



תואר שני

-- 2119.1243 היחיד והקבוצה בארגון

The Individual and the Group in the Organization

דרישות קדם: ניהול אנשים ומע' - מיקרו (12312213) + ניהול אנשים ומע' - מאקרו (12312214). הערה: ניתן לקחת (12312214) מאקרו במגביל ל1243-2119.

Semester 1.B, 2020/1

Course Section Details

Module	Day	Hour	Classroom	Lecturer	Email	Telephone	Office
Module	Tues	?	?	Prof. Peter Bamberger	peterb@post.tau.ac.il	0544834876	343

עוזרת הוראה: ayushze@gmail.com <Aya Zeiger>
שעת קבלה – בתיאום מראש

Course Units

Course Units: 1

4 ECTS (European Credit Transfer and Accumulation System) = 1 course unit

By making higher education comparable across Europe, ECTS makes teaching and learning in higher education more transparent and facilitates the recognition of all studies.

Course Description

Course Objectives:

This course aims to develop students' skills in the critical analysis and integration of research in organizational behavior. Focusing on selected topics relating to the behavior of individuals and groups in an organizational context, the course aims to present the latest research on topics central to the understanding of human behavior in contemporary organizations. Starting with the most micro of topics, cognition, personality, and individual creativity, the course also examines topics at the core of dyadic interaction such as justice and emotion, and then moves on to group-level issues such as team processes and contextual performance (i.e., helping and voicing). The course is research-based and emphasizes those study features that make for important theoretical and empirical

contributions in the field of management and organizations.

Method of Instruction:

The course will include frontal lectures by the lecturer, critical discussions of articles and thinking about further research, and presentations of articles by the students. The success of the course is contingent upon active student participation.

Text:

Due to the multitude and complexity of the topics discussed in the classroom, aside from the assigned articles, students are also advised to refer to the text noted below in order to review the concepts and constructs that will serve as a basis for the class discussions:

Greenberg, J. (2010). *Behavior in Organizations*. Prentice-Hall (10th ed)

<https://www.pearson.com/uk/educators/higher-education-educators/program/Greenberg-Behavior-in-Organizations-Global-Edition-10th-Edition/PGM1013619.html?tab=formats>

Course Objectives

Upon completion of the course, the student will:

1. Better understand how theory facilitates practical applications and interventions in management and organizational behavior.
2. Be able to more comprehensively and accurately analyze and model human behavior in organizations.
3. Have enhanced their competencies in analyzing and critically reviewing scholarly research articles.
4. Have developed research skills including how to formulate research questions and write a literature review.

Course Assignments

Assignment # 1 (Group assignment)

Presentation of an assigned article: Working in groups of 3-4 students (contingent on the number of students in the course), you will present one of the **yellow-highlighted** articles listed under "Course Outline" below. Your group will need to send the presentation ppts as well as an accompanying summary of the article (Maximum 3 pages) to the TA at least 24 hours prior to the assigned presentation time. **BY THE END OF THE FIRST WEEK OF THE COURSE**, you and your group should forward to the T.A. those three topics that you would be most interested in presenting. Please send your list in order of preference. While we will try to give you your preferred topic, this cannot be guaranteed as the TA will assign topics on a first-come, first-served basis. You will present the **yellow-highlighted** paper for that topic.

Assignment # 2 (Individual assignment)

After reviewing the literature on two of the course topics (at least 6 articles from the Topic-by-Topic list towards the end of this syllabus), write a short paper in which you generate 2 or 3 hypothesis integrating the two topics (e.g., organizational citizenship behavior's impact on team performance).

Assessments and Grade Distribution

Should a student become unable to complete an assignment or course requirement, s/he must notify the TA of the course in advance via email

Percentage	Assignment	Date	Group Size
25%	Review and presentation of an article	Each week, starting after session 2; submission of ppts and summary 24 hours prior to in-class presentation.	3-4 students (depending on class size)
60%	Literature review integrating 2 literatures and yielding 2-3 hypotheses	Due by March 1, 2021	Individual or pairs (depending on class size)
15%	Class participation	Each week	Individual

*According to University regulations, a student must be present in every lesson (Article 5).

* The lecturer reserves the right to have a student removed from a course if the student is absent from a class with mandatory participation or did not actively participate in class. (The student will remain financially responsible for the course irrespective of his/her removal from the course)

Grading Policy

החל משנה"ל תשס"ט מונהגת בפקולטה מדיניות שמירה על טווח ציונים בקורסי התואר השני. עקרונות השיטה חלים על כל קורסי התואר השני, ומדיניות השמירה על טווח הציונים תיושם לגבי הציון הסופי בקורס זה. בהתאם לכך, ממוצע הציונים בקורס (שהוא קורס בחירה) יהיה בטווח בין 83 ל 87. מידע נוסף בנושא זה מתפרסם בהרחבה באתר הפקולטה.

Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey in order to evaluate the instructor and the course for the benefit of the students and the university.

Course Site (Moodle)

The course site will be the primary tool used to communicate messages and material to students (e.g., exam details and updates regarding assignments). It is, therefore recommended to periodically check the course site in general, periodically, before each lesson, at end of the course as well. Course slides will be available on the course site.

Please note that topics which are not covered in the slides, but are discussed in class are considered an integral part of the course material and may be tested in examinations.

Course Outline

Session	Date	Topic(s)	Reading (Highlighted readings are those to be presented by student groups in class)	Comments
1	8.12	Personality & Individual Differences	<ul style="list-style-type: none"> Sackett, P. R., Lievens, F., Van Iddekinge, C. H., & Kuncel, N. R. (2017). Individual differences and their measurement: A review of 100 years of research. <i>Journal of Applied Psychology</i>, 102(3), 254. Chatterjee, A. & Hambrick, D.C. (2007). It's all about me: Narcissistic CEOs and their effects on company strategy and performance. <i>Administrative Science Quarterly</i>, 52, 351-386. 	
2	15.12	Cognition: Attention, Memory & Emotions	<ul style="list-style-type: none"> Barsade, S. G. & Gibson, D. E. (2007). Why do emotions matter in organizations? <i>Academy of Management Perspectives</i>, 21, 36-59. Porath, C., & Erez, A. (2007) Does Rudeness Matter? The Effect of rudeness on Task Performance and Helpfulness. <i>Academy of Management Journal</i>, 50, 1181-1197. 	
3	22.12	Motivation	<ul style="list-style-type: none"> Kanfer, R., Frese, M., & Johnson, R. E. (2017). Motivation related to work: A century of progress. <i>Journal of Applied Psychology</i>, 102(3), 338. Fouk, T. A., Lanaj, K., & Krishnan, S. (2019). The virtuous cycle of daily motivation: Effects of daily strivings on work behaviors, need satisfaction, and next-day strivings. <i>Journal of Applied Psychology</i>, 104(6), 755. 	
4	29.12	Creativity	<ul style="list-style-type: none"> Amabile, T. M., & Pillemer, J. (2012). Perspectives on the social psychology of creativity. <i>The Journal of Creative Behavior</i>, 46, 3-15. Grant, A. M., & Berry, J. W. (2011). The necessity of others is the mother of invention: Intrinsic and prosocial motivations, perspective taking, and creativity. <i>Academy of Management Journal</i>, 54(1), 73-96. 	
5	5.1	Justice	<ul style="list-style-type: none"> Brockner, J., & Wiesenfeld, B. M. 1996. An integrative framework for explaining reactions to decisions: interactive effects of outcomes and procedures. <i>Psychological Bulletin</i>, 120: 189-208. Alterman, V., Bamberger, P. A., et. Al. (2020). Best Not to Know: Pay Secrecy, Employee Voluntary Turnover, and the Conditioning Effect of Distributive Justice. <i>Academy of</i> 	

Topic 1- Introduction +Personality + Individual Differences

Sutton, R. I., & Staw, B. M. (1995). What a theory is not? *Administrative Science Quarterly*, 40, 371- 384.

Wiesenfeld, B. M., Reyt, J. N., Brockner, J., & Trope, Y. (2017). Construal Level Theory in Organizational Research. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1).

Grant, A. M., & Wrzesniewski, A. (2010). I won't let you down... or will I? Core self-evaluations, other-orientation, anticipated guilt and gratitude, and job performance. *Journal of Applied Psychology*, 95(1), 108.

Heller, D., Watson, D., Komar, J., Min, J., & Perunovic, W. Q. E. (2007). Contextualized personality: Traditional and new assessment procedures. *Journal of Personality*, 75, 1229-1254.

Youyou, W., Kosinski, M., & Stillwell, D. (2015). Computer-based personality judgments are more accurate than those made by humans. *Proceedings of The National Academy of Sciences (PNAS)*.

Imai, L., & Gelfand, M.J. (2010). The culturally intelligent negotiator: The impact of cultural intelligence (CQ) on negotiation sequences and outcomes. *Organizational Behavior and Human Decision Processes*, 112, 83-98.

Barrick, M. R., Stewart, G. L., & Piotrowski, M. (2002). Personality and job performance: Test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology*, 87, 43–51.

Judge, T. A., Bono, J. E., Erez, A., & Locke, E. A. (2005). Core self-evaluations and job and life satisfaction: The role of self-concordance and goal attainment. *Journal of Applied Psychology*, 90, 257–268.

Judge, T. A., Colbert, A. E., & Ilies, R. (2004). Intelligence and leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology*, 89, 542–552.

Judge, T. A., & Zapata, C. P. (2015). The person-situation debate revisited: Effect of situation strength and trait activation on the validity of the big five traits in predicting job performance. *Academy of Management Journal*, 58, 1-31.

Kanfer, R., & Heggstad, E. D. (1997). Motivational traits and skills: A person-centered approach to work motivation. *Research in Organizational Behavior*, 19, 1–56.

Payne, S. C., Youngcourt, S. S., & Beaubien, J. M. (2007). A meta-analytic examination of the goal orientation nomological net. *Journal of Applied Psychology*, 92, 128–150.

Topic 2- Emotions and cognition at work

Staw, B. M., & Barsade, S. G. (1993). Affect and managerial performance: A test of the sadder-but wiser vs. happier-and –smarter hypotheses. *Administrative Science Quarterly*, 38, 304-331.

Barsade, S. G. & O'Neill O. A. (2014). What's Love Got to do with It?: The Influence of a Culture of Companionate Love in the Long-term Care Setting. *Administrative Science Quarterly*, 59, 551-598.

Côté, S. (2014). Emotional intelligence in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 1,459-488.

Kopelman, S., Rosette, A.S., & Thompson, L. (2006). The three faces of eve: Strategic displays of positive negative and neutral emotions in negotiations. *Organizational*

Behavior and Human Decision Processes, 99, 81-101.

Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.

Isen, A. M., Doubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52, 1122-1131.

Estrada, C. A., Isen, A. M., & Young, M. J. (1997). Positive affect facilitates integration of information and decreases anchoring in reasoning among physicians. *Organizational Behavior and Human Decision Processes*, 72, 117-135.

Erez, A. & Isen, A. M. (2002). The influence of positive affect on the component of expectancy motivation. *Journal of Applied Psychology*, 87, 1055-1067.

Ashby, F. G., Isen, A. M., & Turken, A. U. (1999). A neuropsychological theory of positive affect and its influence on cognition. *Psychological Review*, 106, 529-550.

Foulek, T., Woolum, A. H., & Erez, A. (2016). Catching rudeness is like catching a cold: The contagion effects of low-intensity negative behaviors. *Journal of Applied Psychology*, 101, 50-67.

Sidi, Y., Ackerman, R., & Erez, A. (2018). Feeling happy and (over) confident: The role of positive affect in metacognitive processes. *Cognition and Emotion*, 32(4), 876-884.

Rafaeli, A., Erez, A., *Ravid, S., *Derfler-Rozin, R., *Efrat, D., & *Scheyer, R. (2012). When customers exhibit verbal aggression employees pay cognitive costs. *Journal of Applied Psychology*, 97, 931-950.

Foulek, T., Woolum, A. H., & Erez, A. (2016). Catching rudeness is like catching a cold: The contagion effects of low-intensity negative behaviors. *Journal of Applied Psychology*, 101, 50-67.

Riskin, A., Erez, A., Foulek, T. A., Riskin-Geuz, K. S., Ziv, A., Sela, R., ... & Bamberger, P. A. (2017). Rudeness and medical team performance. *Pediatrics*, e20162305.

Rosen, C. C., Koopman, J., Gabriel, A. S., Johnson, R. E. (2016). Who strikes back? A daily investigation of when and why incivility begets incivility. *Journal of Applied Psychology*, 101, 1620-1634.

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

Miron-Spektor, E., Efrat-Treister, D., Rafaeli, A., & Schwarz-Cohen, O. (2011). Others' anger makes people work harder not smarter: The effect of observing anger and sarcasm on creative and analytic thinking. *Journal of Applied Psychology*, 96(5), 1065.

Topic 3- Motivation

Shin, J., & Grant, A. M. (2019). Bored by Interest: How Intrinsic Motivation in One Task Can Reduce Performance on Other Tasks. *Academy of Management Journal*, 62(2), 415-436.

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19-43.

Ferris, D. L., Johnson, R. E., Rosen, C. C., Djurdjevic, E., Chang, C. H. D., & Tan, J. A. (2013). When is success not satisfying? Integrating regulatory focus and approach/avoidance motivation theories to explain the relation between core self-evaluation and job satisfaction. *Journal of Applied Psychology*, 98(2), 342.

Wagner, David T., Christopher M. Barnes, Vivien KG Lim, and D. Lance Ferris. "Lost sleep and cyberloafing: Evidence from the laboratory and a daylight saving time quasi-experiment." *Journal of Applied Psychology* 97, no. 5 (2012): 1068.

Van Dijk, D., & Kluger, A. N. (2011). Task type as a moderator of positive/negative feedback effects on motivation and performance: A regulatory focus perspective. *Journal of Organizational Behavior*, 32(8), 1084-1105.

Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). *Job engagement: Antecedents and effects on job performance*. *Academy of Management Journal*, 53(3), 617-635.

Porath, C. L., & Bateman, T. S. (2006). Self-Regulation: From Goal Orientation to Job Performance. *Journal of Applied Psychology*, 91(1), 185–192.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705.

Kanfer, R., & Ackerman, P. L. (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. *Journal of Applied Psychology*, 74(4), 657.

Richard, H. J., & Oldham, G. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2)), 250-79.

Topic 4- Creativity and Innovation

Baer, M. (2012). Putting creativity to work: The implementation of creative ideas in organizations. *Academy of Management Journal*, 55(5), 1102-1119.

Hargadon, A. B., & B. A. Bechky. (2006). When collections of creatives become creative collectives: A field study of problem solving at work. *Organization Science*, 17, 484-500.

Perry-Smith, J.E. (2006). Social yet creative: The role of social relationships in facilitating individual creativity. *Academy of Management Journal*, 49, 85-101.

Mueller, J., Melwani, S., Loewenstein, J., & Deal, J. J. (2018). Reframing the Decision-Makers' Dilemma: Towards a Social Context Model of Creative Idea Recognition. *Academy of Management Journal*, 61(1), 94-110.

Gino, F., & Ariely, D. (2012). The Dark Side of Creativity: Original Thinkers Can Be More Dishonest. *Journal of Personality and Social Psychology*, 102, 445–459.

Maddux, W. W., & Galinsky, A. D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. *Journal of Personality and Social Psychology*, 96, 1047-1061.

Amabile, T. M., Barsade, S. G., Mueller, J. S. & Staw, B. M. (2005). Affect and creativity at work. *Administrative Science Quarterly*, 50, 367-403.

Godart, F., Maddux, W.W., Shipilov, A., & Galinsky, A.D. (in press). A flair for foreign fashion: Individual professional experiences abroad facilitate the creative innovations of organizations. *Academy of Management Journal*.

Uzzi, B., Satyam, M., Stringer, M., & Jones, B. F. (2013). Atypical Combinations and Scientific Impact. *Science*, 342, 468-472.

Topic 5- Justice

Colquitt, J. A., Greenberg, J., & Zapata-Phelan, C. P. (2005). What is organizational justice? A historical overview. In J. Greenberg & J. A. Colquitt (Eds). *Handbook of organizational justice* (pp. 3- 56). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology, 86*, 425-445.

Greenberg, J. (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity. *Organizational Behavior and Human Decision Processes, 54*, 81-103.

Joshi, A., Son, J., & Roh, H. (2015). When can women close the gap? A meta-analytic test of sex differences in performance and rewards? *Academy of Management Journal, 58*, 516-545.

Li, A., & Cropanzano, R. (2009). Fairness at the group level: Justice climate and intraunit justice climate. *Journal of Management, 35*: 564-599.

Mohan, B., Schlager, T., Deshpandé, R., & Norton, M.I. (2018). Consumers avoid buying from firms with higher CEO-to-worker pay ratios. *Journal of Consumer Psychology*

Hauser, O.P. & Norton, M.I. (2017). (Mis)perceptions of inequality. *Current Opinion in Psychology, 18*, 21-25.

Kiatpongsan, S., & Norton, M. I. (2015). How Much (More) Should CEOs Make? A Universal Desire for More Equal Pay. *Perspectives on Psychological Science, 9*, 587–593.

Whitman, D. S., Caleo, S., Carpenter, N. C., Horner, M. T., & Bernerth, J. B. 2012. Fairness at the collective level: A meta-analytic examination of the consequences and boundary conditions of organizational justice climate. *Journal of Applied Psychology, 97*: 776-791.

Topic 6- Teams

Aime, F., Humphrey, S., DeRue, D. S., & Paul, J. (2014). The riddle of heterarchy: Power transitions in cross-functional teams. *Academy of Management Journal, 57*, 327-352.

Barsade, S. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly, 47*, 644-675.

Bell, S.T. (2007). Deep-level composition variables and predictors of team performance: A meta-analysis. *Journal of Applied Psychology, 92*, 595-615.

De Dreu, C. K., & Weingart L. R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: a meta-analysis. *Journal of Applied Psychology, 88*, 741-749.

De Wit, F. R. C., Greer, L. L., & Jehn, K. A. (2012). The paradox of intragroup conflict: A meta-analysis. *Journal of Applied Psychology, 97*, 360-390.

Joshi, A., & Roh, H. (2009). The role of context in work team diversity research: A meta-analytic review. *Academy of Management Journal, 52*, 599-627.

Van Knippenberg, D., & Schippers, M.C. (2007). Work group diversity. *Annual Review Psychology, 58*, 515-541.

Barker, J. (1993). Tightening the iron cage: Concertive control in self-managing work teams. *Administrative Science Quarterly, 38*, 408-437

Murnighan, J. K., & Conlon, D. J. (1991). The dynamics of intense work groups: A study of British string quartets. *Administrative Science Quarterly, 36*, 165-186.

Polzer, J.T., Crisp, C.B., Jarvenpaa, S.L., & Kim, J.W. (2006). Extending the Faultline Model to Geographical Dispersed Teams: How Co-Located Subgroups Can Impair Group Functioning. *Academy of Management Journal, 49*, 679-692.

De Vries, T. A., Hollenbeck, J. R., Davison, R. B., Walter, F., & Van Der Vegt, G. S. (2016). Managing coordination in multiteam systems: Integrating micro and macro perspectives. *Academy of Management Journal*, 59(5), 1823-1844.

Marks, M. A., Mathieu, J. E., & Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review*, 26(3), 356-376.

Kozlowski, S. W., & Chao, G. T. (2018). Unpacking team process dynamics and emergent phenomena: Challenges, conceptual advances, and innovative methods. *American Psychologist*, 73(4), 576.

Koopmann, J., Lanaj, K., Wang, M., Zhou, L., & Shi, J. (2016). Nonlinear effects of team tenure on team psychological safety climate and climate strength: Implications for average team member performance. *Journal of Applied Psychology*, 101(7), 940.

Topic 6- Contextual Behavior/OCB(Helping and Voicing)

Koopman, J., Lanaj, K., & Scott, B. A. (2016). Integrating the bright and dark sides of OCB: A daily investigation of the benefits and costs of helping others. *Academy of Management Journal*, 59(2), 414-435.

Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32(2), 393-417.

LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87, 52-65.

Grant, A.M. & James W. Berry, J.W. (2011). The Necessity of Others is The Mother of Invention: Intrinsic and Prosocial Motivations, Perspective Taking, and Creativity, *Academy of Management Journal*, 54, 73-96.

Bachrach, D.G., Powell, B.C., Collins, B.J. and Richey, R.G. (2006) 'Effects of task interdependence on the relationship between helping behavior and group performance. *Journal of Applied Psychology*, 91 (6): 1396–1405.

Podsakoff, P.M., Ahearne, M. and MacKenzie, S.B. (1997). Organizational citizenship behavior and the quantity and quality of work group performance. *Journal of Applied Psychology*, 82 (2): 262–270.

Li-Yun Sun, L.Y., Aryee S. & Law, K.S., (2007). High-Performance Human Resource Practices, Citizenship Behavior, and Organizational Performance: A Relational Perspective. *Academy of Management Journal*, 50: 558-577.

Bolino, M.C. and Turnley, W.H. (2005). The personal costs of citizenship behavior: The relationship between individual initiative and role overload, job stress, and work-family conflict. *Journal of Applied Psychology*, 90 (4): 740–748.

Bergeron, D. (2007). The Paradox of Organizational Citizenship Behavior: Good Citizens at What Cost? *Academy of Management Review*, 32: 1078-1095.

Kamdar, D. and Van Dyne, L. (2007). The joint effects of personality and workplace social exchange relationships in predicting task performance and citizenship performance. *Journal of Applied Psychology*, 92 (5): 1286–1298.

Ilies, R., Scott, B.A. and Judge, T.A. (2006). The interactive effects of personal traits and experienced states on intraindividual patterns of citizenship behavior. *Academy of Management Journal*, 49 (3): 561–575.

Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32(2), 393-417.

Ilies, R., Nahrgang, J. and Morgeson, F.P. (2007). Leader–member exchange and citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 92 (1): 269–277.

- Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *Academy of Management Annals*, 5(1), 373-412.
- Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of Management Journal*, 41(1), 108-119.
- Morrison, E. W., Wheeler-Smith, S. L., & Kamdar, D. (2011). Speaking up in groups: a cross-level study of group voice climate and voice. *Journal of Applied Psychology*, 96(1), 183.
- Liu, W., Tangirala, S., Lam, W., Chen, Z., Jia, R. T., & Huang, X. (2015). How and when peers' positive mood influences employees' voice. *Journal of Applied Psychology*, 100(3), 976.