (6)
50. My experience with my LGBT identity leads me to fight for the rights of others. (7)
51. I have a greater respect for people who are different from society's expectations because of my LGBT identity. (6)
52. My LGBT identity makes it important to me to actively educate others about LGBT issues. (7)
53. As an LGBT person, it is important to act as an advocate for LGBT rights.(7)
54. Because of my LGBT identity, I value people for who they truly are. (4)
55. I think more critically about the suffering in the world because of my LGBT identity.(6)
56. I better appreciate the differences between people because of my LGBT identity.(6)
57. I am a more inclusive person because of my LGBT identity. (2)
58. I make fewer assumptions about other people because of my LGBT identity. (2)
59. My LGBT identity leads me to question the status quo more than other people I know.(2)
60. My LGBT identity helps me appreciate being able to meet LGBT people from different backgrounds than mine. (8)
61. I am wiser because of my LGBT identity. (2)
62. Because of my LGBT identity. I am less judgemental of others.(6)
63. My LGBT identity prompts me to speak out against prejudice and discrimination. (6)
64. I am a stronger person because of my LGBT identity.(2)
65. My LGBT identity helps me to understand the experiences of oppression that other, non-LGBT minorities face. (7)
66. My LGBT identity has helped me find meaning in my life. (1)

67. I have a unique perspective because of my LGBT identity. (2)
68. My LGBT identity provides me with many opportunities for personal growth. (2)
69. I help people of my sex understand the other sex because of my LGBT identity.(4)
70. My LGBT identity helps me have a better understanding of ways I benefit from my privileges in life (based on my race, sex, or class). (6)
71. I help people of the other sex understand my sex because of my LGBT identity. (4)
72. As an LGBT person, I feel it is important to work towards equality for all people. (7)
73. I appreciate the diversity of the LGBT community. (8)
74. I have a broader social network because of my LGBT identity.(8)
75. My LGBT identity has given me more confidence. (2)
76. I wear the clothes I want to wear to express my LGBT identity.(1)
77. My LGBT identity allows me to be free from the expectations of others. (2)
78. I am freer to have nonsexual relationships (friendships) with members of the other sex because of my LGBT identity. (4)
79. My LGBT identity is a gift. (1)
80. I have better relationships with others because I can share my LGBT identity with them. (4)
81. I express my LGBT identity authentically through my external appearance. (1)
82. My LGBT identity frees me from having to act in stereotypical masculine or feminine ways. (3)
83. I have freedom to create my own gender/sex roles because of my LGBT identity. (3)
84. My LGBT identity makes my decision to have children (or not) a more thoughtful process.(3)
85. My LGBT identity frees me from having to act like a “real man” or a “real woman”. (3)
86. Having an LGBT identity allows me to create my own chosen family. (4)
87. My LGBT identity allows me to form a relationship free of social expectations. (3)
88. My LGBT identity frees me to negotiate rule/roles in my sexual/intimate relationships. (5)
89. Because of my LGBT identity, I have a diverse chosen family (people I choose to be my “family”). (4)
90. I have better relationships with my family because I can share my LGBT identity with them. (4)
91. I understand the experiences with prejudice that other LGBT people encounter. (7)
92. I feel like an equal in my relationship with an intimate partner because of my LGBT identity. (5)
93. My LGBT identity allows me to explore new ways of having romantic relationships instead of following typical “heterosexual patterns. (5)
94. Being LGBT is just who I am. (1)

Pool LGB-PIM Item Pool

1. Authenticity
2. Self-awareness
3. Personal Insight and Growth
4. Freedom from Gender Rules/Roles
5. Emotional Connections and Relationships with Others
6. Sexuality and Intimate relationships
7. Compassion, Empathy and Understanding
8. Mentors, Role Models and Activists
9. LGBTQ Community

The Lesbian, Gay, and Bisexual Group Identity Measure

Sarno, E. L., & Mohr, J. J. (2016). Adapting the multigroup ethnic identity measure to assess LGB group identity. *Psychology Of Sexual Orientation And Gender Diversity*, 3(3), 293-303.

Please respond to the following items related to your connection to lesbian, gay, and bisexual (LGB) communities and your identity as an LGB person.

1. I have spent time trying to find out more about the LGB community.
2. I am active in organizations or social groups that include mostly LGB people.
3. I have a clear sense of my sexual orientation and what it means for me.
4. I am happy that I am a member of the LGB community.
5. I am not very clear about the role of my sexual orientation in my life.
6. In order to learn more about LGB culture, I have often talked to other people about LGB culture.
7. I have a lot of pride in the LGB community and its accomplishments.
8. I participate in LGB cultural practices such as pride events, benefits, or marches.
9. I feel a strong attachment towards the LGB community.
10. I feel good about being a part of the LGB community.

- 1 - Strongly Disagree
- 2 - Slightly Disagree
- 3 - Disagree
- 4 - Neither Agree or Disagree
- 5 - Agree
- 6 - Slightly Agree
- 7 - Strongly Agree

Strongly AgreeSubscale scores are computed by reverse-scoring Item 5 and averaging subscale item ratings. Subscale composition is as follows: Behavioral Engagement (1, 2, 6, 8), Cognitive Clarity (3, 5), and Affective Pride (4, 7, 9, 10).

Sexual Identity Disclosure

(Untested; created by Dr. Sabat)

1. To what extent are you open regarding your sexual orientation identity to others?
2. To what extent do you tell people about your sexual orientation identity?
3. To what extent do you behave in ways to let others know about your sexual orientation identity?
4. To what extent do you disclose your sexual orientation identity when it comes up in conversation?
5. To what extent do you behave in ways to prevent others from knowing about your sexual orientation identity? (R)
6. To what extent do you try to hide your sexual orientation identity from others? (R)

- 1 - Not at all
- 2 - Slightly
- 3 - Moderately
- 4 - Very
- 5 - Extremely

Openness to Transgender Identity

Griffith & Hebl (2012).

Ruggs, Martinez, Hebl, & Law (2016).

1. At work, I tell people that I am gender variant if it comes up.
2. If I am asked about being gender variant, I answer honestly.
3. I am comfortable talking about transgender issues with other coworkers.

Religion

Faith at Work Scale (FWS)

Lynn, M. L., Naughton, M. J., & VanderVeen, S. (2009). Faith at Work Scale (FWS): Justification, development, and validation of a measure of Judaeo-Christian religion in the workplace. *Journal Of Business Ethics*, 85(2), 227-243. doi:10.1007/s10551-008-9767-3

Ask respondents to indicate the degree to which they agree with items using one of the following: 5 = Always or Frequently; 4 = Often; 3 = Sometimes; 2 = Seldom; and 1 = Never or Infrequently.

Relationship

1. I sense God's presence while I work.
2. I view my work as a partnership with God.
3. I think of my work as having eternal significance.
4. I see connections between my worship and my work.
5. My faith helps me deal with difficult work relationships.

Meaning

6. I view my work as a mission from God.
7. I sense that God empowers me to do good things at work.
8. I pursue excellence in my work because of my faith.
9. I believe God wants me to develop my abilities and talents at work.

Community

10. I view my coworkers as being made in the image of God.
11. My coworkers know I am a person of faith.
12. I sacrificially love the people I work with.

Holiness

13. When I am with others and alone, I practice purity in my work habits.

Giving

14. I view my work as part of God's plan to care for the needs of people.

15. I view myself as a caretaker not an owner of my money, time and resources.

5 - Always or Frequently

4 - Often

3 - Sometimes

2 - Seldom

1 - Never or Infrequently

Sources of Spirituality Scale (SOS)

Davis, D. E., Rice, K., Hook, J. N., Van Tongeren, D. R., DeBlaere, C., Choe, E., & Worthington, E. J. (2015). Development of the Sources of Spirituality Scale. *Journal Of Counseling Psychology*, 62(3), 503-513. doi:10.1037/cou0000082

Items were rated on a 5-point rating ranging from 1 = *strongly disagree* to 5 = *strongly agree*. Higher scores indicated greater spirituality in each dimension.

Theistic spirituality

1. I felt near to God
2. I felt close to God
3. I knew that God was with me
4. I sensed God's presence

Transcendent spirituality

5. I had a sense of something infinite
6. I felt a bond with an indescribable force of being.
7. I felt a sense of oneness with something I cannot describe with words.
8. I felt a sense of oneness with something I cannot describe with words.
9. I sensed something from another realm or dimension

Self spirituality

10. I felt entirely authentic
11. I had a sense of integrity
12. I felt completely genuine
13. I had a sense of wholeness

Nature spirituality

14. I felt close to nature
15. I felt connected to nature
16. I felt near to nature

Human spirituality

- 17. I felt connected to all of humanity
- 18. I felt near to all of humanity
- 19. I felt as if I were one with humanity

- 1 - strongly disagree
- 2 - disagree
- 3 - neither disagree nor agree
- 4 - agree
- 5 - strongly agree

Disability

Disability Invisibility Scale

1. My disability is visible to most people. (R)
2. People notice my disability immediately when they meet me. (R)
3. My disability can easily be hidden.
4. My disability attracts attention and stares from people who see me. (R)
5. I have an invisible disability.

- 1 - Strongly agree
- 2 - Agree
- 3 - Slightly agree
- 4 - Neither agree nor disagree
- 5 - Slightly disagree
- 6 - Disagree
- 7 - Strongly disagree

Employer Perceptions Toward Hiring People with Disabilities

Marie Kraska, 1998

DIRECTIONS: Please circle the letter that best describes your agreement or disagreement with the following statements. There are no correct answers. The best responses are those that reflect your honest perceptions. Thank you for your participation.

Use the following scale for your responses. This is relevant to any type of disability.

1. Many of the things managers do with employees on the job site are appropriate for employees with disabilities.
2. The needs of employees with disabilities can be best served through special training programs.
3. Job site behavior of employees with disabilities generally requires more patience from managers than does the behavior of employees without disabilities.
4. . The challenge of being at a regular job site will promote the professional growth of employees with disabilities.
5. The extra attention required by employees with disabilities will be to the detriment of the other employees.
6. Accommodation offers mixed group interaction which will foster understanding and acceptance of differences.
7. It is difficult to maintain order at a job site that includes employees with disabilities.
8. Management possesses a great deal of expertise necessary to work with employees with disabilities.
9. The behavior of employees with disabilities will set a bad example for other employees.
10. Isolation at a job site has a negative effect on the social and emotional development of employees with disabilities.
11. Employees with disabilities will probably develop academic skills more rapidly in a separate job setting than at a regular job site.
12. Most employees with disabilities do not make an adequate attempt to complete their job assignments.
13. Inclusion of employees with disabilities will require significant changes in classroom procedures.
14. Most employees with disabilities are well-behaved at the job site.
15. The contact other employees have with employees with disabilities may be harmful to those without disabilities.
16. Job site managers have sufficient training to supervise employees with disabilities.
17. Employees with disabilities will monopolize the manager's time.
18. Accommodations for employees with disabilities will promote their social independence.

19. It is likely that an employee with a disability will exhibit behavior problems in the workplace setting.
20. Diagnostic-prescriptive supervision is better done in special programs by instructors than by regular managers.
21. The inclusion of employees with disabilities can be beneficial for all other employees.
22. Employees with disabilities need to be told exactly what to do and how to do it.
23. Accommodations are likely to have a negative effect on the emotional development of employees with disabilities.
24. Increased freedom in the workplace creates too much confusion.
25. Employees with disabilities will be socially isolated by other employees.
26. Family members of employees with disabilities present no greater problem for managers than family members of employees without disabilities.
27. Inclusion of employees with disabilities will necessitate extensive retraining of managers.
28. Employees with disabilities should be given every opportunity to function in an inclusive workplace setting when possible.
29. Employees with disabilities are likely to create confusion at the job site.
30. The presence of employees with disabilities will promote acceptance of differences on the part of other employees.

- 1 - Strongly Disagree
- 2 - Slightly Disagree
- 3 - Disagree
- 4 - Neither Agree or Disagree
- 5 - Agree
- 6 - Slightly Agree
- 7 - Strongly Agree

Type of Disability and Accommodation Scenarios

Texas Tech University, *Jessiica Howell*, August 2021

1. Individuals with Intellectual and Developmental Disabilities (IDD) will be less efficient in the job.
2. I sometimes find it difficult to hire individuals with IDD.
3. On occasion I doubt my decision to hire individuals with IDD.
4. Individuals with IDD work harder than those without IDD.
5. Employing an individual IDD helps them contribute to society in a meaningful way.
6. People without IDD are easier to employ than someone with IDD.
7. Giving someone a job with IDD will give them skills to be successful.
8. Individuals with IDD require too many accommodations to employ.
9. I am concerned with the liability associated with employing an individual with IDD.
10. The way my customers feel about an employee with IDD is important to me.
11. Training is a key in providing an employee with IDD the skills to be successful in employment.
12. Other employees' morale is a determinate in hiring individuals with IDD in my company.
13. A decline in revenue is a concern in hiring an individual with IDD.
14. Hiring an individual with IDD will cost the company more than hiring someone without IDD.
15. Highlighting accomplishments of individuals with IDD in the workplace will help other employers hire them as well.

- 1 - Strongly Disagree
- 2 - Slightly Disagree
- 3 - Disagree
- 4 - Neither Agree or Disagree
- 5 - Agree
- 6 - Slightly Agree
- 7 - Strongly Agree

Interpersonal Relationships

Liking Scale

Liden, R. C., & Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. *Journal of Management*, 24, 43-72.

1. I would like this co-worker very much as a person.
2. This co-worker is the kind of person I would like to have as a friend.
3. This co-worker would be a lot of fun to work with.

Scale

- 1 - Disagree Strongly
- 2 - Disagree
- 3 - Disagree Slightly
- 4 - Neutral
- 5 - Agree Slightly
- 6 - Agree
- 7 - Agree Strongly

Respect Scale

Cerrentano, C. A. & Finkelstein, L. M. (2009, April). The Halo of Humor: How Humor Affects Leadership Perceptions. In L. M. Finkelstein (Chair), We're Not Kidding: Advancements in Research on Humor and Work. Symposium presented at the annual meeting of the Society for Industrial-Organizational Psychology, New Orleans, LA.

1. I would respect this co-worker very much as a person.
2. This co-worker's opinion would matter to me.
3. Other people would respect this co-worker.
4. I would admire this co-worker.
5. This co-worker would be held in high regard.
6. I would look up to this co-worker.

Scale

- 1 - Disagree Strongly
- 2 - Disagree
- 3 - Disagree Slightly
- 4 - Neutral
- 5 - Agree Slightly
- 6 - Agree
- 7 - Agree Strongly

Trust Scale

Dunn, J. R., & Schweitzer, M. E. (2005). Feeling and believing: The influence of emotion on trust. *Journal of Personality and Social Psychology*, 88, 736-748.

Johnson-George, C., & Swap, W. C. (1982). Measurement of specific interpersonal trust: Construction and validation of a scale to assess trust in a specific other. *Journal of Personality and Social Psychology*, 43, 1306-1317.

These ten items assessing respect were adapted from Dunn and Schweitzer (2005), who took these ten items from a larger pool of items from Johnson-George and Swap (1982). Dunn and Schweitzer's scale utilized a 1 (not at all likely) to 7 (very likely) scale for their analysis but for continuity among the dependent measures, the current research maintained a 1 (disagree strongly) to 7 (agree strongly) scale. Dunn and Schweitzer obtained an alpha of .86 for their analysis and the current study obtained an alpha of .97 in Study 1 and .95 in Study 2.

1. I would give this co-worker an important letter to mail after they mention they are
2. stopping by the post office today.
3. If this co-worker promised to copy a presentation for me, they would follow
4. through.
5. If this co-worker and I decided to meet for coffee, I would be certain they would be
6. there.
7. I would expect this co-worker to tell me the truth if I asked them for feedback on an
8. idea related to my job.
9. If this co-worker was late to a meeting, I would guess there was a good reason for
10. the delay.
11. This co-worker would never intentionally misrepresent my point of view to others.
12. I would expect this co-worker to pay me back if I loaned them \$40.
13. If this co-worker laughed unexpectedly at something I did or said, I would know
14. that they were not being unkind.
15. If this co-worker gave me a compliment on my haircut I would believe they meant
16. what was said.
17. If this co-worker borrowed something of value and returned it broken, they would
18. offer to pay for the repairs.

***Leader-Member Exchange**

Liden, R. C., & Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. *Journal of management*, 24(1), 43-72.

1. I like my supervisor very much as a person.
2. My supervisor is the kind of person one would like to have as a friend.
3. My supervisor is a lot of fun to work with.
4. My supervisor defends my work actions to a superior, even without complete knowledge of the issue in question.
5. My supervisor would come to my defense if I were “attacked” by others.
6. My supervisor would defend me to others in the organization if i made an honest mistake.
7. I do work for my supervisor that goes beyond what is specified in my job description.
8. I am willing to apply extra efforts, beyond what is specified in my job description.
9. I am impressed with my supervisor’s knowledge of his/her job.
10. I respect my supervisor’s knowledge of and competence on the job.
11. I admire my supervisor’s professional skills.

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Slightly Disagree
- 4 - Neutral
- 5 - Slightly Agree
- 6 - Agree
- 7 - Strongly Agree

Justice

Persistent Injustices Scale

Davidson, M., & Friedman, R. A. (1998). When excuses don't work: The persistent injustice effect among black managers. *Administrative Science Quarterly*, 43(1), 154-183.

All items are rated on a seven-point Likert-type scale ranging from *strongly disagree* (1) to *strongly agree* (7).

Past Negative Experiences

1. I have been unfairly denied a promotion.
2. People at work take credit for my ideas.
3. I have been unable to gain access to informal networks at work.
4. I have been denied raises to which I was entitled.

Future Negative Experiences

1. I am concerned that I will be denied raises I deserve.
2. I am concerned I won't receive promotions commensurate with my skill.
3. I am concerned I won't be able to gain access to informal networks at work.
4. I am concerned my ideas won't be seriously considered in group meetings.

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Slightly Disagree
- 4 - Neutral
- 5 - Slightly Agree
- 6 - Agree
- 7 - Strongly Agree

Organizational Justice Measure

Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal Of Applied Psychology*, 86(3), 386-400. doi:10.1037/0021-9010.86.3.386

The 5-point Likert-type scale was retained. Scale scores ranged from 1: to a small extent to 5: to a large extent.

The following items refer to the procedures used to arrive at your (outcome). To what extent:

Procedural Justice

1. Have you been able to express your views and feelings during those procedures?
2. Have you had influence over the (outcome) arrived at by those procedures
3. Have those procedures been applied consistently?
4. Have those procedures been free of bias?/
5. Have those procedures been based on accurate information?
6. Have you been able to appeal the (outcome) arrived at by those procedures?
7. Have those procedures upheld ethical and moral standards?

Distributive Justice

The following items refer to your (outcome). To what extent:

1. Does your (outcome) reflect the effort you have put into your work?
2. Is your outcome appropriate for the work you have completed?
3. Does your (outcome) reflect what you have contributed to the organization?
4. Is your (outcome) justified, given your performance?

Interpersonal Justice

The following items refer to (the authority figure who enacted the procedure). To what extent:

1. Has (he/she) treated you in a polite manner?
2. Has (he/she) treated you with dignity?
3. Has (he/she) treated you with respect?
4. Has (he/she) refrained from improper remarks or comments?

Informational Justice

The following items refer to (the authority figure who enacted the procedure). To what extent:

1. Has (he/she) been candid in (he/she) communications with you?
2. Has (he/she) explained the procedures thoroughly?
3. Were (his/her) explanations regarding the procedures reasonable?
4. Has (he/she) communicated details in a timely manner?
5. Has (he/she) seemed to tailor (his/her) communications to individuals' specific needs?

Preference for the Merit Principle Scale (PMP)

Davey, L. M., Bobocel, D. R., Son Hing, L. S., & Zanna, M. P. (1999). Preference for the Merit Principle Scale: An individual difference measure of distributive justice preferences. *Social Justice Research*, 12(3), 223-240. doi:10.1023/A:1022148418210

Notes. Items indicated with an (R) are reverse-keyed. Instructions state: "Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate number on the scale below."

1. In work organizations, each employee ought to be named employee of the month at least once, even if he or she is not deserving. (R)
2. In organizations, people who do their job well ought to rise to the top.
3. It is wrong for an employee to give a job to someone they know without advertising the job to other candidates.
4. In life, people ought to get what they deserve.
5. The effort a worker puts into a job ought to be reflected in the size of a raise he or she receives.
6. When students are working on a group project, each member of the group ought to receive the same grade regardless of the amount of effort each team member puts in. (R)
7. Promotion decisions ought to take into account the effort workers put into their job.
8. Members of a work team ought to receive different pay depending on the amount each person contributed.
9. Sometimes it is appropriate to give a raise to the worker who most needs it, even if he or she is not the most hard working. (R)
10. Qualifications ought to be given more weight than seniority when making promotion decisions.
11. Between two equally smart students applying for the same job, the one who is the harder worker ought to always get the job.
12. When a bonus is given to a work team for good performance, the money ought to always be divided equally among the group members. (R)
13. It is never appropriate to choose which student to hire by how much the student needs the job.
14. People ought to be able to get away with poor quality work under some circumstances. (R)
15. If every person in an office has the same abilities, the promotion ought to always be given to the person who puts in the most effort.

1 - Strongly Disagree

- 2 - Disagree
- 3 - Slightly Disagree
- 4 - Neutral
- 5 - Slightly Agree
- 6 - Agree
- 7 - Strongly Agree

Interpersonal Discrimination

Workplace Incivility Scale

Adapted from Cortina, Magley, Williams, & Day Langhout (2001)

"During the **PAST MONTH** at work, have you been in a situation where any of your superiors or coworkers":

1. Put you down or was condescending to you?
2. Paid little attention to your statement or showed little interest in your opinion?
3. Made demeaning or derogatory remarks about you?
4. Addressed you in unprofessional terms, either publicly or privately?
5. Ignored or excluded you from professional camaraderie?
6. Doubted your judgment on a matter over which you have responsibility?
7. Made unwanted attempts to draw you into a discussion of personal matters?

Scale:

- 0 - Never
- 1 - Rarely
- 2 - Sometimes
- 3 - Often
- 4 - Most of the time

Ostracism

Ferris, D. L., Brown, D. J., Berry, J. W., & Lian, H. (2008). The development and validation of the Workplace Ostracism Scale. *Journal of Applied Psychology*, 93(6), 1348.

1. Others ignored you at work.
2. Others left the area when you entered.
3. Your greetings have gone unanswered at work.
4. You involuntarily sat alone in a crowded lunchroom at work.
5. Others avoided you at work.
6. You noticed others would not look at you at work.
7. Others at work shut you out of the conversation.
8. Others refused to talk to you at work.
9. Others at work treated you as if you weren't there.
10. Others at work did not invite you or ask you if you wanted anything when they went out for a coffee break.
11. You have been included in conversations at work (reverse coded).
12. Others at work stopped talking to you.
13. You had to be the one to start a conversation in order to be social at work.

- 1 - Never
- 2 - Once in a while
- 3 - Sometimes
- 4 - Fairly often
- 5 - Often
- 6 - Constantly
- 7 - Always

Uncivil Workplace Behavior

Martin, R. J., & Hine, D. W. (2005). Development and validation of the Uncivil Workplace Behavior Questionnaire. *Journal Of Occupational Health Psychology*, 10(4), 477-490.
doi:10.1037/1076-8998.10.4.477

Participants are asked to rate the clarity and conciseness of each item on a 5-point Likert scale (1 extremely poor, 2 poor, 3 adequate, 4 quite good, and 5 excellent).

Hostility

1. Raised their voice while speaking to you
2. Used an inappropriate tone when speaking to you
3. Spoke to you in an aggressive tone of voice
4. Rolled their eyes at you

Privacy Invasion

1. Took stationery from your desk without later returning it
2. Took items from your desk without prior permission
3. Interrupted you while you were speaking on the telephone
4. Read communications addressed to you, such as emails or faxes
5. Opened your desk drawers without prior permission

Exclusionary Behavior

1. Did not consult you in reference to a decision you should have been involved in.
2. Gave unreasonably short notice when canceling or scheduling events you were required to be present.
3. Failed to inform you of a meeting you should have been informed about.
4. Avoided consulting you when they would normally be expected to do so.
5. Was excessively slow in returning your phone messages or emails without good reason for the delay.
6. Intentionally failed to pass on information which you should have been made aware of.
7. Were unreasonably slow in seeing to matters on which you were reliant on them for, without good reason.

Gossiping

1. Publicly discussed your confidential personal information.
2. Made snide remarks about you

3. Talked about you behind your back
4. Gossiped behind your back

- 1 - extremely poor
- 2 - poor
- 3 - adequate
- 4 - quite good
- 5 - excellent

Workplace Bullying

Escartín, J., Monzani, L., Leong, F., & Rodríguez-Carballeira, Á. (2017). A reduced form of the Workplace Bullying Scale – the EAPA-T-R: A useful instrument for daily diary and experience sampling studies. *Work & Stress*, 31(1), 42-62. doi:10.1080/02678373.2017.1295113

Scale: 0=no to 5=Daily

CM - Control and Manipulation of the work context

EA - Emotional Abuse

PDI - Professional Discredit

PDE -Professional Devaluation

Full Version EAPA-T

1. I have been excluded from the celebrations and social activities organised by my co-workers. (CM)
2. My correspondence, telephone calls or work assignments have been controlled or blocked (CM)
3. The things (documents, material) I need to be able to work have been damaged or altered. (CM)
4. Me and my loved ones have been threatened with harm. (EA)
5. I have received threatening and intimidating gestures to ensure that I comply with his/their requests.(EA)
6. My beliefs or opinions have been attacked.(EA)
7. My correct decisions and achievements have been treated with disdain.(PDI)
8. My professional standing has been attacked at every opportunity. (PDI)
9. I have been constantly reminded of my mistakes.(PDI)
10. My responsibilities have been restricted. (PDE)
11. I have been assigned absurd or impossible tasks. (PDE)
12. I have been assigned lower-level tasks than I had been performing previously. (PDE)

Reduced Version of EAPA-T

1. My correspondence, telephone calls or work assignments have been controlled or blocked (CM)
2. My beliefs or opinions have been attacked.(EA)
3. I have been assigned lower-level tasks than I had been performing previously.(PDE)
4. My professional standing has been attacked at every opportunity. (PDI)