**Name:** Yariv Itzkovich  **Date:** 19.7.2021

**PUBLICATIONS**

Note:

1. The order in which the authors appear in joint publications is based on their relative contribution.
2. One asterisk (\*) denotes publications either published or accepted for publication after appointment as a Senior Lecturer.
3. **PhD. Dissertation**

Itzkovich, Y. (2010) *Incivility—victims, antecedents, consequences and more* Ben-Gurion University of the Negev, Beer Sheva, Israel. Awarded on 07.01.2010, 151 pages, advisor: Prof. Amos Drori. (Hebrew)

1. **Authored Books – Published**

\***Itzkovich, Y.,** Alt, D. and Dolev, N. (2020). *The challenges of* *academic incivility: social-emotional competencies and redesign of learning environments as remedies*. New York: Springer, 127pp.

**Itzkovich, Y.** (2015). *Uneconomic relationships: The dark side of interpersonal interactions in organizations*. Tel Aviv: Resling Press, 231pp. (Hebrew).

1. **Articles in Refereed Journals**

**Published**

1. \*Dolev, N., **Itzkovich Y.** and Katzman, B. (2021) ‘A gender-focused prism on the long-term impact of teachers’ emotional mistreatment on resilience: Do men and women differ in their quest for social-emotional resources in a masculine society?’ *Sustainability* 2021, 13(17), 9832; doi.org/10.3390/su13179832
2. \* **Itzkovich, Y.** (2021) ‘Constructing and validating students’ psychological contract violation scale’, *Frontiers in Psychology*, 12(2757), pp (IF: 2.990 - Q2, H Index 110)
3. \* **Itzkovich, Y.,** Barhon, E. and Lev- Weisel, R. (2021). ‘Health and risk behaviors of bystanders: an integrative theoretical model of bystanders’ reactions to mistreatment’, *International Journal of Environmental Research and Public Health*, 8(11), 5552 doi: https://doi.org/10.3390/ijerph18115552 (IF: 3.390 - Q2 ,H Index 113)
4. \***Itzkovich, Y.** and Dolev, N. (2021) ‘Cultivating a safer climate: mistreatment intervention using the four pillars of education’*, Societies*, 11 (2), pp. 1-14 doi: https://doi.org/10.3390/soc11020048
5. **\* Itzkovich, Y.,** Heilbrunn, S. and Dolev, N. (2021) ‘Drivers of intrapreneurship: an affective events theory viewpoint’, *Personnel Review*, Vol. ahead-of-print No. ahead-of-print. doi: [https://doi.org/10.1108/PR-09-2019-0483](https://doi.org/10.1108/PR-09-2019-0483%20) (IF: 3.434- Q2, H Index 71)
6. \***Itzkovich, Y.** (2021) **‘**Why do leaders behave uncivilly: A new perspective on workplace mistreatment and power’, *Wirtschaftspsychologie*, 3, pp. 32-39.
7. \*Dolev, N., **Itzkovich, Y.** and Fisher-Shalem, O. (2021) ‘A call for transformation –

EVLN in response to workplace incivility’. *Work,* 69(4), pp. 764-789. (IF:1.505).

1. \* **Itzkovich, Y.,** Heilbrunn, S. and Aleksic, A. (2020) ‘Full range indeed? The forgotten dark side of leadership’, *Journal of Management Development*, 39(7), pp. 851-868 doi: <https://doi.org/10.1108/JMD-09-2019-0401>(Cite Score 4.0 Q1, H Index 59)
2. \***Itzkovich, Y.,** Dolev, N. and Shnapper-Cohen, M. (2020) ‘Does incivility impact the quality of work-life and ethical climate of nurses?’ *International Journal of Workplace Health Management,* 13(3), pp. 301-319. [https://doi.org/10.1108/IJWHM-01-2019-0003](https://doi.org/10.1108/IJWHM-01-2019-0003%20) (Cite Score 1.8- Q3, H Index 21)
3. and19‘’,pp. doi:
4. \* Alt, D. and **Itzkovich, Y.** (2019) ‘The connection between perceived constructivist learning environments and faculty uncivil authoritarian behaviors’, *Higher Education,* 77(3), pp. 437-454. doi: [https://doi.org/10.1007/s10734-018-0281-y](https://doi.org/10.1007/s10734-018-0281-y%20) (IF: 4.634 -Q1, H Index 99)
5. \* Heilbrunn, S., **Itzkovich, Y.** and Weinberg, C. (2017) ‘Perceived feasibility and desirability of entrepreneurship in institutional contexts in transition’, *Entrepreneurship Research Journal,* 7(4), pp. 20160046. doi [https://doi.org/10.1515/erj-2016-0046](https://doi.org/10.1515/erj-2016-0046%20) (IF:1.943- Q2, H Index 15)
6. \*Alt, D. and **Itzkovich, Y.** (2017). Cross-validation of the reactions to faculty incivility

 measurement through a multidimensional scaling approach. *Journal of Academic Ethics*, 15(3), 215-228[.](file:///C%3A%5C%5CUsers%5C%5CUser%5C%5CAppData%5C%5CLocal%5C%5CMicrosoft%5C%5CWindows%5C%5CINetCache%5C%5CContent.Outlook%5C%5C3JT7SVCZ%5C%5C.%20https%3A%5C%5Cdoi.org%5C%5C10.1007%5C%5Cs10805-017-9288-8) <https://doi.org/10.1007/s10805-017-9288-8> (Q2 , H Index 20)

1. \***Itzkovich, Y. and** Klein, G. (2017). Can incivility inhibit intrapreneurship? *Journal of Entrepreneurship, 26*(1), pp. 27-50. [https://doi.org/10.1177%2F0971355716677386](https://doi.org/10.1177/0971355716677386%20) (Cite Score 2.5 - Q1, H Index 18)
2. ‏**\*Itzkovich, Y.** and Dolev, N. (2017) ‘The relationships between emotional intelligence and perceptions of faculty incivility in higher education. do men and women differ?’, *Current Psychology*, pp. 1-14. doi: https://doi.org/10.1007/s12144-016-9479-2 (IF: 4.297 - Q2 H Index 41)
3. **\*Itzkovich, Y.** and Heilbrunn, S. (2016) ‘The role of co-workers' solidarity as an antecedent of incivility and deviant behavior in organizations’, *Deviant Behavior,* 37(8), pp. 861-876. doi: [https://doi.org/10.1080/01639625.2016.1152865](https://doi.org/10.1080/01639625.2016.1152865%20) (IF: 1.982 – Q2 H Index 56)
4. **Itzkovich, Y.** (2016). ‘The impact of employees' status on incivility, deviant behaviour, and job insecurity’, *EuroMed Journal of Business,* 11(2), pp. 304-318. doi: [https://doi.org/10.1108/EMJB-09-2015-0045](https://doi.org/10.1108/EMJB-09-2015-0045%20)(Cite Score 5.3-Q1, H Index 21)
5. Alt, D. and **Itzkovich, Y.** (2016) ‘Adjustment to college and perceptions of faculty incivility’, *Current Psychology,* 35(4), pp. 657-666. doi: [10.1007/s12144-015-9334-x](file:///C%3A%5C%5CUsers%5C%5CUser%5C%5CAppData%5C%5CLocal%5C%5CMicrosoft%5C%5CWindows%5C%5CINetCache%5C%5CContent.Outlook%5C%5C3JT7SVCZ%5C%5C10.1007%5C%5Cs12144-015-9334-x) ‏ (IF: 4.297 - Q2, H Index 41)
6. **Itzkovich, Y.** and Alt, D. (2016) ‘Development and validation of a measurement to assess college students' reactions to faculty incivility’, *Ethics & Behavior,* 26(8), pp. 621-637*.* [https://www.tandfonline.com/action/showCitFormats?doi=10.1080/10508422.2015.1108196](https://www.tandfonline.com/action/showCitFormats?doi=10.1080/10508422.2015.1108196%20)(IF:2.086- Q2, H Index 43)
7. **Itzkovich, Y.** (2016) ‘The victim perspective of incivility: the role of negative affectivity, hierarchical status, and their interaction in explaining victimization’, *International Journal of* *Work Organization and Emotion*, 7(2), pp. 126-14. doi: [https://doi.org/10.1504/IJWOE.2016.078086](https://doi.org/10.1504/IJWOE.2016.078086%20) (cite score 1.1)
8. Alt, D. and **Itzkovich, Y.** (2015) ‘Assessing the connection between students' justice experience and perceptions of faculty incivility in higher education’, *Journal of Academic Ethics,* 13, pp. 121-134. doi: [https://doi.org/10.1007/s10805-015-9232-8](https://doi.org/10.1007/s10805-015-9232-8%20) (Q2 , H Index 20)
9. **Itzkovich, Y.** (2014) ‘Incivility: the moderating effect of hierarchical status: does a manager inflict more damage?’, *Journal of Management Research,* 6(3), pp. 87-98. doi: <http://dx.doi.org/10.5296/jmr.v6i3.5691>

**In Hebrew**

1. \*Heilbrunn, S. and **Itzkovich, Y.** (2018). ‘The impact of incivility and horizontal solidarity on job insecurity’, *The Study of the Organization and Human Resource Quarterly,* 2(2), pp. 28-39.
2. \***Itzkovich, Y.,** Dolev, N. and Heilbrunn, S. (2018) ‘Taking advantage of organizational power. Theory, reality, and coping strategies’, *Law and Business*, 21, pp. 365-391.
3. Dolev, N. and **Itzkovich, Y.** (2016) ‘EI in the service of selection practices of applicants for education studies’, *Dapim* 58, pp. 38-44.

**Articles in Conference Proceedings**

1. \***Itzkovich, Y.** and Aleksic, A. (2021) ‘Perpetrated incivility: individual vs contextual antecedents - a reflective viewpoint’, *Academy of Management Proceedings,* 2021(1) Briarcliff Manor, NY August : Academy of Management. ‏
2. \***Itzkovich, Y.,** Heilbrunn, S. and Dolev, N. (2019) ‘An affective events theory viewpoint of the relationship between incivility and potential outcomes’, *Academy of Management Proceedings,* 2019(1) pp. 14571. Briarcliff Manor, NY July 2019: Academy of Management.
3. Heilbrunn, S. and **Itzkovich, Y.** (2015) ‘Impact of work-place incivility on horizontal solidarity and perceptions of job-insecurity’, *8th Annual Conference of the EuroMed Academy of Business Proceedings,* Verona, Italy, 2015.

**Articles or Book Chapters in Scientific Books**

1. \*Dolev**,** N. and Itzkovich, Y. (2021) ‘Development of social-emotional skills as part of the ethos of teachers’,  in F. Oser et al (eds.) *The international handbook of teacher ethos: strengthening teachers, supporting learners.* Switzerland: Springer, pp. 261-278.
2. and‘’,iA. Weinberger (ed.). *responsibilit.*Rotterdam:, pp. 127-136.
3. \***Itzkovich Y**. and Dolev N. (2017. ‘Incivility, empathy, and ethical work climate among hospital staff in Israel: a study within the framework of moral disengagement theory’, in A. Stachowicz-Stanusch (ed.), *Contemporary perspectives in corporate social performance and policy - the middle eastern perspective*. Charlotte, NC, USA: Age Publishing, pp ADD

**Accepted for Publication**

1. \*Dolev, N. and **Itzkovich, Y.** (2020) ‘In the AI era, soft skills are the new hard skills’, in A. Stachowicz-Stanusch (ed.). *Management and business education in the time of artificial intelligence*. Charlotte, NC, USA: Age Publishing.
2. \***Itzkovich, Y.** and Dolev, N. (2019) ‘Tit for tat: horizontal solidarity as a buffer for micro-level corruption in the framework of the social exchange theory’, in A. Stachowicz-Stanusch (ed.). *Anti-corruption in research, in practice, and in the classroom.* Charlotte*,* NC, USA: Age Publishing.
3. **Publications in Non-Refereed outlets**
4. \***Itzkovich, Y.** and Heilbrunn, S. (2016). *Incivility: antecedents, consequences, and remedies. A national survey*. Israeli Ministry of Economics.Available at: http://www.economy.gov.il/Research/Documents/X13355.pdf.
5. \*Itzkovich, Y. and Dolev, N. (2020). *Incivility prevention in the public sector: pilot report*. Submitted to the Civil Service Commission.
6. \*Itzkovich Y, and Dolev, N. (2017). *The prevalence and impact of incivility among preschool teachers.* Report submitted to the preschool educators’ union.
7. \*Itzkovich Y.et al (2017). *The prevalence and implications of incivility among healthcare providers.* Report submitted to the Padeh-Poria Hospital management team.

**\*Submitted Publications**

1. **\*Itzkovich, Y. ‘**Beyond stress: Adverse interpersonal relations and outcomes in the framework of conservation of resources theory—a mediated-moderated model of revenge’, *Work*. (IF: 1.505).
2. **\*Itzkovich, Y. ‘**The impact of incivility and solidarity in the conservation of resources theory framework’, (IF: 3.251 - Q2, H Index 85).
3. \*Aleksić, A. and **Itzkovich, Y**. ‘Socially learned or an individual propensity? Personal and contextual factors explaining incivility instigation’, *Journal of Interpersonal Violence* (IF: 6.144 - Q2, H Index 105).
4. \*Alt, D., **Itzkovich Y.** and Naamati-Schnieder, L. ‘Students’ emotional well-being, and perceived faculty incivility and just behavior’,*Higher Education* (IF:4.634 Q1, H Index 99).
5. **\*Itzkovich, Y.** and Aleksić, A. ‘Personal propensity or contextual conditions as drivers for incivility perpetration’, *The Journal of Social Psychology.* (IF: 2.712 - Q2, H Index 72).
6. \*Shnapper-Cohen, M., Dolev, N**.** and **Itzkovich, Y**. ‘Social identity in a public hospital: the effect on intergroup relations and work processes’, *Current Psychology.* (IF: 4.297 - Q2, H Index 41).
7. **Research Statement**

My primary interest, as clearly reflected in my work, is the study of deviant interpersonal behavior. Throughout the years, I have acquired expertise, knowledge, and a strong reputation in this field in both academia and industry. I have been involved in research across in diverse organizations, and have engaged in policy creation at a national level to mitigate incivility and bullying, which are manifestations of deviant interpersonal behaviors, i.e. interpersonal mistreatment.

My work is largely focused on *incivility*, a topic that I primarily approach through the framework of management and organizations. This approach reflects my educational background and the training I received from the School of Management at Ben-Gurion University of the Negev, and the Department of Labor Studies at Tel Aviv University. During my time at Tel Aviv University, the work of Prof. Yoav Vardi—a pioneer in organizational misbehavior research—motivated my own work on interpersonal mistreatment.

I am constantly striving to deepen my understanding of the precursors of interpersonal mistreatment (in particular, incivility and bullying). My previous work has dealt with the consequences of these manifestations of interpersonal mistreatment and how they interrelate. In this respect, I have extended my work by integrating both quantitative and qualitative methods (C9, C6), as well as by incorporating methodological aspects, including the development of scales (C1), providing critiques of existing scales (submitted C24) and suggesting groundbreaking perspectives on measurement. These methodological aspects are reflected in my ISF application, ‘Violence mitigation in emergency rooms using real-time sensors, load, and heuristics-based actuators.’ Although my grant was not funded, I plan to continue developing my ideas, as I believe that the use of Artificial Intelligence has thus far been overlooked, despite its potential to be a game-changer for identifying, intervening in, and preventing interpersonal mistreatment. In parallel, my publications have brought to light new theoretical models (e.g., see C2, C7), which advance the study and understanding of interpersonal mistreatment.

In regard to extending the scope of my work, I additionally focus on the interrelations between the dark facets and positive aspects of organizations, such as emotional intelligence, which I view as an integral part of any intervention. This notion is reflected in my work with Prof. Alt and Dr. Dolev and is described in our recent book, ‘*The challenges of academic incivility: social-emotional competencies and redesign of learning environments as remedies*,’ (Springer, 2020). This broader view of incivility is also reflected in additional publications of mine (e.g., see C9, C14). I further extend the scope of my work by focusing on understanding the interrelations between mistreatment, unionization, and intrapreneurship, areas which have been overlooked in research on mistreatment (C4, C13).

Overall, my research reflects two parallel routes. The first, which is most clearly connected with my academic business education, is the organizational route. Over the years, I have conducted research in various public and private organizations, including hospitals, production organizations, and governmental entities, as is reflected in a number of my publications (e.g. see C3, C6, C8). In parallel, I am involved in various national projects aimed to mitigate bullying in organizations. For example, one of my first achievements in this regard was convincing the research department of the Israeli Ministry of Economy to run a national survey, which I led and conducted with Professor Heilbrunn. This survey, as well as other research data, supported proposed the anti-bullying legislation initiated by MK Merav Michaeli (currently Israel’s Minister of Transport) and presented to Knesset. These activities helped position the Research Institute for Applied Ethics at Kinneret College, which I chair, as the primary source of reliable research on interpersonal mistreatment. These research activities also gave rise to my first academic book on interpersonal mistreatment (Resling, 2015, in Hebrew), which is the first scholarly book in Israel to address interpersonal mistreatment. The book first introduces a critical academic review of what is currently known about mistreatment, followed by a presentation of the diverse perspectives of core stakeholders in Israel. Testimonies were provided by a victim, a psychologist, and a lawyer. Additional organizational, labor union, and government perspectives were presented by the vice president of human resources at a large Israeli industrial company, a representative of the union *Histadrut Leumit*, and a representative of the Ministry of Economy. Finally, the perspective of journalist and politician Merav Michaeli, who initiated the proposed legislation against workplace bullying, was presented. The local community valued this work, which subsequently contributed to my recent inclusion as a critical member of a national task force to promote the mitigation of bullying. The taskforce works with governmental figures and organizations and aims to revise and promote the law proposition. Further, in line with Convention 190 of the ILO, we developed a procedure to enable organizations to address bullying (5a).

Additionally, my work has led me to extend my involvement in the international arena. I am a member of the International Association on Workplace Bullying and Harassment (IAWBH), in which I co-lead the Bystanders and Organizational Influences SIG (Special Interest Group). This involvement has enabled my participation in a European research group, BORG (Behavior in Organizations Research Group), as well as led to several other international collaborations in research (C7) and at conferences (e.g., Juliana Beno and I collaborated at the most recent IAWBH conference). This international involvement resulted in my initiating and leading the first international gathering (masterclass) on workplace bullying and harassment in Israel. This masterclass was held at Kinneret College and was attended by delegates from Japan, Australia, Canada, Ireland, USA, the UK, and the Netherlands. In total, 26 delegates were involved in this inspiring international event, which contributed to the positioning of Kinneret College in the global arena, reflecting Kinneret’s vision.

The second theme of my research deals with mistreatment in education, typically within higher education systems. I have authored several articles focused on faculty incivility in higher education—i.e. uncivil mistreatment from faculty members toward students (C9, C11, C12, C18, C20, C21). These activities led me to join the Assessment Tools for Higher Education Learning Environments (ASSET) Erasmus+ project and to jointly apply for a second Erasmus+ project, entitled ‘Social-Emotional Competencies Development’ (SecompD). Both projects reflect my position with respect to the positive interrelations between faculty incivility and the need for change in learning environments, as well as the need to cultivate social-emotional skills to mitigate incivility and other forms of mistreatment.

My second book, co-authored by Prof. Alt and Dr. Dolev, and published by Springer, integrated these ideas. Divided into three main sections, the book is centered on the challenges posed by academic incivility, as well as potential remedies. The first section describes academic incivility within the framework of deviant behaviors. The second section deals with the antecedents of incivility, and the last section suggests various remedies. The first proposed remedy stresses the need to change learning environments and related pedagogy, whereas the second suggests cultivating social-emotional competencies.

Since I joined Kinneret College on the Sea of Galilee, I have held several academic administration positions. Throughout my years of work, I have been closely involved in processes central to the development of the college, such as establishing the Research Authority and the Research Institute for Applied Ethics, which I later managed and currently chair. Further, since 2018, I have led the Human Resource Management B.A. program. In line with my vision and Kinneret College’s vision, this program offers a highly respected B.A. degree, which is valued both by stakeholders in academia and industry due to the high level of practical experience embedded in it, alongside our high academic standards.

My teaching is centered on organizational behavior, strategic HR, and research methods. It embeds gamification and engaged learning, which corresponds with my general viewpoint on learning, a topic which is also discussed in my book. In this respect, I developed a gamified platform currently used in two other departments, which influences both teaching and learning. This platform continues to be integrated into courses as part of my vision to change the learning environment and mitigate mistreatment, i.e. faculty incivility, in higher education.

In terms of my future career, I envision three main routes. The first is the research route, in which I intend to embed AI technology into the measurement, intervention, and prevention of mistreatment. I believe that this work will be a game-changer and that it should be addressed from an interdisciplinary perspective. The second route concerns teaching. In this respect, as department head, I plan to continue to change the learning environment to reflect a more engaged learning style. Lastly, I strive to contribute to the college's positioning, development, and capacity for adapting to changes, as well as to help demonstrate its relevancy to prospective students through my future roles.