Anger in work-related contexts: the effect of providing feedback opportunities versus lack thereof

PhD in Management

Henley Business School, Department of Marketing and Reputation

Bahram Mahmoodi Kahriz

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DECLARATION

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

Bahram Mahmoodi Kahriz

ABSTRACT

Anger is often understood as an emotion that should be managed or suppressed in work settings. However, in answering recent calls in literature, this doctoral work widens this debate by studying the effect of permitting/not permitting the expression of anger (providing/not feedback opportunities) in work-related contexts. Specifically, the present study answers calls to explore whether and how feeling the emotion anger after receiving unfair negative feedback can cause constructive/destructive behaviours towards organisations. The pilot ($N = 85$) and main experimental ($N = 491$) studies investigate the effect of permitting/not permitting the expression of anger (providing/not feedback opportunities) on employees' constructive/destructive behaviours towards the organisation and the moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not feedback opportunities) and constructive/destructive behaviours. A key contribution of this study is therefore that it examines whether permitting/not permitting the expression of anger (providing/not feedback opportunities) affect individuals' outcome behaviours towards the organisation differently. Moreover, the present study contributes to the study of anger by investigating the moderating role of moral identity on the relationship between permitting/not permitting the expression of anger (providing/not feedback opportunities) and constructive/destructive outcome behaviours. The findings indicate that permitting/not permitting the expression of anger (providing/not feedback opportunities) does not prevent immediate negative reactions such as providing feedback in a less constructive way or expressing immediate negative feedback. However, the findings suggest that being able to express anger motivates individuals to work for the organisation again and leads to higher levels of long-term commitment and loyalty to the organisation and employer. Interestingly, while to the

best of the author's knowledge these results are novel in the context of anger research, the findings of this study are resonant of recent findings in the related area of "aggression research". Recent findings there suggest that when people are informed that negative feedback was not given intentional, this does not change immediate reactions but can reduce (longer-term) aggressive behaviour. The results of this study suggest a number of implications for literature and practice in terms of anger regulation in work contexts, which the latter part of the thesis discusses.

Keywords: Permitting/not permitting the expression of anger (providing/not feedback opportunities), Long-term commitment and loyalty, Immediate reaction, Emotion regulation, Feedback, Organisational behaviour

The thesis is dedicated to my parents.

Darkness is your candle.

Rumi (2015). "Selected Poems", p.50, Penguin UK

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My very special thanks go to my family and friends, whose encouragement mean the world to me. They selflessly encouraged me to follow my dreams.

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CHAPTER 1. INTRODUCTION AND OVERVIEW OF THE THESIS

This chapter introduces the focus and context of the research in this thesis, summarises the research questions and objectives and outlines key research activities. Anger and its impact on constructive/destructive outcome behaviours in work-related contexts is defined. In order to help the reader to navigate through the thesis, this chapter also presents an overview of the structure of the thesis and clarifies the importance of the research.

1.1 Introduction

This PhD project aims to contribute to the literature by studying the role of the emotion 'anger' in a work-related context. It looks at situations where prospective employees can *express* their anger (providing feedback opportunity) versus situations where prospective employees need to *suppress* their anger (not providing feedback opportunity) in response to unfair negative feedback from the organisation. Utilising an experimental design, the study investigates whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) leads to different outcomes in terms of constructive/destructive behaviour towards the organisation. The key research question in this study is: "does permitting/not permitting the expression of the felt emotion 'anger' (providing/not providing feedback opportunities) in response to unfair negative feedback in a work-related context lead to different outcome behaviours?" Furthermore, the study investigates the moderating impact of moral identity on permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and associated constructive/destructive outcome behaviours.

In order to investigate the emotion 'anger', the study draws on the organisational and psychological literatures on emotions, fairness and justice. A lack of perceived fairness and justice is typically described as one of the key reasons why people feel angry in a work-related context and a key reason why people may behave destructively (Callister, Geddes & Gibson, 2017; Chan & Arvey, 2011; Gibson & Callister, 2010; Fitness, 2000). According to researchers, work interview situations (employment situations) are among the work-related contexts, which people (e.g., prospective employees) might often experience unfairness (Anseel & Lievens, 2009; Bernerth, Feild, Giles, & Cole, 2006; Gilliland & Steiner, 2001). Therefore, the empirical part of the research exposes research participants, in an experimental study design, to a situation of perceived injustice in a work interview to trigger anger. Whereas one group of participants is given the opportunity to express their anger (providing feedback opportunity), another group of participants are not permitted to express their anger and are told to suppress it (not providing feedback opportunity). Participants' subsequent outcome behaviour is recorded. and might feel angry as a result (Fitness, 2000). The generic flow of the research parts included in this study are exhibited below.
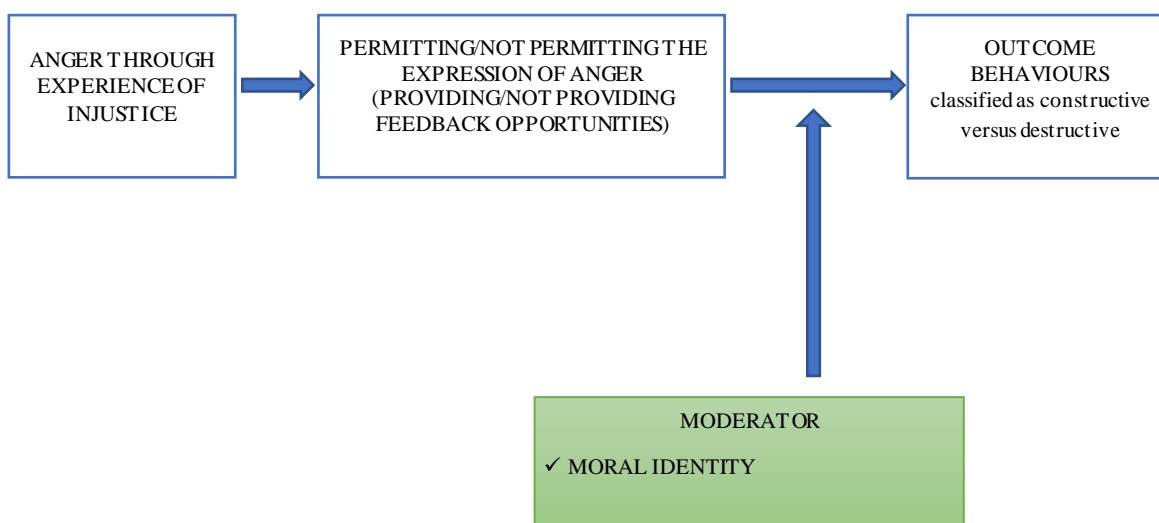
Figure 1.1 Overview of relationships between anger and outcome behaviour

The thesis aims to contribute to knowledge at the theoretical (conceptual), practical and methodological level (Summers, 2001).

1.1.1 Theoretical contributions

This study contributes to theoretical accounts of unfairness in work-related contexts, namely fairness heuristic theory (Lind, 2001) and affective events theory (Weiss & Cropanzano, 1996), through investigating permitting/not permitting the expression of anger (providing/not providing feedback) conditions within an unfair situation. According to fairness heuristic theory (Lind, 2001) people in work-related contexts have immediate and quick reactions to unfairness. In other words, in unfair situations, people rely on their automatic and not thoughtful judgments and usually react negatively. However, findings of the current study suggest that getting permission to express anger after receiving unfair feedback can lead to constructive outcome behaviours, such as higher levels of long-term commitment and loyalty to the organisation and the employer. Therefore, these findings contribute to fairness heuristic theory (Lind, 2001), through highlighting the importance of permitting the expression of anger (providing feedback opportunity) within unfair situations which can result in positive and long-term constructive outcomes.

The results also contribute to affective events theory (Weiss & Cropanzano, 1996), through indicating the positive impact of the permitting the expression of anger (providing feedback opportunity) in work-related contexts. According to affective events theory (Weiss & Cropanzano, 1996), when an event (e.g., receiving negative feedback) hinders a focal goal progress (e.g., success in a task) in a work-related context, people feel negatively and may engage in negative outcome behaviours. The findings of this study suggest that individuals who feel angry because of being treated unfairly might not always engage in negative outcome

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behaviours. In particular, the results show that getting permission to express anger after unfair feedback can protect long-term commitment and loyalty to the organisation and to the employer. The contribution of this study to affective events theory (Weiss & Cropanzano, 1996) is that providing the opportunity to express anger (providing feedback opportunity) in work-related contexts can cause anger to result in constructive outcomes.

Furthermore, the present study contributes to the dual threshold model of anger in organisations (Geddes & Callister, 2007). In particular, this study reveals that in the situation where people get permission to cross the expression threshold, they do not show immediate constructive reactions, such as voicing towards the employer, but they indicate long-term commitment and loyalty towards the organisation and the employer. The contribution of this study to dual threshold theory is that it needs to be articulated differently for different types of related outcome behaviours – at least differentiated between immediate and more long-term.

Moreover, the study contributes theoretically through investigating the moderating effects of moral identity in the relationship between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/ destructive outcome behaviours. In particular, the present study broadens previous research, which has highlighted the moderating effects of individual level factors on the expression of anger in work-related contexts (see Geddes & Callister, 2007; Callister et al., 2017). This is the first study (to the best of the author's knowledge) that investigates the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours. In doing so, it provides the novel insight that medium and higher levels of moral identity enhance long-term commitment and loyalty to the organisation in the condition where people are permitted to express their anger

(providing feedback opportunity), compared to the condition where they are not permitted to express their anger (not providing feedback opportunity).

1.1.2 Practical contributions

The current study contributes practical insights to work-related contexts and employers by suggesting that employers would be well advised to be careful how they deliver negative feedback to employees to maximize the useful and beneficial outcomes of the feedback.

The study suggests that employers can be proactive in generating rules and norms that provide opportunities for individuals to express their anger in work-related contexts. Moreover, the results provide additional suggestions for employers to be patient in their judgement about negative emotions such as anger, because those emotions and the expression of them might lead to longer-term positive outcomes for the work-related context. Furthermore, these findings suggest that if employers articulate clearly that they are keen to hear employees' thoughts and concerns, employees will show higher levels of long-term commitment and loyalty to the organisation and to the employer.

1.1.3 Methodological contribution

The present thesis contributes to methodology through investigating the effect of the permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviour in work-related contexts in an experimental research design. It does so by developing novel materials for measuring constructive/destructive outcome behaviours in work-related contexts. For measuring individuals' attitude towards the organisation and the employer, a new scale was also constructed. In addition, in order to measure voicing constructively (intention + behaviour),

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participants were asked to indicate whether they would like to share their opinion with the researcher (employer) or if they would like to post their opinion on social media. They were also asked to write their comments and feedback about the employer's task and were then asked to summarise their feedback using an emoji and to click on the related option in order to share it with the employer or on social media. These methods of measuring voicing and participants' reactions to permitting/not permitting the expression of anger (providing/not providing feedback opportunities) were new methods of measuring constructive/destructive outcome behaviours in anger research in work-related contexts.

1.2 Context of the study

The present thesis departs from previous research which has generally viewed anger as a negative emotion that causes negative outcomes in work-related contexts. Previous studies have mainly focused on the importance of the down-regulation of anger in work-related contexts, rather than evaluating the consequences of its expression (Stearns & Stearns, 1986). In addition, the few studies which suggest the positive impact of permitting the expression of anger in work-related contexts are mainly qualitative and have not investigated the effect of permitting the expression of anger (providing feedback opportunity) in an experimental design which allows for insights into causality and allows for the control of confounding effects. Existing qualitative studies are generally concerned with positive outcomes rather than mentioning the type of positive outcome behaviour in more specific terms. However, in the present study, constructive/destructive outcome behaviours include immediate reactions (e.g., voicing constructively and the expression of immediate negative feedback through emojis), as well as investigating issues of attitude, long-term commitment and loyalty towards the organisation and the employer.

In particular, the constructive/destructive outcome behaviours studied here include whether permitting the expression of anger (providing feedback opportunity) can result in higher levels of voicing constructively and lower levels of expressing immediate negative feedback. The study also tests whether the expression of anger leads to a positive evaluation of the employer's task, as well as higher levels of long-term commitment and loyalty towards the organisation.

The moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours (voicing constructively, lower levels of expression of immediate negative feedback through emojis, positive evaluation of the employer's task, and long-term commitment and loyalty towards the organisation) is also included. To the best of the author's knowledge, the moderating impact of moral identity has not been tested in studies of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) in a work-related context.

1.3 Background to the research problem

Over the past decades, there has been a significant increase in the number of studies on anger and organisational fairness. Researchers state that organisational unfairness increases employees' negative emotions, such as anger, as well as their willingness to hold back negative attitudes and maladaptive behaviours. According to Schweitzer and Gibson (2008), unfairness is the main reason for anger in work-related contexts, which leads to more destructive and counterproductive behaviours (Callister, et al., 2017; Fox & Spector, 1999; Motro, Odornez & Pettarello, 2014). Researchers indicate that work-related contexts include rules managing the expression of anger. These rules identify which type and level of expression are displayed, and if

anger will be encouraged or discouraged in work-related contexts (Callister, Gray, Gibson, Schweitzer & Tan, 2003). Understanding the conditions where anger can lead to constructive/destructive outcome behaviour in work-related contexts is sorely lacking in the literature. Therefore, this thesis tries to investigate whether and how anger may lead to constructive/destructive behaviours towards organisations.

Looking closely at the literature on employees' constructive/destructive reactions to (un)fair treatments are not only dependent on the contextual and environmental factors within the organisations but also are dependent on the individual level factors (Barsade & Gibson, 2007), such as moral identity (Wu, Sun, Zhang & Wang, 2016). In this study, the moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours are investigated.

1.4 Research aims and hypotheses

In order to shed light on the key research question in this thesis ("does permitting/not permitting the expression of felt emotion 'anger' [providing/not providing feedback opportunities] in response to unfair negative feedback in a work-related context lead to different outcome behaviours?"), a number of research aims are identified.

These research aims are:

1. To investigate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on voicing constructively (intention + behaviour).

2. To investigate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on attitudes towards the organisation and employer.

3. To investigate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of immediate negative feedback through emojis.

4. To investigate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on long-term commitment and loyalty to the organisation.

5. To investigate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on evaluation of the employer's task.

6. To investigate whether higher levels of moral identity impact the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on voicing constructively (intention + behaviour), whereas lower level of moral identity has a weaker impact.

7. To investigate whether higher levels of moral identity impact the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of immediate negative feedback through emojis, whereas lower level of moral identity has a weaker impact.

8. To investigate whether higher levels of moral identity impact the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on long-term commitment and loyalty to the organisation, whereas lower level of moral identity has a weaker impact.

9. To investigate whether higher levels of moral identity impact the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the positive evaluation of the employer's task, whereas lower level of moral identity has a weaker impact.

In addition, the present section presents the hypotheses related to the research aims and provides a summary of the results and the related conceptual and practical implications of this study (see the Table 1.1).

The research hypotheses are:

Hypotheses for the pilot study

H1) Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).

H2) Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

Hypotheses for the main study

H3) Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).

H4) Participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

H5) Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of long-term commitment and loyalty to the organisation, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

H6) Participants who are given the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positively than participants who do not get the opportunity to express their anger (not providing feedback opportunity).

H7) Participants with higher levels of moral identity are more likely to voice constructively (intention + behaviour) in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H8) Participants with higher levels of moral identity express lower levels of immediate negative feedback through emojis in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

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H9) Participants with higher levels of moral identity show higher levels of long-term commitment and loyalty to the organisation in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H10) Participants with higher levels of moral identity evaluate the employer's task significantly more positive in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

Table 1-1

Summary of key findings and implications of the thesis

Hypotheses	Key finding	Conceptual implications	Practical implications
H1	Permitting the expression of anger (providing feedback opportunity) does not significantly lead to higher intention to voice constructively. However, the differences between permitting and not permitting the expression of anger (providing and not providing feedback opportunities) are in the hypothesized direction. Permitting the expression of anger (providing feedback opportunity) does not lead to voicing constructively (behaviour). The findings also do not indicate that people in the fair condition voice constructively, compared to people in the condition where they are not permitting to express their anger (no opportunity to provide feedback).	The findings are consistent with Krieglmeyer, Wittstadt and Strack (2009) showing that permitting the expression of anger (providing feedback opportunity) after unfair feedback does not lead to immediate constructive reactions (voicing constructively). The present findings do not confirm the results by Geddes and Callister (2007).	The results suggest that employers may be well advised to be aware that providing opportunities for employers to express their anger may not lead to immediate constructive reactions.
H2	Permitting the expression of anger (providing feedback opportunity) leads to a slightly more positive attitude towards the organisation and the employer. However, the results are not statistically significant. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show significantly less positive attitude towards the organisation and the employer, compared to the fair condition.	The results provide slight support for the findings of Geddes and Callister (2007). The findings broaden fairness heuristic theory (Lind, 2001) through showing that even in the unfair condition when people get the opportunity to express their anger (provide feedback), they might indicate to some extent positive attitudes towards the organisation and the employer.	Employers may want to consider providing a work environment that does not cause employees to down regulate their negative emotion such as anger. The results recommend that even negative emotions such as anger might result in positive attitudes towards the organisation and the employer. In addition, employers may want to look at ways to deliver their negative feedback with the aim to maximize the useful and beneficial outcomes of the feedback and to minimize the potential negative aspects of the feedback.

Hypotheses	Key finding	Conceptual implications	Practical implications
H3	Permitting the expression of anger (providing feedback opportunity) does not lead to significantly higher levels of intention to voice constructively. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) reveal significantly less intention to voice constructively, compared to the fair condition. Permitting the expression of anger (providing feedback opportunity) does not lead to voicing constructively (behaviour). The findings also do not indicate that people in the fair condition voice constructively (behaviour), compared to people in the condition where they are not permitting to express their anger (no opportunity to provide feedback).	The findings are consistent with Krieglmeyer et al. (2009) showing that permitting the expression of anger (providing feedback opportunity) after unfair feedback does not lead to immediate constructive reaction (voicing constructively). In addition, the results do not support previous studies about the positive impact of the expression of anger (Geddes & Callister, 2007).	The results suggest that employers may want to look for activities and changes in work-related contexts to get positive effects out of anger. The results show that treating employees politely after unfair feedback is not sufficient to enhance their positive immediate reaction towards the organisation. It may be advisable for superiors to show patient behaviour about individuals' positive reaction in work-related contexts.
H4	Permitting the expression of anger (providing feedback opportunity) leads to significantly higher levels of expression of immediate negative feedback through emojis. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) express more immediate negative feedback through emojis, compared to participants in the fair condition.	Although these findings do not support Geddes and Callister (2007), they are consistent with researchers that view expression of anger as an important way of displaying organisational dissent (Kassing, 1998; Kassing & Armstrong, 2001).	A potential implication is that superiors could be trained in order to get better understanding of subordinates' expression of anger in work-related contexts (Geddes & Callister, 2007; Mastenbroek, 2000). In particular, superiors can be trained that anger may show an existent issue within the work-related context (e.g., an unfair treatment in an employment situation) which should be solved. Superiors may want to decide to reduce sanctions against the expression of negative emotions such as anger by employees, even though the expressions are extreme. This may display an intention to accept the employees' concerns. Therefore, it might enhance employee trust and decrease the silence towards the organisation and the superiors (e.g., employer management).
H5	Permitting the expression of anger (providing feedback opportunity) leads to significantly higher levels of long-term commitment and loyalty to the organisation. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show less long-term commitment and loyalty to the organisation, compared to the fair condition.	The results provide support to the findings of Geddes and Callister (2007). The results also support Krieglmeyer et al.'s (2009) findings through showing that being treated nicely after unfair feedback can impact on a reflective reaction (e.g., long-term commitment and loyalty towards the organisation and the employer). The findings also broaden fairness heuristic theory (Lind, 2001) through showing that even in the unfair condition people have higher levels of long-term commitment and loyalty to the organisation.	The results suggest that the employers may want to think about providing opportunities for employers to express their anger (provide their feedback) because it can lead to higher levels of reflective and thoughtful reactions towards the organisation. Employers can provide these opportunities through regulating the organisational norms and creating more supportive environments in the organisation. This might help the employees to not down regulate their anger and have better reaction towards the organisation and the employer. In addition, employers can be trained to deliver their negative feedback in a way to minimize the potential negative aspects of the feedback.
H6	Permitting the expression of anger (providing feedback opportunity) does not significantly lead to positive evaluation of the employer's task. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not*	The results do not support the findings of Geddes and Callister (2007). However, it is in line with the findings of Callister et al. (2003) which did not find significant differences between permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not	The results suggest that the employees' judgement about the employers' tasks might not be easily and quickly changed even if they receive an opportunity to express their negative emotions such as anger in work-related contexts.

| | *providing feedback opportunity]*) show less positive evaluation of employer's task, compared to the fair condition. | providing feedback opportunity) conditions in positive outcome behaviours.
The study suggests that permitting expression of anger (providing feedback opportunity) does not cause people to evaluate the employer's task more positively. | |

Hypotheses	Key finding	Conceptual implications	Practical implications
H7	Participants with higher levels of moral identity do not indicate more intention to voice constructively in the condition which they get opportunity to express their anger (providing feedback opportunity), compared to the condition which they do not get opportunity to express their anger (not providing feedback opportunity). However, findings indicate the positive main effect of moral identity on intention to voice constructively, which reveals that higher moral identity is related to higher levels of intention to voice constructively. Participants with higher levels of moral identity do not voice constructively (behaviour) in the condition which they get opportunity to express their anger (providing feedback opportunity), compared to the condition which they do not get opportunity to express their anger (not providing feedback opportunity). .	The results do not provide additional support to the moderating effect of moral identity in the organisational research (Rupp, 2003; Sanders, Wisse, Yperen, & Rus, 2018; Skarlicki & Rupp, 2010; Skarlicki, van Jaarsveld, & Walker, 2008). However, the results support the studies about the positive main effect of moral identity on positive outcome behaviours (Aquino & Reed, 2002; Reynolds & Ceranic, 2007).	Due to the positive main effect of moral identity on positive outcome behaviours, organisations may want to consider the moral identity of the employees in the employment procedure. The results imply that organizations may want to consider strategies to promote employees' moral identity, because higher moral identity can cause higher positive reactions (intention to voice constructively) towards the organisation.
H8	Moral identity does not impact whether permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) result in expression of immediate negative feedback through emojis. However, exploratory analyses using the Johnson–Neyman technique indicate moderating effects for medium and higher levels of moral identity which means that medium and higher levels of moral identity might enhance the expression of immediate negative feedback through emojis in the condition which people get the opportunity to express their anger (providing feedback opportunity), compared to the condition which they do not get opportunity to express their anger (not providing feedback opportunity). Moreover, findings show that moral identity reduces expression of immediate negative feedback through emojis in the fair condition compared to the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*).	The results suggest that higher levels of moral identity might be effective for employees to express even their negative emotions and unhappiness about the employer's task. These results are consistent with the studies which show that people who have high levels of moral identity are concerned about helping others even if it is beyond their group interests (Lindebaum, Geddes & Gabriel, 2017). The results also provide additional support to the moderating effect of moral identity in the organisational research (Rupp, 2003; Sanders, et al., 2018; Skarlicki & Rupp, 2010; Skarlicki et al., 2008).	The results can be interpreted so that organisations may want to provide an opportunity for individuals to express their negative emotions such as anger. The opportunity may increase employees' expression of negative feedback towards the employer and the organisation that might help the employers to resolve the issue and improve the situation. In addition, organisations may want to consider evaluation of employees' moral identity in their employment strategies.

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H9	Moral identity does not moderate the effect of permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) on long-term commitment and loyalty to the organisation. However, exploratory analyses using the Johnson–Neyman technique indicate medium and higher levels of moral identity might enhance long-term commitment and loyalty to the organisation in the condition where people can express their anger (providing feedback opportunity), compared to the condition where they cannot express their anger (not providing feedback opportunity). Moreover, findings show that higher moral identity enhances people's long-term commitment and loyalty to the organisation in the fair condition, compared to the anger conditions *(permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]).*	The present findings indicate that there might be moderating effects for medium and higher levels of moral identity in the relationship between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and long-term commitment and loyalty towards the organisation. The results are in line with the previous findings about the moderating effect of moral identity in the organisational research (Rupp, 2003; Sanders, et al., 2018; Skarlicki & Rupp, 2010; Skarlicki et al., 2008).	In addition, organisations may want to consider evaluation of employees' moral identity in their employment strategies, because people with higher levels of moral identity indicate higher levels of long-term commitment and loyalty towards the organisation. In addition to preparing the opportunities for employees to express their negative emotions such as anger, organisations may want to consider interventions that might help them to develop their moral identities.
H10	Moral identity does not impact whether permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) results in positive evaluation of employer's task. Further findings show a significant main effect of moral identity on positive evaluation of employer's task. Moral identity does not impact the effect of fair condition versus anger conditions *(permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity])* on positive evaluation of employer's task.	The results do not provide additional support to the moderating effect of moral identity in the organisational research (Rupp, 2003; Sanders, et al., 2018; Skarlicki & Rupp, 2010; Skarlicki et al., 2008). However, the results support the studies about the positive main effect of moral identity on positive outcome behaviours (Aquino & Reed, 2002; Reynolds & Ceranic, 2007).	The results can be interpreted in a way in which organizations may want to explore whether it is possible to consider the moral identity of the individuals in their recruitment process, because higher levels of moral identity enhance people's positive evaluation of the employer's task. Therefore, people with higher levels of moral identity indicate higher intention to engage in the employer's task without considering the organisation's norms. The main results suggest that even if the organisation does not provide the opportunity for the individuals to express their anger, they evaluate the employer's task almost in the same level as people who receive the opportunity to express their anger.

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1.5 Research activities

To achieve the research aims, the following research activities have been taken:

(1) Literature review. The literature review focuses on reviewing the (un)fairness literature, as well as literature concerning anger in work-related contexts. The literature review continues with reviewing literature about the organisational conditions where people are permitted to express their anger (providing feedback opportunity) and the conditions where they are not permitted to express their anger (not providing feedback opportunity). The literature review also focuses on constructive/destructive outcome behaviours. Moreover, the literature review focuses on the impact of moral identity on constructive/destructive outcome behaviours in work-related contexts.

(2) Research objectives. Specific research aims and objectives are stated, see above.

(3) Primary research and hypotheses. Building upon the existing models and theories in the extant literature, hypotheses are presented. Next, measurement instruments are also identified from the literature, with the intention of the adoption and adaptation of those to meet the research aims in this thesis.

(4) Pilot study. The pilot study was used to revise the research design and the research hypotheses. The pilot study helped to clarify and improve the measurement materials and also ensured the reliability of the scales. Based on the findings in the pilot study, some changes were applied to the main study.

(5) Hypothesis-building. Findings from the pilot study were utilised to refine the final set of hypotheses.

(6) Experiment development – questionnaire preparation. Based on the findings of the pilot study, the experimental materials including the questionnaires and the tasks were prepared. Then,

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the questionnaire concerning attitude towards the employer and organisation was revised. In addition, some new measurements were added for the main study.

(7) Statistical instrument selection. The appropriate statistical software was used in order to test the hypotheses. SPSS Statistics 25 was used to clean the data and to examine the hypotheses. In addition, Process macro was used to test the hypotheses about moderating effects.

(8) Data collection. The online experiment was administered in October 2019. The experiment was done through online platforms, such as Qualtrics and Prolific. Participants took part in this study through computers or laptops. Participants were free to exit the study at any point and they did not have to answer any questions that they did not want to. The data was entered into SPSS Statistics 25 for further cleaning and statistical analysis.

(9) Analysis, hypotheses testing and reporting the findings. The data was analysed using the software SPSS 25 and Process macro. The research hypotheses were tested and the findings were reported.

(10) Interpretation, discussion and conclusion. The interpretation and a discussion of theoretical and practical implications and conclusions are presented. In the Figure 1.2, the research activities have been presented in detail.
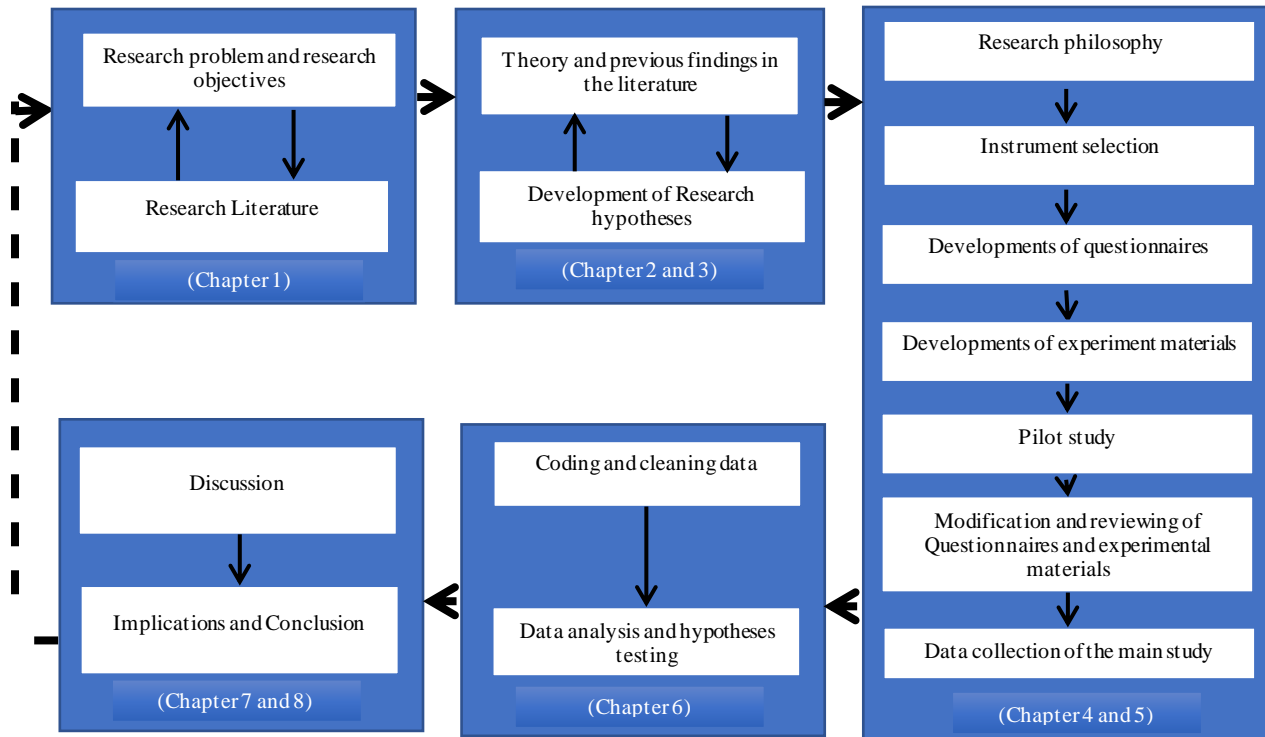
Figure 1.2. The steps of research activities in this thesis

The present research contains a pilot and main study summarized in Table 1.2.

Table 1-2

Summary of the pilot and main studies undertaken in this thesis

Study	Time	Sample	Main Focus	Purpose/Key concepts/Outcomes
Pilot study	1 July 2019	85	Development and testing of manipulation and the self-administered questionnaires as well as standard measures, hypothesis generation	**Purpose:** To investigate the research context, evaluate the manipulations, assess the self-administered and standard questionnaires and materials, reliability checks, and generating and testing the hypotheses **Key concepts:** Anger conditions *(permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity])*, voicing constructively (intention + behaviour), attitude towards the organisation and the employer. **Outcomes:** To remove a question about measuring individuals' belief that anger is a positive emotion, to revise and add more items on the questionnaire "attitude towards the organisation and the employer" in order to assess more individuals' intention to work for the organisation and their commitment and loyalty towards the organisation, to revise the voicing constructively (behaviour).
				Continued on next page

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Study	Time	Sample	Main Focus	Purpose/Key concepts/Outcomes
Main study	6 November 2019	507	Hypotheses testing	**Purpose:** To investigate the research context, validity and reliability checks of the measurements (e.g., scales measuring constructive outcome behaviours), and testing the hypotheses
				Key concepts: Anger conditions *(permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity])*, voicing constructively (intention + behaviour), expression of immediate negative feedback through emojis, long-term commitment and loyalty to the organisation and the employer, positive evaluation of the employer's task, moral identity, expression of immediate negative feedback through written statements, expression of anger through written statements (feedback), quality of writing a detailed and well-thought through written statement (feedback), trait reappraisal and trait suppression, trait anger, passion towards long-term goals.
				Outcomes: To propose theoretical, and methodological contributions to the literature as well as a set of practical implications.

1.6 Structure of the thesis

In the present chapter, an introduction to the research, as well as research questions, aims, and hypotheses are provided. The chapter also provides research activities and the structure of each chapter of the thesis. Moreover, the chapter presents a brief report of the findings and implications in the tables.

Chapter 2. Chapter two describes the concept of unfairness in work-related contexts and its effect on anger. The chapter also reviews relevant academic literature concerning anger in work-related contexts, followed up by the organisational conditions where people are permitted to express their anger (providing feedback opportunity) versus the conditions where they are not permitted to express their anger (not providing feedback opportunity).

Next, the chapter outlines the possible constructive/destructive outcome behaviours in work-related contexts. In particular, the chapter highlights the behaviours which can be beneficial for the organisation as constructive outcome behaviours and the behaviours which are selfish and self-oriented. In particular, the chapter discusses voicing and the expression of the feedback, attitude towards the organisation and the long-term commitment and loyalty towards the organisation as constructive outcome behaviours.

Chapter 3. The chapter highlights how moral identity can moderate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviour. The chapter highlights these potential effects by reviewing the relevant academic literature. The chapter also reviews the literature about trait reappraisal and suppression, as well as trait anger and passion towards long-term goals. In the present study these are used for checking the validity of constructive/destructive outcome behaviours.

Chapter 4. Chapter four presents the importance of philosophy of scientific research. In particular, the differences between the philosophical research paradigms are highlighted. Next, the chapter discusses the paradigm that this thesis employs and how this paradigm might be different from the other paradigms in terms of the ontological, epistemological, and methodological approaches.

Chapter 5. Chapter five presents the research methodology in detail. This chapter includes details about the experimental design, as well as the participants, procedure and the research materials. More specifically, this chapter presents the research method of the pilot study and explains how some of the materials were refined for the main study.

Chapter 6. The sixth chapter presents the data analysis and hypothesis testing. At the beginning, the chapter presents the results about checking the validity of constructive/destructive outcome behaviours. Next, the chapter presents the findings of the pilot study which helped to generate and clarify the hypotheses of the main study. Then, the data-collection process, as well as post-collection procedures such as data cleaning are presented. Hereafter, the sample demographics are presented, along with the testing of the hypotheses. In particular, the chapter outlines tests examining the effect of the permitting/not permitting the expression of anger (providing/not

providing feedback opportunities) on constructive/destructive outcome behaviours. It also tests the moderating effects of moral identity on the relationship between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours.

Chapter 7. Chapter seven presents the main contributions of the thesis. This chapter also discusses the findings of the present study with regard to the previous theories and research findings.

Chapter 8. The eighth chapter is an overview of the study. The chapter also concludes the thesis with presenting the theoretical, methodological and practical implications of the study and also discusses limitations and future research directions.

1.7 Importance of the study

As discussed earlier, anger is one of the most often experienced emotions in work-related contexts (Motro, Ordonez, Pittarello, & Welsh, 2018; Stickney & Geddes, 2016). Anger is often understood as a negative emotion which should not be allowed to be expressed (Callister et al., 2017; Gibson, Schweitzer, Callister & Gray, 2009). However, studies indicate that when management provides opportunities for people to present their ideas and allowed them to express their anger in work-related contexts, anger may result in constructive outcome behaviour (Callister et al., 2003). Recent studies discuss that negative emotions can cause positive and constructive outcomes but depend on the condition and context. However, these are not yet well understood in the current literature. Interestingly, researchers have recently suggested that providing opportunities for the expression of anger as a negative emotion can lead to positive and benefi-

cial outcomes, not only for the anger expresser, but also for the organisation (again this is a suggestion that needs to be theoretically and conceptually investigated). There are calls in the literature to investigate whether employees who get an opportunity to express their anger (provide their feedback) may act using more constructive outcome behaviours towards the organisation – which is the focus of this study. From a practical perspective, organisations are also often said to spend a lot of effort, time and financial resources in order to manage the expression of negative emotions in work-related contexts, to develop a successful and effective organisational situation (Barsade & O'neill, 2016; Callister et al., 2017). However, there is a lack of knowledge in current literature regarding how this can be achieved and what exactly the consequences of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) are on related outcome behaviours. This study aims to shed light on the theoretical linkages, as well as suggest important practical implications.

1.8 Conclusion

Although anger is said to be an important and frequently experienced emotion in work-related contexts (Motro et al., 2018; Stickney & Geddes, 2016), the majority of the research focuses on the negative and destructive side of this emotion (Geddes, Callister & Gibson, 2020). In an organisational context, anger is usually seen in a negative light and organisations may try to suppress the expression of anger (Callister et al., 2017; Gibson et al., 2009). However, consistent with recent findings on the constructive side of anger (e.g., Callister et al., 2017), this thesis tries to understand work-related contexts in which anger can result in constructive outcome behaviours. In addition, this thesis investigates the moderating effects of moral identity on the relation-

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ship between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive behaviours. This chapter has presented the research hypotheses and activities with regard to the research aims and questions. Moreover, a brief summary of the results and theoretical and practical contributions were presented in this chapter.

CHAPTER 2. ANGER AND CONSTRUCTIVE/DESTRUCTIVE OUTCOMES: UNFAIRNESS AS A KEY REASON FOR ANGER IN WORK-RELATED CONTEXTS

This chapter explores the constructive/destructive effect of anger in work-related contexts, by studying the organisational and psychological literature on fairness and justice. Section 2.1 offers an introduction and draws a structure of the chapter. Section 2.2 discusses anger in a work-related context. This section also discusses the permitting/not permitting the expression of anger. Section 2.3 discusses organisational (un)fairness and (in)justice in order to provide the theoretical background of anger triggered by unfairness in work-related contexts. Section 2.4 provides the constructive/destructive aspects of anger in work-related contexts. Finally, Section 2.5 concludes the present chapter and presents a summary of the chapter.

To help the reader navigate through this thesis, the parts discussed in this second chapter are highlighted in figure 2.1 below.
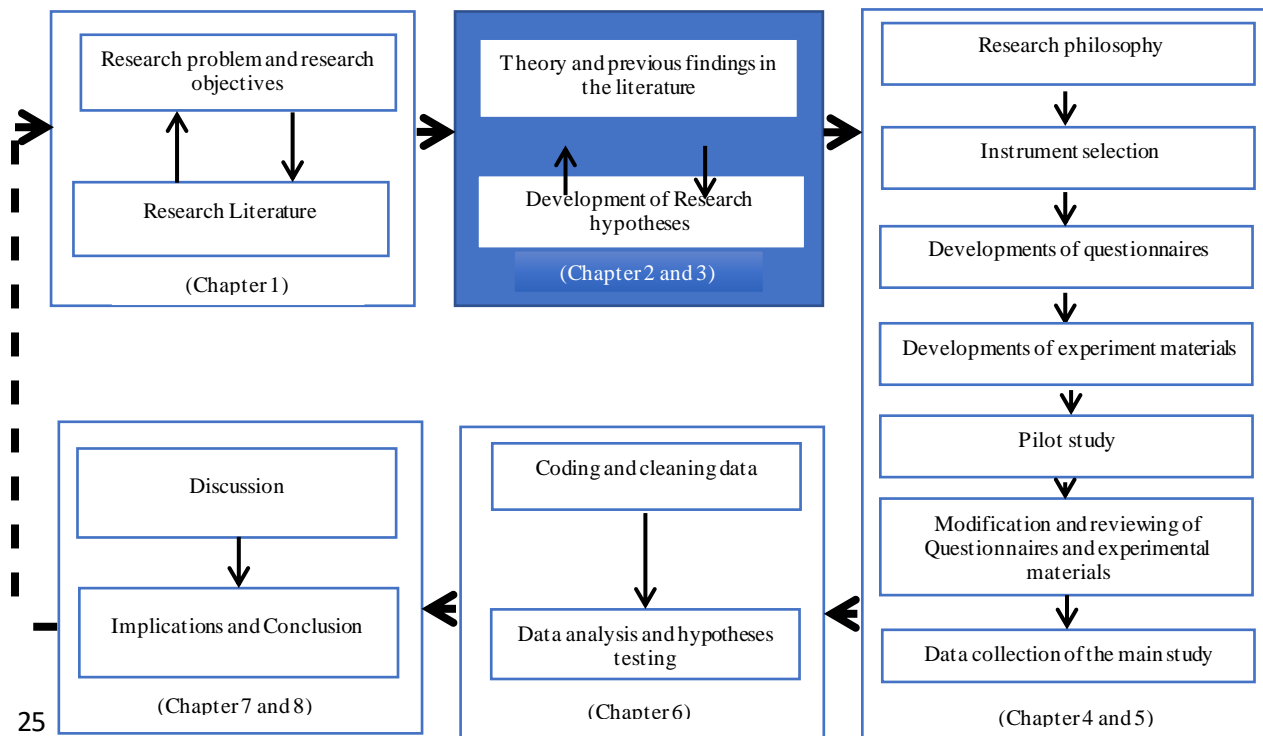
2.1 Introduction

Previous research highlights the importance of the positive emotions towards the organisation and how these emotions affect positive behaviours and attitudes (e.g., organizational citizenship behaviours) at work-related contexts (Lee & Allen, 2002; Chang, Johnson & Yang, 2007). For instance, Salas-Vallina, Alegre and Fernandez (2016), in a study indicated a positive and direct relationship between happiness and organisational citizenship behaviours such as altruism, courtesy, sportsmanship, civic virtue and conscientiousness. Other studies on prosocial behaviour support this claim and indicate that employee's positive emotions increase prosocial behaviours in work-related contexts (Lee & Allen, 2002; Barsade & Gibson, 2007; Ziegler, Schlett, Casel & Diehl, 2012). However, there are not a lot of studies which highlight the importance of the negative emotions such as anger in work-related contexts.

Some researchers suggest that work-related contexts are among the most interpersonally frustrating living contexts (Nekoranec & Kmosena, 2015; Tetrick & Winslow, 2015), and that anger, specifically, is one of the most frequently experienced emotions in work-related contexts (Motro et al., 2018; Stickney & Geddes, 2016).

Although many studies have only concentrated on the negative effect of anger (e.g., Barclay, Skarlicki, & Pugh, 2005; Motro et al., 2018; Pearson, Andersson & Wegner, 2001), in recent years a growing body of research has suggested that the effect of anger may not always be negative, and that anger can have beneficial and constructive outcomes depending on the context which triggers it (see Barsade & Gibson, 2007; Callister et al., 2017). In section 2.2 of the present chapter, the constructive/destructive sides of anger will be discussed. In particular, the section highlights the conditions where people are permitted to express their anger and the

conditions where people are not permitted to express their anger in work-related contexts. In addition, the section also concentrates on the different outcomes of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) in work-related contexts.

Previous studies indicate that a lack of perceived fairness is among the main anger-elicitors in work-related contexts (Schweitzer & Gibson, 2008). This influences individuals' attitudes towards the organisation and may even affect the mental health of employees (e.g., Greenberg, 1990; Schmitt & Dorfel, 1999). A review of the organisational literature in section 2.3 offers a theoretical background of how perceived unfairness affects employees' emotional, attitudinal and behavioural reactions towards employers and the organisation. In the present study, in line with the previous studies (Callister et al., 2017; Chan & Arvey, 2011; Fox & Spector, 1999; Motro et al., 2014), perceived unfairness has been considered as the key reason for employees' anger in a work-related context.

Section 2.4 provides a literature review of the elements of constructive/destructive behaviours in work-related contexts. Researchers suggest that constructive behaviours are usually classified as useful and pro-organisational behaviours. However, destructive behaviours are more self-interested and selfish behaviours, which are usually against the organisations' benefits (Belschak, Den Hartog & Kalshoven, 2015; Peterson, 2002; Warren, 2003). In summary, this chapter reviews the literature on how, and in which conditions, anger triggered by unfair treatments can result in constructive/destructive outcome behaviours in work-related contexts.

2.2 The study of anger in work-related contexts

Studies have highlighted the importance of investigating emotions in workplaces (Ashkanasy & Daus, 2002), because emotions play an important role in different aspects of

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organisational life, such as the interaction between members (Putnam & Mumby, 1993). Levenson (1994, p. 123) defines emotions as "short-lived psychological-physiological phenomena that represent efficient modes of adaptation to changing environmental demands". Other researchers also describe that emotions are short-term affective reactions towards a specific stimulus (Fulmer & Barry, 2009), which broadly affect peoples' thoughts and actions in work-related contexts (Brief & Weiss, 2002).

As mentioned earlier, anger is one of the most experienced emotions in workplaces (e.g., Motro et al., 2018; Stickney & Geddes, 2016). Anger is defined as "an emotional state which consists of feelings that vary in intensity, from mild irritation or annoyance to intense fury and rage" (Spielberger, Jacobs, Russell, & Crane, 1983). Anger is usually assumed to provoke individuals to engage in harmful and destructive actions (Barclay et al., 2005; Motro et al., 2018), such as organisational incivility (Pearson et al., 2001) and deception and unethical behaviours (Yip & Schweitzer, 2016). Some researchers highlight the importance of appraisals in definition of anger and claim that the elicitation of emotions such as anger is based on a "process of appraisal or evaluation of the circumstances in relation to the organism's own goals and needs" which sometimes causes an emotion such as anger is simply justified (Kuppens, Van Mechelen, Smits & De Boeck, 2003, p. 254). They mention that unfairness (e.g., being treated very unfairly) is among the important components for characterising anger and differentiating it from other negative emotions (Kuppens et al., 2003). According to appraisal theory, when people feel that a situation (e.g., unfairness) is not consistent with their goals and they find others accountable for that, they might experience anger and feel that it is justifiable to engage in negative reactions (Roseman, 1996; Lindebaum, & Geddes, 2016).

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However, some researchers highlight the functional role of anger and claim that anger can be helpful for correcting wrongdoings (Averill, 1982). Similar to this perspective, Kennedy (1992, *p. 145*) defines anger as "an affective state experienced as the motivation to act in ways that warn, intimidate or attack those who are perceived as challenging or threatening", which is related to "sensitivity to the perception of challenges or heightened awareness of threats." Relatedly, Callister et al. (2017) differentiate anger from aggression, as they suggest that anger aims to settle a problem, but aggression is a behavioural reaction which aims to harm other people. This difference between anger and aggression helps to understand why anger is important and how it potentially causes constructive results (Geddes & Stickney, 2011).

Some researchers believe that there are some work-related contexts, in which anger or other negative emotions can be expressed and also be constructive. In other words, anger as an unpleasant emotion can be useful and constructive depending on the setting that triggers it and how it is regulated (see Callister et al., 2017; Friedman, Anderson, Brett, Olekalns, Goates, & Lisco, 2004; Van Kleef, Homan, Beersma, Van Knippenberg, Van Knippenberg, & Damen, 2009). In a study about the constructive outcome of anger expression, researchers found that negotiators indicated higher cooperation intent towards their angry counterparts (Steinel, Van Kleef, & Harinck, 2008). They showed that negotiators displayed more agreement and cooperation when their counterpart expressed behaviour-oriented anger (i.e., "emotions directed toward a negotiator's offers and behaviour"), rather than behaviour-oriented happiness (i.e., "emotions directed toward the negotiator as a person"). On the other hand, they showed that person-directed anger induced lower levels of cooperative behaviours than person-directed happiness. In order to manipulate the target of the emotion (behaviour or person), they focused on the opponent's emotion and used statements such as "This offer makes me really angry" to

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refer to the participant's offers and behaviours and "This person makes me really angry" to refer to the person. Their results highlighted the importance of emotional expression, which was higher in the behaviour-oriented condition compared to the person-directed condition (Steinel et al., 2008). In Tables 2.1 and 2.2 findings and recommendations related to both the negative and positive sides of anger are presented.

Table 2.1

Negative and destructive outcomes of anger

Reference	Method	Outcome variable	Findings
Barclay et al. (2005)	Quantitative: Cross-sectional	Retaliation: participants were asked to "write out a half-page description of how they reacted to the layoff and whether they tried to get even for the layoff."	Outward-focused emotions such as anger mediate the association between perceived unfairness and retaliation. Researchers recommend that when people feel outward-focused negative emotions such as anger in response to unfairness, anger can increase their need to engage in retaliatory behaviours.
Schweitzer & Gibson (2008)	Quantitative: Experiment	Willingness to unethical behaviours: participants were asked to read a scenario and answer questions about ethical dilemma such as "As you pay for the shovel, the storeowner mistakenly gives you an extra $10 in change. How justifiable is it for you to keep the money?" and "How likely would you be to return the $10 to the cashier?"	Lower anger is related to higher job satisfaction. Unfairness increases anger and willingness to display unethical behaviours. Participants' answers indicate their perceived justification of unethical behaviour and the likeliness of unethical behaviour.
Motro et al. (2018)	Quantitative: Experiment	Unethical behaviour: participants were informed that "they should pay themselves according to their performance in the Matrix task." In the study "over-reporting one's performance and claiming undeserved compensation is considered as unethical behaviour".	Anger increases cheating (such as over-reporting one's performance and claiming undeserved compensation). In particular, anger through increased impulsive thinking, increases unethical behaviours.
Yip & Schweitzer (2016)	Quantitative: Experiment	Deception: participants were asked to participate in an interaction task where they were assigned to the role of	Incidental anger increases deviant behaviours such as the deception (lying) of a counterpart in a negotiation.

the sender and were paired
with a receiver.

Table 2.2

Positive and constructive outcomes of anger

Reference	Method	Outcome variable	Findings
Steinel et al., (2008)	Quantitative: Experiment	Negotiators total demand: Negotiators total demand was calculated through "the sum of the number of points asked for each issue".	They show that "behaviour-oriented anger elicits larger concessions than behaviour-oriented happiness, whereas person-directed anger elicits smaller concessions than person-directed happiness". Negotiators indicate higher cooperation toward their angry counterparts when the anger is directed at their offers rather than their personality
Gibson et al. (2009)	Qualitative	Researchers asked coders to rate how much the anger episode that respondents mentioned in their interview led to adaptive (beneficial) or maladaptive (harmful) outcomes.	In a qualitative research, researchers recommend that expression of anger can cause positive results for the person expressing it and the work context. However, the researchers do not clearly mention which type of behaviour they measure.
Callister et al. (2017)	Qualitative/ Quantitative	Situation improved: it was measured using the situation improvement scale "examining outcomes of workplace anger." The scale measures whether problematic situation and the relationship between employee-employer are improved.	In a qualitative study, researchers recommend that subordinates' expression of anger towards their supervisors causes both positive and negative outcomes. They mention that permitting the expression of anger is not always helpful. However, they do not particularly mention the types of positive or negative outcome behaviours. For instance, one of the supervisors say that the expression of anger by an employee is not beneficial. He mentions "we had recently expanded to multisite and [a subordinate] expressed frustration at some of the challenges." He mentions that the exchange "increased awareness of the situation and the challenges we were facing," but he also says that "the negative energy did not lead to a solution-oriented discussion."
Callister et al. (2003)	Qualitative	Individual, interpersonal and organisational outcomes: it was generated using respondents' answers to the interview questions.	In a qualitative study, researchers suggest that in the anger expression contexts, people indicate less negative individual, interpersonal and organisational outcomes (e.g., "carried a grudge", "defensive", "avoidance", "silent treatment", "motivation damaged", turnover", "job satisfaction decreased" and "retaliation") than the anger suppression contexts.

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The next section will discuss the expression of anger in work-related contexts and how it can result in constructive rather than destructive outcomes.

2.2.1 Permitting the expression of anger in work-related contexts

Organisational culture usually encourages the expression of certain emotions. According to Bryant and Cox (2006) and Sy, Côté, and Saavedra (2005), based on the studies on emotional labour, people are usually encouraged to express organisationaly-desired emotions and goal directed behaviours. These studies highlight the importance of requirements such as standards and norms about how and when particular emotions to be expressed and they indicate that how emotions have been "a resource to be harnessed [by the organisation] as a means of achieving an organisation's ends" (Bolton 2005, p. 47). One of the important constructs of emotional labour is surface acting which refers to the condition when "employees simply present a good-employee facade, or act in the appropriate way at work to meet organizational expectations, even though their true feelings remain unchanged and inconsistent with their displayed feelings" (Mesmer-Magnus, DeChurch & Wax, 2012, p.9). Therefore, employees usually feel pressure to control and regulate emotional expressions during work time as expression of emotions may be misunderstood by employers as irrational acts (Härtel & Zerbe 2002). These incongruency between displayed and felt emotion causes people to experience a range of negative (health, attitudinal, and performance-related) outcomes in work-related contexts.

In addition to the rules and standards about displaying emotions, in general, in work-related contexts, research has discussed about the cultural and organisational rules for displaying a negative emotion such as anger. They suggest that how cultural norms, interpersonal contexts, and anger scripts manage the expression of anger and indicate that in which episodes, anger is

encouraged or discouraged by society (Adam, Shirako & Maddux, 2010; Callister et al., 2017; Jack, 2001; Lelieveld, Van Dijk, Van Beest & Van Kleef, 2013).

Researchers suggest that work-related contexts have the potential to modulate the expression or suppression of anger. In some work-related contexts, employees who have been treated unfairly are can express their anger and are allowed to provide feedback, while in others they do not get opportunity to express their anger and are not allowed to provide feedback and ideas (Callister et al., 2003). The culture within work-related contexts often dictates norms and rules which indicate the degree to which anger expression and providing feedback and ideas is acceptable or unacceptable (Callister et al., 2003; Van Maanen & Kunda, 1989). Culture shapes employees' behaviour (Zheng, Qu & Yang, 2009), through providing employees the opportunity to express or not express (suppress) their anger (Callister et al., 2003).

According to Callister et al. (2003) and Gibson et al. (2009), in anger-expressed settings, anger is considered positively and is encouraged by others. For instance, Callister et al. (2003) mention that in some work-related contexts (e.g., labour union organisations) where unfairness often happens, the expression of anger is considered legitimate and justified. The idea of legitimate and justified anger is rooted in Izard's (1993) work which suggests "A unique function of anger is that of mobilizing and sustaining energy at high levels… No other emotion can equal the consistency and vigor of anger in increasing and sustaining extremely high levels of motor activity" (p. 635). However, in addition to contexts wether anger is permitted to express or not permitted (suppress contexts), the productivity of anger in work-related conditions depends on the intensity or level at which anger is expressed (see Callister et al., 2017).

According to researchers (Callister et al., 2003; Gibson et al., 2009), controlled levels of anger expression are likely to lead to constructive outcomes. Controlled anger refers to a level of

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anger expression in which people show their anger to a lesser degree than it is felt (Kerr & Schneider, 2008). In controlled anger situations, people use some strategies, such as postponing the expression of anger or staying away from the context, to decrease the expression of anger. Normally, at this level, people express their anger to a responsible person within the context (e.g., manager in an organisation), but at a less intense and controlled level. Generally, this level of anger expression is recommended by researchers, due to its constructive outcomes and its potential to protect the anger expresser from retribution risk (Callister et al., 2003; Geddes & Callister, 2007). Callister et al. (2003) in their qualitative study claim that controlled anger has fewer negative outcomes than authentic anger, which refers to a congruency between feeling and expression and not controlling or decreasing anger (e.g., raising the voice or shouting). In particular, they coded interviewees' responses to the interview questions and found that controlled levels of the expression of anger were related to lower levels of impaired motivation, lower levels of intention to quit the job, lower turnover and lower retaliation. In line with these claims, Weisinger (1995) recommends that "showing inappropriate emotional arousal on the job is undesirable. It makes you look out of control, impedes your work and impairs your health. Therefore, you must manage the arousal immediately. Your toolkit includes... [any] interventions you have discovered that allow you to calm yourself to a level of composure." (p. 145)

On the other hand, in not permitted to express (suppressed) settings, researchers refer to such work-related contexts where the expression of anger is explicitly or implicitly discouraged as 'anger suppressed' contexts (Callister et al., 2003; Geddes & Callister, 2007; Geddes et al., 2020). In such settings, anger is seen negatively and is discouraged by others, such as managers. People who express their anger in anger suppressed contexts, such as service industries or hospitals, could face organisational sanctions because expression damages the mutual

understanding between workers and clients (Callister et al., 2003; Geddes et al., 2020). The organisational sanction that they may face can be informal, such as being judged by co-workers or superiors, to formal like wage cuts, and suspension or being fired (Callister et al., 2003). According to Callister et al. (2003), in sport clubs, anger is tolerated or accepted, but in the service industries, anger is often suppressed.

2.2.1.1 The dual expression threshold model of anger in organisations

The dual threshold model of anger in organisations (see Figure 2.2; Geddes & Callister, 2007, p.722) explains that "organizational norms establish emotion thresholds that may be crossed when employees feel anger." In addition, according to Callister et al. (2017, p. 70), the two thresholds "reflect social norms regarding emotion expression and demarcate three forms of workplace anger: suppressed, expressed, and deviant." Crossing the expression threshold refers to the condition when individuals are not silent or muted (do not suppress) and express their anger. The model suggests that when people express their anger (expressed anger) towards the people who are associated with the anger-provoking situation "without being labeled as, or sanctioned for, deviant, inappropriate anger expression", anger might result in positive outcomes (Callister et al., 2017, p. 70). In this condition, expression of anger stays within the "zone of expressive tolerance" (Fineman, 1993, p. 218). In many organisations, there are plenty of rules which ban the expression of negative emotions such as anger (Diefendorff & Richard, 2003). However, in some work-related contexts, controlled levels of anger are tolerated and, in some cases, encouraged. As mentioned earlier about the controlled level of expression, anger can result in positive and constructive outcomes when it crosses the expression threshold and is expressed in a controlled level (Callister et al., 2003). Callister et al. (2003), in a qualitative research, claim that through expressed anger, an employee can express anger at a level that is acceptable for

other members in the organisation and also can be helpful for the members to resolve the anger provoking problem.

However, according to Callister et al. (2017, p.70), both suppressed anger (i.e., failing to cross an expression threshold or not getting any opportunity to express the anger) and deviant anger (i.e., crossing the impropriety thresholds or expressing the anger in an intense level or expressing it towards people who are not relevant to anger-provoking situation) are associated with negative outcomes.

An authentic level of anger expression in which anger crosses the impropriety threshold can result in negative outcomes. In this condition, anger not only crosses the expression threshold but also crosses the impropriety threshold and is expressed in a deviant and unacceptable way (Callister et al. 2003; Geddes & Callister, 2007).

With not permitted to express (suppressed) anger, responsible people such as employers and managers in work-related contexts are not aware of the problem and therefore, they do not make any effort to resolve the problem. Callister et al. (2017) state that when the expression of anger is not encouraged, or people think that their anger expression will not change anything or maybe will cause negative consequences to them at work context, they try to deal with it in a silent or muted way. Researchers (e.g., Callister et al., 2003; Geddes et al., 2020; Mason & Simmons, 2019) claim that silent anger is purposely hidden from employers and management. In silent anger, individuals refuse to express their anger at work explicitly, so that others cannot easily know how angry people feel about the issue. Therefore, it is not always a successful strategy, and someone cannot always hide his/her anger, because it may be noticeable from nonverbal behaviours such as being too serious or quiet than normal in the work context.

However, with muted anger expression, managers and employers may not be aware of the problems of work contexts and nothing will be changed or resolved because of not expressing any kind of anger (Albrecht & Adelman, 1987; Stickney & Geddes, 2016; Zellars & Perrewe, 2001). Although, anger sometimes is expressed to someone who is not responsible or someone who is unrelated to the anger-eliciting event (Simon & Leda, 2004). For example, findings indicate that around 83% of upset employees talk to others about anger-eliciting events (Fitness, 2000). In muted anger, there is also a kind of managing anger in a destructive way in which anger is shared with employees or people who are not involved or aware of the problem (Barsade, 2002; Hatfield, Cacioppo & Rapson, 1994; Fineman, 1993; Lively, 2000). In general, both silent and muted anger expressions in suppressed contexts do not help the employee or the employers to resolve the problematic situation in work-related contexts (Geddes & Stickney, 2011).

According to Geddes and Callister (2007), the dual threshold model of anger expression includes feedback loops within the suppressed and expressed anger spaces, indicating that workplace anger in each condition can be regenerated and repetitive. For example, not permitted to express (suppressed) anger might develop "spirals of silence" (Perlow & Williams, 2003) that maintain, or increase felt anger; and expressed anger might be preserved and cause 'hot' interactions among organisational personnel (Thompson, Nadler & Kim, 1999).
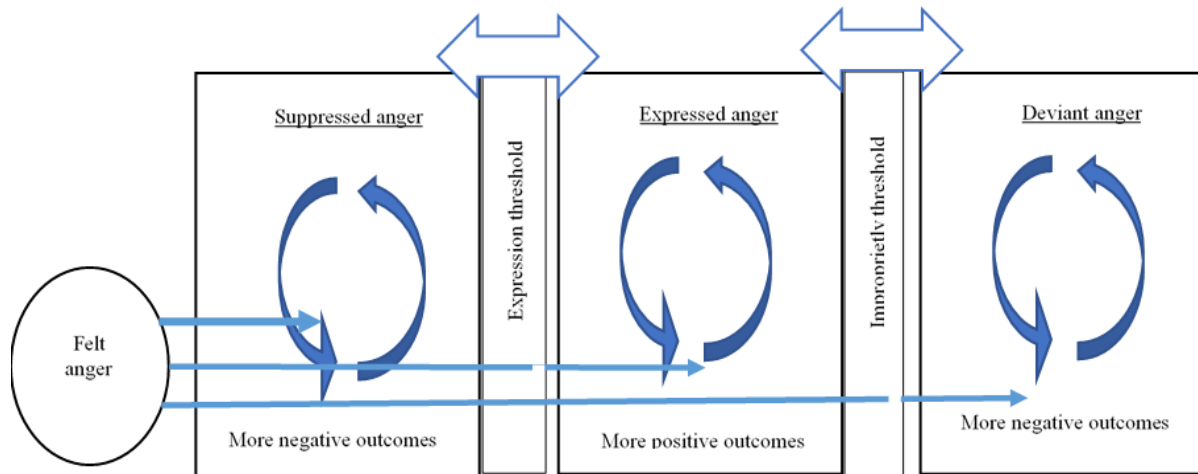
Figure 2.2. Adapted from the Dual Threshold Model of Anger in Organisations; Geddes & Callister, 2007)

In summary, the dual threshold model of organisational anger reveals a theoretical framework that highlights the outcomes related to permitting/not permitting the expression of anger in work-related contexts (Geddes & Callister, 2007). In Table 2.3, in addition to the dual threshold model of anger, recommendations of some other studies and their related models are presented.

Table 2.3

Studies which include some models related to potential constructive outcomes of permitting/not permitting the expression of anger in work-related contexts

Reference	Model
Callister et al. (2003)	They recommend that in work-related contexts where the expression of anger is accepted, the expression of anger can result in more positive outcomes. In contrast, in work-related contexts where anger is not permitted to be expressed (suppressed), there are both positive and negative outcomes.
	They also indicate that there at least are three specific anger contexts within organisations: suppressed, tolerated, and legitimated.
	According to their recommendations, legitimated contexts are related to fewer negative outcomes than other types of contexts. In this context, the expression of anger does not lead to negative outcomes. They also explain that in the suppressed context people may show silent anger which is usually related to less positive or more negative outcomes. Controlled expressions of anger are

	usually associated with fewer negative outcomes than authentic expressions of anger. This suggestion confirms the popular belief that people should control their expressions of anger.
Geddes & Callister (2007)	The dual threshold model of anger recommends that in situations when anger crosses the expression threshold, this may result in positive outcomes. In contrast, in situations where anger does not cross the expression threshold (suppressed) or crosses the inappropriate threshold (deviant), this may result in destructive and negative outcomes.
Gibson & Callister, 2010	According to Gibson and Callister (2010, p. 86), an episodic model of anger in organisations recommends that "when anger is observed or experienced, this is likely to cause perceptions of unfairness or injustice, a goal being blocked, or a response to conflict." Gibson and Callister (2010, p. 86) further explain that "managers can use the emotional data presented to them (either their own angry feelings or the anger expressions of others) to determine, for example, if a procedural injustice has occurred or if an employee feels that they are unable to accomplish their personal goals because of organisational obstructions. Second, understanding how anger is experienced is a useful managerial attribute."
	Authentic anger (anger-out): in this level of anger expression, the intensity of expressed anger matches with the felt anger. In this level, people display their anger through aggressive verbal or physical forms. Controlled anger (anger-control): in this level of anger expression, anger is expressed in a lower intensity than it is felt. In this level, people use some methods or techniques to calm down and control their anger (Anger-control) Silent anger (anger-in): in this level of anger expression, anger is experienced and felt but not verbally or physically expressed. Therefore, the employee tries to hide his/her anger. In this level, anger is directed inward at the self.

As a summary, Table 2.3 indicates that previous qualitative research shows that there are different contexts in workplaces where people are permitted to express their anger and provide their feedback and ideas or are not permitted to express their anger and provide feedback and ideas. In particular, they highlight the expressing anger context where people are allowed to express their anger and provide their feedback and ideas and suppressing anger context where people need to suppress their anger and are not permitted to express their anger and provide feedback and ideas (Callister et al., 2003). In addition, the dual threshold model of anger in organisations (Geddes & Callister, 2007), which is mentioned in Table 2.3, suggests that when anger crosses the expression threshold and people express their anger to responsible people who

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could solve the issue in work context, anger might result in positive outcomes. However, if anger does not cross the expression threshold and organisational norms do not allow people to express their anger, anger might cause negative outcomes. In addition, they suggest that when anger crosses the expression threshold, but people express their anger in an inappropriate way, such as expressing it to non-relevant people (deviant anger), anger may result in a negative outcome. Finally, Table 2.2 suggests that expressing anger might result in positive outcomes when it is expressed at a controlled level, rather than authentic or silent levels (Gibson & Callister, 2010).

2.3 The impact of organisational fairness and justice

Over the past decades, there has been a significant increase in the number of studies on organisational fairness (Ndjaboue, Brisson, Vezina, 2012). It has been suggested that the context of fairness provides a useful backdrop against which to study the emotion anger (Gibson & Calister, 2009; Fitness, 2000). Fairness is usually used interchangeably with the term justice in the organisational literature (Chan & Arvey, 2011; Cohen-Charash & Spector, 2001; Colquitt, Greenberg & Zapata-Phelan, 2005). Therefore, they are used in the same meaning in the present study. Researchers from various disciplines (e.g., management, marketing and social psychology) have described the area of fairness and justice (Parker & Kohlmeyer, 2005), as an important determinant of organisational functioning (e.g., Devonish & Greenidge, 2010). For instance, Cohen-Charash and Spector (2001; see also Cropanzano, Massaro & Becker, 2017) state that organisational injustice increases employees' willingness to hold negative attitudes and maladaptive behaviours. Additional studies also indicate that individuals who experience injustice are more motivated to punish wrongdoers or aid victims (e.g., O'Reilly & Aquino, 2011; Skarlicki & Kulik, 2005). In contrast, Cropanzano and Wright (2011; see also Colquitt, Conlon, Wesson,

Porter & Ng, 2001) state that being treated fairly in a work-related context can improve employees' psychological health and performance and reduce stress. In fact, in work-related contexts where employees believe that their employers treat them fairly, they may engage more in constructive behaviours, such as pro-organisational reactions, and they may likely avoid, or not engage, in any action which may harm the organisation. Likewise, meta-analytic reviews emphasise the strong positive relationship between perceptions of fairness and job performance (Cohen-Charash & Spector, 2001; Colquitt et al., 2001). However, employees that have been treated unfairly may engage in destructive behaviours (see Zoghbi-Manrique-de-Lara, 2010). Perceptions of unfairness decrease people's intention to engage in pro-organisational behaviours but intensify their negative emotions, inclination to retaliate and anti-social behaviours (Cohen-Charash & Spector, 2001; Skatova, Spence, Leygue, & Ferguson, 2017). Besides, some researchers claim that organisational injustice damages trust (DeConick, 2010), job satisfaction and performance (Cohen-Charash & Spector, 2001; Velez & Neves, 2017). In addition, organisational injustice reduces commitment to the organisation (DeConick, 2010) and organisational citizenship behaviour (DeConick, 2010; Cohen-Charash & Spector, 2001), and causes work-related stress (Brotheridge, 2003; Judge & Colquitt, 2004; Kausto, Elo, Lipponen, & Elovainio, 2005).

In summary, unfairness is an important factor in work-related contexts that can cause a number of mainly negative emotional and behavioural reactions. In particular, unfairness triggers negative emotions such as anger, which can lead to mostly negative attitudes and behaviours. In the next part of the chapter the theoretical background of the role of (un)fairness in work-related contexts will be discussed. The next part will also highlight the main theories that can explain how (un)fairness triggers negative emotions, such as anger, and how anger as a response to unfairness relates to positive/negative outcome behaviour.

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2.3.1 Definition and relevant theories on fairness and (in)justice

According to Colquitt and Rodell (2015, p. 2), fairness is a "global perception of appropriateness - a perception that tends to lie theoretically down stream of justice". Fairness or justice in work-related contexts refers to the conditions in which employees feel they have been treated fairly by superordinates or co-workers (Parker & Kohlmeyer, 2005).

Several theories about justice in work-related contexts were presented over the past decades. Two are most relevant to the present study, namely fairness heuristic theory (Lind, 2001) and affective events theory (Weiss & Cropanzano, 1996) and these will be explained in detail in this chapter. In particular, these two theories can explain the theoretical background of the hypotheses of how anger triggered by unfairness in work-related contexts can lead to destructive (e.g., more selfish and even antisocial behaviours) or constructive behaviours (e.g., more group and pro-organisation or cooperative behaviours).

First, fairness heuristic theory presumes that being treated fairly motivates people to consider the needs of the group, organisation and society, more than their personal needs and wishes (Lind, 2001). In other words, people who have been treated fairly do not only consider the needs and desires of themselves, but they care for group needs. For instance, Lee (1995) shows that perception of fairness is positively associated with prosocial behaviours (extra-role behaviours) in work-related contexts. Relatedly, Thornton and Rupp (2016) indicate that an organisation's justice climate can enhance prosocial activities among organisational members. In an experimental study by De Cremer and Van Vugt (2002), when individuals perceive that the leaders have treated them fairly, they may have higher levels of trust in the leaders and, as a result, have more group-oriented and cooperative behaviours. According to this theory, fairness causes people to be more active in terms of becoming more prosocial and showing more

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cooperative behaviours in work-related contexts. In contrast, people who have been treated unfairly are motivated to act in a more selfish way at best and to display more antisocial behaviours at worst. Therefore, according to this theory, being treated fairly or unfairly determines whether employees act in a way that considers the benefits of the group (doing constructive behaviour for the organisation) or benefits themselves in a selfish or even antisocial type of behaviour (being destructive for the organisation). Being cooperative and engaging in behaviours which consider the group's interests more than self-interests are labelled as "group mode", whereas being uncooperative and engaging in selfish or even antisocial behaviours are labelled as "individual mode" (Lind, 2001).

Although fairness heuristic theory plays an important role in describing how (un)fairness leads to constructive/destructive behaviours in work-related contexts, it does not highlight the impact of emotions (e.g., anger) in this association. Therefore, due to the significant effect of emotions triggered by (un)fairness on outcome behaviours in work-related contexts (e.g., Barclay et al., 2005; Motro et al., 2018; Van Kleef et al., 2009), affective events theory is another useful and supportive theory in the present study.

According to affective events theory, people evaluate events in terms of how much they support or hinder the focal goal progress. If people perceive that an event supports goal progress, positive emotions will be triggered. However, if an event hinders goal progress, then negative emotions will be experienced. Affective events theory applies this assumption to organisational settings which makes it different from traditional emotion theories (Weiss & Cropanzano, 1996). For instance, if an individual who is applying for a job is treated unfairly and gets rejected by the employer, he/she may feel angry because of the unfair treatment's relevance to their goal progress. In this theory, emotions are associated with a variety of work behaviours, such as job performance

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and citizenship work behaviours (Colquitt & Zipay, 2015). According to Folger and Cropanzano (2001) and Colquitt et al. (2001), unfair conditions form people's perceptions of mistreatment in work-related contexts and cause them to reconsider their commitment to the organisation.

Affective events theory suggests that emotions can affect behaviours in two ways (Weiss & Cropanzano, 1996). First, emotions can affect work attitudes and then influence behaviours. For instance, anger can reduce trust and then decrease citizenship behaviours of employees towards managers and the organisation. Second, the theory emphasises affect-driven behaviours. This means emotions that directly and automatically cause affect-driven and impulsive behaviours. For instance, anger can result in impulsive expressions of anger in an employee, even though there are not any changes in the related job attitudes.

Emotional experiences can be influenced by the appraisals that people make of the emotion-evoking event (Lazarus, 1991). Appraisals are the processes by which individuals make sense of the situation. These cognitions determine people's emotional reactions to the events (Lazarus, 1991). Affective events theory explains how emotions can impact people's decisions through emotional appraisals. According to Weiss and Cropanzano (1996), emotions influence how people evaluate events. For instance, an email from a colleague might evoke different evaluations and attitudes depending on whether a person is in an angry or happy mood when opening it (see overviews by Dorison, Klusowsky, Han & Lerner [2020] and Lerner, Li, Valdesolo & Kassam [2015] for the effects of emotion on cognitive processes and behaviour).

Taken together, fairness heuristic theory and affective events theory highlight the importance of unfairness, which is seen by some researchers (e.g., Gibson & Calister, 2010; Fitness, 2000) as one of the key reasons for people's anger in work-related contexts. According to Fitness (2000), unfair treatments are the most common anger elicitors and contribute to almost

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half of the anger evoking events in work-related contexts. Researchers have mentioned that individuals may perceive (un)fairness through the feedback they receive from their superordinates in work-related contexts (Guilford, 1993) and that this can affect their performance (Gerstner & Day, 1997). The following section discusses the function of feedback in work-related contexts.

2.3.1.1 Feedback's function in work-related contexts

Researchers and practitioners in work-related contexts are interested to know how to satisfy and motivate employees and how to effectively manage their performance (Wang, Olson, & Shultz, 2013). Providing feedback to employees is one of the most effective activities available to managers or employers (Ilgen, Fisher, & Taylor, 1979; Leung, Su, & Morris, 2001; Yukl, 2002) for influencing employees' motivation and affecting their job satisfaction in work-related contexts (Ashford & Cummings, 1983; Fedor, 1991; Ilgen et al., 1979). Providing feedback can also affect employees' commitment (Cusella, 1980; Fedor, 1991; Komaki & Collins, 1982) and attitude in work-related contexts (Baron, 1988; Baumeister, Hutton, & Cairns, 1990).

According to self enhancement theory (Swann & Schroeder, 1995), people usually prefer and seek favourable evaluations and feedback and tend to respond defensively as a first reaction to negative feedback. Therefore, defensive reactions to negative feedback cause the individual to be less inclined to listen to the actual content of the message (Kampkuiper, 2015).

However, negative feedback can be informative and helps people to understand their performance (Geddes, 1993; Geddes & Linnehan, 1996). According to Lazarus (1991), negative feedback can prompt a process which starts with the evaluation of feedback as favourable or unfavourable (first appraisals). Based on first appraisals, the feedback recipients consider their

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coping options (Ilgen et al., 1979), which could include the acceptance or rejection of the feedback message (O'Malley & Gregory, 2011). Although providing negative feedback to employees is usually difficult in organisations, its consequences are not always negative. Negative feedback can be beneficial for employers to make required changes and can also be helpful for enhancing employees' performance. Therefore, the present study investigates the condition where negative and unfair feedback can lead to positive outcomes. In particular, the present study investigates whether permitting the expression of anger after negative and unfair feedback leads to constructive outcome behaviours. In the following, constructive/destructive outcome behaviours in work-related contexts are discussed.

2.4 Constructive/destructive behaviours in work-related contexts with a focus on 'voice'

Warren (2003) states that constructive behaviours are explicitly or implicitly useful and positive, while destructive behaviours are harmful and negative in work contexts or in society. Destructive behaviours include deviant workplace behaviours that violate organisational norms and harm the well-being of the organisation and its members (e.g., theft and misrepresentation of performance; Harvey, Martinko & Borkowski, 2017; Robinson & Bennett, 1995; Zoghbi-Manrique-de-Lara, 2010). This category of outcome behaviours in work-related contexts includes a wide range of behaviours that can be self-interested or selfish (e.g., deception and lying; Belschak et al., 2015; Yip & Schweitzer, 2016), or can negatively affect the positive function of the organisation (workplace bullying; Bartlett & Bartlett, 2011). In addition, behaviours damaging the reputation of an organisation can also be classified in this category (voicing on social media; Bennett, 2013; Lindebaum, et al., 2017).

On the other hand, there are also behaviours that can be constructive and positive for work-related contexts. These behaviours are mainly reliant on moral standards (Wimbush,

Shepard & Markham, 1997). Therefore, it is crucial for work-related contexts to employ individuals that contribute to situations via their constructive reactions, such as giving constructive feedback, which is a proactive behaviour for the organisation (Frese & Fay, 2001; Parker & Collins, 2010). Proactive behaviours are very important for the effective functioning of organisations (Aryee, Walumbwa, Mondejar & Chu, 2017), such as an organisations' innovation (Zhou, Feng & Liu, 2017).

One example of such proactive, constructive behaviour is 'voice,' which is defined as displaying and sharing constructive opinion and concerns (Van Dyne, Ang & Botero, 2003), or the "expressions of ways to improve existing work practices and procedures to benefit organisations" (Liang, Farh & Farh, 2012, p. 71). Voice can be a way that employees support their organisation in a constructive manner, such as helping the organisation to solve its problems (Liang et al., 2012; Um-e-Rubbab & Naqvi, 2020). Although, voice is an influential method for workers to indicate that they care about their workplace (Liang et al., 2012), there is scant research about voice behaviour in the management field (Um-e-Rubbab & Naqvi, 2020).

According to Hirschman (1970, p. 30), voice (the sharing of an opinion) refers to ''any attempt at all to change rather than escape from an objectionable state of affairs.'' Based on Hirschman's (1970) and Miles and Mangold's (2014) recommendations, employees have some choices when they are faced with unfairness in work-related contexts. One of the main choices is that they can voice their concerns or opinions to the management, in order to help them to improve the situation. Another choice is that they can voice their opinion or concerns to other groups of people (Hirschman, 1970; Kassing, 2001).

Dundon, Wilkinson, Marchington and Ackers (2004) state that employees follow different purposes for voicing their opinion. For instance, employees who try to express their

dissatisfaction with the organisational situation help management to make decisions and express cooperation with the organisation. Employees usually express their voice and share their ideas with superiors in the organisation through traditional or internal ways, such as suggestion boxes, emails, meetings with managers, or via social media and social networks (e.g., Facebook, LinkedIn). According to Miles and Mangold (2014), "managers and organisational leaders greatly influence employees' voice behaviour through organisational context. An organisational context in which employees know how to appropriately express their voices and are motivated to do so can be a source of competitive advantage." In this context, employees try to use appropriate ways to express their opinions or concerns. These work-related contexts provide opportunities for employers to build a better relationship with employees in a way that means employees are more beneficial and helpful for the organisation. However, the other form of voicing which refers to expressing opinions on social media can be less constructive because it does not help employers to directly receive any feedback about their (mis)treatments in work-related contexts. Therefore, employers may be unaware of the weaknesses or strengths of their management strategies. In some situations, voicing on social media can also be destructive, particularly when employees share very negative comments or selfish, malcontent and unchallenged attitudes about the organisation, which can damage the organisation's brand image and its reputation (Bennett, 2013; Lindebaum, et al., 2017). The probability of destructive voicing is higher when organisations try to suppress workplace freedom of speech (Kassing, 2001). This in turn leads to employees' lower commitment to the workplace (Kassing, 1998). According to Miles and Mangold (2014) "social media such as Facebook, Twitter, and LinkedIn, as well as blogs and instant messaging, now enable employees to deliver messages to hundreds or even thousands of people with a few keystrokes. . .messages that may or may not be desirable

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to or sanctioned by the organisation. Under these circumstances, employee voice can be an untapped resource for enhancing the organisation's public image or a bomb waiting to explode with devastating impact on the firm's reputation." (p. 401).

As mentioned, voicing can be constructive and proactive, especially when it is aimed at helping the organisation to improve. However, it can also be destructive when it is aimed at damaging the organisation's reputation and image, without helping it to improve its weaknesses. In the present study, participants are asked to indicate their willingness to voice (constructively, that is, directly to the organisation, or destructively, that is, on social media) immediately after they receive unfair feedback from the employer. H1 (pilot study) and H3 (main study) assume that through having the opportunity to express their anger (providing feedback opportunity), participants are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention to voice + actual voicing). The hypotheses H1 and H3 will be shown in full later again.

Moreover, based on Callister et al.'s (2003) qualitative research about the effectiveness of the expression of anger on reducing negative outcomes (e.g., stress/tension, fear and humiliation), the present study hypothesises that participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity). This discussion will feed into one of the hypotheses of the research, namely H4, which will be shown in full later again.

2.4.1 Attitude towards the organisation and the employer

Another constructive and positive outcome in work-related contexts is a positive attitude towards the organisation. Attitude towards the organisation refers to the evaluation of the

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organisation as a favourable or unfavourable work-related context (Ajzen & Fishbein, 1980; Ferreira & Armstrong, 2002). Previous research has highlighted the important role of the perception of fairness on individuals' attitudes in work-related contexts for both theory and practice (Ambrose, Hess & Ganesan, 2007; Cohen-Charash & Spector, 2001). One of the important outcomes of fairness, in particular procedural fairness, is its effect on individual's long-term commitment (Lind & Tyler, 1988). Commitment is perceived as a determinant factor of employees' attitudes in work-related contexts. Commitment and loyalty to the organisation refer to an individual's identification with the organisation (Mowday, Steers, & Porter, 1979). Commitment and loyalty are among the key factors in the employees' performance in the organisational literature (Brown, McHardy, McNabb & Taylor, 2011). Loyalty is one of the key concepts in the organisation literature and refers to a 'psychological contract' between superiors and subordinates (e.g., employers and employees; Naus, van Iterson, & Roe, 2007). Loyalty is defined as "a deliberate commitment to further the best interests of one's employer, even when doing so may demand sacrificing some aspect of one's self-interest beyond what would be required by one's legal and other moral duties" (Elegido, 2013). Researchers also mention that loyalty refers to a feeling of belonging and working for the organisation for a long time (Lawfer, 2014).

In previous research, the association between experienced anger and commitment has been indicated. For instance, studies show that anger is related to lower levels of commitment in work-related contexts (Pearson, Andersson, & Porath, 2000; Skjørshammer, 2003). In addition, some studies have claimed that commitment enhances people's intention to express frustration to responsible people such as managers or employers in work settings (Eisenstadt & Geddes, 2017; Geddes & Callister, 2007). Relatedly, researchers recommend that people with higher levels of committed are more inclined to express dissent to responsible people in organisations (Kassing,

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1998; Mowday et al., 1979). However, there is a lack of experimental research about investigating the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on long-term commitment and loyalty to the organisation and the employer in work-related contexts.

In the previous research, researchers have studied whether the perception of fairness is related to employees' intention to work for the organisation in the future (Hillebrandt & Barclay, 2017). In a study, Hillebrandt and Barclay (2017) asked participants to indicate to which degree they agreed with items such as: ''I am eager to help the organisers of this study in the future,'' ''I am enthusiastic about volunteering for similar studies,'' ''If I were to speak about this study around my friends, I will speak positively about this study''. They used these items to measure participants' positive outcome behaviour. The items indicated to which degree participants intended to help their organisation again and in the future. They investigated whether people expressed less intention to help the organisation when they observe and infer that their co-workers have been treated unfairly in work-related contexts. They found that individuals significantly indicated less intention to help their organisation again when they infer from others' expressions of anger that the organisation is not fair (Hillebrandt & Barclay, 2017).

Importantly, even if behaviour has been unfair, engaging more reflective and deliberative information processing systems might cause people in some circumstances to react in a more thoughtful and deliberative way towards unfairness (Krieglmeyer et al., 2009; Strack & Deutsch, 2004). For instance, Krieglmeyer et al. (2009) found that when participants were informed that the negative feedback which they received for their performance on a task was not intentional, they displayed more control over their aggressive behaviour and therefore their aggressive behaviour (which included more reflecting and thoughtful reaction) was decreased (cf. Kremer & Stephens,

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1983). This relates to the findings by Callister et al. (2003) and (Gibson et al., 2009), showing that permitting to express anger results in less destructive behaviours and more positive behaviours. Therefore, based on these studies, it is assumed that allowing participants to voice their anger might have a similar effect as providing an explanation for an unfair behaviour and can cause individuals show higher levels of constructive outcome behaviours (e.g., more thoughtful and deliberative reactions like long-term commitment and loyalty to the organisation and the employer). In particular, it is assumed that participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity; [pilot study; H2]). In addition, it is assumed that participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of long-term commitment and loyalty to the organisation, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity; [Main study; H5]). It is also assumed that participants who are given the opportunity to express their anger evaluate the employer's task significantly more positively than participants who do not get opportunity to express their anger (not providing feedback opportunity; [Main study; H6]). H6 will be helpful for testing the differences between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) conditions in participants' evaluation of the employer's task in a biger sample in the main study.

A complete list of research hypotheses related to the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours, which were discussed in this chapter, are presented in the following.

Hypotheses in the pilot study

H1) Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).

H2) Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

Hypotheses for the main study

H3) Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).

H4) Participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

H5) Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of long-term commitment and loyalty to the organisation, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

H6) Participants who are given the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positively than participants who do not get the opportunity to express their anger (not providing feedback opportunity).

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2.5 Summary

The role of the emotion 'anger' induced through perceived unfairness has been studied in the organisational justice literature. Surprisingly, however, there is a lack of empirical research of situations where people express their anger versus situations where people cannot express their anger in work-related contexts. In this chapter, it has been discussed how anger leads to different outcomes in terms of constructive/destructive behaviour. Based on fairness heuristic theory (Lind, 2001) and affective events theory (Weiss & Cropanzano, 1996), anger could cause both constructive and destructive outcome behaviours. Fairness heuristic theory (Lind, 2001) describes that unfairness in work-related contexts increases the intention to engage in self-interested and antisocial behaviours. However, fairness leads to behaviours which consider others' interests in a cooperative manner. The role of anger can be seen in affective events theory (Weiss & Cropanzano, 1996), which highlights the effect of negative emotions on constructive/destructive outcome behaviours. Taken together, both theories highlight the importance of (un)fairness as one of the main reasons for positive or negative emotional or behavioural reactions in work-related contexts. However, they do not explain that anger triggered by unfairness may not always result in negative outcomes in work-related contexts. Moreover, the chapter presents the dual threshold model of anger (Geddes & Callister, 2007) which reveals the conditions under which anger in the organisation crosses the expression threshold and leads to constructive versus destructive behaviour. However, this model does not explain whether crossing the expression threshold can lead to different results for different types of constructive/destructive outcome behaviours. In particular, it does not indicate whether crossing the expression threshold might have different effects on the outcome behaviours which require immediate reaction (e.g., voicing constructively and immediate negative expression of the

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feedback) and the outcome behaviours which are more deliberative (e.g., long-term commitment and loyalty to the organisation and the employer). It was also discussed that Callister et al. (2003), in a qualitative research study, differentiated work-related contexts where people can express their anger and contexts where their anger is not permitted to express. They recommended that depending on the condition where anger is allowed to be expressed in work-related contexts, anger could have constructive outcomes.

CHAPTER 3: MODERATING EFFECT OF MORAL IDENTITY ON CONSTRUCTIVE/DESTRUCTIVE BEHAVIOURS IN WORK-RELATED CONTEXTS

This chapter explores the moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours. Section 3.1 presents an introduction of the chapter. The moderating effects of moral identity are discussed in section 3.2. Section 3.3 presents the psychological trait factors which are used in order to check the validity of constructive/destructive outcome behaviours. Finally, Section 3.4 concludes this chapter.

To help the reader navigate through this thesis, the parts discussed in this third chapter are highlighted in figure 3.1 below.
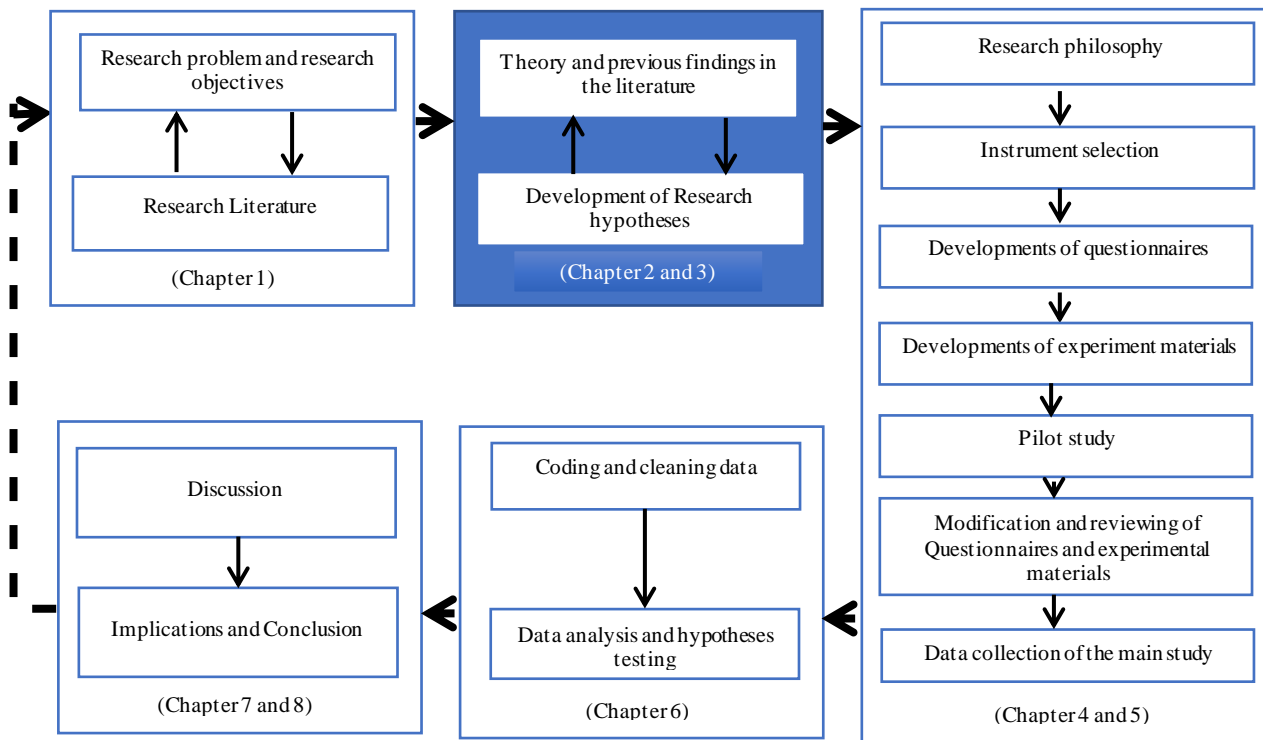
3.1 Introduction

Given that anger is a multifaceted emotion, it is influenced by different factors such as contextual and individual level factors. In the previous chapter, the contextual factors were highlighted. In particular, it was discussed how permitting/not permitting the expression of anger in work-related contexts affect outcome behaviours. In this chapter, moral identity is discussed as an individual level factor that can affect the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours (section 3.2). Section 3.3 discusses the other individual level factors (psychological traits), which are used in this thesis to check the validity of constructive/destructive outcome behaviours. In particular, in this section, habitual emotion regulation strategies (e.g., trait reappraisal and trait suppression), trait anger and passion towards long-term goals are discussed.

3.2 Moral identity as a moderator

Moral identity has been defined as "a self-conception organised around a set of moral traits" (Aquino & Reed, 2002). Additionally, Hart, Atkins and Ford (1998, p. 515) define moral identity as "a commitment to one's sense of self to lines of action that promote or protect the welfare of others". In general, being moral is one of the important and determinant factors of human behaviour (Aquino & Reed 2002). Researchers believe that when moral identity is deeply central to someone's sense of self, he or she will engage in more moral, prosocial, constructive and public beneficial behaviours and less selfish behaviours (Aquino & Reed, 2002; Detert, Trevino, & Sweitzer, 2008; Sanders et al., 2018).

In a seminal study, Aquino and Reed (2002) indicate that moral identity is positively related to higher levels of sympathy for others. People with higher levels of moral identity showed more sympathy towards helping other people who may have been in need of help. In addition, in their research, they asked participants whether they had participated in volunteering activities or other prosocial activities, such as mentoring young people. They found that people with higher levels of moral identity indicated higher levels of volunteering in activities which are helpful for others. They also showed that respondents who indicate higher levels of volunteering reveal higher levels of satisfaction from their activities (Aquino & Reed, 2002). Consistently, they investigated whether moral identity increased people's engagement in actual prosocial behaviours. They found that individuals who indicated higher moral identity donated more food or cans to the needy. This suggests that moral identity is associated with behaviours that are beneficial for others, such as behaviour that considers the needs and interests of other people (Aquino & Reed, 2002). On the other hand, they revealed that moral identity is negatively related to normlessness, which measures people's idea of being disrespectful of norms and engaging in deviant behaviours. In addition, people with higher levels of moral identity show less agreement with the principle that it is appropriate to seek revenge against mistreatment. In other words, people with higher levels of moral identity do not agree with behaviours which could potentially lead to harmful results for others (Aquino & Reed, 2002).

In order to be identified as a person who cares about moral concerns or a person who has high levels of moral identity, people usually try to internally regulate their behaviours through following moral standards and principles (Bandura, 1991). In addition to this self-regulatory mechanism, another important determinant factor of moral identity is the ability for moral reasoning. This highlights the importance of having a certain level of cognitive or perspective-

taking ability or cognitive sophistication for moral reasoning (Aquino & Reed, 2002). According to researchers, both self-regulatory mechanisms and moral reasoning motivate individuals' moral behaviours, such as willingness to engage in useful and helpful behaviours for the community (Aquino & Reed, 2002; Hart et al., 1998). Being helpful and useful to other people, or being committed to others, are very crucial in the definition of moral identity. This causes Hart et al. (1998) to believe that in the measurement of moral identity, researchers should consider these elements.

According to Skarlicki et al. (2008), moral identity attenuates the effect of unfairness on employees' retaliation. They indicated that the extent to which moral traits are behaviourally expressed (symbolisation) moderates the link between unfairness and disruptive behaviours. Other researchers (e.g., Sanders et al., 2018; Skarlicki & Rupp, 2010) also claim that moral identity affects individuals' motivational and subsequent behavioural reactions. They argue that those managers whose moral identity is lower show more motivation to penalise wrongdoers such as colleagues. In addition, DeCelles, DeRue, Margolis and Ceranic (2012) indicated that higher moral identity can lead to less self-interested behaviour. Consistently, people whose moral identity is higher feel more responsibility to act in line with behaviours which are beneficial for others and these people are more motivated to react to the unfair situation (Rupp, 2003). According to Treviño, den Nieuwenboer and Kish-Gephart (2014), moral identity moderates the effect of contextual factors, such as organisational culture and leadership (e.g., fair/unfair) behaviour, on employees' behavioural responses.

As was previously discussed, moral identity is a self-regulatory mechanism which uses moral reasoning to encourage individuals to engage in behaviours which can be beneficial for the needs of others (Aquino & Reed, 2002). Therefore, people with higher levels of moral identity

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probably will not try to down-regulate their emotion or action when they think that they could be beneficial and helpful for others. From this perspective, it is assumed that higher levels of moral identity increase constructive outcome behaviours in the condition where people are permitted to express their anger (providing feedback opportunity), compared to condition where people are not allowed to express their anger (not providing feedback opportunity). In the following section, the hypotheses relating to the moderating effect of moral identity are presented.

Hypotheses for the moderating effects of moral identity

H7) Participants with higher levels of moral identity are more likely to voice constructively (intention + behaviour) in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H8) Participants with higher levels of moral identity express lower levels of immediate negative feedback through emojis in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H9) Participants with higher levels of moral identity show higher levels of long-term commitment and loyalty to the organisation in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H10) Participants with higher levels of moral identity evaluate the employer's task significantly more positive in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

3.3 Psychological trait factors

This section discusses psychological trait factors which are used to check the validity of constructive/destructive outcome behaviours that are created for this study. In particular, in section 3.3.1, habitual emotion regulation strategies (e.g., trait reappraisal and trait suppression) are discussed. Hereafter, section 3.3.2 and 3.3.3 discuss trait anger and passion towards long-term goals, successively.

In the pilot study, an additional question for measuring whether participants "believe that anger is a useful emotion" is used. The question was based on the notion that "what we want to feel, and how we regulate our emotions may crucially depends on what we expect emotions to do for us." (Tamir, Bigman, Rhodes, Salerno, & Schreier, 2015, pp. 100-102). However, after the pilot study, it did not show any significant relationship with the independent and dependent variables. Therefore, this variable was removed from the questionnaire in the main study. Therefore, in this section only psychological trait factors which are used as a validity check in the main study are discussed.

3.3.1 Passion towards long-term goals

Perseverance and passion towards long-term goals (grit) refers to "working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. The gritty individual approaches achievement as a marathon; his or her

advantage is stamina. Whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses, the gritty individual stays the course." (Duckworth, Peterson, Matthews & Kelly, 2007, p. 1087). People with higher levels of grit intentionally set for themselves extremely long-term goals and try to follow them even if they receive very negative feedback (Duckworth et al., 2007). Parker (2000) mentions that people who value long-term goals and feel more responsibility to achieve them will be more likely to engage in proactive and helpful behaviour. Others suggest that these people view situational challenges more positively and try to manage or cope with them (Schwarzer & Taubert, 2002).

Researchers indicate that perseverance and passion towards long-term goals is positively related to success in a career (Baum & Locke, 2004; Vallerand, Houlfort & Forest, 2014), and lower levels of intention to quit a job (Burkhart, Tholey, Guinto, Yeo & Chojnacki, 2014). Previous studies have indicated that there is a positive relationship between perseverance and passion towards long-term goals and engagement with work (Singh & Gambhir, 2016). Researchers believe that grit and self-control are strongly correlated (Duckwort & Gross, 2014). According to these researchers, like the role of self-control in the successful regulation of emotions, which leads to immediate benefits and more resistance to temptations, grit can be a very important factor in achieving positive outcomes (Duckwort & Gross, 2014). It has been indicated that self-control is related to prosocial behaviours (Eisenberg, Morris, McDaniel & Spinrad, 2009) and lower levels of aggression (Denson, DeWall & Finkel, 2012). Therefore, it is assumed that grit also increases people's willingness to engage in less selfish behaviours. In other words, grit enables people to follow long-term goals, such as empowering relationships with the organisation, instead of following his/her immediate or short-term personal benefits. For instance, researchers have indicated that grit is related to organisational citizenship behaviour

and counter-productive work behaviours (Ion, Mindu & Gorbanescu, 2017). Importantly, researchers address that grit is strongly related to persistence in a task (e.g., Lucas, Gratch, Cheng & Marsella, 2015).

As was discussed in this section, passion towards long-term goals is a psychological trait which is shown to be positively related to constructive or positive outcome behaviours and negatively related to destructive or negative outcome behaviours. Therefore, in this study, passion towards long-term goals (grit) is used to check the validity of constructive/destructive outcome behaviours. These behaviours include voicing constructively (intention + behaviour), the expression of immediate negative feedback through emojis, long-term commitment and loyalty towards the organisation and employer and the evaluation of the employer's task.

3.3.2 Emotion Regulation Strategies (trait reappraisal and trait suppression)

Thompson (1994) defines emotion regulation as "extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions, especially their intensive and temporal features, to accomplish one's goals." Adaptive emotion regulation enables people to achieve their interpersonal goals and improve a mutual relationship with others (Garcia, Kosutic & McDowell, 2015). Trait reappraisal and trait suppression are among the most commonly used emotion regulation strategies (Cutuli, 2014).

Trait reappraisal refers to reframing the meaning of an unpleasant event for instance, receiving insulting feedback (Memedovic, Grisham, Denson & Moulds, 2010). Reappraisal can influence the quality of, and the intensity with which, emotions are experienced. Trait reappraisal is the strategy which is usually used to reduce or change maladaptive processing or attributions surrounding anger eliciting situations (Cote, 2005). Trait reappraisal also broadens someone's view about the consequences of engaging in prosocial or antisocial behaviours (Schwarz & Clore,

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1983). Trait reappraisal can cause positive and beneficial outcomes for individuals, as it can cause them to decrease their intense anger (see Gross & Levenson, 1993). It can also lead to constructive outcomes for the organisation because it could lead employees to focus on their work and "just do their jobs." Therefore, in order to achieve more preferable outcomes for both employees and organisations, reframing the negative event can be a better solution and can decrease the probability of engaging in unpleasant behaviours towards others in the organisation.

In contrast, trait suppression is a type of emotion regulation strategy that includes the "conscious inhibition of emotional expressive behaviour while emotionally aroused" (Gross & Levenson, 1993, p. 970). Trait suppression refers to attempts to decline or hide the emotion (e.g., anger) when it happens (Gross, 2002). Trait suppression is associated with maladaptive emotional and interactional functioning (Gross & John, 2003). This form of emotion regulation causes people to overthink the negative emotion instead of expressing it (Tice & Baumeister, 1993). It decreases the probability of behavioural expression, but it is not successful at reducing the feeling of the negative emotion (Gross, 2002). Subordinates in work-related contexts often prefer to hide their emotion instead of expressing it, because they fear punishment from a superordinate (Conway, DiFazio & Mayman, 1999; Tiedens, 2000). Hiding emotions such as anger can be a less effective anger management practice in a situation if someone tries to use it as a regular response to an anger evoking event (Gross & John, 1998).

Silencing anger can be riskier and more destructive if deciding to be silent is forced by the organisation and is not the individuals' preference or a strategic choice. In addition, trait suppression and hiding emotions such as anger can stop valuable information from being exchanged among the individuals in work-related contexts. This can cause employers and management to be less aware about problems in work-related contexts. Moreover, trait

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suppression does not cause anger to disappear; it probably causes anger to come back more intensely if the employee continues to recall the initial event (Tice & Baumeister, 1993), or if the employer repeats his/her anger provoking behaviour. For example, if an employee continues to remain silent when he/she has been treated unfairly or bullied in the work context, unfairness will continue and it will lead to a more toxic work environment (Ayoko, Callen & Hartel, 2003; Einarsen, 1999; Salin, 2003; Vega & Comer, 2005). Trait suppression can also cause an employee to express his/her anger in an indirect way towards unrelated people (e.g., friends or people on social media), in a situation called "displaced dissent" (Kassing & DiCioccio, 2004; Milliken, Morrison, & Hewlin, 2003; Perlow & Williams, 2003). Thus, trait expression can have a negative effect on the broader work environment, such as decreasing productivity among organisation members and distracting them from their work.

As was discussed in this section, trait reappraisal is positively related to positive outcome behaviours and trait suppression is negatively related to positive outcome behaviours. In particular, it is expected that trait reappraisal is positively associated with constructive outcome behaviours (long-term commitment and loyalty to the organisation, positive evaluation of employer's task and voicing constructively [intention + behaviour]) and is negatively associated with the expression of immediate negative feedback through emojis. In addition, it is expected that trait suppression is negatively associated with constructive outcome behaviours (long-term commitment and loyalty to the organisation, positive evaluation of employer's task and voicing constructively [intention + behaviour]) and positively associated with expression of immediate negative feedback through emojis.

3.3.3 Trait anger

According to Goldman (2003, p. 711), trait anger refers to "individual differences in the frequency that state anger is experienced over time and can be understood as anger proneness". Researchers believe that employees' reactions to negative events in work-related contexts are influenced by their dispositional differences (e.g., trait anger). This idea is based on studies which recommend that people generally behave in a coherent way (Goldman, 2003).

Folger and Baron (1996) suggest that individual differences are among the important determinants of employees' constructive/destructive behaviours in work-related contexts. Researchers suggest that trait anger is related to hostility (e.g., Wilkowski & Robinson, 2008; Deffenbacher, Lynch, Oetting & Yingling, 2001) and aggressive behaviours in work-related contexts (Douglas & Martinko, 2001). Researchers also highlight the impact of trait anger on interpersonal relationships and explain that trait anger may damage the quality of interactions between people (e.g., Baron, Smith, Butner, Nealey-Moore, Hawkins & Uchino, 2007), as well as cause interpersonal aggression in work-related contexts (Douglas & Martinko, 2001; Inness, LeBlanc & Barling, 2008). In another study about the role of trait anger on coping strategies, Deffenbacher (1992) suggested that people who have high levels of trait anger show lower levels of constructive coping with the anger provoking event. Ilie, Penny, Ispas and Iliescu (2012) revealed that higher levels of trait anger are related to counterproductive work behaviours, such as damaging a valuable belonging of the employer, stealing something valuable from the employer or from co-workers and showing higher intentions to quit the job. People with high levels of trait anger show anger episodes which are more intense and more frequent than people who have lower levels of trait anger (Tafrate, Kassinove, & Dundin, 2002). In addition, this

individual trait is related to hostility (Bettencourt, Talley, Benjamin, & Valentine, 2006; Kant, Skogstad, Torsheim, & Einarsen, 2013) and self- interested appraisals (Haidt, 2003).

As was discussed in this section, trait anger is negatively related to positive outcome behaviours. In this study, trait anger is used to check the validity of constructive/destructive outcome behaviours, such as voicing constructively (intention + behaviour), the expression of immediate negative feedback through emojis, long-term commitment and loyalty towards the organisation and the employer and evaluation of the employer's task.

3.4 Summary

This chapter reviewed the literature about moral identity and how moral identity potentially play a moderating role in the relationship between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours. The chapter also discussed psychological traits, such as passion towards long-term goals, habitual emotion regulation strategies (trait suppression and trait reappraisal) and trait anger. These are used to check the validity of constructive/destructive outcome behaviours (voicing constructively [intention + behaviour], the expression of immediate negative feedback through emojis, long-term commitment and loyalty towards the organisation and the employer and evaluation of the employer's task).

CHAPTER 4. RESEARCH PHILOSOPHY

The present chapter discusses the philosophical principles and research philosophy of the study. In section 4.1, an introduction to the present chapter has been presented. In sections 4.2 and 4.3, ontological and epistemological assumptions of the study are offered. Sections 4.4 and 4.5 discuss the research approach and methodology. Section 4.6 describes methods for data collection. Finally, in section 4.7, the conclusion is presented.

To help the reader navigate through this thesis, the parts discussed in this forth chapter are highlighted in figure 4.1 below.
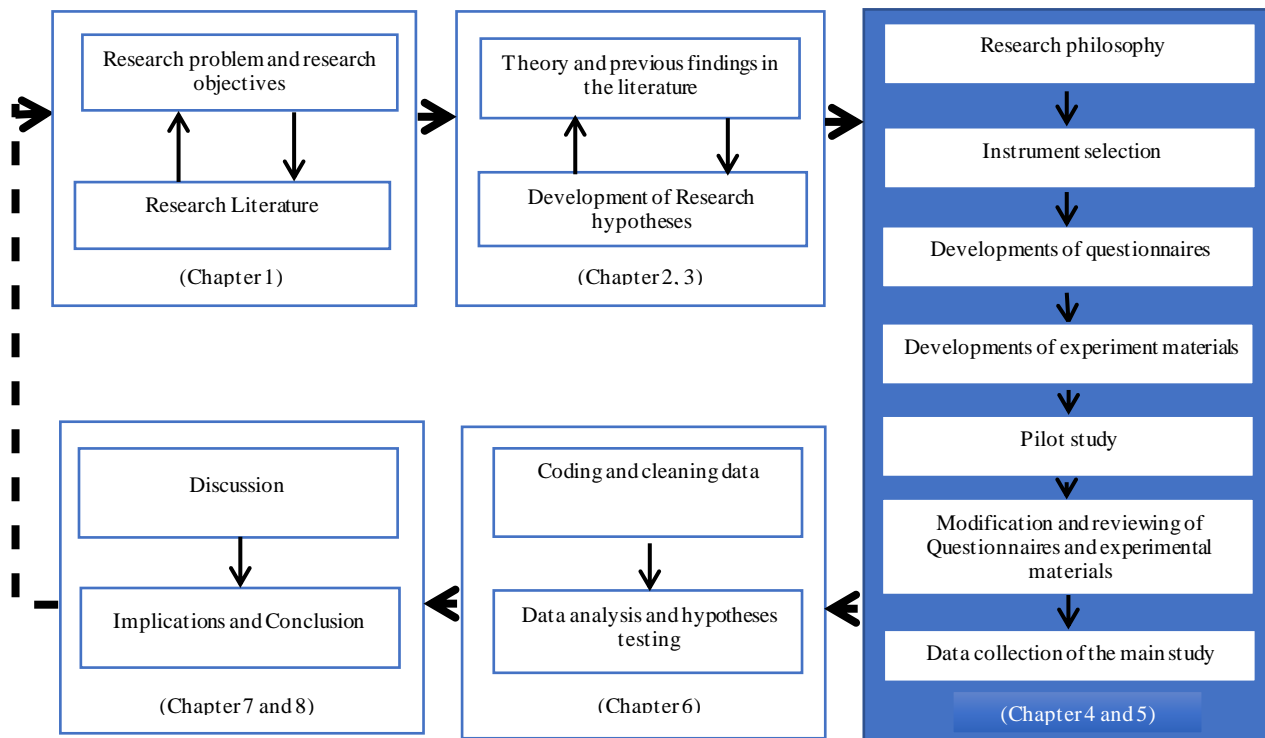
Figure 4.1. Framework of research activities (The relevant parts of the present chapter are coloured in blue)

4.1 Introduction

Scientific research philosophy is a system of assumptions and thoughts about how people view and understand the world (Hitchcock & Hughes, 1995). The scientific research philosophy includes different research paradigms that guide researchers to choose the most appropriate ontological, epistemological, and methodological approaches in order to make a bridge between theoretical and empirical parts of the research and most importantly to address the research questions (Easterby-Smith, Thorpe & Jackson, 2012). The term "paradigm" refers to how researchers view the world and how they frame their beliefs about the world and reality (Lincoln, Lynham, & Guba, 2011). In other words, a paradigm is defined as "a way of thinking and making sense of the complexities of the real world" (Patton, 2002, p. 69). Research paradigms are theoretical and practical tools that guide researchers in the process of problem solving (Abbott, 2004, p. 42; Remenyi, Williams, Money & Swartz, 1998; Saunders, Lewis & Thornhill, 2012). According to researchers, the main research paradigms are positivism, interpretivism, pragmatism and realism. These research paradigms can be differentiated in their main principles: ontology, epistemology and methodology. The principles are related to each other in a way that the ontology indicates which epistemological and methodological approaches should be taken. In addition, methodology prescribes the most appropriate research methods, measurement tools and data analyses. Given the importance of ontological, epistemological and methodical principles in the research process, these elements are discussed in detail in the following sections based on the dichotomous (contrasting) approach (Burrell & Morgan, 1979). The dichotomous approach allows researchers to simplify the philosophical principles into two contrasting categories (Burrell & Morgan, 1979). Objectivism and subjectivism are two contrasting categories that

researchers apply to classify the different ontological, epistemological and methodological approaches.

Table 4.1

Comparison of the main research paradigms regarding the ontological, epistemological and methodological approaches adapted from Žukauskas, Vveinhardt and Andriukaitienė (2018)

Paradigm	Ontology	Epistemology	Research methods
Subjectivism	Reality is subjective and socially constructed (a consequence of interaction between researcher and world)	The knowledge is the creature of mental structures and according to Žukauskas et al. (2018, p. 126), it is "based on the abstract descriptions of meanings"	Case studies, interview, phenomenology, ethnography, ethnomethodology
Objectivism	The reality is objective and has an independent nature from people's subjectivity (influenced by emotions and perceptions)	According to Žukauskas et al. (2018, p. 126), "acquisition of knowledge is not related to values and moral content"	Survey, experiment, quasi-experiment

4.2 Ontology

According to Easterby-Smith et al. (2012), ontology refers to the theoretical assumptions about existence and the nature of reality. It has been also defined as "the science of being" (Blaikie, 1993). Ontology is based on the statements that a specific paradigm has about the nature of reality and indicates whether reality is objective and measurable, or if it is subjective and only exists in our minds (Hitchcock & Hughes, 1995).

Method
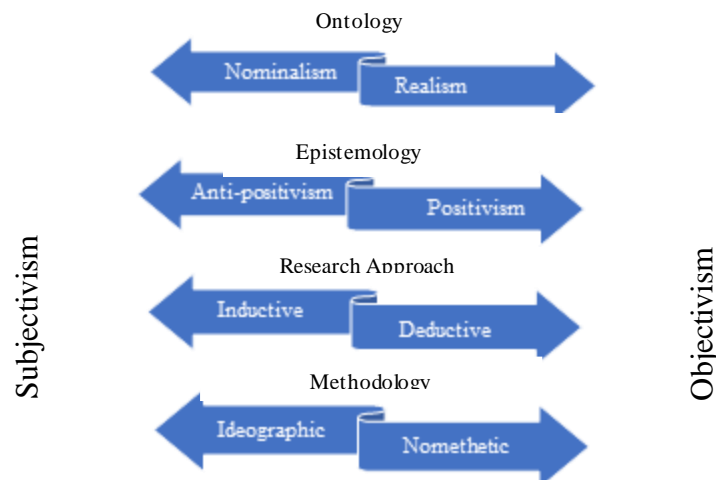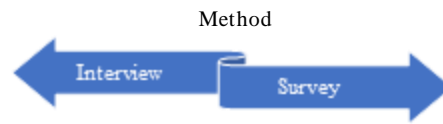
Figure 4.2. Representation of the dichotomisation of ontological assumptions (adapted from Burrell & Morgan, 1979).

Under the subjectivist viewpoint, nominalism (also called "subjectivism"; Saunders et al., 2012), or constructivism, highlights that reality is generated from individual perceptions or it is socially constructed and a product of social processes (Neuman, 2003; Saunders et al., 2012). According to this viewpoint, researchers do not believe in an objective and measurable reality, instead they think that reality is a creature of mind. Therefore, they believe that there are multiple realities created through the interaction between researcher and phenomena (Saunders et al., 2012). The most common chosen research approach in this viewpoint is the qualitative approach.

On the other hand, according to the realistic (also labelled as "objectivistic"; Bryman & Bell, 2015) viewpoint, reality is a stable phenomenon that can be described via repeatable observations (Levin, 1988). One of the important features of the realistic and objectivistic viewpoint is the value-free nature of research (Remenyi et al., 1998). In other words, according to this viewpoint, researchers' expectations and thoughts do not have any effect on their interpretation of the findings. This viewpoint is based on quantifiable observations which help researchers to do statistical analysis on data (Gill & Johnson, 2002). Previous studies in the literature have highlighted the objective existence of different organisational contexts (Callister et al., 2003) and their impact on employees' emotional, attitudinal and behavioural reactions. These reactions can be observed and measured using behavioural or self-report measures. Therefore, in this thesis, the researcher employs realism as the ontology.

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4.3 Epistemology

The term epistemology refers to "what is known to be true" and is defined as the "theory or science of the method or grounds of knowledge" (Blaikie, 1993, p.6). Epistemology answers questions about what is acceptable knowledge and how we achieve or use this knowledge (Burrell & Morgan, 1979). Wiersma and Jurs (2005) believe that epistemology reveals the origin of knowledge and methods that knowledge can be achieved or created. It also refers to efforts to find a solution to questions like "what establishes good quality data and what are the possible and appropriate contributions that researchers can make to the literature" (Saunders et al., 2012). According to researchers, epistemology is based on ontological assumptions and has a very important role in data collection and research methodology (Cohen, Manion & Morrison, 2007; Denzin & Lincoln, 1998). To highlight the importance of epistemology, Šaulauskas (2012) mentions that Western philosophy is a "pure" epistemology creation.

Regarding the dichotomous viewpoints, epistemological assumptions are classified into two positivistic and anti-positivistic approaches. Researchers who have an anti-positivistic approach (such as interpretivists), believe that reality cannot be understood via definite 'laws' and structures (Saunders et al., 2012). They adopt the assumptions of arts and humanities rather than natural science and focus on individualistic and contextual interpretations that cannot be generalised to a large number of the population (Saunders et al., 2012). In summary, according to this approach, knowledge is achieved through the interaction between researcher and reality and is based on how the researcher perceives reality.

On the other hand, according to the positivistic perspective, researchers believe that the acquisition of knowledge is not based on moral values, but it is achieved through objective methods. Researchers who focus on the positivistic approach adopt assumptions of natural

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scientists and usually work with quantifiable and numeric data rather than opinions and narrations (Remenyi et al., 1998). According to this approach, researchers are considered to be *external* to and independent from the *research* context. Researchers also work with repeatable observations that can be generalised to a large number of the population (Burrell & Morgan, 1979; Saunders et al., 2012).

Considering what has been discussed about the ontological approach, the present study employs a positivistic epistemological approach. The positivistic approach helps the researcher to measure the variables using objective measurements that can help the researcher to collect quantifiable data. The findings of the study also can be generalised to different work-related contexts and organisations and to a large number of the population.

4.4 Research approach

In the process of choosing an appropriate research methodology, researchers should think about whether they want to adopt a deductive or inductive approach (Blaikie, 1993). Choosing an appropriate research approach is based on ontological and epistemological assumptions. The deductive approach helps researchers to test their hypotheses which are based on existing theories, while the inductive approach supports researchers to achieve and build a theory. Each approach is related to different research paradigms. For instance, researchers who have a positivistic epistemological point of view tend to choose the deductive approach, whereas researchers who have an anti-positivist background (such as interpretivists), usually choose the inductive approach.

With the inductive approach, which is based on the anti-positivistic (interpretivist) point of view, researchers try to do in-depth investigations in order to create the theory. Therefore, the theory is the result of the data collection process and is achieved after the researcher conducts

observations and finds the results (Bryman & Bell, 2015). In this approach, the inductive approach, researchers conduct qualitative studies which are usually more flexible and context-based than quantitative studies.

On the other hand, the deductive approach has some important characteristics. For instance, in this approach it is possible for researchers to indicate a causal relationship between variables and to control for extraneous or confounding effects. Controlling for these variables helps researchers to ensure that any change in the dependent variable is a function of the independent variable. In this approach, the research process and findings can be replicated through use of a highly structured methodology (Gill & Johnson, 2003). Consistent with the reductionist perspective, problems with this approach can be reduced to simple parts and the hypothesis can be operationalised and measured using behavioural measurements and questionnaires. Contrary to the inductive approach, researchers who use the deductive approach start from theories and hypothesis and end with findings. The data collection process is quantitative, which facilitates the generalisation of the data to a large number of the population (Robson, 2002).

Considering objectivistic ontology and positivistic epistemology, this thesis uses a deductive approach to test the hypotheses, which are based on the anger literature in work-related contexts. Therefore, this research examines testable hypotheses which are built based on existent theories and tries to achieve the findings through repeatable observations in order to generalise the findings to a large number of populations.

4.5 Research Methodology

After choosing the appropriate ontological and epistemological perspectives, the researcher made the decision about the potential research methodology. Research methodology

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refers to the research strategy or to a set of guidelines and principles that researchers choose to test the underlying assumptions and find solutions to any problems (Myers, 2009; Sarantakos, 2005). Research methodology can be categorised in two ideographic and nomothetic categories. In the ideographic method, researchers use qualitative techniques to solve the research problem. However, in the nomothetic method, researchers apply quantitative techniques to test the hypothesis (Remenyi et al., 1998). Quantitative and qualitative are two main research methods that help researchers to collect and analyse data, as well as make decisions as to how to generalise the findings to a larger number of populations. Consistent with previous studies on anger in work-related contexts, this research aims to conduct a quantitative (nomothetic) method to test the hypothesis. Consequently, regarding the positivistic epistemology and deductive approach, this study applies an online-laboratory experimental study to explore the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive behaviours in work-related contexts. Experiments allow researchers to find the causal relationship between variables using quantitative techniques, in order to generalise their findings to real-life situations (Marczyk, DeMatteo & Festinger, 2005; Stainback & Stainback, 1988).

On the contrary, ideographic (qualitative) research methods include techniques that are usually interpretive (Denzin & Lincoln, 2013). According to Domegan and Fleming (2007), "Qualitative research aims to explore and to discover issues about the problem on hand, because very little is known about the problem. There is usually uncertainty about the dimensions and the characteristics of the problem. It uses 'soft' data and gets 'rich' data". (p. 24). These techniques help researchers to know about and explore the complexities and difficulties of reality (Philip, 1998). Qualitative techniques are mainly based on sources of data, such as interviews, documents

and texts (Myers, 2009). Therefore, one of the main differences between qualitative and quantitative techniques is the type of data. Qualitative research data is presented as descriptive narration with words, whereas quantitative research methods data is presented as numbers (Denzin & Lincoln, 2000, p. 3).

Surveys and experiments are the most common methods in quantitative research to collect data. These methods allow researchers to use statistics for data analyses (Hittleman & Simon, 1997, p. 31). As mentioned earlier, the experimental method was used in this thesis. The experimental method or design has been defined as "a plan for assigning experimental units to treatment levels and the statistical analysis associated with the plan" (Kirk, 1995, p. 1). Kirk (1995) claims that experiments have three important features: (1) one or more independent variables can be manipulated; (2) controlling is possible. For instance, participants can be randomly assigned to the groups and (3) variables (e.g., dependent variable) can be precisely measured. Characteristics one and two are the key advantages of experimental designs compared to other research methods.

In the present study, in line with a long history of studies investigating anger in work-related contexts, anger is induced through the set-up of a scenario by which participants receive a standard piece of negative feedback, rather than a tailored piece of feedback to their own essay writing. Participants in one condition (permitting to express anger [providing feedback opportunity]) receive unfair, negative, critical commentaries, but they are told that they can express their feedback about the essay writing task later in the experiment. Participants in another condition (not permitting to express anger [not providing feedback opportunity) receive unfair, negative, critical commentaries, but they are told that they cannot express their feedback and ideas about the essay writing task. Then, in later parts of the experiment, participants answer

some questions regarding constructive/destructive behaviours and moderators. At the end of the experiment, participants get the opportunity to complete some tasks, including writing their feedback.

Table 4.2

Differences between quantitative and qualitative approaches (Easterby-Smith et al., 2012)

Orientation	Quantitative	Qualitative
Researchers' assumption about the reality	✓ Researchers believe that there is a single reality.	✓ Researchers believe that there is multiple realities.
Research aim	✓ Testing the relationships between measured variables	✓ Understanding how people perceive the subject and what is their opinion.
Methodology and research method	✓ Methodology is structured and researcher examines the testable hypothesis. ✓ Research approach is deductive.	✓ Methodology is flexible and hypotheses are the outcome of data collection and analytic procedure. ✓ Research approach is inductive.
Researcher's role	✓ The researcher does not have influence on the object of study. ✓ S/he is only an observer.	✓ The researcher is not just an observer. ✓ The interaction between researchers and the subject is important and the meaning and findings are dependent on what the researcher understands and thinks about the subject.
Generalisability	✓ Findings can be generalised to a large number of populations	✓ Findings are context-based and there is limited generalisability.

4.6 Method of data collection

As discussed previously, concerning quantitative research, in particular in social science studies, researchers employ numerical data that is usually collected by using questionnaires (Bulmer, 2004). In the present thesis, survey instruments –questionnaires – were used for assessing the variables. Participants were also asked to write down their feedback about the job interview task which was coded by two independent coders. All the questionnaires for the moderating variables were standard questionnaires and were taken from the literature. Self-

administered questionnaires were used for the dependent variable. A self-administered questionnaire refers to a "data collection technique in which each respondent reads and answers the same set of questions in a predetermined order without an interviewer being present" (Saunders et al., 2012, p. 600). Questionnaires in general have some advantages over other types of measurements. Questionnaires provide an objective way to assess a variable. Through using questionnaires, the process of data collection is quicker and more efficient, and data can be collected from a large number of participants (Sekaran, 2010). Regarding recent studies, data collection is easier and the rate of data collection through online questionnaires is greater than traditional ways, such as postal questionnaires (Bryman & Bell, 2015).

In recent studies, special attention has been brought to online ways of data collection using questionnaires (Ebert, Huibers, Christensen & Christensen, 2018). Researchers have mentioned that online experiments have some advantages compared to paper questionnaires or lab experiments. For instance, they mention that in online surveys, data can be collected in a shorter time with lower costs and greater efficiency (Wright, 2005). In addition, for online experiments, the levels of response are usually high (Bryman & Bell, 2015). Therefore, because of these advantages, the present study used an online method of data collection.

4.7 Conclusion

The present thesis follows an objectivistic paradigm and realist-positivist philosophical approach to investigate the impact of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours, which is moderated by moral identity. The chosen research approach is deductive. Experimental methodology has been chosen to conduct quantifiable observations, which ultimately leads to questionnaires and behavioural tasks as the methods of measuring variables.

CHAPTER 5. RESEARCH METHODOLOGY AND DESIGN

This chapter discusses the adoption of an appropriate research methodology to address the objectives of this study and to examine the earlier outlined hypotheses. At the beginning of the chapter in section 5.1, an introduction to the research methodology is provided. In section 5.2, methodological considerations are utilised in order to choose an appropriate research design. Section 5.3 discusses the research population and sampling strategy. The research design and pilot study are discussed in sections 5.4 and 5.5, successively. Section 5.6 discusses the research methodology for the main study. Finally, Section 5.7 present a conclusion for the present chapter.

5.1 Introduction

This chapter discusses the appropriate research methodology which was adopted to address the research aims and hypotheses in this study. This chapter also discusses methodological considerations relevant to the research design. The research population and sampling strategy are presented, along with the development of materials, the data collection procedure and analytical techniques to test the hypotheses of the pilot and main studies. To help the reader navigate through this thesis, the parts discussed in this fifth chapter are highlighted in figure 5.1 below.

Research problem and research objectives

Research Literature

(Chapter 1)

Theory and previous findings in the literature

Development of Research hypotheses

(Chapter 2, 3)

Research philosophy

Instrument selection

Developments of questionnaires

Developments of experiment materials

Pilot study

Modification and reviewing of Questionnaires and experimental materials

Data collection of the main study

(Chapter 4 and 5)

Discussion

Implications and Conclusion

(Chapter 7 and 8)

Coding and cleaning data

Data analysis and hypotheses testing

(Chapter 6)

Figure 5.1. Framework of research activities (The relevant parts of the present chapter are coloured in blue)

5.2 Methodological considerations

In academic research, researchers should consider methodological concerns, such as research relevance and research rigour (Remenyi et al., 1998). Research relevance in this case indicates whether research is related to the interests of scholars and practitioners who are conducting work on emotions in work-related contexts. The findings of this study will contribute to both the management and psychological literature. Another methodological concern is research rigour which refers to the fact that the research method is aligned with generally accepted rules of research (Remenyi et al., 1998). To address this concern, this research builds on existing literature and utilises validated self-administered scales and standard measurement approaches as far as possible.

5.2.1 Purpose of the study

This study looks at situations when prospective employees are permitted to express their anger (are allowed to provide feedback), versus situations when prospective employees are not permitted to express their anger (are not allowed to provide feedback). In an experimental design, the study investigates whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) leads to different outcomes in terms of the constructive/destructive behaviours of participants. Furthermore, the study investigates the moderating impact of moral identity.

In order to investigate the emotion 'anger', the study draws on the organisational and psychological literature on fairness and justice. Therefore, this study seeks to contribute to studies of anger in work-related contexts and how permitting/not permitting the expression of anger (providing/not providing feedback opportunities) can be constructive/destructive for work-related contexts. The statistical analyses methods that are used to analyse the data are ANOVAs (for testing the effect of permitting/not permitting the expression of anger [providing/not providing feedback opportunities] on constructive/destructive behaviours) and moderation analysis using Process macro (to test the moderating effects of moral identity).

5.2.2 The context of the study

The present study has been framed in employment situations in a work-related context. A lack of perceived fairness and justice is typically described as a key reason why people feel angry in a work-related context and a key reason why people may behave destructively.

5.2.3 Unit of analysis

Unit of analysis is defined as "the smallest part that retains the attributes of the whole." (Granott, 1998). According to Corbetta (2003, p. 66), in academic research, the unit of analysis

refs to "the social object to which the properties investigated appertain". In social research, unit of analysis can vary from individuals to organisations (Corbetta, 2003). Decisions about choosing a unit of analysis should be based on the research aims and the literature. As can be shown in the literature, most studies have used individuals or groups of individuals as the unit of analysis (MacMillan, Rotello, & Miller, 2004). For instance, in similar studies on anger in work-related contexts, individuals have been chosen as units of analysis (see Yip & Schweitzer, 2016). Therefore, consistent with previous studies on anger in work-related contexts and also based on the suggestions about choosing the lowest possible unit of analysis (Bernard, 2017), an individual (a prospective employee) has been chosen as the unit of analysis in this study.

5.3 Populations and Sampling strategy

According to the recommendations about clarifying the target population, sampling design and sample size, in this study they will be discussed in the following parts (Hair, Hult, Ringle & Sarstedt, 2016).

5.3.1 Target population and sampling

The identification of the target population is the starting point of the sampling process. According to Sekaran (2010), population refers to "the entire group of people, events, or things of interest that the researcher wishes to investigate". In another definition, researchers define a target population as "the group defined by the researcher's specific interests. Individuals in a target population typically share one characteristic" (Gravetter & Forzano, 2016, p. 112). In the present study, UK residents have been chosen as the target population.

The next step after identifying the target population was to decide on the sample. A sample is defined as "a set of individuals selected from a population and are usually intended to represent the population in a research study" (Gravetter & Forzano, 2016, p. 112). According to

Tabachnick and Fidell (2014, p. 39), "ideally, samples are selected, usually by some random process, so that they represent the population of interest." Therefore, for the present study, participants were selected from UK residents through an online platform, "Prolific". The sampling criteria in this study were being UK residents and being above 18 years old. According to Prolific website (www.prolific.co), the advantage of Prolific as a data collection platform is that it "distributes studies as evenly as possible across the entire participant pool" which is a useful for increasing the quality of data collection and avoiding participants from turning into professional survey takers. Importantly, employment situation in Prolific, similar to other workplaces, is based on a contract in which participants (employees) get paid for the work that they do for the researcher (employer).

5.3.2 Sampling design

According to Martínez-Mesa, González-Chica, Duquia, Bonamigo and Bastos (2016), "sampling can be defined as the process through which individuals or sampling units are selected from the sample frame." A precise sampling strategy can prevent selection bias (Suresh, Thomas & Suresh, 2011). Researchers have classified sampling methods into two main categories: probability and nonprobability sampling methods (Gravetter & Forzano, 2016; Saunders et al., 2012).

According to Somekh and Lewin (2005, p. 217), probability sampling, which is usually used in experimental studies, is when "each member or item of the population has an equal or known chance of being selected." However, in nonprobability sampling, the chance of being selected for each case is not clear (Saunders et al., 2012). Experimental designs usually use probability sampling. With probability sampling, the sample is usually a representative sample. According to Gravetter and Forzano (2016, p. 113), "the representativeness of a sample refers to

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the extent to which the characteristics of the sample accurately reflect the characteristics of the population." In the representative sample, findings can be generalised to the population.

There are different probability sampling strategies, such as simple random, systematic, stratified and cluster sampling. In this thesis, stratified sampling has been used. According to Somekh and Lewin (2005, p. 217), stratified sampling includes "ordering the sampling frame by one or more characteristics and then selecting the same percentage of people or items from each subgroup either using simple random or systematic sampling."

5.3.3 Desired sample size

Choosing a specific sample size is dependent on the research design and method of analysis (Remenyi et al., 1998). Power analysis was done in G*Power to determine a sufficient sample size at an alpha at 0.05 and power at 0.80 and an effect size of d=.40 based on the results of the pilot study for differences between the condition where people are permitted to express their anger (providing feedback opportunity) and the condition where they are not permitted to express their anger (not providing feedback opportunity) in attitude towards the organisation and employer. Based on the mentioned assumptions, the desired sample size was determined to be 586 (195 participants per condition). The minimum sample size and a stopping rule for choosing the sample size for this study was 586 at the same time.

5.3.4 Sample plan implementation

This research was designed on Qualtrics (www.qualtrics.com) and participants were recruited from Prolific Academic (http://prolific.ac/). Then, recruited participants were directed to the questionnaire on Qualtrics by an online link where they could answer the questions and do the tasks. Finally, after finishing the data collection process, data could be downloaded in an SPSS or Excel format from Qualtrics.

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5.4 Research design: Experimental

The experimental research design was chosen to investigate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours. Experimental designs are used when the researchers aim to find a causal relationship between the variables (Shadish, Cook & Campbell, 2002). Using an experimental design is one of the advantages of this study, compared to some studies in business and management which do not usually use experimental designs. Experimental designs allow researchers to achieve an essential level of control of confounding factors (Bryman & Bell, 2015).

5.5 Pilot study

5.5.1 Participants

Eighty-six participants (41 males, mean age= 33.54, SD = 13.23; 43 females, mean age= 31.88, SD = 10.97) from the United Kingdom, using the Prolific online panel, were recruited for the study. Eighty-five of the participants completed the study. Participants were randomly assigned to the conditions: permitting to express [providing feedback opportunity], not permitting to express [not providing feedback opportunity], or fair. Participants were paid at £1.45 for participating in the study.

5.5.2 Development of experimental materials

In line with previous studies, anger was inducted through the set-up of a scenario by which participants received a standard piece of feedback rather than a tailored piece of feedback to their own essay writing (Denson, 2008; Hortensius, Schutter & Harmon-Jones, 2012; Unkelbach, Forgas, & Denson, 2008; Yip & Schweitzer, 2016). The final version of

experimental materials including the writing task, the feedback and measurements are presented in Appendix B.

Experimental materials were included based on the following steps:

(1) Development of the writing task (Job interview task) (Section 5.5.2.1)

(2) Development of the feedback (Section 5.5.2.2)

5.5.2.1 Development of the writing task (Job interview task)

As mentioned earlier, participants were invited to take part in a simulated job interview task to identify the best possible candidate for a job.

5.5.2.1.1 Information about receiving commentary on the performance in the writing task (Job interview task)

Based on previous studies (e.g., Denson, 2008; Hortensius et al., 2012: Unkelbach, Forgas, & Denson, 2008; Yip & Schweitzer, 2016), participants were told that at the end of the task they would receive commentary on their performance. Participants were told that advanced psychological software had been developed for the project and could provide commentary very quickly. Following the commentary, they were invited to think about their own feedback of how they felt about taking part in the task. This was done to create an expectation that they would be able to respond and make it thus more convincing when they were asked for such feedback.

5.5.2.1.2 Information about the writing task (Job interview task)

Participants were informed that the task's aim was to examine their ability to recall and write about inspirational moments in their life: "**we are asking you to write a short essay about an inspirational moment in your life**." Similarly to a study by Yip and Schweitzer (2016, p. 44), participants were told that the moment "could come from any personal experience at any

point in their life. For example, relevant topics could include educational accomplishments (such as performing well on an exam or graduating), professional accomplishments (such as a promotion or recognition for their work), or any other type of accomplishment (such as finishing a race, climbing a mountain, achieving a goal)." Finally, they were asked to write a 200-word essay.

5.5.2.2 Development of the feedback

It was aimed to develop negative and unfair feedback in the anger conditions (permitting to express anger [providing feedback opportunity] condition, not permitting to express anger [not providing feedback opportunity] condition) and positive and fair feedback in the fair condition (control) for the essay. Additionally, an instruction that invited people to express their own response to the respective feedback (permitting to express anger [providing feedback opportunity] and fair condition) or asked them to suppress any response (not permitting to express anger [not providing feedback opportunity] condition) was developed. Based on previous studies (e.g., Denson, 2008: Hortensius, Schutter & Harmon-Jones, 2012: Unkelbach et al., 2008; Yip & Schweitzer, 2016), different factors such as structure, word count, and framing factors were considered when developing the feedback. One of the main challenges was creating commentaries which were very similar but included positive and negative framings. This took a number of steps (e.g., pre-testing) to develop these commentaries. Commentaries were presented to the participants of different conditions in two rounds. In the first round, in the permitting to express anger [providing feedback opportunity] and not permitting to express anger [not providing feedback opportunity] conditions, participants received very negative commentary "Your writing was tedious and barely understandable. You wrote a low-quality essay, which was poorly structured and weak. We expected your essay to be much better written given the length

of time you had and given that, the topic was relevant. This should have made it easy for you to produce a much more inspiring piece of work." In contrast, in the fair condition participants received positive commentary "Your writing was exciting and interesting. It was fluid, well-structured and easy to understand. Your thought process was clear, and the scope of your vocabulary was impressive. This essay could not have been written much better given the length of time available and the topic."

In the second round, participants in the not permitting to express [not providing feedback opportunity] condition again received negative commentary saying that the researchers were not interested in hearing feedback from them: "We are sorry. For low quality essays like this, there is no value in hearing feedback from the writer. We are not interested in your feedback and are skipping this stage of the process in this case." In the permitting to express [providing feedback opportunity] and fair conditions in the second-round, participants received commentary saying that the researchers were very keen to hear their feedback: "Thank you for thinking about what feedback you want to provide! We are very keen to hear your thoughts and believe there is much value in hearing feedback from you as the writer. Please bear with us – we will provide you with the necessary space and time to do so later, at the end of the studies. In the meantime, we would be very grateful if you could please proceed with the next parts." One could argue that these instructions differ in tone. However, the author wanted to use instructions that simulate workplace norms where, arguably, norms to not permitted to express (suppress) emotions would not be subtle or polite. This will be addressed by comparing the evoked anger between the permitting expression of anger (providing feedback opportunities) and not permitting the expression of anger (not providing feedback opportunities) conditions in the discussion chapter.

Table 5-1

Commentaries to different conditions

		Not permitting the expression of anger (not providing feedback opportunities) condition	Permitting the expression of anger (providing feedback opportunities) condition	Fair condition
First round	Introduction	Your writing was tedious and barely understandable.	Your writing was tedious and barely understandable.	Your writing was exciting and interesting.
	Main body	You wrote a low-quality essay which was poorly structured and weak. We expected your essay to be much better written given the length of time you had and given that the topic was relevant.	You wrote a low-quality essay which was poorly structured and weak. We expected your essay to be much better written given the length of time you had and given that the topic was relevant.	It was fluid, well-structured and easy to understand. Your thought process was clear, and the scope of your vocabulary was impressive.
	Conclusion	This should have made it easy for you to produce a much more inspiring piece of work.	This should have made it easy for you to produce a much more inspiring piece of work.	This essay could not have been written much better given the length of time available and the topic.
Second round	Introduction and main body	We are sorry. For low quality essays like this, there is no value in hearing feedback from the writer.	Thank you for thinking about what feedback you want to provide! We are very keen to hear your thoughts, and believe there is much value in hearing feedback from you as the writer.	Thank you for thinking about what feedback you want to provide! We are very keen to hear your thoughts, and believe there is much value in hearing feedback from you as the writer.
	Conclusion	We are not interested in your feedback and are skipping this stage of the process in this case.	Please bear with us – we will provide you with the necessary space and time to do so later, at the end of the studies. In the meantime, we would be very grateful if you could please proceed with the next parts.	Please bear with us – we will provide you with the necessary space and time to do so later, at the end of the studies. In the meantime, we would be very grateful if you could please proceed with the next parts.

5.5.3 Research premise

Participants were told that the research was being conducted for doctoral work at the Henley Business School, University of Reading. They were informed that they were taking part in three short studies, taking no longer than 15 minutes in total. Additionally, participants were informed about the anonymity and confidentiality of the research, and they were told that they were free to exit the studies at any point and that they did not have to answer any questions that they did not want to, following all essential steps following the standard University of Reading ethics procedures. The researcher's contact information was presented at the end of the consent form.

Each part of the study used a cover story to describe the purpose of the sub study. For example, in the first study, participants were informed that the study would simulate a task from a job interview and that commentary would be offered based on their performance. In this study an (un)fair feedback emotion regulation induction was conducted in which participants of one

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condition (not permitting the expression of anger [not providing feedback opportunity]) were not encouraged to express their opinion about the task at the end of the studies. However, participants of two other conditions (permitting the expression of anger [providing feedback opportunity] and fair) were encouraged to express their opinion about the task. The experiment was comprised of a 3 group between-subjects design, with condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair) as the independent variable. The second study gave participants the opportunity to express their opinion on the job interview task. The third study asked participants questions regarding their attitudes and habits. To help the reader navigate through the experiment in the pilot study, the flowchart of the experiment is presented in Figure 5.2 below.

Figure 5.2. Flowchart of the experiment in the pilot study

5.5.4 Measurements

It was previously discussed that questionnaires are advantageous in terms of saving time and money and because they allow the findings to be generalised to a large number of the population (Remenyi et al., 1998). In the pilot study, questionnaire material was used as a method of collecting data. In addition, using questionnaires as the method of data collection is in line with the philosophical approach of this study which is a positivistic research philosophy.

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The pilot study helped to test the experimental design, relevance of the scales and intended manipulation and self-administered questionnaires, in order to refine the research context. Questionnaires included an instruction which highlighted the aims of the questionnaires and their rating scale. The manipulation is presented in sections 5.5.2.1 and 5.5.2.2 In the following sections, the questionnaires and tasks are presented.

5.5.4.1 Manipulation check

Participants rated how much anger they felt at that particular moment from 1 (*not at all angry*) to 7 *(very angry)*. The answers to this question indicated the level of state anger which participants were feeling in the moment.

5.5.4.2 Voicing constructively (intention + behaviour)

5.5.4.2.1 Intention to voice constructively

The first question asks participants to rate how much they would like to share their opinion about the writing task (job interview task) with the researcher (employer; constructive voicing; Liang et al., 2012; Um-e-Rubbab & Naqvi, 2020). The second question asks participants to rate how much they would like to share their opinion about the writing task on social media (destructive voicing; Lindebaum, et al., 2017; Miles & Mangold, 2014). Participants rate both items on a 7-point scale (1= not at all, 7= very much). To calculate participants' intention to voice constructively, the difference score of sharing the opinion with the employer (researcher) and sharing the opinion on social media are calculated. Higher values suggest that people show more intention to voice constructively. In contrast, a negative difference score indicates that people are intending to display destructive behaviour. A difference score around 0 indicates no intentional preferences.

5.5.4.2.2 Voicing constructively (behaviour)

As mentioned earlier, as a part of an emotion regulation manipulation in the early stages of the experiment in the not permitting the expression of anger (not providing feedback opportunity) condition, participants were told that there was no value in hearing feedback from them because of the low quality of their essays. However, in order to measure participants' voicing constructively (behaviour), at this stage all participants, including people in the not permitting the expression of anger (not providing feedback opportunity) condition, were asked to write their feedback with regard to the commentary they received for the job interview task. Participants were told that they can write whatever they want in this part and then they were asked to choose one of the following options of how to provide their feedback ("Post feedback on social media" vs. "Provide feedback to Henley researchers only" vs. "I do not want to provide any feedback"). In the next step, participants who chose to provide feedback on social media received a commentary that their feedback will be posted on social media. People who chose to provide feedback with Henley researchers only received a commentary that their feedback will be given to the Henley researchers. Participants who chose "I do not want to provide any feedback", did not receive any commentary. Voicing constructively was calculated through the probability of clicking on the option "Provide feedback to Henley researchers only" versus "Post feedback on social media" or "I do not want to provide any feedback".

5.5.4.3 Attitude towards the organisation and the employer

Based on the literature review in chapters 2 and 3, the appropriate measurement instrument was developed and tested. This section presents the scale development and the items from the questionnaire. The questionnaire was designed based on similar scales about customer attitude and satisfaction in the literature (e.g., Chen, Hsiao & Hwang, 2012; Flannery, Resnick,

Galik & Lipscomb, 2011). The questionnaire included eight items such as "I feel very satisfied with the job interview task" and "I felt that I have been treated respectfully in the job interview task," on a 7-point scale (1= strongly disagree, 7= strongly agree) which reflected people's engagement with the organisation. Higher scores indicated more engagement with the organisation. In the pilot study, the Cronbach's alpha reliability of the scale was .87.

An exploratory factor analysis (EFA) was performed using the maximum likelihood method on the pilot sample (N= 85). According to Linley, Maltby, Wood, Osborne and Hurling's (2009) suggestion, parallel analysis "involves identifying how many factors have eigenvalues higher than values which may be expected to occur through chance." The results indicated that only the first two eigenvalues of the real datasets exceeded chance values. This strongly suggests there are two factors underlying the data (Kaiser, 1960). This is consistent with the scree plot, presented in Figure 5.3. Table 5.2 presents factor loadings for both samples. The solution is readily interpretable; the factor "excitement" (items 4, 5, 6 and 7) represents how people evaluate the employers job interview task in terms of innovation and novelty, how exciting the task is and how much they are motivated to do their best for the task. Additionally, the factor "satisfaction" (items 1, 2, 3 and 8) represents people's feelings about how respectfully they are treated in the task and whether they are satisfied. This factor also represents people's attitude about the task, whether it is an easy task to do or whether its instruction is detailed enough.

The level of item loadings (<.3) shows that the items are highly correlated with the particular factor, and they explain a high degree of the variance in that particular factor. In addition, cross loading of some of the items indicate that those items are the key items of the whole scale and explain high degree of the variance for both factors. It also highlights the similarities of both factors.

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Table 5.2

Factor Loadings of items of engagement with the organisation's task

	Excitement	Satisfaction
1- The instructions for the job interview task were detailed enough to carry it out.	.189	**.782**
2-I feel very satisfied with the job interview task.	.279	**.807**
3-I believe the job interview task was very easy.	.151	**.768**
4-I believe that the job interview task was an innovative task.	**.759**	.475
5-I felt that the job interview task was exciting.	**.745**	.437
6-I really felt that I should do my best for the job interview task.	**.786**	.138
7-I believe that the job interview task helped me to deeply think about inspirational things in my life.	**.841**	.111
8-I felt that I have been treated respectfully in the job interview task.	.496	**.506**
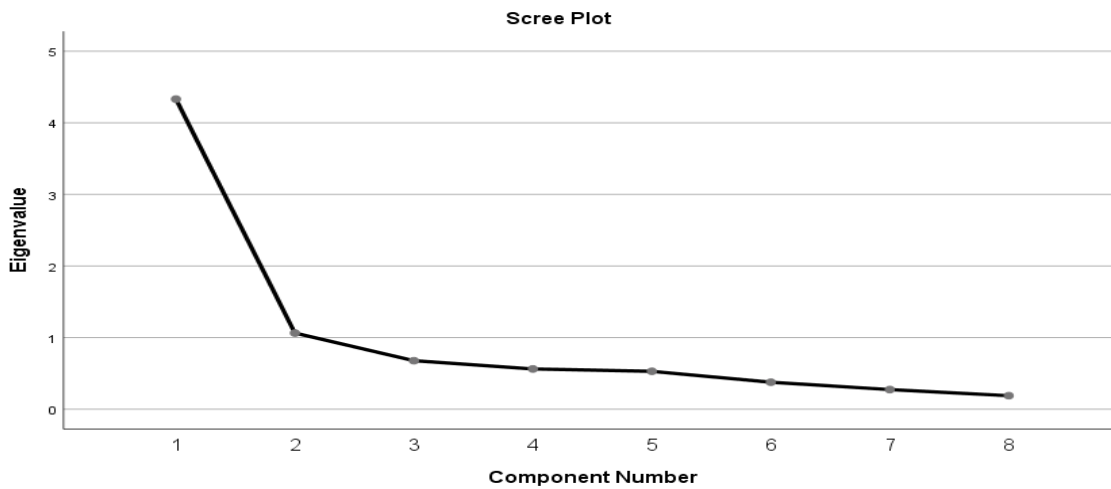
Figure 5.3. Scree plot of engagement with the organisation's task

5.5..4. Other Materials

5.5.4.4.1 Trait Anger (Trait scale of STAXI-2; Spielberger, 1999)

Trait Anger was measured by the Trait Scale of Anger Expression Inventory-2. Ten items on a 5-point scale (1=Almost never, 4=Almost always), reflecting people's tendency to experience feelings of anger were used to measure trait anger. In the pilot study, the Cronbach's alpha reliability of the scale was .84. The items of the scale are presented below (Spielberger, 1999):

- "I am quick tempered."
- "I have a fiery temper."
- "I am a hot-headed person."
- "I get angry when slowed down by others' mistakes."
- "I feel annoyed when not given recognition for doing good work."
- "I fly off the handle."
- "I say nasty things when mad."
- "It makes me furious when I am criticized in front of others."
- "I feel like hitting someone when frustrated."
- "I feel infuriated when I do a good job and get a poor evaluation."

5.5..4.2 The Emotion Regulation Questionnaire (ERQ; Gross & John, 2003)

Emotion regulation was measured by a 10-item scale which measured two emotion regulation strategies, reappraisal and suppression, on a 7-point scale (1 = 'strongly disagree', 7 = 'strongly agree'). In the pilot study, the Cronbach's alpha reliability of reappraisal and suppression were .91 and .77. The items of the scale are presented in the following table:

Table 5-3

Dimensions of Emotion Regulation Questionnaire (ERQ; Gross & John, 2003) and their related items

Reappraisal	Suppression
• "When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about."	• "I keep my emotions to myself."
• "When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about."	• "When I am feeling positive emotions, I am careful not to express them."
• "When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm."	• "I control my emotions by not expressing them."
• "When I want to feel more positive emotion, I change the way I'm thinking about the situation."	• "When I am feeling negative emotions, I make sure not to express them."
• "I control my emotions by changing the way I think about the situation I'm in."	
• "When I want to feel less negative emotion, I change the way I'm thinking about the situation."	

5.5.4.4.3 Grit scale (Grit-S; Duckworth & Quinn, 2009)

Perseverance and passion for long-term goals was measured by the short Grit scale (Grit-S), which consists of eight items using a 5-point scale (1=not like me at all, 5=very much like me). Four items measure the perseverance of effort for long-term goals, and four other items describe the consistency and endurance of interests (as opposed to frequently changing goals) over time. In the pilot study, the Cronbach's alpha reliability of the Grit scale was .79. In addition, the Cronbach's alpha reliability of the subscales, perseverance of effort and consistency of interests were .63 and .81. The items of the scale are presented in the following table:

Table 5-4

Dimensions of passion for long-term goals (Grit; Duckworth & Quinn, 2009) and related items

Consistency of Interests	Perseverance of Effort

- "New ideas and projects sometimes distract me from previous ones."

- "Setbacks don't discourage me."

- "I have been obsessed with a certain idea or project for a short time but later lost interest."

- "I am a hard worker."

- "I often set a goal but later choose to pursue a different one."

- "I have difficulty maintaining my focus on projects that take more than a few months to complete."

- "I finish whatever I begin."

- "I am diligent."

5.5.4.4.4 A belief that anger is a useful emotion

Participants responded to a question regarding to what degree they believed that anger was a useful emotion (1 = not at all and 7 = very much).

5.5.5 Procedure

After providing informed consent, participants were asked to complete a writing task as part of a job interview and to write at least 200 words. The writing task included an essay about a subject which was interesting for participants. Hereafter, participants were randomly allocated to one of the between-subject conditions: Permitting the expression of anger (providing feedback opportunity) vs. Not permitting the expression of anger (not providing feedback opportunity) or Fair condition. In the next step, they were given different commentaries regarding their conditions. Participants in the permitting the expression of anger (providing feedback opportunity) condition received unfair, negative and critical commentary, but they were told that they could express their feedback about the writing task. Participants in the not permitting the expression of anger (not providing feedback opportunity) condition received unfair, negative, critical commentary, but they were told that they could not express their feedback about the writing task. Participants in the fair condition received fair, positive and encouraging commentary. Then, participants' current feelings as a manipulation check were rated. After

manipulation check, participants were moved on to the next section (namely study two in the experiment to separate it with the writing task and the commentaries) where all of them were told that this section would give them opportunity to express their opinion about the job interview task. In this section, they answered some questions indicating their intention to voice their comments (e.g., sharing comments with the experimenter [employer] to develop his/her survey for future studies) or display destructive behaviour (e.g., sharing comments on social media, instead of expressing them directly to the experimenter [employer]). Next, participants completed a questionnaire which measured their attitude towards the organisation and the employer. Hereafter, participants were asked to complete some questionnaires including trait anger (STAS; Spielberger, 1999), emotion regulation strategies (ERQ; Gross & John, 2003), and passion for long-term goals (the Short Grit Scale; Duckworth & Quinn, 2009). Participants also answered a question about whether they believed that anger was a useful emotion. At the end of the experiment, participants were asked to write their opinion about the commentary that they received on the job interview task (i.e., writing task). They were also asked to choose one of the options regarding how to provide their feedback in terms of posting feedback on social media, providing feedback to Henley researchers only or not providing any feedback. Finally, they answered some demographic questions.

5.5.6 Refinement of the measurements

Findings of the pilot study led to some decisions in order to improve the design. This included changing and removing some materials in the main study. For example, the question "is anger a useful emotion?" did not show any significant relationship with the independent and dependent variables in the pilot study. Therefore, this variable was removed from the data

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collection process in the main study. In addition, moral identity was included as a potential moderating variable in the data collection process of the main study.

As shown in section 5.5.4.3, the findings suggested two factors for the scale attitude towards the organisation and the employer. After reviewing the literature again, new questions were added to the questionnaire. Consistent with previous studies in the literature (see Hillebrandt & Barclay, 2017), new questions were mainly focused on an individual's intention to work for the organisation and employer again, as well as the likelihood of the individual saying positive things about the organisation to other people. The aim of adding the new questions was to measure whether participants would like to work for the organisation again and whether they would show long-term commitment and loyalty to the organisation. Analysis also revealed that question 7 ("I believe that the job interview task helped me to deeply think about inspirational things in my life.") in the pilot was less related to other questions, therefore, it was removed from the questionnaire. The items of the scale, including the new questions for the main study, are presented in the table (see the Table 5.5).

Moreover, in order to summarise participants written feedback about the job interview task, they were asked to rate how they felt about the job interview task by using emoticons (see section *5.6.3.5*). In addition, in the voicing constructively (behaviour) task, the option "I do not want to provide any feedback" which caused misunderstanding in the pilot study, was replaced with "I didn't write any feedback above, not applicable" for the main study.

5.6 Main study

As mentioned, after the pilot study, decisions were made about the refinement of the questionnaires and it was decided that the main study would run in October 2019. In what

follows, the research design for the main study is explained. To help the reader navigate through the experiment in the main study, the flowchart of the experiment is presented in Figure 5.4 below.

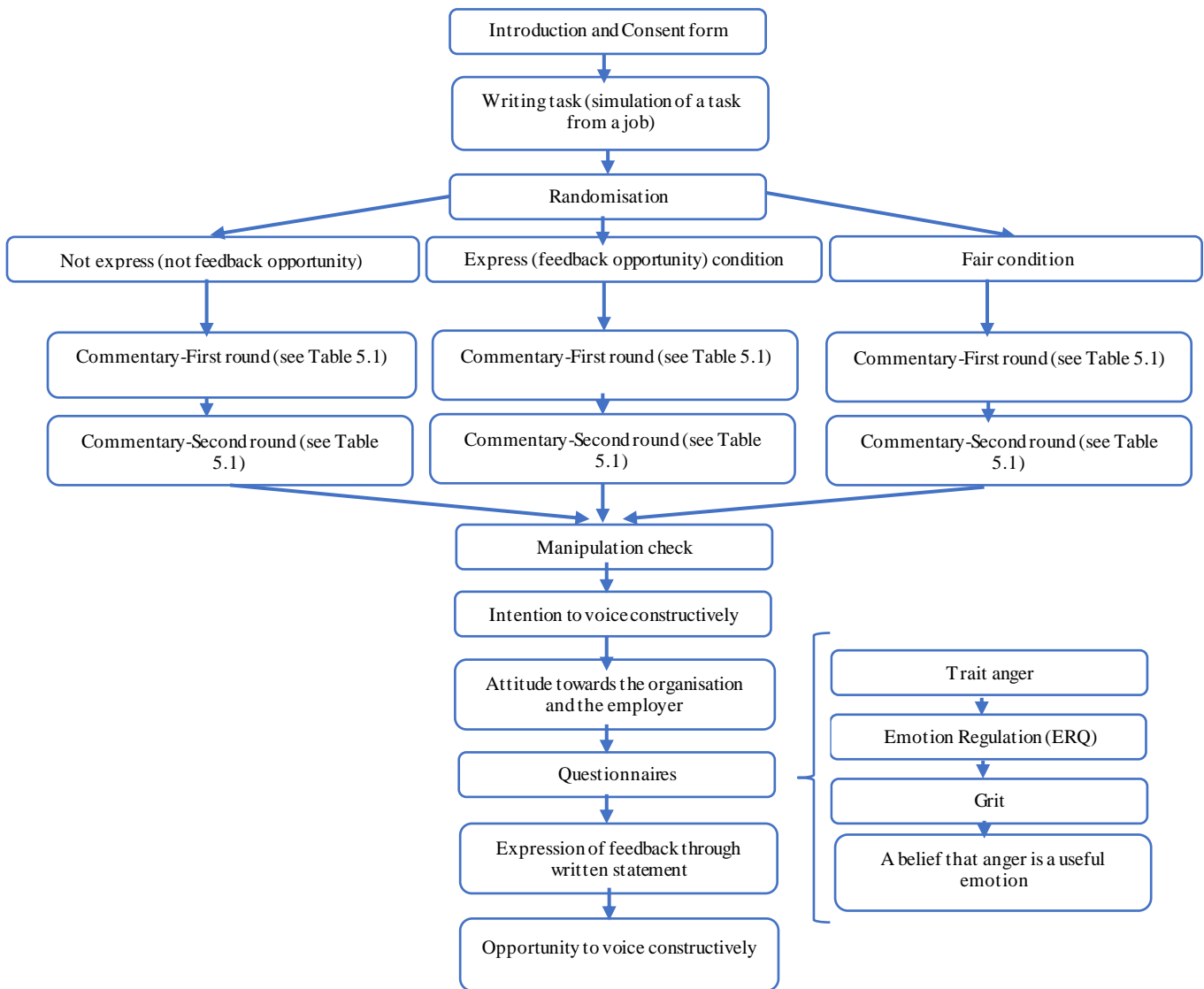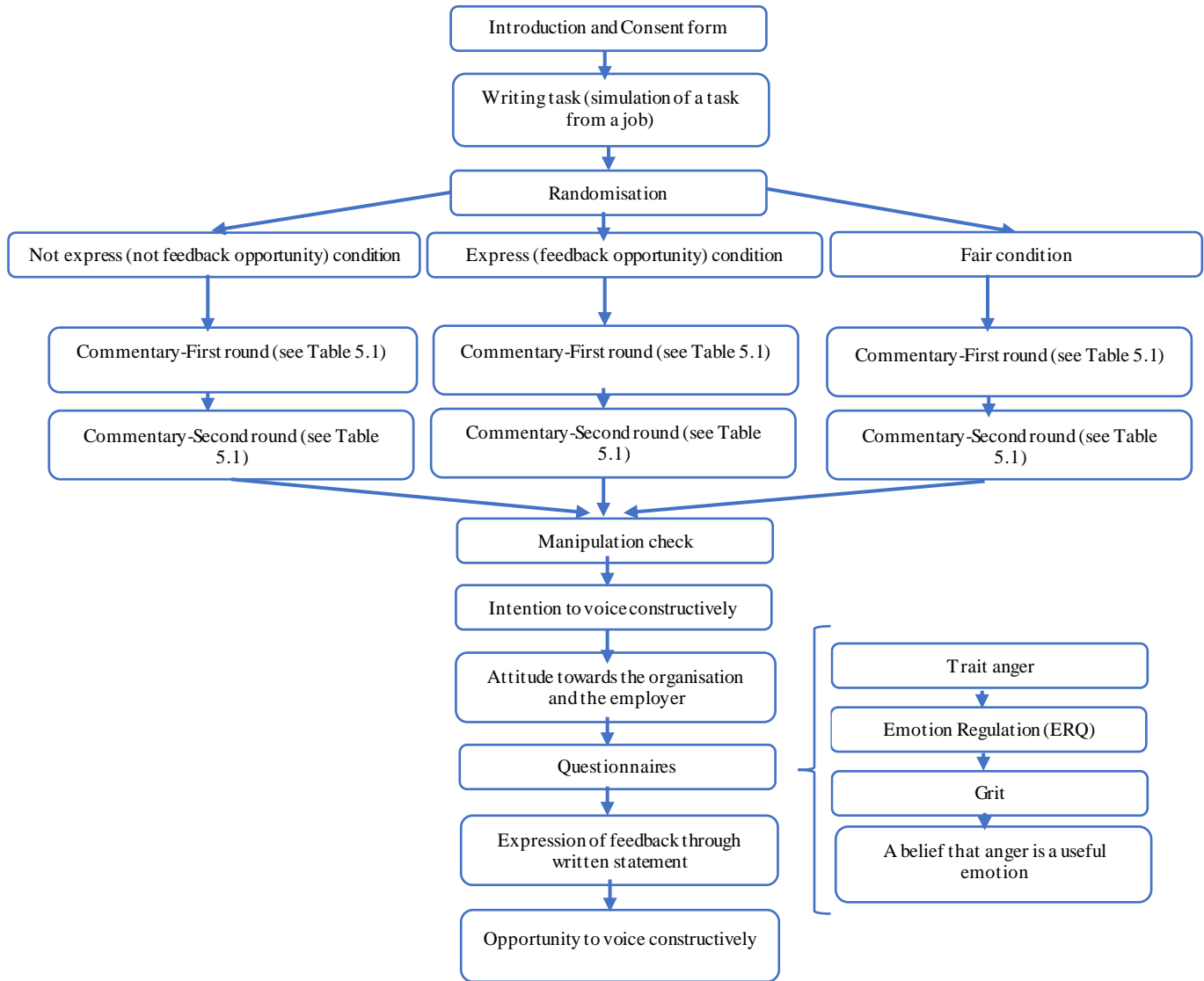*Figure 5.4.* Flowchart of the experiment in the main study

5.6.1 Method

In the main study, an online-laboratory experiment was conducted to explore the effects of permitting/not permitting the expression of anger (providing/not providing feedback

opportunities) on constructive/destructive behaviour in work-related contexts. The role of anger in work-related contexts was studied through comparing situations where prospective employees can express their anger versus situations where prospective employees can not express their anger. It was investigated whether these conditions led to different outcome behaviours in terms of constructive/destructive behaviours. In addition, the moderating effect of moral identity was investigated.

The experiment was designed as 3 conditions (Not permitting the expression of anger (not providing feedback opportunity) vs. Permitting the expression of anger (providing feedback opportunity) vs. Fair) between-subjects. Participants completed all scales using an anonymous online survey. The final version of experimental materials, including the writing task, the feedback and measurements, are presented in Appendix B.

5.6.2 Participants

Participants from the United Kingdom, using the Prolific online panel, were recruited for the study in 2019. Participants were randomly assigned to the not permitting expression of anger (not providing feedback opportunity), permitting the expression of anger (providing feedback opportunity), or fair conditions. Participants were paid at a rate of £1.25 for participating in the study. The total number of participants was 568 (283 males [M=36.36, SD=13.12] and 282 females [M=37.03, SD=13.08]). The data contained one incomplete response, which was omitted.

The measurement of response times in web surveys is very important for clearing response behaviour and quality of the responses given (Hohne & Schlosser, 2018). Therefore, it is recommended to look carefully at response time and exclude participants whose response time is very low or very high (Hohne & Schlosser, 2018). Thus, based on the Tabachnick and Fidell (2014)

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and Schnell (1994) method of excluding extreme response time cases (using the median plus/minus the interquartile range (IQR) multiplied by 1.5), 22 cases were excluded from the experimental conditions.

Next, the data set was investigated for straight lining and central lining. Straight lining is pattern of response where the respondents mark the same answer for most of the questions in the questionnaire pattern (Hair et al., 2016). For identifying straight-liners and central liners, a visual inspection as well as an analysis of descriptive statistics (i.e., mean and standard deviation) was performed. As a result, 50 questionnaires were identified as straight-liners and central liners and were eliminated from data set, leaving 496 responses for the next stage of the data examination. Straight lining and central lining are recommended and common methods in online and web data collection, because there is no interviewer oversight when collecting data from online participants (Maronick, 2009; Miller & Baker-Prewitt 2009; Shah, Larson & Denton, 2019). In addition, previous research, as an exclusion criterion, has indicated the exclusion of almost 10% of participants because of poor data quality (Necka, Cacioppo, Norman & Cacioppo, 2016).

In the next step, participants' writing tasks and their comments at the end of the study were investigated to identify whether they had engaged properly in the task, or if the text they had written was random and not meaningful. In this step, it was found that 2 participants had randomly written text in the writing task (job interview task) and 3 participants had clearly mentioned that they did not believe the experiment and did not take it seriously. Therefore, these participants gave random answers to different sections of the experiment. After removing these

five participants, the overall sample was reduced to 491[1] (283 males [M=36.36, SD=13.12] and 282 females [M=37.03, SD=13.08]) participants.

5.6.3 Measurements

5.6.3.1 Writing Task and ([Un]fairness) Commentaries.

The materials were the same as in the pilot study. Briefly, participants took part in a simulated job interview task where they were asked to write an essay about inspirational moments in their life. Then, they received negative and unfair (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity]) feedback and positive and fair feedback (control condition) for the essay. Additionally, in an instruction they were invited to express their own response to the respective commentary (permitting the expression of anger [providing feedback opportunity] or fair condition) or were asked to suppress any response (not permitting the expression of anger [not providing feedback opportunity] condition).

5.6.3.2 Manipulation check.

The measure was the same as in the pilot study. Participants answered a question (measuring their state anger) about how much anger they felt at that particular moment from 1 (*not at all angry*) to 7 (*very angry*).

5.6.3.3 Voicing constructively (intention + behaviour)

5.6.3.3.1 Intention to voice constructively.

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[1] Further screening the data after writing the report showed that there were five extra participants (one participant with straight lining issue and 4 participants with reaction time issue) which should have been excluded from the analysis process. Further analyses on the data with excluding them indicated that the results remain unchanged. Therefore, they were kept in the dataset.

The measure was the same as in the pilot study. Briefly, participants were asked to answer two questions. In two questions they indicated how much they would like to share their opinion about the writing task (job interview task) with the researcher (employer; constructive voicing; Liang et al., 2012; Um-e-Rubbab & Naqvi, 2020) and on social media (destructive voicing; Lindebaum, et al., 2017; Miles & Mangold, 2014) on a 7-point scale (1= not at all, 7= very much). The difference score of sharing the opinion with the employer (researcher) and sharing the opinion on social media shows participants' intention to voice constructively. Higher values suggest that people show more intention to voice constructively and a negative difference score indicates that people show more intention to display destructive behaviour.

5.6.3.3.2 Voicing constructively (behaviour)

After participants wrote their feedback, they were asked to click one of the following options regarding the feedback they had written previously ("Post feedback on social media" vs. "Provide feedback to Henley researchers only" vs. "I didn't write any feedback above, not applicable"). In the next step, people who posted on social media received a commentary that their feedback would be posted on social media. People who chose to provide feedback with Henley researchers only received a commentary that their feedback would be given to the Henley researchers. Participants who chose "I didn't write any feedback above, not applicable", did not receive any commentary. Voicing constructively (behaviour) was calculated through the probability of clicking on the option "Provide feedback to Henley researchers only" versus "Post feedback on social media" or "I didn't write any feedback above, not applicable".

5.6.3.4 Attitude towards the organisation and the employer

Eleven items (e.g., "In the future I wouldn't mind doing the same job interview task again.") on a 7-point scale (1= strongly disagree, 7= strongly agree) reflected people's attitude

towards the organisation and the employer (researcher). Higher scores indicated a more positive attitude towards the organisation and the employer (researcher). In particular, factor one shows people's intention to work again on the employer's job interview task and to say positive things about it or recommend it to other people, thus indicating loyalty and commitment towards the employer. Factor two indicates people's feeling of satisfaction and excitement from doing the employer's job interview task, their belief that the task is easy and that its instruction is detailed enough, thus representing a direct response to the task. In the present study, the Cronbach's alpha reliability of the whole scale was .90 and the Cronbach's alpha reliability of its subscales factor one and factor two were .90 and .80, respectively.

5.6.3.4.1 Exploratory factor analysis of attitude towards the organisation and the employer.

Exploratory factor analysis using the maximum likelihood method was performed on the sample (n = 491). According to Linley et al.'s (2009) suggestion, parallel analysis "involves identifying how many factors have eigenvalues higher than values which may be expected to occur through chance." The results indicated that only the first two eigenvalues of the real datasets exceeded chance values. This strongly suggests there are two factors underlying the data (Kaiser, 1960). This is consistent with the scree plot, presented in Figure 5.3, and Table 5.5 presents factor loadings for both samples.

The solution is readily interpretable; the factor **"long-term commitment and loyalty to the organisation"** (items 7 to 11) represents people's attitude about how much they felt they had been treated respectfully in the job interview task, how much they would like to do the same job interview task again and how much they would like to say positive things about the job interview task to other people.

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The factor **"positive evaluation of employer's task"** represents people's feeling of satisfaction and excitement from doing the employer's job interview task and their belief that the task is easy and its instruction is detailed enough.

As it was mentioned in section 5.5.4.3, the level of item loadings (<.3) shows that the items are highly correlated with the particular factor, and they explain a high degree of the variance in that particular factor. In addition, cross loading of some of the items indicate that those items are the key items of the whole scale and explain high degree of the variance for both factors. It also highlights the similarities of both factors.

Table 5.5

Factor Loadings of items of Attitude towards the organisation and employer (researcher)

Items	Long-term commitment	Evaluation
1- The instructions for the job interview task were detailed enough to carry it out.	.095	**.690**
2- I feel very satisfied with the job interview task.	.345	**.746**
3- I believe the job interview task was very easy.	.083	**.733**
4- I believe that the job interview task was an innovative task.	.451	**.528**
5- I felt that the job interview task was exciting.	.470	**.547**
6- I believe that the job interview task helped me to deeply think about inspirational things in my life.	.458	**.556**
7- I felt that I have been treated respectfully in the job interview task.	**.827**	.081
8- In the future I wouldn't mind doing the same job interview task again.	**.728**	.390
9- I believe the job interview task does a good job of measuring what I am able to do.	**.790**	.263
10- I would recommend participating in this research to someone who seeks my advice.	**.817**	.256
11- I would say positive things about this job interview task to other people.	**.887**	.251
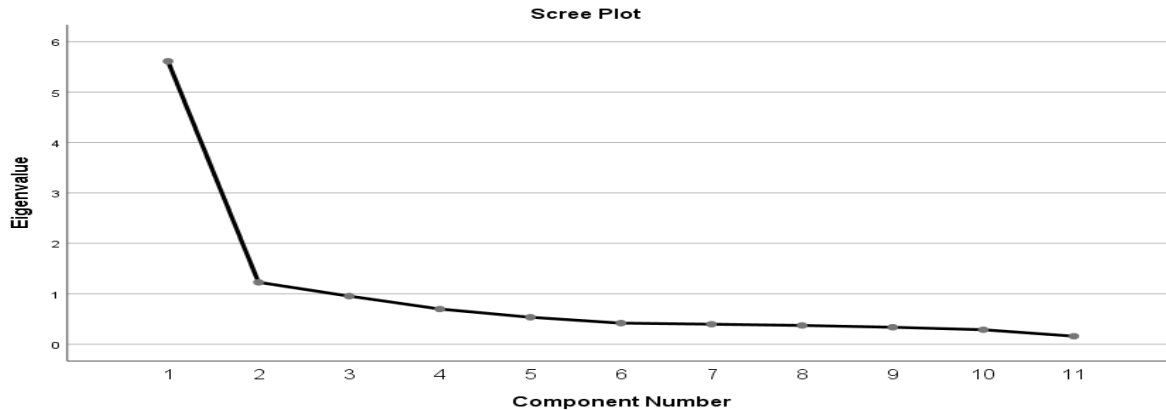
Figure 5.3. Scree plot of attitude towards the organisation and employer

5.6.3.5 Expression of immediate negative feedback through emojis. Participants were asked to pick one of the emoticons to summarise their written feedback. The emoticons were measured on a 7-point scale from 1 (very unhappy emoji) to 7 (very happy emoji). Very unhappy emoji (sad emoji vs. angry) was chosen to visualize in what extent participants were not satisfied and were unhappy about the employer's task and it could better visualize participant's negative statements and dissatisfaction. In order to calculate the expression of negative emotion the items were reverse coded. Higher scores revealed more expression of negative emotion through pictorial symbols. This was done to have participants' own rating of the valence of their feedback.

5.6.3.6 Expression of feedback through written statement. Participants were asked to write feedback about what they thought about the job interview task and the commentary that they had received earlier in the experiment. Two undergraduate students from the psychology department at the University of Reading were trained to code the written feedbacks independently. Coders were asked to rate the statements regarding the following five questions: "1- Do you agree that the candidate expresses anger in his/her statement?", "2- Do you agree that the candidate expresses negative emotions in his/her statement?", "3- Do you agree that this

statement is detailed?", "4- Do you agree that this statement is well-thought through?" and "5- Do you agree that this statement is written in a constructive manner?". The rating scale from 1 (strongly disagree) to 10 (strongly agree) indicated the extent to which coders agreed with the questions. The coders were also asked to provide commentary if they had any about the participant's written statements.

The intraclass correlation between coders (ICC) for the second question (**expression of negative emotion**), third question (detailed statement) and fourth question (well-thought through statement) were .84, .79 and .64, successively. All these ICC scores were in moderate and good levels and were kept for further analyses. The ICC for the first question (**expression of anger**) was not at a good level (ICC=.49). However, it was kept for further analysis because of the importance of this question in order to investigate why participants preferred to express their general negative emotion rather than anger. The fifth question (constructive statement) was removed from the further analysis because of the lower levels of Intraclass correlation (ICC=.39). Finally, the questions detailed statement and well-thought through statements were summed to measure participants' feedback, including the quality of writing, and how detailed and well-thought through it was (**the quality of writing a detailed and well-thought through feedback**).

    5.6.3.7 Moral Identity Scale (MIS; Aquino & Reed, 2002). The Moral Identity Scale, which consisted of 10 items, was used to measure the internalisation and symbolisation dimensions of moral identity. The internalisation scale shows how much moral traits are central to one's self-concept (e.g., "I am actively involved in activities that communicate to others that I have these characteristics"). The symbolisation scale measures one's propensity to moral self-expression (e.g., "It would make me feel good to be a person who has these characteristics"). The

items were measured in a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree). In the main study, the reliability of the moral identity scale was .83. In addition, the Cronbach's alpha reliability of the subscales, internalisation and symbolisation were .86 and .82, respectively.

5.6.3.8 Other scales

5.6.3.8.1 Trait Anger (Trait scale of STAXI-2; Spielberger, 1999). The measure was the same as the pilot study. In the main study, the Cronbach's alpha reliability was .86.

5.6.3.8.2 The Emotion Regulation Questionnaire (ERQ; Gross & John, 2003). The measure was the same as the pilot study. In the main study, the Cronbach's alpha reliabilities of reappraisal and suppression were .89 and .78, respectively.

5.6.3.8.3 Grit scale (Grit-S; Duckworth & Quinn, 2009). The measure was the same as the pilot study. In addition, in the main study, the Cronbach's alpha reliability of the subscales, perseverance of effort and consistency of interests were .71 and .83, respectively.

5.6.4 Procedure of data collection

The data for the main study was collected over a 3-day period, 6–9 November 2019. UK residents were recruited by Prolific in two surveys separately for male and female participants, to equalise the number of selected participants for each survey. After providing informed consent, participants were asked to complete a writing task as a part of a job interview using at least 200 words.

Welcome! This is a series of studies conducted for doctoral work at the Henley Business School, University of Reading. We are grateful that you are willing to participate in our research.

There are three short studies on the following pages, taking no longer than 15 minutes in total. The first study simulates a task from a job interview, and will offer you commentary on your performance. The second study

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gives you the opportunity to express your opinion on the job interview task. The third study asks some questions regarding your likes and attitudes. Your performance in these studies will not impact your performance or participation in the others. You will not be asked about your answers after you complete these studies. Please share your honest opinions as these will provide us with the best chance of conducting a valuable piece of work.

Participants were welcomed and informed about the different parts of the experiment. In the job interview task, participants were asked to write an essay about a subject which was interesting to the participants.

Summary: Study 1 simulates a task from a job interview.

Specifically, we would like you to participate in a task that has been developed for a job interview, to identify the best possible candidate for a job. At the end of the task you will receive commentary on your performance. Following this commentary, you are invited to think about your own feedback of how you felt about taking part in this task.

This task aims to examine your ability to recall and write about inspirational moments in your life: **we are asking you to write a short essay about an inspirational moment in your life**.

This moment can come from any personal experience at any point in your life. For example, relevant topics could include educational accomplishments (such as performing well on an exam or graduating), professional accomplishments (such as a promotion or recognition for your work), or any other type of accomplishment (such as finishing a race, climbing a mountain, achieving a goal). Please try and think about a positive inspirational moment. On the following page you will be asked to write at least a 200 word essay on this moment. In the meantime please choose which category this moment falls within:

◯ Educational accomplishments (e.g., performing well on an exam or graduating)

◯ Professional accomplishments (e.g., promotion or recognition for your work)

◯ Other type of accomplishments (e.g., finishing a running race, climbing a mountain, achieving a goal)

At this point, we are asking you to write the essay about the inspirational moment in your life. Please note that you will only be able to proceed to the next part of the experiment once you have inserted at least 200 words in the space below.

Please include as much detail as you can and write as clearly as you can. After finishing your essay, commentary will be given to you regarding your performance, through advanced psychological software which has been developed for this project and is able to provide commentary very quickly.

Please note again that you will only be able to proceed to the next part of the experiment once you have inserted at least 200 words in the space below.

Following this task, participants were randomly allocated to one of the three between-subject conditions: permitting the expression of anger (providing feedback opportunity) vs. not permitting the expression of anger (not providing feedback opportunity) or fair condition. In the

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next step, they were given different commentaries regarding their conditions. Participants in the permitting the expression of anger (providing feedback opportunity) condition received unfair, negative and critical commentary, but they were told that they could give their own feedback about the writing task. Participants in the not permitting the expression of anger (not providing feedback opportunity) condition received the same unfair, negative and critical commentary, but they were told that they could not give their own feedback about the writing task. Participants in the fair condition received fair, positive and encouraging commentary and were told that they could give feedback about the writing task. Then, after rating their level of state anger as a manipulation check, participants answered the questions indicating their intention to share their opinion about the writing task (job interview task) with the researcher (employer; constructive voicing), as well as their intention to share it on social media (destructive voicing) and their attitude towards the organisation and the employer. Next, participants were asked to complete the questionnaires, including Trait anger (STAS; Spielberger, 1999), Emotion Regulation Strategies (ERQ; Gross & John, 2003), Passion for Long-Term Goals (the Short Grit Scale; Duckworth & Quinn, 2009) and Moral Identity Scale (MIS; Aquino & Reed, 2002). Participants at the end of the study were asked to write their opinion about the job interview task and the commentary that they had received earlier in the experiment. They were then asked to choose one of the options regarding how they would summarise their written feedback.

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Finally, at this point, we would like you to provide us with the feedback that you were thinking about earlier with regard to the commentary you received for the job interview task. If you want to provide feedback, please feel free to write whatever you want here.

_____

_____

_____

_____

_____

Please pick up one of the following emoticons to summarise your feedback.

| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
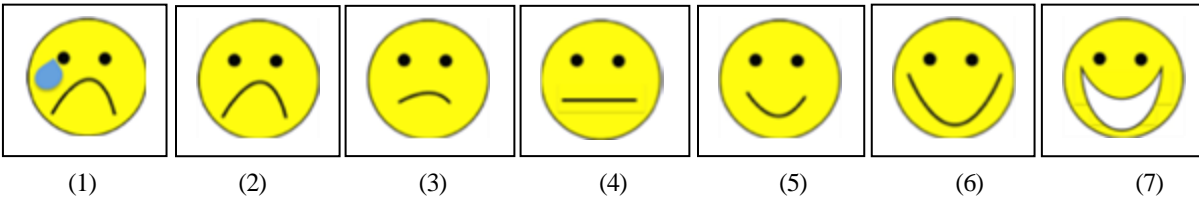
Hereafter, they were asked to choose an option regarding how to provide their feedback in terms of posting feedback on social media, providing feedback to Henley researchers only or not providing any feedback.

This is the end of the studies. With this final option you finish your participation in this survey: Now please let us know what we should do with your above written feedback. Please notice that you don't have to write anymore, you are only required to click one of the following options regarding the feedback that you wrote above.

◯ Post feedback on social media. (1)

◯ Provide feedback to Henley researchers only. (2)

◯ I didn't write any feedback above, not applicable. (3)

Finally, they answered some demographic questions.

Hypotheses are presented in Table 5.6.

Table 5.6

Hypotheses for the pilot and the main study

	Hypothesis
Pilot study	**H1)** Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).
	H2) Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

		Hypothesis
Main study	The effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on outcome behaviour	**H3)** Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).
		H4) Participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).
		H5) Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of long-term commitment and loyalty to the organisation, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).
		H6) Participants who are given the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positively than participants who do not get the opportunity to express their anger (not providing feedback opportunity).
	Moderating effects of moral	**H7)** Participants with higher levels of moral identity are more likely to voice constructively (intention + behaviour) in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing

feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H8) Participants with higher levels of moral identity express lower levels of immediate negative feedback through emojis in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H9) Participants with higher levels of moral identity show higher levels of long-term commitment and loyalty to the organisation in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H10) Participants with higher levels of moral identity evaluate the employer's task significantly more positive in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

5.6.5 Statistical Analysis

The data analysis started with downloading the data from Qualtrics and merging two datasets (dataset for male and for female participants) in a single data set into SPSS Statistics 25. In the next step, the data was prepared for the cleaning process. After the data cleaning, it was prepared for further analysis. Descriptive statistics, one-way ANOVA (and user-defined contrast analysis), moderation analysis using Hayes' (2012) PROCESS macro, binary regression analysis, and exploratory factor analysis were computed using SPSS version 22 (IBM, 2013) and Hayes' (2012) PROCESS (version 3.4).

5.6.6 Ethical consideration

Participants took part in this study using computers or laptops. Participants were free to exit the studies at any point and they did not have to answer any questions that they did not want

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to. Once participants completed the survey, they were not required to do anything else and the security of the participants was safeguarded. In addition, due to the type of research (online), the research was not harmful for researchers and the safety of the researchers was safeguarded. The data collection in this research was conducted in an anonymised manner: it was not possible to identify the individuals who took part in the research. Personal data, such as participant names and email addresses were not collected. In line with the majority of published management research, the survey asked for basic demographic information, such as gender and age, which allowed for the results to be broken down into meaningful groups for analysis.

While the data collection was anonymised anyway, the raw data was kept on a secured drive in files that were password protected. These were not accessed by the applicant/investigator and were not shared with third parties. Data was kept by the investigator to allow for potential future replication studies. Many top management journals, including business or marketing journals, which publish experimental studies similar to the current one, require researchers to be able to re-investigate and replicate the results to determine the reliability of the results if appropriate (Hunter, 2001; Lehrer, 2010).

To conclude, this research did not collect personal information other than basic demographics outlined above, and participants' responses to the questionnaires and the tasks were kept securely (Data Protection Act 2018, chapter 2, p. 12).

The research was submitted to the ethics committee of Henley Business School in University of Reading and the researcher received an ethic clearance certificate for the research.

5.7 Conclusion

The current chapter presented the methodology which is used in the present study. In particular, the chapter discussed the population, sample, the procedure of data collection and the

materials which are used in the present study. At the end of the chapter, the research hypotheses were outlined. The information provided in the methodology chapter helps the reader to know the analysis rationale and the results, which are presented in the next chapters.

CHAPTER 6. RESULTS AND HYPOTHESES TESTING

The present chapter reports on how hypotheses were tested and presents the results. An introduction to the chapter is presented in section 6.1. Section 6.2 discusses the validity of the measures for constructive/destructive outcome behaviours. Sections 6.3 and 6.4 present information about participants, research design, analytic strategy, and findings of the pilot and main studies, successively.

6.1 Introduction

The purpose of this research is to investigate whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) leads to more constructive/destructive outcome behaviours in a work-related context. Moreover, the study investigates the moderating impact of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours. At first, results related to validity of the measures for constructive outcome behaviours are presented. Next, findings of the pilot study are presented. Finally, findings of the main study are presented. In the section related to the main study, the findings related to the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours are described. Hereafter, the findings relating to the moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours are presented. To help the reader navigate through this thesis, the parts discussed in this sixth chapter are highlighted in figure 6.1 below.
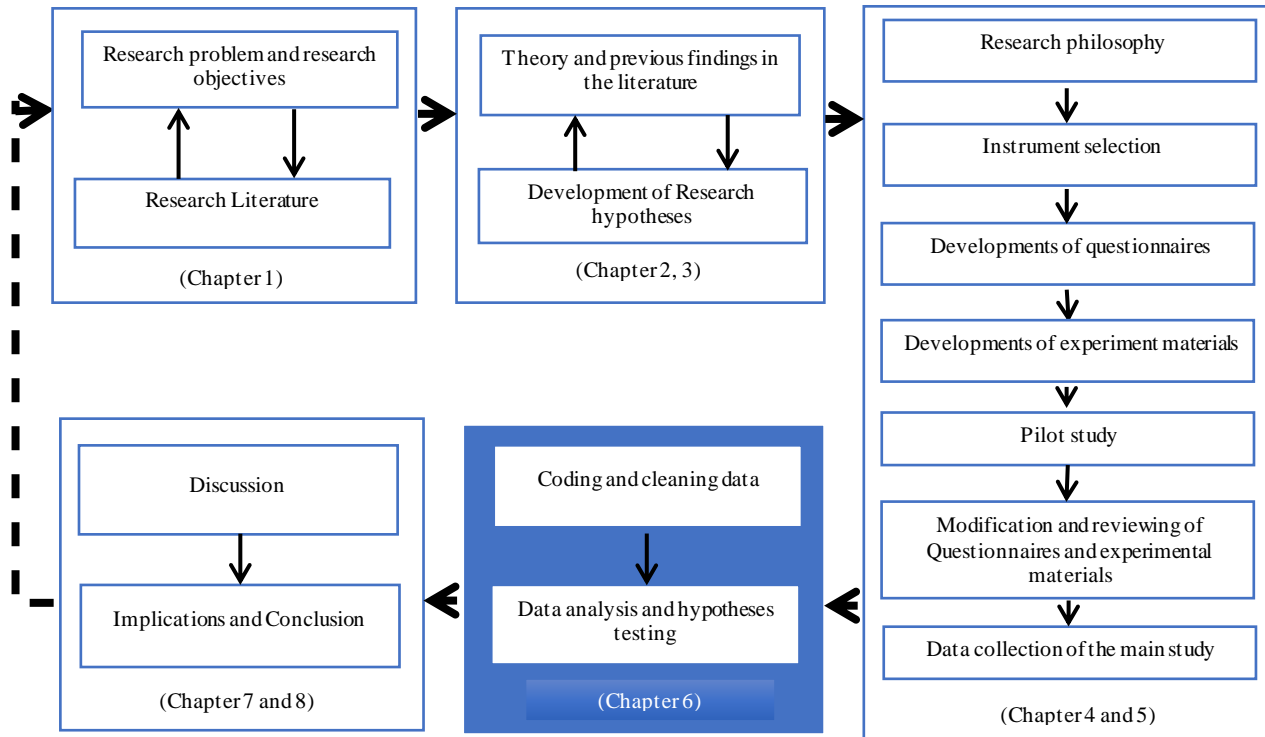
Figure 6.1. Framework of research activities (The relevant parts of the present chapter are coloured in blue)

6.2 Validity check

A validity check is important to make sure the scales truly **measure** the constructs in question. While the reliability and validity of all other parts and research instruments are checked throughout the data analysis – the researcher felt it was important to subject the outcome measure to an additional construct-validity examination. This section presents information about the validity of measurements for constructive outcome behaviours using the data from the main study (see Table 6.1). The validity of constructive/destructive outcome behaviours by analysing their correlations with positive (e.g., reappraisal, passion towards long term goals, and moral identity) and negative psychological traits (e.g., trait anger and suppression) are tested. The analyses indicated that positive psychological traits are positively correlated with constructive

outcome behaviours (long-term commitment and loyalty to the organisation, positive evaluation of employer's task and voicing constructively [intention + behaviour]). Conversely, the analyses showed that negative psychological traits are negatively correlated with constructive outcome behaviours. In addition, analyses showed that positive psychological traits have negative correlations with the expression of immediate negative feedback through emojis. Moreover, negative psychological traits have positive correlations with the expression of immediate negative feedback through emojis. To conclude, these results indicate good validity of the different measurements of constructive/destructive outcome behaviours (voicing constructively [intention + behaviour], expression of immediate negative feedback through emojis, long-term commitment and loyalty to the organisation and positive evaluation of employer's task).

Table 6.1

Correlations among variables

		1	2	3	4	5	6	7	8	9	10
1	Trait Anger	-									
2	Reappraisal	-.149**									
3	Suppression	-.04	.02								
4	Grit	-.230**	.263**	-.04							
5	Moral Identity	-.097*	.209**	-.05	.238**						
6	EVA	-.05	.266**	-.07	.191**	.307**					
7	COM	-.105*	.186**	-.02	.108*	.222**	.657**				
8	INT-VOI	-.06	.113*	-.03	.05	.08	.127**	.104*			
9	VOI-Beh	-.03	.07	-.03	.03	.113*	.101*	.02	.331**	-	
10	EMO	.130**	-.098*	.025	-.084	-.08	-.375**	-.554**	-.07	.061	-

Notes. N=491; EVA = Positive evaluation of the employer's task; COM = Long-term commitment and loyalty to the organisation; INT-VOI = Intention to voicing constructively; VOI = voicing constructively (behaviour); EMO= Expression of immediate negative feedback through emoji

6.3 Pilot study

The pilot study was conducted to test the research design in general and to check the manipulation and the reliability of self-administered questionnaires in particular. A further aim was to investigate the hypotheses related to the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours, such as voicing constructively and attitude towards the organisation and the employer.

6.3.1 Overview and Design

The main objective of this study is to explore whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) in a work-related context leads to constructive/destructive outcome behaviours. Participants were asked to engage in three short studies taking no longer than 10 minutes in total. In the first study, an (un)fair-feedback emotion regulation induction was conducted; participants in one condition (not permitting the expression of anger [not providing feedback opportunities]) were not encouraged to express their opinion about the task, whereas participants in the two other conditions (permitting the expression of anger [providing feedback opportunities] and fair) were encouraged to express their opinion about the task. In the second study, participants rated how they would prefer to express their opinion of the job interview task and answered a questionnaire about the task. In the third study they answered a number of scales and questionnaires, such as trait anger, emotional regulation (ERQ) and passion toward long-term goals (Grit). The experiment was comprised of a between-subjects design, with condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity], fair) as the independent variable.

6.3.2 Analytic Strategy and Manipulation Check

One-way ANOVAs are conducted to analyse the differences between conditions in constructive/destructive outcome behaviours. Two orthogonal contrast codes are used to represent the critical tests. The *not permitting the expression of anger [not providing feedback opportunity] and permitting the expression of anger [providing feedback opportunity] versus fair contrast* tests the difference between anger conditions and the fair condition (not permitting the expression of anger [not providing feedback opportunity] = 1, permitting the expression of anger [providing feedback opportunity] = 1, fair condition = -2). The *not permitting the expression of anger [not providing feedback opportunity] versus permitting the expression of anger [providing feedback opportunity] contrast* only tests the differences between anger conditions (not permitting the expression of anger [not providing feedback opportunity] = 1, permitting the expression of anger [providing feedback opportunity] = -1, fair condition = 0).

6.3.3.1 Manipulation Check

The one-way ANOVA (see Table 6.2 and Figure 6.2) indicates that the effect of condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair) on state anger is significant (F [2, 82] = 12.84; $p < 0.001$). Specifically, the findings reveal that participants in the not permitting to express their anger [not providing feedback opportunity] and permitting to express their anger [providing feedback opportunity] conditions ($M = 3.44$, $SD=2.14$) show more state anger compared to participants in the fair condition ($M=1.75$, $SD=1.005$; t [82] = 4.15; $p < 0.001$, Cohen's $d = 1.010$). In addition, participants in the not permitting to express the anger [not providing feedback opportunity] condition ($M=4.14$, $SD=2.15$) show more state anger compared to participants in the permitting to express the

anger [providing feedback opportunity] condition (M=2.76, SD=1.93; t[82] = 2.94; $p < 0.004$, Cohen's $d = 0.67$).

Table 6.2

Mean, Std. deviation and SE of state anger

Condition	N	M (SD)	SE
No express [no feedback]	28	4.14 (2.15)	.407
Express [feedback]	29	2.76 (1.93)	.360
Fair	28	1.75 (1.005)	.190
No express [no feedback] + Express [feedback]	57	3.44 (2.14)	.284
Total	85	2.88 (2.008)	.218

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]
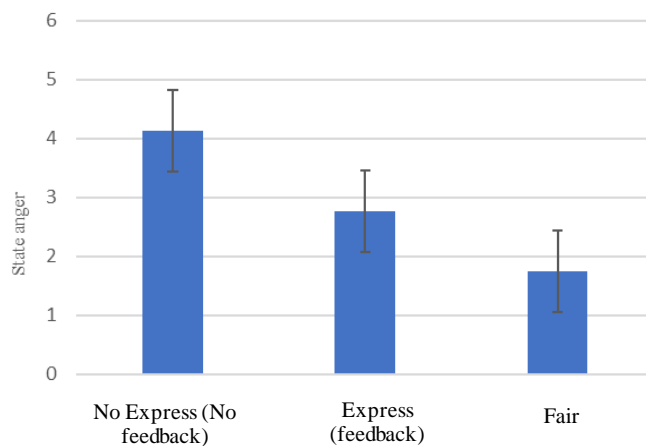
Figure 6.2. State anger. No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

6.3.3.2 Hypotheses from pilot study

To remind the reader, the H1 and H2 relate to the results from the pilot study which was conducted to investigate whether (1) participants who get the opportunity to express their

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anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour) and (2) to test whether participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

H1) Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).

A one-way ANOVA is conducted to test the H1 in the intentional level (intention to voice constructively) and a binary logistic regression is conducted to test the H1 in the behavioural level (voicing constructively).

Findings of a one-way ANOVA (see Table 6.3 and Figure 6.3) do not show a significant effect of experimental condition on people's intention to voice constructively (intention to share the opinion with the researcher [employer] rather than posting it on social media), $F(2, 82) = 1.53$, $p < 0.22$, $\eta^2 = 0.03$. A planned contrast analysis indicates that people in the two anger conditions ($M = 2.73$, $SD = 2.36$) reveal less intention to voice constructively, compared to the fair condition ($M = 3.53$, $SD = 2.11$). However, the difference between the anger conditions with fair condition is not statistically significant ($t[82] = -1.52$, $p < 0.132$, Cohen's $d = 0.357$). Also, the not permitting the expression of anger (not providing feedback opportunity) versus permitting the expression of anger (providing feedback opportunity) contrast analysis shows that the differences between the permitting expression of anger ($M=3.00$, $SD=2.36$) and not permitting the expression of anger condition

(*M*=2.46, *SD*=2.38) on intention to voice constructively is in the hypothesised direction, but the results are not statistically significant, $t(82) = -.88, p < 0.380$, Cohen's $d = .227$).

Table 6.3

Mean, Std. deviation and SE of Intention to voice constructively

Conditions	*N*	*M (SD)*	*SE*
No express [no feedback]	28	2.46(2.38)	.44
Express [feedback]	29	3.00 (2.36)	.43
Fair	28	3.53 (2.11)	.40
No express [no feedback] + Express [feedback]	57	2.73 (2.36)	.31
Total	85	3.00 (2.30)	.24

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]

Figure 6.3. Intention to voicing constructively. No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

The analyses at the behavioural level (voicing constructively, i.e., probability of clicking on the option "Provide feedback to Henley researchers only" versus "Post feedback on social media" or "I do not want to provide any feedback; see Table 6.4 for the results of

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binary logistic regression) reveal that people in the condition which they are permitted to express their anger [providing feedback opportunity] do not voice constructively (behaviour; B= -.061, P =.91; odds ratio [OR] = 1.063; 95% CI, [.371, 3.042]), compared to people in the condition which they are not permitted to express their anger [not providing feedback opportunity]. The findings (see Table 6.4) also do not indicate that people in the fair condition voice constructively (behaviour; B= .811, p =.16; odds ratio [OR] = 2.250; 95% CI, [.722, 7.012]), compared to people in the condition which they are not permitted to express their anger [no feedback opportunity condition].

The data does not present evidence to support the H1 that participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour). Consequently, H1 is found to not be supported by the pilot study.

Table 6.4

Binary Logistic regression analysis predicting the effect of condition (no express [no feedback], express [feedback] and fair) on Voicing constructively (behaviour; No express [no feedback] as a reference category)

Condition	B (*SE*)	Wald X^2-test	P	Odds ratio (95% CI)
Condition				
Express [feedback]	-.061 (.537)	.013	.910	1.06 (.371, 3.042)
Fair	.811 (.580)	1.955	.162	2.250 (.722, 7.012)

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]

H2) Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

A one-way ANOVA is conducted to explore whether people who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity). Findings (see Table 6.5 and Figure 6.4) indicate the significant effect of experimental condition on people's attitude towards the organisation and employer, $F(2, 82) = 29.116$, $p < 0.001$, $\eta^2 = 0.40$. A planned contrast analysis shows that people in the two anger conditions ($M = 31.12$, $SD = 6.81$) show less positive attitude towards the organisation and employer, compared to the fair condition ($M = 44.28$, $SD = 8.84$; $t(82) = -7.42$, $p < 0.001$, Cohen's $d = 1.626$). Although the not permitting expression of anger (not providing feedback opportunity) versus permitting the expression of anger (providing feedback opportunity) contrast is not statistically significant, $t(82) = -1.83$, $p < 0.070$, Cohen's $d = 0.530$, the results reveal that participants in the permitting the expression of anger (providing feedback opportunity) condition ($M=32.96$, $SD=7.31$) display a slightly more positive attitude towards the organisation and employer, compared to the not permitting expression of anger (not providing feedback opportunity) condition ($M=29.21$, $SD=6.81$).

The data does not present evidence to support the H2 that participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity). Consequently, H2 is not supported.

Table 6.5

Mean, Std. deviation and SE of Attitude towards the organisation and employer

Conditions	*N*	*M (SD)*	*SE*
No express [no feedback]	28	29.21(6.81)	1.28
Express [feedback]	29	32.96 (7.31)	1.35
Fair	28	44.28 (8.84)	1.67
No express [no feedback] + Express [feedback]	57	31.12 (7.26)	.96
Total	85	35.45 (9.95)	1.07

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]

Figure 6.4 Attitude towards the organisation and employer. No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

6.3.3.3 Exploratory findings of the pilot study

As it was explained in section 5.5.4.3 in chapter 5, the results of exploratory factor analysis (EFA) suggested two factors solution for the scale "attitude towards the organisation and employer". In this section, exploratory findings related to the effects of permitting/not

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permitting the expression of anger (providing/not providing feedback opportunities) on excitement and satisfaction (two factors of the scale "attitude towards the organisation and employer") are presented. Two one-way ANOVAs are conducted to explore whether participants who get the opportunity to express their anger (providing feedback opportunity) indicate more excitement and satisfaction form doing the task, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

Findings related to the excitement factor (see Table 6.6 and Figure 6.5, left side) indicate a highly significant effect of experimental condition on participants' excitement from doing the task, $F(2, 82) = 14.45$, $p < 0.001$, $\eta^2 = 0.25$. A planned contrast analysis shows that people in the two anger conditions (M=15.43, SD=4.67) indicate less excitement from doing the task, compared to people in the fair condition (M=21.42, SD=5.46; $t(82) = -5.28$, $p < 0.001$, Cohen's $d = 1.179$). The not permitting expression of anger (not providing feedback opportunity; M=14.67, SD=4.44) versus permitting the expression of anger (providing feedback opportunity; M=16.17, SD=4.85) contrast is not significant, $t(82) = -1.14$, $p < 0.257$, Cohen's $d = 0.322$, which indicates that people in the permitting expression of anger (providing feedback opportunity) condition do not feel more excited from doing the task, compared to people in the not permitting expression of anger (not providing feedback opportunity) condition.

Findings related to the satisfaction factor (see Table 6.6 and Figure 6.5, right side) indicate a highly significant effect of experimental condition on participants' satisfaction from doing the task, $F(2, 82) = 32.83$, $p < 0.001$, $\eta^2 = 0.43$. A planned contrast analysis shows that people in the two anger conditions (M=15.68, SD=4.08) indicate less satisfaction from doing the task, compared to people in the fair condition (M=22.85, SD=4.01; $t(82) = -7.83$, $p < 0.001$, Cohen's $d = 1.772$). Importantly, the not permitting expression of anger (not providing feedback opportunity; M=14.53, SD=4.43) versus permitting the expression of

anger (providing feedback opportunity; M=16.79, SD=3.43) contrast is significant, t (82) = -2.14, $p < 0.035$, Cohen's $d = 0.570$, which indicates that participants in the permitting the expression of anger (providing feedback opportunity) condition feel significantly more satisfaction from doing the task, compared to the not permitting expression of anger (not providing feedback opportunity) condition.

Table 6.6

Mean, Std. deviation and SE of Excitement and Satisfaction

		Excitement		Satisfaction	
Conditions	N	M (SD)	SE	M (SD)	SE
No express [no feedback]	28	14.67 (4.44)	.84	14.53 (4.43)	.83
Express [feedback]	29	16.17 (4.85)	.90	16.79 (3.43)	.63
Fair	28	21.42 (5.46)	1.03	22.85 (4.01)	.75
No express [no feedback] + Express [feedback]	57	15.43 (4.67)	.61	15.68 (4.08)	.54
Total	85	17.41 (5.67)	.61	18.04 (5.27)	.57

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]

Figure 6.5. Excitement (left) and Satisfaction (right). No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

As a summary, analyses on the excitement and satisfaction factors reveal that participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of satisfaction from doing the task, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity). However, data does not show that participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of excitement from doing the task, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

6.3.3.4 Summary of the findings for the pilot study

Although the data does not present significant evidence to support the H2, it shows that the difference between the permitting expression of anger (providing feedback opportunity) condition and the not permitting expression of anger (not providing feedback opportunity) condition regarding their positive attitude towards the organisation and employer is in the hypothesised direction. This shows that people who get the opportunity to express their anger (providing feedback opportunity) indicate slightly higher levels of positive attitude towards the organisation and employer compared to people who do not get the opportunity to express their anger (not providing feedback opportunity). Exploratory findings indicate that the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) is significant for the satisfaction factor. This suggests that permitting the expression of anger (providing feedback opportunity) protects people's perception of the employer in general while they still feel unfairly treated. The data does not present significant evidence to support the H1 that participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice

constructively (intention + behaviour) immediately, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

In conclusion, due to the results of the pilot study for H1, it was decided to test the hypothesis in a bigger sample in the main study. In addition, the analyses for the H2 indicated that the results were in the hypothesised direction. Exploratory findings from the pilot study for the scale "attitude towards the organisation and the employer" showed two factors solution for the scale. Moreover, in order to measure participants' intention to work for the organisation and their long-term commitment and loyalty, new questions were added to the scale "attitude towards the organisation and the employer". Furthermore, an additional outcome variable was added to the main study measuring participants' expression of immediate negative feedback through emojis.

6.4 Main study

The main study is conducted to test the hypotheses relating to the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours, such as voicing constructively (intention + behaviour), expression of immediate negative feedback through emojis, long-term commitment and loyalty to the organisation and evaluation of the employer's task. In addition, the main study investigates the moderating effect of moral identity on the link between the permitting/not permitting expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours.

6.4.1 Overview and Design

Similarly to the pilot study, the key objective of the main study was to examine whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) in a work-related context leads to constructive/destructive outcome behaviours. However, in the main study, new measurements of constructive/destructive outcome

behaviours, such as the expression of immediate negative feedback through emojis, long-term commitment, loyalty to the organisation and evaluation of the employer's task were added. Similarly to the pilot study, participants were asked to complete a writing task in which they received (un)fair feedback for their writings. Participants were then asked to rate how they would like to express their opinion of the task and to also complete a questionnaire about the task. Finally, participants completed some scales and questionnaires, such as moral identity, trait anger, emotion regulation questionnaire (ERQ) and passion towards long-term goals (Grit). The experimental design was three between-subjects design, with condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair) as the independent variable.

6.4.2 Analytic strategy and manipulation check

One-way ANOVAs are conducted to analyse the differences between conditions in constructive/destructive outcome behaviours. Two orthogonal contrast codes are used to represent the critical tests. The *not permitting expression of anger (not providing feedback opportunity) and permitting the expression of anger (providing feedback opportunity) versus fair contrast* tests the difference between anger conditions and the fair condition (not permitting the expression of anger [not providing feedback opportunity] = 1, permitting the expression of anger [providing feedback opportunity] = 1, fair condition = -2). The *not permitting expression of anger [not providing feedback opportunity] versus permitting the expression of anger [providing feedback opportunity] contrast* only tests the differences between anger conditions (not permitting the expression of anger [not providing feedback opportunity] = 1, permitting the expression of anger [providing feedback opportunity] = -1, fair condition = 0).

6.4.3.1 Manipulation Check

The one-way ANOVA (see Table 6.7 and Figure 6.6) indicates that the effect of condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair) on state anger is significant (F [2, 488] = 54.74; $p < 0.001$). Specifically, findings reveal that participants in the not permitting expression of anger (not providing feedback opportunity) and permitting the expression of anger (providing feedback opportunity) conditions ($M = 3.32$, $SD=1.97$) show more state anger compared to participants in the fair condition ($M=1.58$, $SD=1.05$; t [488] =10.40; $p < 0.001$, Cohen's $d = 1.102$). In addition, participants in the not permitting expression of anger (not providing feedback opportunity) condition ($M=3.41$, $SD=2.05$) do not show more state anger compared to participants in the permitting expression of anger (providing feedback opportunity) condition ($M=3.23$, $SD=1.87$; t[488] = .94; $p < 0.34$, Cohen's $d = 0.091$).

Table 6.7

Mean, Std. deviation and SE of state anger

Condition	N	M (SD)	SE
No express [no feedback]	171	3.41 (2.05)	.15
Express [feedback]	161	3.23 (1.87)	.14
Fair	159	1.58 (1.05)	.08
No express [no feedback] + Express [feedback]	332	3.32 (1.97)	.108
Total	491	2.76 (1.90)	.08

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

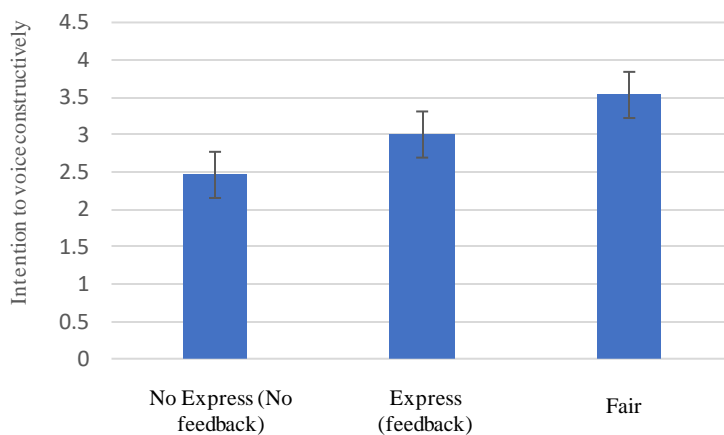*Express [feedback] = Permitting the expression of anger [providing feedback opportunity]*

Figure 6.6. state anger. No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

6.4.3.2 Hypotheses from main study

In section 6.4.3.2.1, the hypotheses related to the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours (H3, H4, H5 and H6) are presented. Then, in section 6.4.3.2.2, the hypotheses relating to the moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours (H7, H8, H9 and H10) are presented.

6.4.3.2.1 Hypotheses of the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours

In the pilot study, the results of H1 were in the hypothesised direction, even though it was not statistically significant. Therefore, we kept the aims of H3 to investigate whether participants who get the opportunity to express their anger (providing feedback opportunity)

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show higher levels of voicing constructively in a larger sample. Moreover, H4 and H5 investigate whether participants who get the opportunity to express their anger (providing feedback opportunity) show constructive/destructive outcome behaviours (expression of immediate feedback through emojis [H4] and long-term commitment and loyalty to the organisation [H5]), compared to participants who do not get opportunity to express their anger (not providing feedback opportunity). Hypothesis 6 tests whether there are differences in the positive evaluation of the employer's task between participants who get the opportunity to express their anger (providing feedback opportunity) and participants who do not get opportunity to express their anger (not providing feedback opportunity).

H3) Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).

A one-way ANOVA is conducted to test the H1 (intention to voice constructively) and a binary logistic regression is conducted to test the H1 in the behavioural level (voicing constructively [behaviour]).

Findings of one-way ANOVA (see Table 6.8 and Figure 6.7) show the significant effect of experimental condition on people's intention to voice constructively compared to participants who do not get opportunity to express their anger (not providing feedback opportunity), $F(2, 488) = 4.86$, $p < 0.008$, $\eta^2 = 0.01$. A planned contrast analysis reveals that people in the two anger conditions ($M = 3.09$, $SD = 2.43$) show significantly less intention to voice constructively compared to the fair condition ($M = 3.80$, $SD = 2.20$; $t(488) = -3.11$, $p < 0.002$, Cohen's $d = 0.306$). The not permitting expression of anger (not providing feedback opportunity; $M=3.07$, $SD=2.56$) versus expression ($M=3.11$, $SD=2.30$) contrast is not

significant, $t(488) = -.18, p < 0.85$, Cohen's $d = 0.016$, which indicates that participants in the permitting expression of anger (providing feedback opportunity) condition do not display significantly more intention to voice constructively, compared to the not permitting expression of anger (not providing feedback opportunity) condition.

Table 6.8

Mean, Std. deviation and SE of Intention to voice constructively

Conditions	N	M (SD)	SE
No express [no feedback]	171	3.07(2.56)	.19
Express [feedback]	161	3.11 (2.30)	.18
Fair	159	3.80 (2.20)	.17
No express [no feedback] + Express [feedback]	511	3.09 (2.43)	.13
Total	491	3.32 (2.38)	.10

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity]; Express [feedback] = Permitting the expression of anger [providing feedback opportunity]
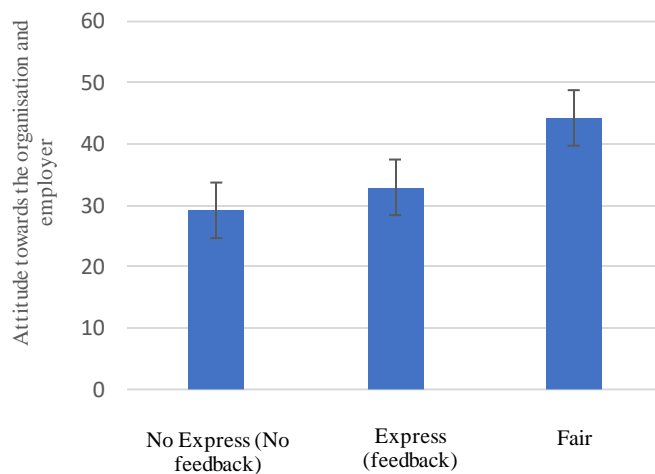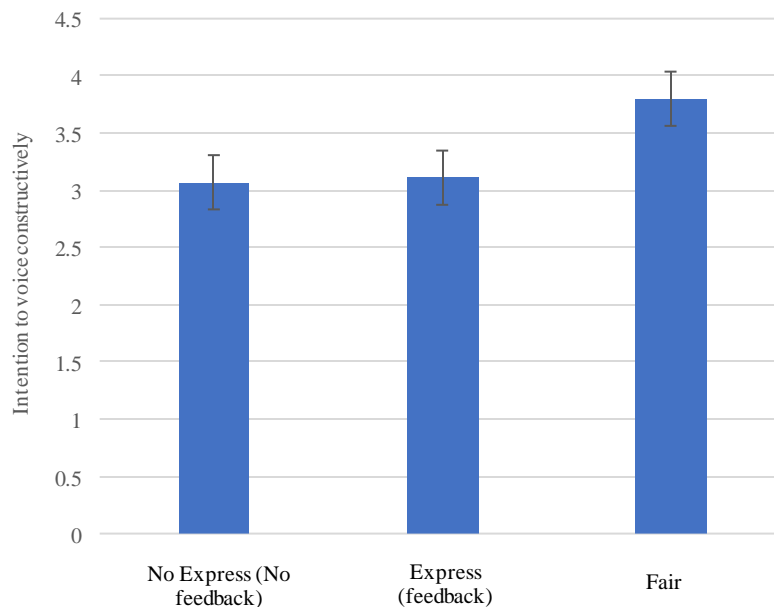
Figure 6.7. Intention to voice constructively. No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

The analyses of the behavioural level (voicing constructively; see Table 6.9 for the results of binary logistic regression) reveal that people in the permitting expression of anger (providing feedback opportunity) condition do not voice constructively, compared to people in the not permitting expression of anger (not providing feedback opportunity) condition (B= -.037, P =.89; odds ratio [OR] = .96; 95% CI, [.56, 1.65]). The findings (see Table 10) also reveal that people in the fair condition do not voicing constructively (behaviour), compared to people in not permitting the expression of anger (not providing feedback opportunity) condition (B= .282, P =.33; odds ratio [OR] = 1.32; 95% CI, [.74, 2.36]).

Table 6.9

Binary Logistic regression analysis predicting the effect of condition (no express [no feedback], express [feedback] and fair) on Voicing constructively (behaviour; No express [no feedback] as a reference category)

Condition	B (*SE*)	Wald X^2-test	P	Odds ratio (95% CI)
Condition				
Express vs. No Express	-.037 (.277)	.018	.895	.964 (.560, 1.658)
Fair vs. No Express	.282 (.295)	.914	.339	1.325 (.744, 2.360)

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity]; Express [feedback] = Permitting the expression of anger [providing feedback opportunity]

The data do not present evidence to support the H3 that participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour). Consequently, H3 is not supported.

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H4) Participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity).

A one-way ANOVA is conducted to explore whether people who get the opportunity to express their anger (providing feedback opportunity) show lower levels of the expression of immediate negative feedback through emojis, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity). The findings (see Table 6.10 and Figure 6.8) indicate a significant effect of experimental condition on expression of immediate negative feedback through emojis, $F(2, 486) = 101.68, p < 0.001, \eta^2 = 0.34$. A planned contrast analysis reveals that people in the two anger conditions ($M=4.42$, $SD=1.57$) express more immediate negative feedback through emojis, compared to participants in the fair condition ($M=5.55, SD=1.21$; $t(486) = 14.01, p < 0.001$, Cohen's $d = 1.412$). Surprisingly, participants in the not permitting expression of anger (not providing feedback opportunity) condition ($M=4.19, SD=1.61$) express less immediate negative feedback through emojis, compared to participants in the permitting expression of anger (providing feedback opportunity) condition ($M=4.65, SD=1.50$; $t[486] = -2.86, p < 0.004$, Cohen's $d = 0.295$).

Table 6.10

Mean, Std. deviation and SE of Expression of immediate negative feedback through emojis

Condition	N	M (SD)	SE
No express [no feedback]	171	4.19 (1.61)	.12
Express [feedback]	161	4.65 (1.50)	.11
Fair	157	2.44 (1.21)	.09

No express [no feedback] + Express [feedback]	332	4.42 (1.57)	.08
Total	489	4.23 (1.73)	.07

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

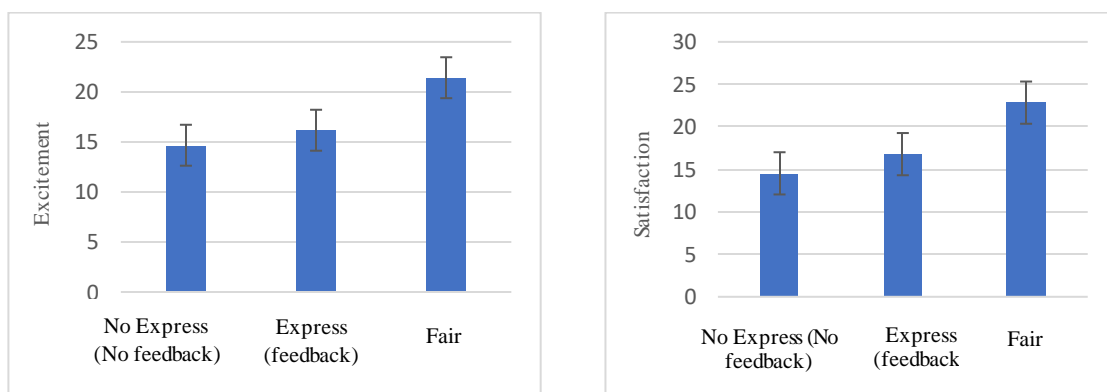*Express [feedback] = Permitting the expression of anger [providing feedback opportunity]*
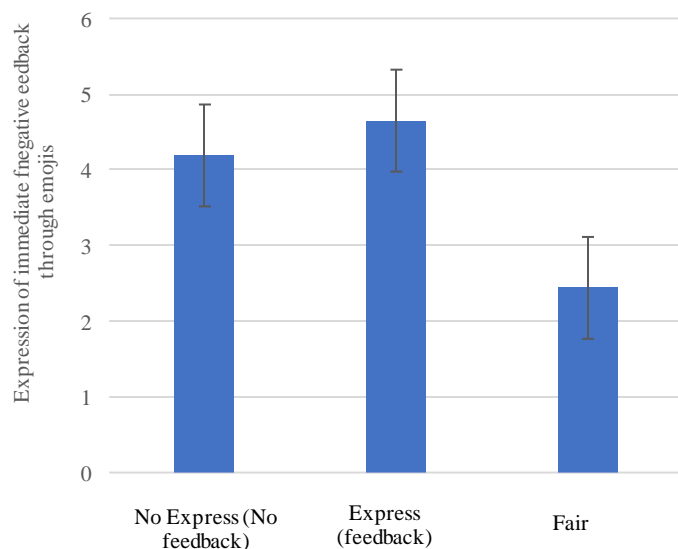
Figure 6.8. Expression of immediate negative feedback through emojis. No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

The data do not present evidence to support the H4 that people who get the opportunity to express their anger show significantly lower levels of expression of immediate negative feedback through emojis, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity). Consequently, H4 is not supported.

H5) Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of long-term commitment and loyalty to the organisation, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity).

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A one-way ANOVA is conducted to explore whether people who get the opportunity to express their anger (providing feedback opportunity) show higher levels of long-term commitment and loyalty to the organisation, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity). The findings (Table 6.11 and Figure 6.9) indicate the significant effect of experimental condition on people's long-term commitment and loyalty to the organisation, compared to the fair condition, $F(2, 488) = 132.17$, $p < 0.001$, $\eta^2 = 0.34$. A planned contrast analysis reveals that people in the two anger conditions (M=17.45, SD=6.57) show less long-term commitment and loyalty to the organisation, compared to the fair condition [M=27.24, SD=5.80; $t(504) = -16.03$, $p < 0.001$, Cohen's $d = 1.570$]. Importantly, the not permitting expression of anger (not providing feedback opportunity) versus the permitting the expression of anger (providing feedback opportunity) contrast is significant, $t(488) = -2.38$, $p < 0.01$, Cohen's $d = 0.254$, which indicates that participants in the permitting expression of anger (providing feedback opportunity) condition (M=18.31, SD=6.60) display significantly more long-term commitment and loyalty to the organisation, compared to the not permitting expression of anger (not providing feedback opportunity) condition (M=16.65, SD=6.47).

Table 6.11

Mean, Std. deviation and SE of long-term commitment and loyalty to the organisation

Conditions	N	M (SD)	SE
No express [no feedback]	171	16.65 (6.47)	.49
Express [feedback]	161	18.31 (6.60)	.52
Fair	159	27.20 (5.82)	.46
No express [no feedback] + Express [feedback]	332	17.45 (6.57)	.36
Total	491	20.62 (7.81)	.35

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]
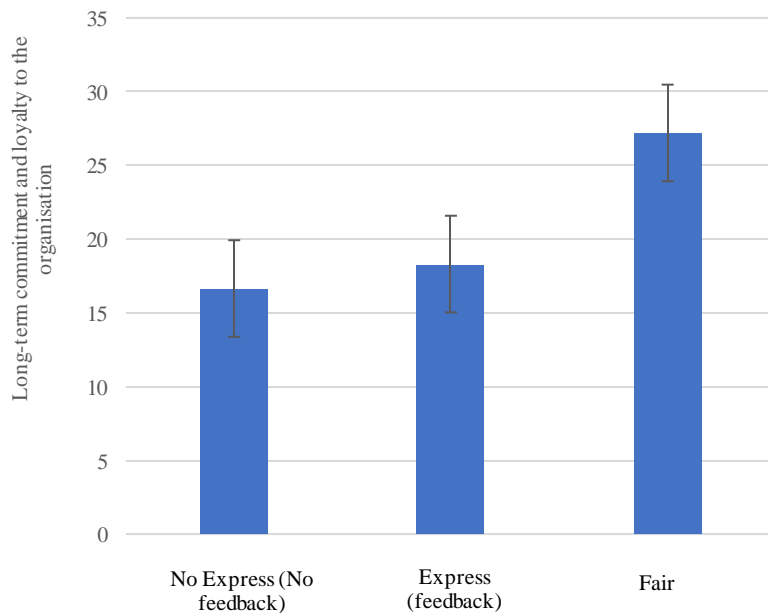
Figure 6.9. Long-term commitment and loyalty to the organisation. No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

The data present evidence to support the H5 that people who get the opportunity to express their anger (providing feedback opportunity) show significantly higher levels of long-term commitment and loyalty to the organisation, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity). Consequently, H5 is supported.

H6) Participants who are given the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positively than participants who do not get opportunity to express their anger (not providing feedback opportunity).

A one-way ANOVA is conducted to explore whether the participants who are given the opportunity to express their anger (providing feedback opportunity) evaluate the

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employer's task significantly more positively than participants who do not get opportunity to express their anger (not providing feedback opportunity). Findings (Table 6.12 and Figure 6.10) indicate the significant effect of experimental condition on people's positive evaluation of employer's task, $F(2, 488) = 20.41$, $p < 0.001$, $\eta^2 = 0.07$. A planned contrast analysis reveals that people in the two anger conditions ($M=27.03$, $SD=6.36$) show less positive evaluation of employer's task, compared to the fair condition [$M=30.84$, $SD=5.95$; $t(488) = -6.31$, $p < 0.001$, Cohen's $d = 0.618$]. The not permitting expression of anger (not providing feedback opportunity) versus permitting the expression of anger (providing feedback opportunity) contrast is not significant, $t(488) = -.87$, $p < 0.383$, Cohen's $d = 0.094$, which indicates that there are no significant differences between participants in the permitting expression of anger (providing feedback opportunity) condition ($M=27.34$, $SD=6.30$) and the not permitting expression of anger (not providing feedback opportunity) condition ($M=26.74$, $SD=6.43$) on the evaluation of the employer's task.

Table 6.12

Mean, Std. deviation and SE of Positive evaluation of employer's task

Conditions	N	$M(SD)$	SE
No express [no feedback]	171	26.74 (6.43)	.49
Express [feedback]	161	27.34 (6.30)	.49
Fair	159	30.84 (5.95)	.47
No express [no feedback] + Express [feedback]	342	27.03 (6.36)	.34
Total	491	28.26 (6.48)	.29

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]
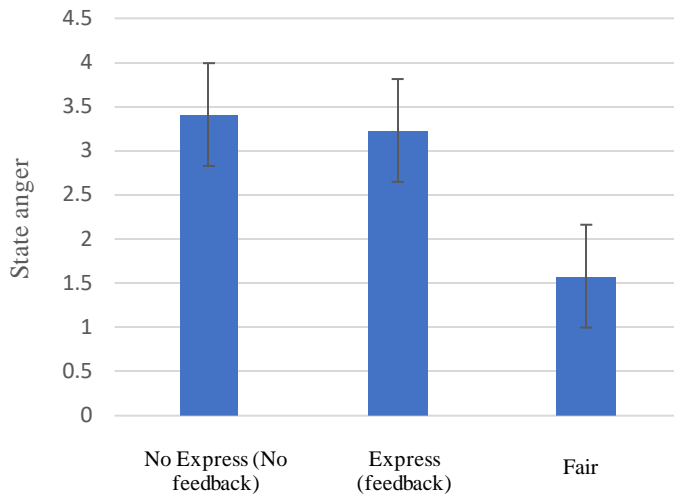
Figure 6.10. Positive evaluation of employer's task. No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]). Error bars represents standard errors.

The data do not present evidence to support the H6 that participants who are given the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positively than participants who do not get opportunity to express their anger (not providing feedback opportunity). Consequently, H6 is not supported.

6.4.3.2.2 Moderating effects of moral identity on the link between the permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours

In this part, the results of moderation analyses for moral identity are presented. In particular, findings related to the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback

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opportunities) and constructive/destructive outcome behaviours (voicing constructively, expression of immediate negative feedback through emojis, long-term commitment and loyalty to the organisation and positive evaluation of employer's task) are presented.

H7) Participants with higher levels of moral identity are more likely to voice constructively (intention + behaviour) in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

Model one of the Process macro (Hayes, 2012; v3.4) is employed to test H7 on the intentional level (intention to voice constructively) and on the behavioural level (voicing constructively).

Table 6.13

Interaction of Condition (EXP, NO EXP, Fair) and Moral identity predicting Intention to voice constructively

Parameter	Unstandardized estimate (B)	*SE*	*t*	*P*	95% CI
Predictors of intention to voice constructively					
A= EXP vs. NO EXP	1.10	1.53	.71	.47	[-1.91, 4.11]
B= FAIR vs. EXP	2.19	1.59	1.38	.16	[-.92, 5.32]
C= Moral identity	.04	.02	1.98	.04	[.0003, .08]
A x C	-.02	.03	-.70	.47	[-.08, .03]
B x C	-.03	.03	-.97	.33	[-.09, .03]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

As it can be seen in Table 6.13 and Figure 6.11, moral identity does not impact whether the permitting the expression of anger (providing feedback opportunity) versus not

permitting the expression of anger (not providing feedback opportunity) condition results in higher intention to voice constructively; B = -.02, t = -.70, p < .47; 95% CI [-.08, .03]). In other words, participants with higher levels of moral identity do not indicate more intention to voice constructively in the permitting expression of anger (providing feedback opportunity) condition, compared to the not permitting expression of anger (not providing feedback opportunity) condition.

However, findings indicate the positive main effect of moral identity on intention to voice constructively (B = .04, t = 1.98, p < .04; 95% CI [.0003, .08]), which reveals that higher moral identity is related to higher levels of intention to voice constructively.
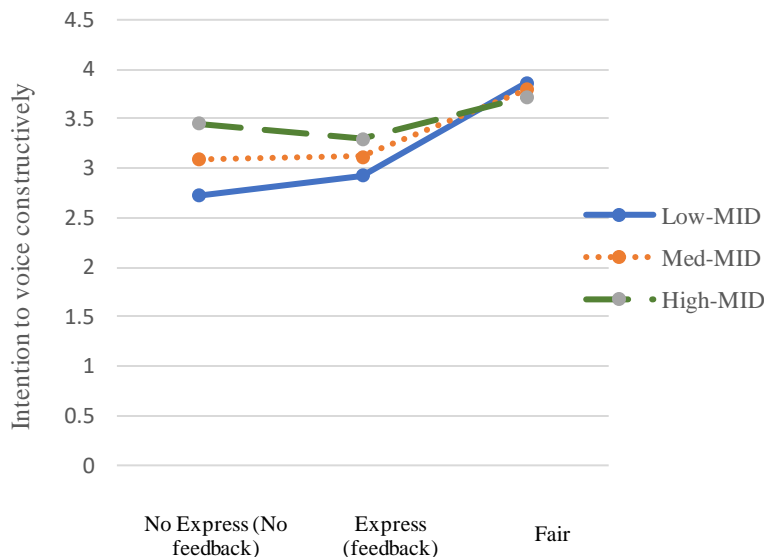
Figure 6.11. Intention to voice constructively as a function of participants' Moral identity (low, medium and high) and Condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair). MID=Moral identity; Med=Medium; No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]).

Logistic regression was used to examine whether moral identity moderates the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on voicing constructively (behaviour). The analyses of the behavioural level

(see Table 6.15 and Figure 6.12) show that moral identity does not impact whether the permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) condition results in voicing constructively (B =.03, $Z = 1.11$, $p < .26$; 95% CI [-.02, .09]). In other words, participants with higher levels of moral identity do not voice constructively in the permitting the expression of anger (providing feedback opportunity) condition compared to the not permitting expression of anger (not providing feedback opportunity) condition.

Table 6.14

Interaction of Condition (EXP, NO EXP, Fair) and Moral identity predicting voicing constructively (behaviour)

Parameter	Unstandardized estimate (B)	*SE*	*Z*	*P*	95% CI
Predictors of voicing constructively (behaviour)					
A= EXP vs. NO EXP	-1.75	1.56	-1.12	.26	[-4.82, 1.30]
B= FAIR vs. EXP	.97	1.68	.58	.56	[-2.32, 4.28]
C= Moral identity	.01	.02	.58	.55	[-.03, .05]
A x C	.03	.03	1.11	.26	[-.02, .09]
B x C	-.01	.03	-.40	.68	[-.08, .05]

Notes. N = 489; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Figure 6.12. Voicing constructively as a function of participants' Moral identity (low, medium and high) and Condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair). MID=Moral identity; Med=Medium; No Express (not permitting the expression of anger [not providing feedback opportunity]*); ;* Express (permitting the expression of anger [providing feedback opportunity]).

The data do not present evidence to support the H7 that participants with higher levels of moral identity are more likely to voice constructively (intention + behaviour) in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions. Consequently, H7 is not supported.

H8) Participants with higher levels of moral identity express lower levels of immediate negative feedback through emojis in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas

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participants with lower level of moral identity show a weaker difference between conditions.

Model one of the Process macro (Hayes, 2012; v3.4) is employed to investigate whether people with higher levels of moral identity show lower levels of expression of immediate negative feedback through emojis in the permitting the expression of anger (providing feedback opportunity) condition, compared to the not permitting expression of anger (not providing feedback opportunity) condition.

Table 6.15

Interaction of Condition (EXP, NO EXP, Fair) and Moral identity predicting Expression of immediate negative feedback through emojis

Parameter	Unstandardized estimate (B)	SE	t	P	95% CI
Predictors of expression of immediate negative feedback through emojis					
A= EXP vs. NO EXP	-.50	.93	-.54	.58	[-2.34, 1.33]
B= FAIR vs. EXP	1.08	.97	1.11	.26	[-.83, 2.99]
C= Moral identity	-.006	.01	-.47	.63	[-.03, .01]
A x C	.01	.01	1.04	.29	[-.01, .05]
B x C	-.06	.01	-3.42	.001	[-.10, -.02]
Conditional Effects of Conditions (NO EXP, EXP and FAIR) on expression of immediate negative feedback through emojis between the levels of C					
Low C					
A	.29	.22	1.35	.17	[-.13, .73]
B	-1.63	.23	-7.04	.001	[-2.09, -1.18]
Med C					
A	.46	.15	2.91	.003	[.15, .77]
B	-2.18	.16	-13.51	.001	[-2.50, -1.87]
High C					
A	.62	.22	2.77	.005	[.18, 1.06]
B	-2.74	.22	-12.19	.001	[-3.18, -2.29]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

As can be seen in Table 6.17 and Figure 6.13, moral identity does not impact whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) results in the expression of immediate negative feedback through emojis (B = .01, $t = 1.04$, $p < .29$; 95% CI [-.01, .05]).

Nevertheless, in order to further explore and understand the effect of moral identity on different conditions, the Johnson–Neyman technique is conducted. Exploratory analyses indicate moderating effects for medium (B = .46, $t = 2.91$, $p < .003$; 95% CI [.15, .77]) and higher (B = .62, $t = 2.77$, $p < .005$; 95% CI [.18, 1.06]) levels of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and expression of immediate negative feedback through emojis. In other words, surprisingly, medium and higher levels of moral identity enhance expression of immediate negative feedback through emojis in the permitting the expression of anger (providing feedback opportunity) condition, compared to the not permitting expression of anger (not providing feedback opportunity) condition. In addition, the results show that in lower levels of moral identity, there is a weaker and non-significant difference between two anger conditions (B = .29, $t = 1.35$, $p < .17$; 95% CI [-.13, .73]).

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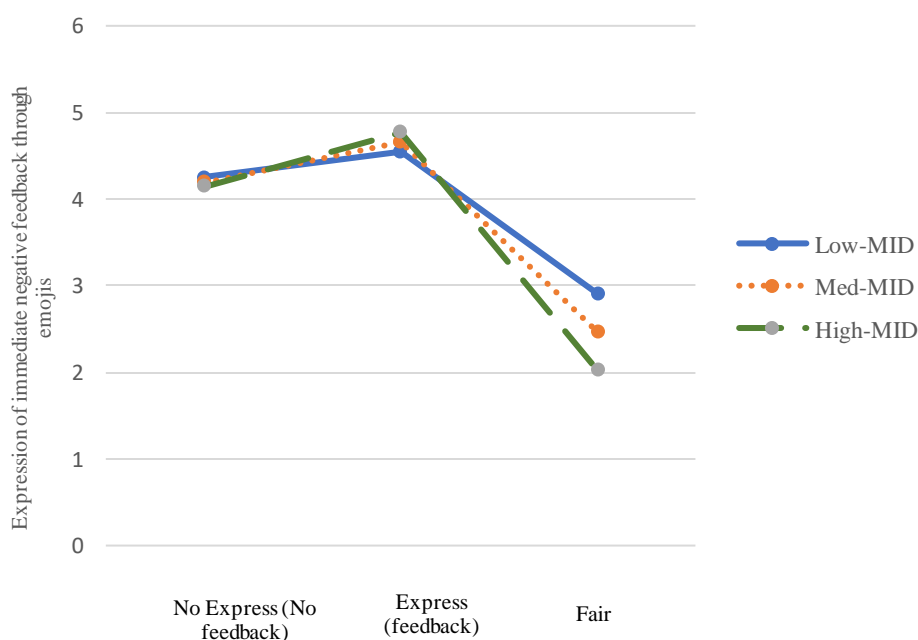
Figure 6.13 Expression of immediate negative feedback through emojis as a function of participants' Moral identity (low, medium and high) and Condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair). MID=Moral identity; Med=Medium; No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]).

Moreover, analyses regarding the comparisons between anger conditions *(permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity])* and fair condition (see Table 6.18) indicate that moral identity reduces expression of immediate negative feedback through emojis in the fair condition compared to the anger conditions (B = -.05, t = -3.35, p < .0009; 95% CI [-.09, -.02]).

Table 6.16

Interaction of Fair versus anger conditions and Moral identity predicting Expression of immediate negative feedback through emojis

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of expression of immediate negative feedback through emojis					
A= Fair vs. (EXP + NO EXP)	.89	.86	1.03	.30	[-.80, 2.59]
B= Moral identity	.06	.02	2.62	.008	[.01, .10]
A x B	-.05	.01	-3.35	.0009	[-.09, -.02]
Conditional Effects of Conditions (Fair vs. [EXP + NO EXP]) on expression of immediate negative feedback through emojis between the levels of B					
Low	-1.47	.20	-7.21	.001	[-1.87, -1.07]
Med	-1.95	.14	-13.86	.001	[-2.23, -1.67]
High	-2.43	.19	-12.28	.001	[-2.82, -2.04]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

The data does not present evidence to support the H8 that people with higher levels of moral identity express lower levels of immediate negative feedback through emojis in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions. Consequently, H8 is not supported.

H9) Participants with higher levels of moral identity show higher levels of long-term commitment and loyalty to the organisation in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

Model one of the Process macro (Hayes, 2012; v3.4) is employed to investigate whether people with higher levels of moral identity show higher levels of long-term commitment and loyalty to the organisation in the permitting the expression of anger (providing feedback opportunity) condition, compared to the not permitting expression of anger (not providing feedback opportunity) condition.

Table 6.17

Interaction of Condition (EXP, NO EXP, Fair) and Moral identity predicting Long-term commitment and loyalty to the organisation

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of long-term commitment and loyalty to the organisation					
A = EXP vs. NO EXP	-3.81	3.95	-.96	.33	[-11.58, 3.94]

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B= FAIR vs. EXP	3.04	4.10	.74	.45	[-5.01, 11.09]
C= Moral identity	.07	.05	1.38	.16	[-.03, .18]
A x C	.10	.07	1.38	.16	[-.04, .26]
B x C	.11	.08	1.43	.15	[-.04, .27]
Conditional Effects of Conditions (NO EXP, EXP and FAIR) on long-term commitment and loyalty to the organisation between the levels of C					
Low C					
A	.68	.92	.74	.45	[-1.13, 2.51]
B	7.82	.97	8.005	.001	[5.90, 9.74]
Med C					
A	1.60	.66	2.39	.01	[.28, 2.91]
B	8.80	.68	12.89	.001	[7.45, 10.14]
High C					
A	2.51	.95	2.64	.008	[.64, 4.38]
B	9.77	.94	10.31	.001	[7.91, 11.63]

Notes. $N = 490$; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.
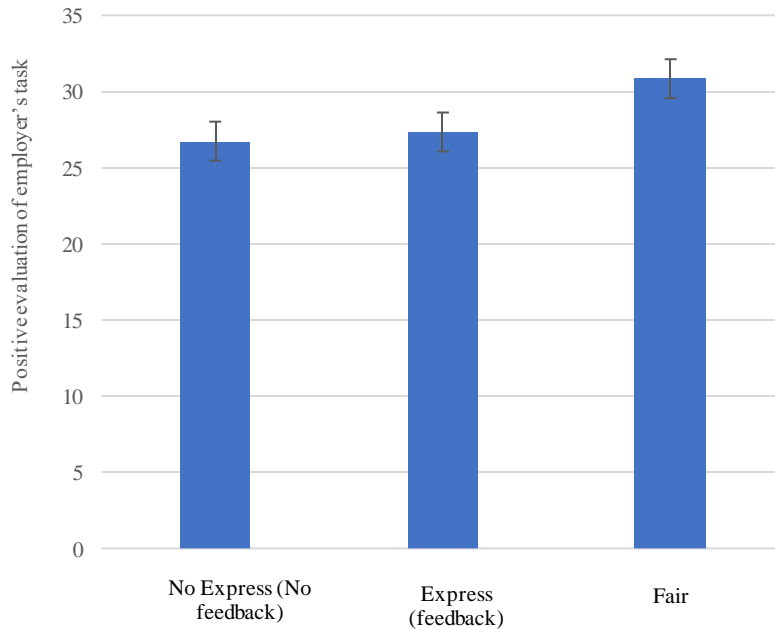
As can be seen in Table 6.19 and Figure 6.14, moral identity does not impact whether the permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) results in long-term commitment and loyalty to the organisation (B = .10, $t = 1.38$, $p < .16$; 95% CI [-.04, .26]). In other words, moral identity does not moderate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on long-term commitment and loyalty to the organisation.

In order to further explore and understand the effect of moral identity on different conditions, the Johnson–Neyman technique is conducted. Exploratory analyses indicate moderating effects for medium (B =1.60, $t = 2.39$, $p < .01$; 95% CI [.28, 2.91]) and higher (B =2.51, $t = 2.64$, $p < .008$; 95% CI [.64, 4.38]) levels of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and long-term commitment and loyalty to the organisation. In addition, the results show that in lower levels of moral identity, there is a weaker and non-significant difference between two anger conditions (B = .68, $t = .74$, $p < .45$; 95% CI [-1.13, 2.51]).

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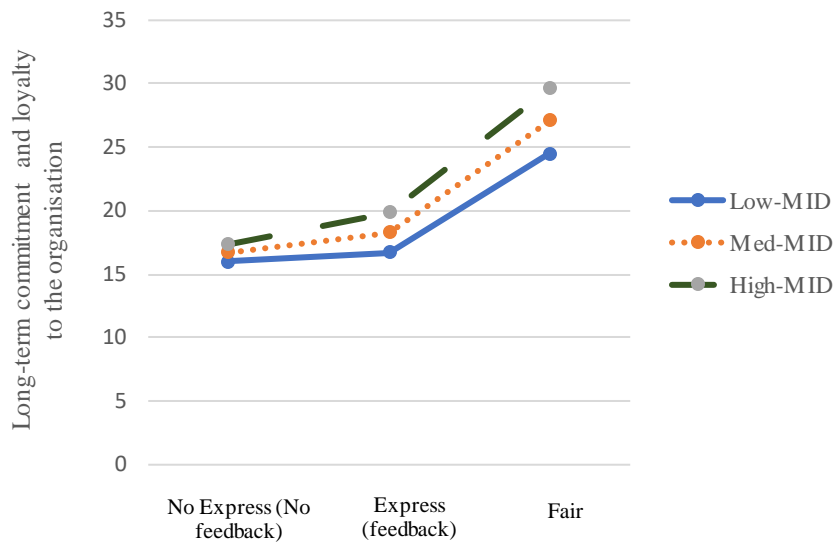
Figure 6.14 Long-term commitment and loyalty to the organisation as a function of participants' Moral identity (low, medium and high) and Condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair). MID=Moral identity; Med=Medium; No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]).

The comparison between the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and fair condition (see Table 6.18) indicates that higher moral identity enhances people's long-term commitment and loyalty to the organisation in the fair condition, compared to the anger conditions (B =.16, *t* = 2.29, *p* < .02; 95% CI [.02, .30]).

Table 6.18

Interaction of Fair versus anger (EXP + NO EXP) conditions and Moral identity predicting Long-term commitment and loyalty to the organisation

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of long-term commitment and loyalty to the organisation					
A = Fair vs. (EXP + NO EXP)	1.39	3.64	.38	.70	[-5.75, 8.55]
B = Moral identity	-.02	.09	-.27	.78	[-.22, .16]
A x B	.16	.07	2.29	.02	[.02, .30]

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Conditional Effects of Conditions (Fair vs. [EXP + NO EXP]) on long-term commitment and loyalty to the organisation between the levels of B					
Low	8.22	.85	9.58	.001	[6.53, 9.90]
Med	9.60	.59	16.21	.001	[8.44, 10.77]
High	10.99	.83	13.18	.001	[9.35, 12.63]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

As was discussed earlier, the findings do not indicate significant moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and long-term commitment and loyalty to the organisation. Therefore, the data does not present evidence to support the H9 that participants with higher levels of moral identity show higher levels of long-term commitment and loyalty to the organisation in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

H10) Participants with higher levels of moral identity evaluate the employer's task significantly more positive in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

Model one of the Process macro (Hayes, 2012; v3.4) is employed to investigate whether people with higher levels of moral identity evaluate the employer's task significantly more positive in the permitting expression of anger (providing feedback opportunity)

condition, compared to the not permitting expression of anger (not providing feedback opportunity) condition.

Table 6.19

Interaction of Condition (EXP, NO EXP, Fair) and Moral identity predicting Positive evaluation of employer's task

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of positive evaluation of employer's task					
A= EXP vs. NO EXP	-5.69	3.84	-1.48	.13	[-13.24, 1.85]
B= FAIR vs. EXP	1.46	3.98	.36	.71	[-6.36, 9.29]
C= Moral identity	.13	.05	2.43	.01	[.02, .24]
A x C	.12	.07	1.63	.10	[-.02, .27]
B x C	.03	.07	.48	.63	[-.11, .19]
Conditional Effects of Conditions (NO EXP, EXP and FAIR) on positive evaluation of employer's task between the levels of C					
Low C					
A	-.53	.90	-.59	.55	[-2.30, 1.23]
B	3.02	.95	3.18	.001	[1.15, 4.89]
Med C					
A	.51	.65	.78	.43	[-.76, 1.79]
B	3.34	.66	5.03	.001	[2.03, 4.64]
High C					
A	1.56	.92	1.68	.09	[-.25, 3.37]
B	3.65	.92	3.97	.001	[1.85, 5.46]

Notes. $N = 490$; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.
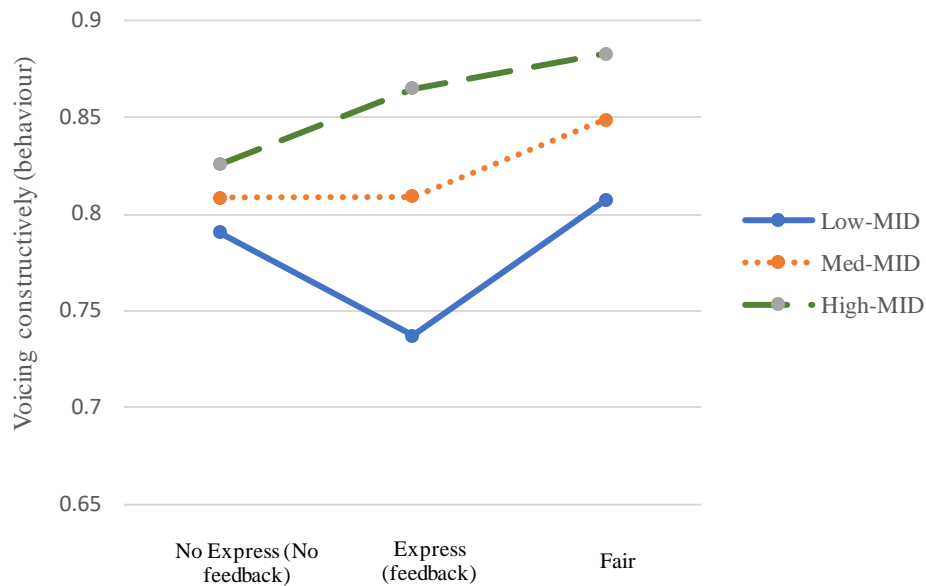
As can be seen in Table 6.21 and Figure 6.15, moral identity does not impact whether the permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) condition results in a positive evaluation of the employer's task (B = .12, t = 1.63, $p < .10$; 95% CI [-.02, .27]). Further findings show a significant main effect of moral identity on the positive evaluation of the employer's task (B = .13, t = 2.43, $p < .01$; 95% CI [.02, .24]), which indicates that higher moral identity is related to higher levels of positive evaluation of the employer's task. In

addition, the results show that in lower levels of moral identity, there is a weaker and non-significant difference between two anger conditions (B = -.53, t = -.59, p < .55; 95% CI [-2.30, 1.23]).
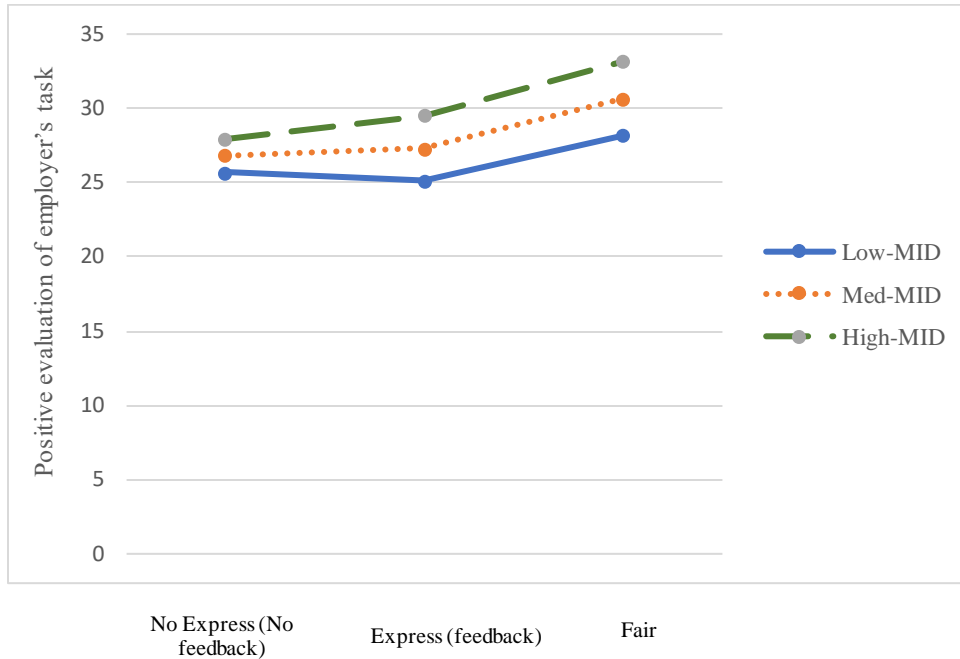
Figure 6.15 Evaluation of employer's task as a function of participants' Moral identity (low, medium and high) and Condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair). MID=Moral identity; Med=Medium; No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]).

The comparison between the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition (see Table 6.22) indicates that moral identity does not impact the effect of the fair condition versus anger conditions on the positive evaluation of employer's task (B = .09, t = 1.39, p < .16; 95% CI [-.03, .23]). However, as it can be seen in Table 6.21, in all levels of moral identity, people in the fair condition show a more positive evaluation of the employer's task, compared to the anger conditions.

Table 6.20

Interaction of Fair versus anger (EXP + NO EXP) conditions and Moral identity predicting Positive evaluation of employer's task

Parameter	Unstandardized estimate (B)	SE	T	p	95% CI
Predictors of long-term commitment and loyalty to the organisation					
A= Fair vs. (EXP + NO EXP)	-1.22	3.52	-.34	.72	[-8.15, 5.69]
B= Moral identity	.10	.09	1.07	.28	[-.08, .29]
A x B	.09	.06	1.39	.16	[-.03, .23]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

The data does not present evidence to support the H10 that higher levels of moral identity evaluate the employer's task significantly more positive in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions. Consequently, H10 is not supported.

6.4.3.3 Summary of the findings for the main study

The data does not present significant evidence to support H3 and H4 - that people who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively and indicate lower levels of expression of immediate negative feedback, compared to the not permitting expression of anger (not providing feedback opportunity) condition. This suggest that permitting the expression of anger after unfair feedback does not prevent immediate negative reactions.

The data presents significant evidence to support H5 - that people who get the opportunity to express their anger (providing feedback opportunity) show higher levels of

long-term commitment and loyalty to the organisation and employer, compared to people in the not permitting expression of anger (not providing feedback opportunity) condition. However, the data does not present significant evidence to support H6 - that people who get the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positive, compared to people in the not permitting expression of anger (not providing feedback opportunity) condition. This suggests that the permitting the expression of anger does not lead to a more positive evaluation of the employer's task, but it protects long-term commitment and loyalty to the organisation.

The data does not present significant evidence to support H7 and H8 - that moral identity impacts the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours, such as voicing constructively (H7) and the expression of immediate negative feedback through emojis (H8). The findings indicate the positive main effect of moral identity on intention to voice constructively, which shows that higher moral identity is related to higher levels of intention to voice constructively. Also, the data does not present significant evidence to support H9 - that moral identity impacts the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and long-term commitment and loyalty to the organisation. However, exploratory analyses indicate that there might be moderating effects for medium and higher levels of moral identity. Furthermore, the data does not present significant evidence to support H10 - that individuals with higher levels of moral identity evaluate the employer's task significantly more positively in the permitting the expression of anger (providing feedback opportunity) condition, compared to the not permitting expression of anger (not providing feedback opportunity) condition. However, findings show a significant main effect

of moral identity on the positive evaluation of the employer's task, which reveal that higher moral identity is related to higher levels of positive evaluation of the employer's task.

6.4.3.4. Additional results from main study

As it was mentioned in section 5.6.2.6, in chapter 5, participants were asked to write feedback about what they thought about the job interview task. Then, their writing was coded by two independent coders. In particular, coders were asked to rate the statements regarding whether the candidate expressed negative emotions in his/her statement, whether the candidate expressed anger in his/her statement, and whether his/her statement was detailed and well-thought through. The rating scale from 1 (strongly disagree) to 10 (strongly agree) indicated the extent in which the coders agreed with the questions.

In section 6.4.3.4.1, additional results relating to the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on participants' expression of feedback through written statements are presented. In section 6.4.3.4.2, additional results relating to the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and participants' expression of feedback through written statements are presented. Additional analyses provide more findings about the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on writing constructive/destructive feedback. In addition, it provides useful findings about the impact of moral identity as a potential moderator in the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and writing constructive/destructive feedback.

6.4.3.4.1 Exploring the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of feedback through written statements

In this section, additional results relating to the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of (i) immediate *negative* feedback and (ii) expression of *anger* through written statements are presented. In addition, the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the quality of writing a detailed and well-thought through statement (feedback) are presented.

Investigating whether participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through written statements compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

A one-way ANOVA is conducted to explore whether participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through written statements compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity). Findings (see Table 6.23 and Figure 6.16) indicate the significant effect of experimental condition on expression of immediate negative feedback through written statement is significant, $F(2, 488) = 97.32$; $p < 0.001$, $\eta^2 = 0.28$. A planned contrast analysis reveals that people in the two anger conditions (M=5.66, SD=3.05) show more expression of immediate negative feedback through written statements compared to participants in the fair condition (M=2.13, SD=1.78; $t[488] = 13.64$; $p < 0.001$, Cohen's $d = 1.413$). Surprisingly, but in line with the findings reported above, participants in the not permitting expression of

anger (not providing feedback opportunity) condition (M=5.21, SD=3.09) show lower levels of the expression of immediate negative feedback through written statements compared to participants in the permitting expression of anger (providing feedback opportunity) condition (M=6.14, SD=2.95; t [488] = -3.15; $p < 0.002$, Cohen's $d = 0.307$).

Table 6.21

Mean, Std. deviation and SE of Expression of immediate negative feedback through written statement

Condition	N	M (SD)	SE
No express [no feedback]	171	5.21 (3.09)	.23
Express [feedback]	161	6.14 (2.95)	.23
Fair	159	2.13 (1.78)	.14
No express [no feedback] + Express [feedback]	332	5.66 (3.05)	.16
Total	491	4.52 (3.17)	.14

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]
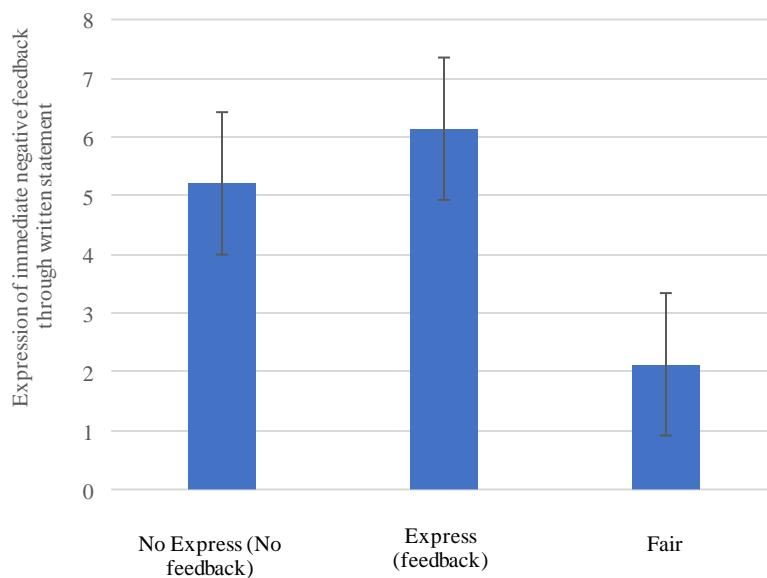
Figure 6.16. Expression of immediate negative feedback through written statement. No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]).

The data, surprisingly, but consistent with the findings reported above, shows that participants in the permitting expression of anger (providing feedback opportunity) condition indicate higher levels of expression of immediate negative feedback through written statements compared to participants in the not permitting expression of anger (not providing feedback opportunity) condition.

Investigating whether participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of anger through written statements (feedback) compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

A one-way ANOVA is conducted to explore whether participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of anger through written statements (feedback) compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity). Findings (see Table 6.24 and Figure 6.17) indicate the significant effect of experimental condition on the expression of anger through written statements (feedback), F [2, 488] = 64.44; p < 0.001, η^2 = 0.20. A planned contrast analysis reveals that people in the two anger conditions (*M*=4.17, *SD*=2.67) express more anger in their written statement (feedback) compared to participants in the fair condition (*M*=1.66, *SD*=1.13; t [488] = 11.34; p < 0.001, Cohen's d = 1.224). In addition, the not permitting expression of anger (not providing feedback opportunity) versus permitting the expression of anger (providing feedback opportunity) contrast is not significant, t (488) = -.59; p < 0.55, Cohen's d = 0.056, which indicates that

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participants in the permitting the expression of anger (providing feedback opportunity) condition (M=4.25, SD=2.53) do not express significantly lower levels of the expression of anger in their written statements (feedback), compared to participants in the not permitting expression of anger (not providing feedback opportunity) condition (M=4.10, SD=2.80).

Table 6.22

Mean, Std. deviation and SE of Expression of anger

Condition	N	M (SD)	SE
No express [no feedback]	171	4.10 (2.80)	.21
Express [feedback]	161	4.25 (2.53)	.19
Fair	159	1.66 (1.13)	.09
No express [no feedback] + Express [feedback]	332	4.17 (2.67)	.14
Total	491	3.36 (2.57)	.11

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]

Figure 6.17. Expression of anger. No Express (not permitting the expression of anger [not providing feedback opportunity]); Express (permitting the expression of anger [providing feedback opportunity]).

The data does not show that participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of anger through written statements (feedback) compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

Investigating whether participants who get the opportunity to express their anger (providing feedback opportunity) show higher quality of writing a detailed and well-thought through statement (feedback), compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

A one-way ANOVA is conducted to explore whether participants who get the opportunity to express their anger (providing feedback opportunity) show higher quality of writing a detailed and well-thought through statement (feedback), compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity). Findings (see Table 6.25 and Figure 6.18) indicate the significant effect of experimental condition on the quality of writing a detailed and well-thought through statement (feedback) is not significant, F [2, 490] = .83; p < 0.43, η^2 = 0.002. A planned contrast analysis reveals that people in the two anger conditions (M=11.64, SD=5.06) do not show significantly less quality of writing a detailed and well-thought through statement (feedback), compared to participants in the fair condition (M=11.04, SD=4.26; t [488] = 1.28; p < 0.20, Cohen's d = 0.128). Also, the not permitting expression of anger (not providing feedback opportunity) versus permitting the expression of anger (providing feedback opportunity) contrast is not significant, t (488) = -.17; p < 0.86, Cohen's d = 0.017, which indicates that participants in the permitting the expression of anger (providing feedback opportunity) condition (M=11.68, SD=4.71) do not produce feedback which is of significantly higher quality, more detailed or

well-thought through compared to the not permitting expression of anger (not providing feedback opportunity) condition (*M*=11.59, *SD*=5.38).

Table 6.23

Mean, Std. deviation and SE of Quality of writing a detailed and well-thought through statement (feedback)

Condition	N	M (SD)	SE
No express [no feedback]	171	11.59 (5.38)	.41
Express [feedback]	161	11.68 (4.71)	.37
Fair	159	11.04 (4.26)	.33
No express [no feedback] + Express [feedback]	332	11.64 (5.06)	.27
Total	491	11.45 (4.82)	.21

Note: No express [no feedback] = Not permitting the expression of anger [not providing feedback opportunity];

Express [feedback] = Permitting the expression of anger [providing feedback opportunity]
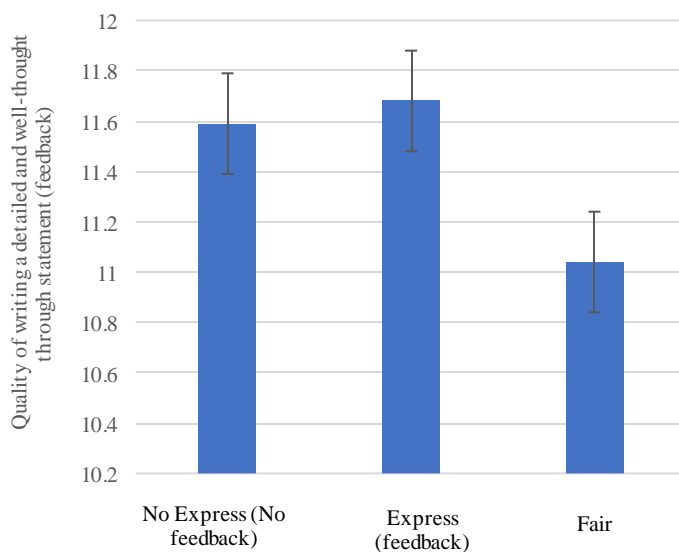
Figure 6.18. Quality of writing a detailed and well-thought through statement (feedback). No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]).

The data does not show that participants who get the opportunity to express their anger (providing feedback opportunity) show higher quality of writing a detailed

and well-thought through statement (feedback), compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

6.4.3.4.2 Exploring the moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and the expression of feedback through written statements.

In this section, the results relating to the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and expression of immediate negative feedback as well as expression of anger through written statements are presented. Moreover, the results relating to the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and writing a high quality, detailed and well-thought through statement (quality of writing a detailed and well-thought through statement) are presented.

Investigating whether participants with higher levels of moral identity show lower levels of expression of immediate negative feedback through written statement in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

Model one of the Process macro (Hayes, 2012; v3.4) is employed to investigate whether people with higher levels of moral identity show lower levels of expression of immediate negative feedback through written statement in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition

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which they are not permitted to express their anger (not providing feedback opportunity),
whereas participants with lower level of moral identity show a weaker difference between
conditions.

Table 6.24

Interaction of Condition (EXP, NO EXP, Fair) and Moral identity predicting expression of immediate negative

feedback through emojis

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through written comments					
A= EXP vs. NO EXP	-2.45	1.73	-1.41	.15	[-5.86, .94]
B= FAIR vs. EXP	.57	1.79	.31	.75	[-2.96, 4.10]
C= Moral identity	-.04	.02	-1.71	.08	[-.09, .006]
A x C	.06	.03	1.98	.04	[.0007, .13]
B x C	-.09	.03	-2.57	.01	[-.16, -.02]
Conditional Effects of Conditions (NO EXP, EXP and FAIR) on expression of immediate negative feedback through written comments between the levels of C					
Low C					
A	.37	.40	.91	.35	[-.42, 1.17]
B	-3.20	.42	-7.46	.001	[-4.04, -2.35]
Med C					
A	.95	.29	3.23	.001	[.37, 1.52]
B	-3.96	.29	-13.25	.001	[-4.55, -3.37]
High C					
A	1.52	.41	3.65	.001	[.70, 2.34]
B	-4.73	.41	-11.39	.001	[-5.55, -3.91]

Notes. $N = 490$; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP=

permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

As can be seen in Table 6.26 and Figure 6.19, moral identity impacts whether
permitting/not permitting the expression of anger (providing/not providing feedback
opportunities) results in the expression of immediate negative feedback through written
comments (B = .06, $t = 1.98$, $p < .04$; 95% CI [.0007, .13]), which indicates that higher moral

identity enhances the expression of immediate negative feedback through written comments in the permitting the expression of anger (providing feedback opportunity) condition, compared to the not permitting expression of anger (not providing feedback opportunity) condition. In addition, the results show that in the lower moral identity there is a weaker and nonsignificant differences between two anger conditions (B = .37, t =.91, p < .35; 95% CI [-.42, 1.17]).
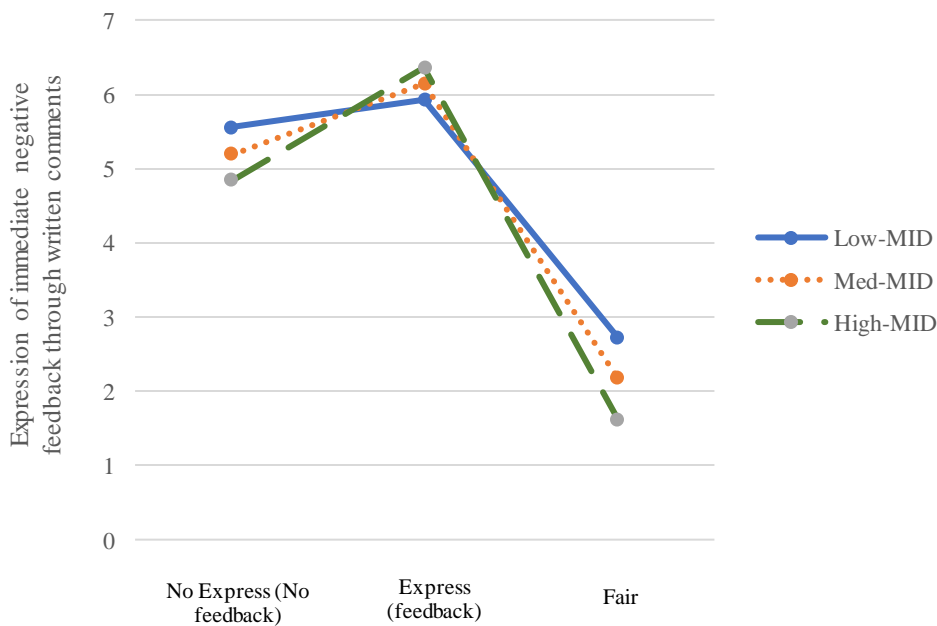
Figure 6.19 Expression of immediate negative feedback through written comments as a function of participants' Moral identity (low, medium and high) and Condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair). MID=Moral identity; Med=Medium; No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]).

Moreover, analyses about comparison between anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition (see Table 6.27), indicate that moral identity marginally significantly reduces the expression of immediate negative

feedback through written comments in the fair condition compared to the anger conditions (B = -.05, t = -1.89, p < .058; 95% CI [-.12, .002]).

Table 6.25

Interaction of Fair versus anger (EXP + NO EXP) conditions and Moral identity predicting Expression of immediate negative feedback through emojis

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through written comments					
A= Fair vs. (EXP + NO EXP)	-.49	1.60	-.30	.75	[-3.65, 2.66]
B= Moral identity	.05	.04	1.25	.21	[-.03, .14]
A x B	-.05	.03	-1.89	.058	[-.12, .002]
Conditional Effects of Conditions (Fair vs. [EXP + NO EXP]) on expression of immediate negative feedback through written comments between the levels of B					
Low	-2.98	.37	-7.87	.001	[-3.72, -2.23]
Med	-3.48	.26	-13.33	.001	[-4.002, -2.97]
High	-3.99	.36	-10.84	.001	[-4.71, -3.27]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

The data indicates that participants with higher levels of moral identity show higher levels of expression of immediate negative feedback through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity).

Investigating whether participants with higher levels of moral identity show lower levels of the expression of anger through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

Model one of the Process macro (Hayes, 2012; v3.4) is employed to investigate whether people with higher levels of moral identity show lower levels of expression of anger through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity).

Table 6.26

Interaction of Condition (EXP, NO EXP, Fair) and Moral identity predicting Expression of anger through written comments (feedback)

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of expression of anger through written comments					
A= EXP vs. NO EXP	-1.87	1.48	-1.26	.20	[-4.78, 1.03]
B= FAIR vs. EXP	-1.54	1.53	-1.004	.31	[-4.56, 1.47]
C= Moral identity	-.05	.02	-2.60	.009	[-.09, -.01]
A x C	.04	.02	1.39	.16	[-.01, .09]
B x C	-.02	.03	-.68	.49	[-.07, .03]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

As can be seen in Table 6.28 and Figure 6.20, moral identity does not impact whether permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) results in the expression of anger through written comments (B =.04, t = 1.39, p < .16; 95% CI [-.01, .09]), which indicates that

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moral identity does not reduce the expression of anger through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity).
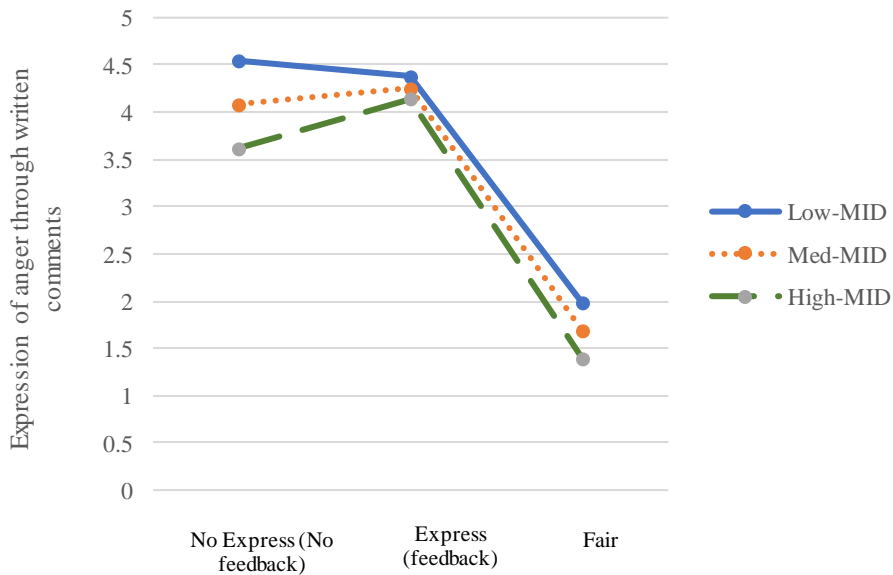
Figure 6.20 Expression of anger through written comments as a function of participants' Moral identity (low, medium and high) and Condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair). MID=Moral identity; Med=Medium; No Express (not permitting the expression of anger [not providing feedback opportunity])*;* Express (permitting the expression of anger [providing feedback opportunity]).
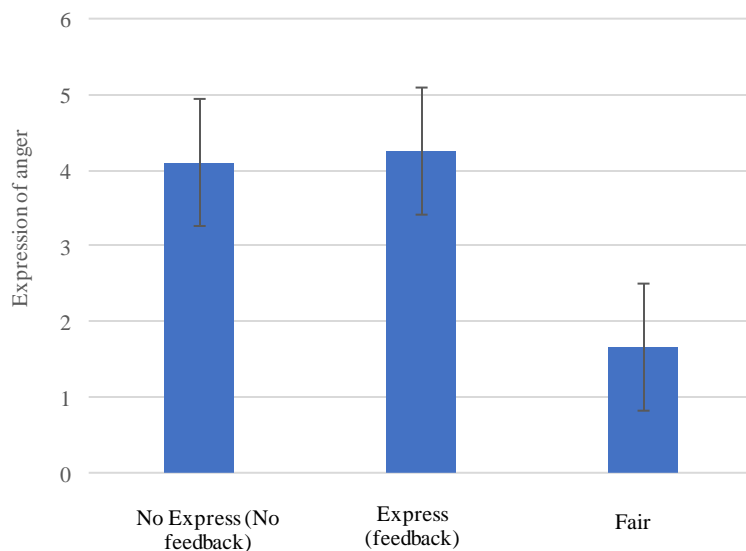
Moreover, analyses about the comparison between the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition (see Table 6.29), indicate that moral identity does not moderate the effect of the fair condition versus the anger conditions on the expression of anger through written comments (B = -.001, t =-.04, $p < .96$; 95% CI [-.05, .05]).

Table 6.27

Interaction of Fair versus anger (EXP + NO EXP) conditions and Moral identity predicting Expression of anger

through written comments (feedback)

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of expression of anger through written comments					
A= Fair vs. (EXP + NO EXP)	-2.42	1.35	-1.78	.07	[-5.09, .24]
B= Moral identity	-.03	.03	-.87	.38	[-.10, .04]
A x B	-.001	.02	-.04	.96	[-.05, .05]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

The data does not indicate that participants with higher levels of moral identity show lower levels of the expression of anger through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity).

Investigating whether participants with higher levels of moral identity show higher quality of writing a detailed and well-thought through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

Model one of the Process macro (Hayes, 2012; v3.4) is employed to investigate whether people with higher levels of moral identity produce higher quality writing (feedback), which is more detailed and well thought through (show higher quality of writing a detailed and well-thought through written comments) in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition

which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

Table 6.28

Interaction of Condition (EXP, NO EXP, Fair) and Moral identity predicting Quality of writing a detailed and well-thought through written comments (feedback)

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of quality of writing a detailed and well-thought through written comments					
A= EXP vs. NO EXP	-5.82	3.11	-1.86	.06	[-11.95, .30]
B= FAIR vs. EXP	.27	3.23	.08	.93	[-6.07, 6.63]
C= Moral identity	-.07	.04	-1.67	.09	[-.16, .01]
A x C	.11	.06	1.92	.054	[-.002, .24]
B x C	-.01	.06	-.27	.78	[-.14, .10]

Notes. $N = 490$; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

As can be seen in Table 6.30 and Figure 6.21, moral identity does not significantly impact whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) results in a higher quality piece of writing (feedback), which is detailed and well-thought through ($B = .11$, $t = 1.92$, $p < .054$; 95% CI [-.002, 24]). However, the results indicate that moral identity slightly enhances the quality of writing (feedback), which is detailed and well-thought through in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity).
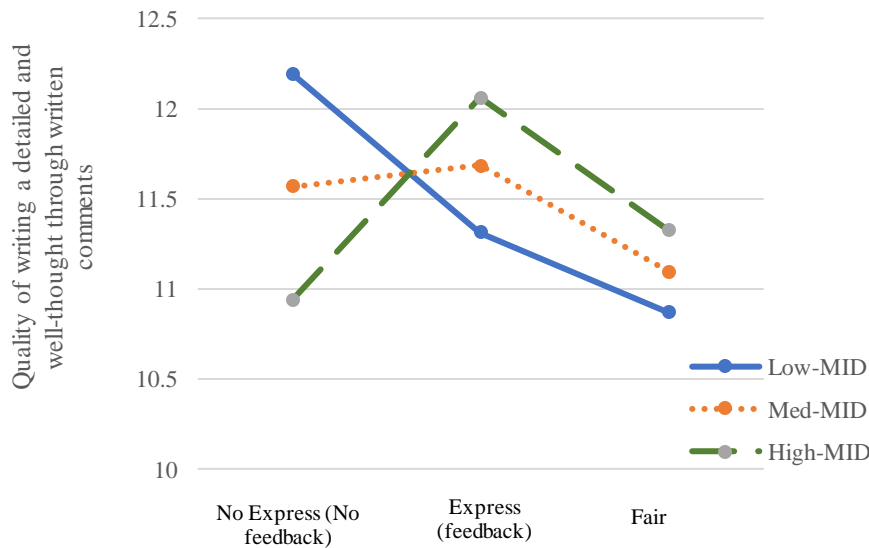
Figure 6.21 Quality of writing a detailed and well-thought through written comments as a function of participants' Moral identity (low, medium and high) and Condition (not permitting the expression of anger [not providing feedback opportunity], permitting the expression of anger [providing feedback opportunity] and fair). MID=Moral identity; Med=Medium; No Express (not permitting the expression of anger [not providing feedback opportunity])*; Express (permitting the expression of anger [providing feedback opportunity]).

Moreover, analyses about comparison between anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition (see Table 6.31) indicate that moral identity does not moderate the effect of the fair condition versus the anger conditions on quality of writing a detailed and well-thought through written comments (B = .03, *t* = .70, *p* < .48; 95% CI [-.07, .14]).

Table 6.29

Interaction of Fair versus anger (EXP + NO EXP) conditions and Moral identity predicting Quality of writing a detailed and well-thought through written comments (feedback)

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of quality of writing a detailed and well-thought through written comments					
A= Fair vs. (EXP + NO EXP)	-2.52	2.86	-.88	.37	[-8.14, 3.10]

B= Moral identity	-.05	.07	-.66	.50	[-.20, .10]
A x B	.03	.05	.70	.48	[-.07, .14]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

The data does not indicate that moral identity significantly moderates the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on higher quality of writing a detailed and well-thought through feedback. However, the results indicate that moral identity slightly enhances the quality of writing a detailed and well-thought through piece of feedback in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity).

Summary of the additional results in the main study

The analysis shows that, in line with the findings reported about emojis, participants in the not permitting expression of anger (not providing feedback opportunity) condition show lower levels of expression of immediate negative feedback through written statements compared to participants in the permitting expression of anger (providing feedback opportunity) condition. Also, people in the two anger conditions indicate more expression of immediate negative feedback through the written statement compared to participants in the fair condition. In addition, the findings show that participants in the permitting expression of anger (providing feedback opportunity) condition do not express significantly lower levels of the expression of anger in their written statement (feedback), compared to participants in the not permitting expression of anger (not providing feedback opportunity) condition. Additional analysis also reveals that people in the two anger conditions express more anger in their written statement (feedback), compared to participants in the fair condition. Moreover,

participants in the permitting expression of anger (providing feedback opportunity) condition do not indicate significantly higher quality of writing a detailed and well-thought through statement (feedback) than the not permitting expression of anger (not providing feedback opportunity) condition. Likewise, people in the two anger conditions do not show significantly less quality of writing a detailed and well-thought through statement (feedback) compared to participants in the fair condition.

The findings regarding moral identity show that higher moral identity enhances the expression of immediate negative feedback through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity). Moral identity also marginally significantly reduces the expression of immediate negative feedback through written comments in the fair condition compared to the anger conditions. Further, the results indicate that moral identity enhances the expression of immediate negative feedback through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity). However, moral identity does not moderate the effect of the fair condition versus the anger conditions on the expression of anger through written comments. The additional analysis also indicates that moral identity does not enhance quality of writing a detailed and well-thought through feedback in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity). Likewise, moral identity does not moderate the effect of the fair condition versus the anger conditions on quality of writing a detailed and well-thought through written comments.

6.5 Conclusion

In addition to reviewing validity checks and manipulation checks, the chapter has presented the results related to the hypotheses-testing in this study. In particular, in the pilot and the main studies, the hypotheses related to the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours and the moderating effects of moral identity are presented and tested empirically.

Moreover, the additional results relating to the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of immediate feedback through written statements, as well as the moderating effects of moral identity, are presented in this chapter. Further analyses relating to the potential impacts of trait anger, suppression, reappraisal and passion towards long-term goals are presented in Appendix A. The analyses do not indicate significant moderating impacts for trait anger, suppression, reappraisal and passion towards long-term goals on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours.

CHAPTER 7. DISCUSSION

The present chapter discusses the findings of this study. An introduction for this chapter is presented in section 7.1. In section 7.2, research findings related to the pilot study are discussed. In section 7.3 the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours from the main study are discussed. In section 7.4, the research findings relating to the moderating effects of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours are discussed. The chapter conclusion is presented in section 7.5.

7.1 Introduction

In order to investigate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours, an empirical research framework was developed and tested. A detailed review of the literature was undertaken to understand what prior research suggests about the expression of anger and its outcome behaviours in work-related contexts. Existing gaps in knowledge and calls for research in the field of anger in work-related contexts were presented in the literature review. Also, in the literature review, the theories that support the research hypotheses were presented.

After choosing the appropriate research philosophy and methodology, data was collected to support the empirical part of the research. Then, hypotheses were tested, and findings were presented. This chapter now aims to discuss the research findings. In order to assist the reader in navigating through the chapter, the research framework is represented in Figure 7.1 and the discussion part is highlighted in blue.
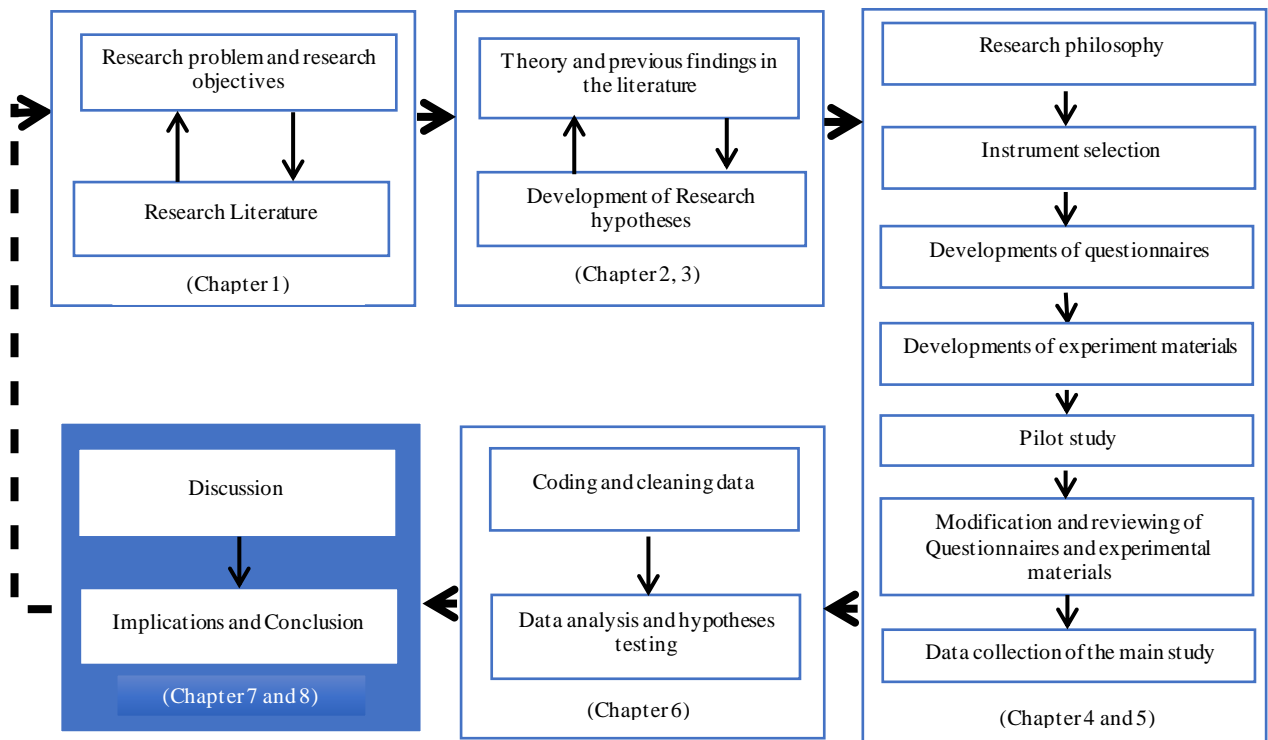
Figure 7.1. Framework of research activities (The relevant parts of the present chapter are coloured in blue)

7.2 Discussion of findings related to H1 and H2 from the pilot study

To remind the reader, H1 and H2 relate to the pilot study, and aimed to investigate whether (1) participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour) and (2) to test whether participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity). This section discusses the findings from testing these two hypotheses from the pilot study.

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7.2.1 H1: Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).

The results of the pilot study do not confirm that the expression of anger leads to significantly higher levels of intention to voice constructively. Participants were asked to rate how much they would like to share their opinion about the writing task (job interview task) with the researcher (employer). They were also asked to rate how much they would like to share their opinion about the writing task on social media. The difference score of sharing the opinion with employer (researcher) and sharing the opinion on social media indicated participants' intention to voice constructively. Although the results are not significant, the difference between the permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not providing feedback opportunity) condition in intention to voice constructively is in the hypothesised direction. Furthermore, the difference between the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition in intention to voice constructively is not statistically significant.

The results suggest that there might be differences between the permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not providing feedback opportunity) conditions on intention to voice constructively because the results are in the hypothesised direction. Therefore, in order to understand the potential differences between the two conditions the hypothesis was further tested in the bigger sample in the main study (see the section 7.3.1).

The results do not confirm findings about the positive outcome of the expression of anger in work-related contexts (Geddes & Callister, 2007). In a qualitative study, Callister et al. (2003) found that in the work-related context where expression of anger is legitimated, negative outcomes such as turnover, retaliation and lower levels of job satisfaction occur at lower levels than in contexts where people suppress their anger. Although, Geddes and Callister (2007) and Callister et al. (2003) investigated the effect of permitting/not permitting the expression of anger on outcome behaviours, they did not mention whether the permitting/not permitting the expression of anger (providing/not providing feedback opportunities) contexts can affect voicing constructively. In particular, they did not mention whether permitting/not permitting the expression of anger affects an immediate constructive reaction, such as voicing (i.e., sharing feedback and concerns with the employer). Therefore, this is the first study that tests the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on voicing constructively in experimental research.

In addition, at a behavioural level, participants were asked to click on an option regarding whether they wanted to share their opinion with the employer or whether they wanted to post it on social media. The results show that the differences between the permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not providing feedback opportunity) conditions were not significant. Also, there was no significant difference between the not permitting expression of anger (not providing feedback opportunity) and the fair condition on voicing constructively. This highlights the fact that this measure and the material for testing the voicing constructively (behaviour) might not have measured intentions to voice constructively.

Previous studies claim that when people get the opportunity to voice their anger, they show more favourable outcome behaviours than when they do not get this opportunity

(Greenberg, 1987; Lind & Lissak, 1985). However, the findings of the H1 are consistent with studies in the aggression literature suggesting that abstract information, such as explanatory messages and feedback, might affect conscious and reflective decisions but not quick and immediate reactions (Deutsch, Gawronski & Strack, 2006). Similarly, Krieglmeyer et al. (2009) found that when participants were informed that the negative feedback for their performance on a task was not intentional, their immediate reaction remained unchanged (Kremer & Stephens, 1983).

Furthermore, as was mentioned earlier, the data does not show a statistically significant difference between the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition. These findings are not consistent with the classic view of anger which highlights the negative aspect of it (e.g., Barclay et al., 2005; Motro et al., 2018; Pearson et al., 2001) in work-related contexts. Barclay et al. (2005) indicate that anger provoked by unfair treatments increases retaliatory behaviours. However, the results of this study show that there are not significant differences between the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*), where individuals are treated unfairly, or the fair condition, on constructive outcome behaviour (voicing constructively). In addition, the findings do not replicate fairness heuristic theory (Lind, 2001) which suggests that people who have been treated fairly indicate higher levels of cooperative and positive outcome behaviours than people who have been treated unfairly. As was mentioned earlier, intention to voice constructively measures positive and constructive outcome behaviour and it shows how much people intend to be helpful towards the organisation and the employer in terms of sharing the opinion with them. Moreover, intention to voice constructively is significantly positively related to other positive outcome

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behaviours, such as commitment and loyalty to the organisation and the employer, positive evaluations of the employer task, as well as voicing constructively (behaviour; see Table 6.1). Therefore, regarding fairness heuristic theory (Lind, 2001), it was expected that people in the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) where individuals were treated unfairly would show lower intention to voice constructively, compared to people in the fair condition.

Moreover, the results do not indicate that people in the fair condition voiced constructively (behaviour), compared to people in the not permitting expression of anger (not providing feedback opportunity) condition. In other words, people in the permitting expression of anger (providing feedback opportunity) condition were not more likely to click on the link relating to sharing their opinion with the employer, compared to people in the not permitting expression of anger (not providing feedback opportunity) condition.

Therefore, similarly to intention to voice constructively, the results about the voicing constructively (behaviour) from our pilot study do not support the findings about the constructive outcome of the expression of anger in work-related contexts (Geddes & Callister, 2007).

7.2.2 H2: Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of positive attitude towards the organisation and employer, compared to participants who do not get the opportunity to express their anger (not providing feedback opportunity).

Although the results about the differences between the permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not providing feedback opportunity) conditions in attitude towards the organisation and employer

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are not statistically significant, the findings confirm that people in work-related contexts who get the opportunity to express their anger (providing feedback opportunity) display a slightly more positive attitude towards the organisation and employer, compared to the people who do not get opportunity to express their anger (not providing feedback opportunity). In other words, being permitted to voice anger causes individuals to feel that the employer's task is slightly more exciting, innovative, and novel. It also causes people to show slightly more motivation to engage in the employer's task and feel that they have been treated respectfully during the task.

Additionally, the findings regarding the differences between the anger conditions and the fair condition indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show less positive attitude towards the organisation and employer, compared to the fair condition.

These trends between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on attitude towards the organisation and the employer support the dual expression threshold of anger which suggests that crossing the expression threshold causes anger to result in positive outcomes in work-related contexts (Geddes & Callister, 2007). However, in the study by Geddes and Callister (2007), they did not focus on contextual factors such as permitting/not permitting the expression of anger. They concentrated on the results of the expression of anger and investigated what happens after people express their anger. In contrast, this study looks at permitting/not permitting the expression of anger (providing/not providing feedback opportunities) anger from a contextual point of view and suggests that in some work-related contexts, norms and cultures allow people to express their anger and in some work-related contexts they do not provide opportunity for people to express their anger. The results of this hypothesis do not strongly

support the studies about the positive effect of expression of anger in work-related contexts (Callister et al., 2003). Nevertheless, the findings of this study show that the expression of anger slightly leads to more positive attitudes towards the employer and organisation.

Moreover, the findings of this study help to broaden our understanding of fairness heuristic theory (Lind, 2001). The findings show that in the condition where people received unfair feedback but got the opportunity to express their anger, they slightly engaged in less destructive outcome behaviours than the condition where people received unfair feedback but had to suppress their anger. Therefore, this study contributes to fairness heuristic theory (Lind, 2001) through showing these differences between the permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not providing feedback opportunity) conditions in the unfair situations.

In the next section (7.2.3), findings relating to permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the two subscales of the attitude measure towards the organisation and employer are discussed. In particular, it is discussed why the expression of anger significantly causes people to report higher levels of satisfaction with the job interview task and why the results might not be significant for the excitement scale.

7.2.3 Exploratory findings of the pilot study

In this section, exploratory findings relating to the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the excitement and satisfaction scales (two factors of the scale "attitude towards the organisation and employer") are discussed. As was explained in section 5.5.4.3 in chapter 5, the items of the "excitement" scale represent to which extent people find the task exciting, innovative and novel. It also measures whether people are motivated to do their best on the task. The factor

"satisfaction" measures whether people feel that they are respectfully treated in the task and whether they are satisfied from doing the task. This factor also measures the extent to which people believe that the task is easy.

The findings do not confirm that people in the condition who get the opportunity to express their anger (providing feedback opportunity) display significantly more excitement from doing the task, compared to people who do not get opportunity to express their anger (not providing feedback opportunity). However, findings reveal that people in the permitting expression of anger (providing feedback opportunity) condition show more satisfaction from doing the task, compared to the not permitting expression of anger (not providing feedback opportunity) condition. Additional findings indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show less excitement and satisfaction from doing the task, compared to the fair condition.

These findings highlight the two-factor solution for the attitude scale and explain that the results (differences between permitting the expression of anger [providing feedback opportunity] and not permitting the expression of anger [not providing feedback opportunity] conditions) are only significant for one of the factors, that is, the one measuring satisfaction. The findings suggest that the expression of anger might not lead to excitement, but it can result in satisfaction from doing the task. Specifically, when people have been treated unfairly and get the opportunity to express their anger, they do not judge the employer's task positively and are not excited by doing the task. However, compared to people in the not permitting expression of anger (not providing feedback opportunity) condition, they believe that they are treated more respectfully and are more satisfied from doing the task. These findings correspond to previous studies which discuss that people with higher levels of work

satisfaction value the opportunities that have been given to them as a part of their employment (Naff & Crum, 1999; Wright & Pandy, 2008).

These findings suggest that people who have been treated unfairly are not excited about the employer's task. However, because of the opportunity that they had been given to express their anger in the express condition, they reported higher levels of satisfaction from doing the employer's task, compared to people in the not permitting expression of anger (not providing feedback opportunity) condition. These findings are also consistent with previous research which suggests that satisfaction is a more general construct than excitement and excitement is a subdimension of satisfaction (Matzler & Renzl, 2007). Therefore, people can be less excited about doing a task but are generally still satisfied from doing it.

7.2.4 Summary of the discussion of the findings from the pilot study

The results relating to H1 do not support studies regarding the constructive and positive outcomes of the expression of anger in work-related contexts (Callister et al., 2003). However, the findings might be in line with accounts and studies (e.g., Deutsch et al., 2006; Krieglmeyer et al., 2009) which suggest that giving more information to participants which explains the causes of negative feedback does not affect their immediate reaction to the negative feedback but prevents retaliation.

However, the results relating to H2 indicate support for studies on the constructive and positive outcomes of the expression of anger in work-related contexts (Callister et al., 2003). The results are not always statistically significant but people in the permitting expression of anger (providing feedback opportunity) condition show slightly more positive attitudes towards the organisation and employer, compared to the not permitting expression of anger (not providing feedback opportunity) condition. In particular, the results regarding the satisfaction factor of attitude scale show that people in the permitting expression of anger

(providing feedback opportunity) condition show significantly more satisfaction from doing the task, compared to the not permitting expression of anger (not providing feedback opportunity) condition.

7.3 Discussion of the findings related to H3, H4, H5 and H6 from the main study

To remind the reader, H3, H4 and H5 investigated whether participants who get the opportunity to express their anger (providing feedback opportunity) show constructive outcome behaviours (voice constructively [H3], lower expression of immediate feedback through emojis [H4], and long-term commitment and loyalty to the organisation [H5]), compared to participants who do not get opportunity to express their anger (not providing feedback opportunity). H6 tests whether people who are given the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positively than participants who do not get opportunity to express their anger (not providing feedback opportunity).

7.3.1 H3 Participants who get the opportunity to express their anger (providing feedback opportunity) are more likely to voice constructively than participants who do not get the opportunity to express their anger ([not providing feedback opportunity]; intention + behaviour).

The results of the main study do not confirm that expression of anger leads to higher levels of intention to voice constructively. As it was mentioned earlier, the difference score of sharing the opinion with employer and sharing the opinion on social media indicated participants' intention to voice constructively. Findings from the main study indicate that the difference between the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback*

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opportunity]) and the fair condition is statistically significant and people in the two anger conditions show less intention to voice constructively compared to people in the fair condition.

These results regarding the differences between the permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not providing feedback opportunity) conditions replicate the results of the pilot study. As was discussed for H1, the results do not confirm studies about the positive and constructive outcomes of the expression of anger in work-related contexts (Geddes & Callister, 2007). The study also does not confirm the findings by Callister et al. (2003), which showed that people in an expression context show less negative interpersonal and organisational behaviours, compared to a not expression (suppression) context. Although Callister et al. (2003) used positive or negative outcome behaviours in order to measure individuals' constructive/destructive behaviours, they did not measure voicing as a specific outcome behaviour. In addition, their study was a qualitative study in which individuals were asked to answer some general questions about the work-related context "e.g., how often anger was expressed in the organization, how appropriate it was to express anger, and what outcomes generally resulted from such expression." Therefore, individuals were asked to think about and explain a recent time that they had experienced anger, or a time when they were an observer of anger episodes in the work-related context. Next, they were asked to describe the outcomes and the intensity of the anger expression. Therefore, in their study, respondents were not asked to indicate their immediate reaction, such as whether they would voice constructively/destructively, to unfair feedback. Callister et al. (2003) only used self-report methods which could be biased, whereas the current study employed measures of real behaviour. In this study, participants were requested to indicate their immediate reaction to unfair feedback. Therefore, it might be difficult for angry

participants to show immediate constructive reactions, especially when they still might be angry about unfair treatments, even though they were treated fairly by receiving an opportunity to express their anger. In line with these considerations, other studies and accounts (e.g., Deutsch et al., 2006; Krieglmeyer et al., 2009) suggest that treating participants politely after presenting negative feedback does not affect their immediate reactions to the feedback.

Furthermore, the results about the differences between the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition are in line with fairness heuristic theory (Lind, 2001), which suggests that being treated unfairly may result in less cooperative behaviours and less positive behaviours for others, such as the organisations or employers. Consistently, this study shows that people in the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) who receive unfair feedback are less likely to voice constructively (sharing their opinion with the employer), compared to people who receive fair feedback. The results also are consistent with findings by Chan and Arvey (2011), which show that perceived unfairness is related to negative outcome behaviours such as revenge. They state that anger plays a mediating role between the perception of unfairness and revenge behaviour. Relatedly, in a meta-analysis (Cohen-Charash & Spector, 2001), researchers revealed a positive correlation between perceived fairness and work performance in both field and experimental studies. In particular, they show a strong relationship between the perception of procedural fairness and work performance. They also claim that there is a negative relationship between perceived fairness and counterproductive work behaviour. Therefore, the findings of this study broaden those findings and indicate that in the anger conditions where people are treated unfairly, they

indicate less immediate constructive reactions, such as sharing the opinion with the employer in order to help him/her to develop his/her task.

The results do not confirm that people in the permitting expression of anger (providing feedback opportunity) condition voice constructively (behaviour), compared to people in the not permitting expression of anger (not providing feedback opportunity) condition. The voicing constructively (behaviour) measures voicing at a behavioural level through asking individuals to click on the related option and to either share their opinion with the employer or to post it on social media. The findings also do not indicate that people in the fair condition voice constructively, compared to people in the not permitting expression of anger (not providing feedback opportunity) condition.

These results about the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the voicing constructively (behaviour) replicate the findings of the pilot study (H1) and also are consistent with the findings of intention to voice constructively in the pilot. The results reveal that people in the permitting expression of anger (providing feedback opportunity) condition not only do not show an intention to immediately engage in a constructive reaction (intention to voice constructively) but also do not behaviourally engage in an immediate constructive reaction (voicing constructively [behaviour]). These findings suggest that there is intention-behaviour consistency about showing an immediate constructive reaction (voicing constructively) in the permitting/not permitting the expression of anger (providing/not providing feedback opportunities) conditions. These findings support the theory of reasoned action (Ajzen, 1985), which claims that when people have less intention to do something, they will be less likely to do so.

These results are in line with the argument of some of the researchers who believe that behavioural reactions to unfairness are not straightforward, because that are influenced

by many additional factors such as internal (e.g., motivational) or external (e.g., social constraints), which make them complex (Bediou & Scherer, 2014; Frijda & Scherer, 2009).

7.3.2 H4 Participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity).

The findings do not confirm that people who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to people who do not get opportunity to express their anger (not providing feedback opportunity). Participants were asked to pick up one of the emoticons to summarise their written feedback. They had to pick up an emoji to show to which extent their written comment and feedback were positive or negative. Very unhappy emoji (sad emoji vs. angry) was chosen to visualize in what extent participants were not satisfied, were negative and unhappy about the employer's task. Surprisingly, findings show that people who get the opportunity to express their anger (providing feedback opportunity) show higher levels of expression of immediate negative feedback through emojis, compared to the people who do not get opportunity to express their anger (not providing feedback opportunity). The fact that anger is similar (or even higher) in the permitting expression of anger (providing feedback opportunity) condition compared to the not permitting expression of anger (not providing feedback opportunity) condition contradicts the assumption that differences in the tone of the not permitting the expression of anger (not providing feedback opportunity) and permitting the expression of anger (providing feedback opportunity) instructions caused their differential effects. Therefore, choosing a sad versus angry emoticon

provided the possibility to show that the differences in the tone of the anger conditions has not caused their differential effects.

Further, moderation analyses were done to investigate whether increasing in long-term and commitment and loyalty might have caused enhance in the expression of anger through emojis in the permitting expression of anger (providing feedback opportunity) condition. The findings did not show that only when loyalty is high, participants may find it worth to give feedback that contains negative thoughts.

Additionally, the findings indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show higher expression of immediate negative feedback through emojis, compared to the fair condition. The results do not replicate the findings of Callister et al. (2003), which was a qualitative study. Callister et al. (2003) reported that people who were in an expression context reported lower levels of negative individual responses, such as experiencing negative emotions (feeling frustration and anger, feeling defensive, tension and fear) in their responses to interview questions. Although they reported their experiences of negative emotions, there was not any evidence to show whether they had less intention to express their negative emotion. However, in the present study, when participants were asked to write their feedback about the employer's task and to summarise their feedback using an emoji, they expressed more negativity and unhappiness through their emojis. These findings are further supported by the additional analyses on the comments and statements that participants wrote at the end of the experiment. The additional findings show that people who get the opportunity to express their anger show higher levels of expression of immediate negative feedback through written statements, compared to people who do not get opportunity to express their anger (not providing feedback opportunity) (see section 7.4.6). This suggests that when individuals are permitted to express

their anger after receiving unfair feedback, they express higher immediate negative reactions. This is in line with studies which suggest that the expression of anger is a determinant way of displaying organisational dissent (Graham, 1986; Kassing, 1998; Kassing & Armstrong, 2001). Therefore, when an individual receives an opportunity to express his/her anger in work-related contexts, and when work-related contexts encourage and allow individuals to express their anger, people might use this opportunity to express their discontent and disagreement with the existing tasks or activities within the work-related context. From this perspective, individuals' expression of discontent, or even dissent, might be useful for employers or superiors in work-related contexts. For example, it could help work-related contexts such as organisations to understand the existent issues (e.g., potential mistreatment or unfairness) within themselves and to try to resolve them, otherwise they will simply have to accept this level of negativity. The results also extend the findings by Krieglmeyer et al., (2009) and indicate that being treated fairly after receiving unfair feedback not only does not reduce immediate negative reaction, but also causes individuals to express more immediate negative feedback using the emojis. In particular, the results show that when individuals are asked to express their immediate reaction (give feedback) using an emoji (which shows how far they are unhappy about the employer's task), they indicate a higher expression of immediate negative feedback.

7.3.3 H5 Participants who get the opportunity to express their anger (providing feedback opportunity) show higher levels of long-term commitment and loyalty to the organisation, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity).

In order to measure long-term commitment and loyalty to the organisation, participants were asked to rate how much they would like to do the same job interview task

again, and how much they would say positive things about the job interview task to other people. The findings confirm that people who get the opportunity to express their anger (providing feedback opportunity) show more long-term commitment and loyalty to the organisation, compared to people who do not get opportunity to express their anger (not providing feedback opportunity). Additionally, the findings indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*), show less long-term commitment and loyalty to the organisation, compared to the fair condition. Therefore, the type of organisation whether it permits people to express their anger and whether it allows them to provide their feedback can cause people significantly show more long-term commitment and loyalty. The results are in line with the dual-threshold model of anger in organisations (Geddes & Callister, 2007), which recommends that in the "expression threshold," when people express their felt anger to angry opponents who can resolve the problem (e.g., managers), anger causes positive outcomes. In particular, the results of this study suggest that permitting the expression of anger causes individuals (e.g., subordinates, employees) to indicate higher levels of intention to work for the employer and organisation again. Also, permitting the expression of anger causes individuals to be willing to say positive things about the organisation to other people and it motivates individuals to recommend the organisation's tasks to other people.

The results confirm the findings about the effects of permitting the expression of anger in work-related contexts (Geddes & Callister, 2007). However, Geddes and Callister (2007) did not test the effect of expression of anger on commitment and loyalty to the organisation. Therefore, this study broadens their findings by showing that the expression of anger can lead to a positive, thoughtful and reflective reaction, such as long-term commitment and loyalty to the organisation. The results also correspond to the results of

Krieglmeyer et al. (2009), that attributing frustration to an unintentional cause reduces an individual's aggressive behaviour. Krieglmeyer et al. (2009) showed that once people were aware that the negative feedback they received for their performance was not intentional, their aggressive behaviour was reduced. This suggests that when individuals have this additional information, their behaviour is changed and they display more reflective reactions. Similarly, the findings of this study suggest that in the condition where individuals received a message saying that they could express their anger, their reflective and thoughtful reaction (long-term commitment and loyalty to the organisation) was changed (increased), compared to people who did not receive this message.

These results contradict previous research which encouraged the down-regulation of negative emotions in work-related contexts (Callister et al., 2017; Feinberg, Ford & Flynn, 2020; Gibson et al., 2009). Based on the social-functionalist theory of emotions (Keltner & Gross, 1999), these findings challenge previous research about the benefits of down-regulating negative emotions. Instead, the present findings highlight the importance and the benefits of the expression of negative emotions, such as anger, in work-related contexts. The expression of anger can enhance and maximise the important functions that this emotion has in terms of directing favourable and appropriate behaviour (e.g., long-term commitment and loyalty to the organisation).

Furthermore, the results about the differences between the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition replicate the results of previous work, which recommend the effect of fairness on attitudes about organisations or authorities in work-related contexts (Lind & Tyler, 1988). According to Lind and Tyler (1988), fairness of procedures gives information about "the rules" of the

relationship in organisations. This information prepares the basis for the evaluation of the quality of the long-term relationship and, accordingly, attitudes towards the organisation.

7.3.4 H6 Participants who are given the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positively than participants who do not get opportunity to express their anger (not providing feedback opportunity).

In order to measure the evaluation of the employer's task, participants were asked to rate how much they felt excitement from doing the employer's job interview task and how much they believed that the task was easy to do, and if it was novel and innovative. The findings do not confirm that people who get the opportunity to express their anger (providing feedback opportunity) evaluate the employer's task significantly more positively, compared to the people who do not get opportunity to express their anger (not providing feedback opportunity). Additional findings indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) evaluate the employer's task less positively, compared to the fair condition.

The results confirm Callister et al.'s (2003) qualitative study, which did not reveal significant positive individual, interpersonal and organisational outcomes in the expression context. In Callister et al.'s (2003) study, researchers coded respondents' answers to interview questions. They did not find significant differences for positive outcomes, such as increased motivation, attitude change, satisfaction or improved relationship for people who were working in the anger expressed contexts and people who were working in the suppressed anger contexts. However, they found that people in the expression context showed lower levels of negative outcome behaviours, such as intention to retaliate, compared to

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people in the suppression context. The results of this study suggest that receiving feedback regarding the opportunity for the expression of anger might not be adequate or enough to convince an individual to indicate a positive evaluation of the anger inducing task or event. These findings replicate Leheta (2016), who showed a small and weak effect of feedback on task evaluation and task motivation. An explanation for these findings could be based on this claim in the literature that feedback can be successful and work as predicted when it is clear (e.g., Earley, Northcraft, Lee & Lituchy, 1990), and that it helps to show individuals how to improve their wrongdoings over time (e.g., see Hattie & Timperley, 2007). Other than that, it might be disregarded (Ilgen et al., 1979); in particular, when it is not helpful for individuals regarding their expectations set (see Klein, 1989). In addition, as was mentioned in chapter 5, this study was an online study using Prolific, which meant that individuals had little time to process the information from the feedback. Therefore, that might not be effective on their evaluation of the employer's task.

The results also confirm fairness heuristic theory (Lind, 2001), as they indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) who received unfair feedback indicated less positive evaluation of the employer's task, compared to people who were in the fair condition. Fairness heuristic theory (Lind, 2001) suggests that fairness results in more positive outcome results, such as increasing cooperation or behaviours which consider the needs of group. Similarly, the findings of this study show that in the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*), where people received unfair feedback, these participants indicated less positive outcome behaviour, such as evaluating the task more positively, compared to the fair condition.

7.4 Discussion of findings related to the H7, H8, H9 and H10 from main study

In this part, the results of moderation analyses for moral identity are discussed. In particular, findings relating to the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and constructive/destructive outcome behaviours (voicing constructively, expression of immediate negative feedback through emojis, long-term commitment and loyalty to the organisation and positive evaluation of the employer's task) are discussed.

7.4.1 H7 Participants with higher levels of moral identity are more likely to voice constructively (intention + behaviour) in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

The findings do not confirm that moral identity impacts the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on intention to voice constructively. In other words, participants with higher levels of moral identity do not indicate more intention to share their opinion with the employer, compared to the not permitting expression of anger (not providing feedback opportunity) condition. In order to measure participants' moral identity, they were asked to indicate in which levels the moral characteristics (e.g., caring, compassionate, friendly, and helpful) describe them. Moral identity is defined as a mechanism that enhances moral behaviour (e.g., Blasi, 1984; Damon & Hart, 1992).

The findings of this study reveal that there is a positive main effect of moral identity on intention to voice constructively. This reveals that without considering the impact of

condition, higher moral identity is related to higher levels of intention to voice constructively. In other words, this significant main effect indicates that moral identity can enhance the intention to engage in activities which might be beneficial for work-related contexts. These results replicate Reynolds and Ceranic's (2007) findings, which show that people with higher levels of moral identity are not highly likely to engage in destructive outcome behaviours in work-related contexts, such as revenge or retaliation, because these destructive behaviours can damage people's moral self-concept (Reynolds and Ceranic, 2007). This is also in line with Hart et al.'s (1998) definition of moral identity, which says that moral identity is "a commitment to one's sense of self to lines of action that promote or protect the welfare of others" (p. 515).

The results regarding the moderating effects of moral identity do not confirm previous studies which highlight the importance of individual level factors and psychological traits on the expression of anger. Previous research suggests that there is an interaction effect between the individual and the contextual level factors in affective experiences in workplaces (Weiss & Cropanzano, 1996). For instance, Geddes and Stickney (2011) and Stickney and Geddes (2016) mention that employee's expression of anger is not only influenced by contextual factors, such as organisational norms or limitations, but is also affected by individual traits. According to Stickney and Geddes (2016), people with higher levels of proactive personality traits may be more likely to intend to behave in a supportive way when their co-workers face unfairness in the workplace. On the other hand, people with higher levels of negative psychological traits (e.g., negative affectivity) can be highly likely to intend on engaging in a muted anger expression (unconstructive voicing) or stay silent, instead of voicing constructively (expressing ideas to responsible people) in work-related contexts.

In addition, the results do not confirm the episodic model of anger in organisations (Gibson & Callister, 2010), which suggests that psychological traits or individual level

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factors moderate the link between anger expression and outcome behaviours. Although they highlighted the moderating effect of individual level factors, Gibson and Callister (2010) did not investigate moral identity as a moderator. Therefore, the findings of this study broaden their research through testing the potential moderating effect of moral identity and indicating that moral identity does not moderate the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on voicing constructively.

The main effect findings suggest that moral identity as a positive psychological trait motivates people to voice constructively (immediate positive reaction). However, the moderating findings suggest that moral identity is not powerful enough to lead to immediate positive reactions (voicing constructively), after being treated unfairly in a work-related context. In addition, the nature of the outcome behaviour "voicing" is judgmental and there are some researchers who believe that even voicing in public can be considered as less destructive behaviour (Johnson, 2018). In particular, there are some studies which discuss the positive impact of whistle blowing as a way to show the existent mistreatments or corruption in organisations, in order to make the organisation a better place to work. In addition, morality refers to "a concern for others (beyond one's personal or class interests)" (Lindebaum, et al., 2017). Therefore, people who have high levels of moral identity are concerned about helping others, even if it is beyond class or group interests. From this perspective, people who have higher levels of moral identity may indicate similar patterns of helping the organisation regardless of their contextual factors, such as the norms and the culture of the organisation, and whether they allow people to express their anger or not.

In the whistle-blowing literature, there are some examples about people who display angry behaviour in a prosocial manner which can be beneficial for a situation. They define whistle-blowing as "the disclosure by organization members (former or current) of illegal, immoral, or illegitimate practices under the control of their employers, to persons or

organizations that may be able to effect action" (Near & Miceli, 1995, p. 680). From this perspective, whistle-blowing facilitates "exposure of illegal, unethical, or morally questionable acts that may go against the values of the organization as well as civil society" (Lindebaum & Geddes, 2016).

The results are not consistent with findings by Treviño et al. (2014), which indicate that moral identity moderates the effect of contextual factors, such as organisational culture and leadership's (e.g., fair/unfair) behaviour on employees' behavioural responses. However, findings relating to the main effect of moral identity are consistent with studies (e.g., Sanders, et al., 2016; Skarlicki & Rupp, 2010) which claim that moral identity affects individuals' motivational and subsequent behavioural reactions. Similarly, DeCelles et al. (2012) indicate that higher moral identity can lead to less self-interested behaviour. In contrast, people whose moral identity is higher feel more responsibility to act in line with behaviours that are beneficial to others (Rupp, 2003).

The analyses at the behavioural level (voicing constructively [behaviour]) show that moral identity does not impact whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) results in voicing constructively (behaviour). In other words, participants with higher levels of moral identity do not voice constructively (behaviour) in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity). Therefore, the findings regarding the voicing constructively (behaviour) are consistent with the findings regarding intention to voice constructively. Again, these findings support the theory of reasoned action (Ajzen, 1985). This theory highlights the consistency between intention and behaviour and that even when considering individual level factors, such as moral identity, as a moderator, there is still consistency between intention and behaviour results.

7.4.2 H8 Participants with higher levels of moral identity show lower levels of expression of immediate negative feedback through emojis in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

The findings do not confirm that moral identity impacts the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of immediate negative feedback through emojis. Nevertheless, exploratory analyses (in order to understand the effect of moral identity on different conditions) reveal the impact of medium and higher levels of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and the expression of immediate negative feedback through emojis. The findings indicate that people who have medium and higher levels of moral identity show more expression of immediate negative feedback through emojis in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity).

In a study, Jia and Krettenauer (2017) suggest that in western cultures there are some characteristics for describing someone as a moral person. They mention that accepting, being obedient and following the rules are among these characteristics. Therefore, in western cultures, it is considered that people with higher moral identity are more obedient to rules. This might explain why people with higher levels of moral identity in the current study are more likely to express their immediate negative feedback in the permitting expression of anger (providing feedback opportunity) condition.

In addition, these findings can be also explained by moral anger concept, which is defined as "anger provoked by perceptions that a moral standard—especially fairness or justice—was violated" (Lindebaum & Geddes, 2016, p. 739). According to Lindebaum and Geddes (2016, p. 740), moral anger is associated with positive intentions "(e.g., upholding moral standards, seeking fair treatment, and protecting those more vulnerable)" and is related to "something greater than individual self-interest". Lindebaum and Geddes (2016, p. 740) believe that moral anger "cannot remain as a mere cognitive feeling; it necessarily prompts some form of expression and action." From this perception, it can be considered that people in the expression of anger condition, who were told they were allowed to express their anger, used this as an opportunity to express their negative feedback immediately because they were asked to do so. Relatedly, Baumeister, Vohs, DeWall and Zhang (2007) say that sometimes emotions deliver important feedback about one's behaviours. The function of that feedback can be to "learn a lesson," which gives guidance for future actions. It might be also the case that people express their immediate negative feedback to correct any wrongdoing and transgression from fairness immediately, as well as in the future. Therefore, from this perspective, people who have higher levels of moral identity and feel that others' interests are important to them, in the permitting expression of anger (providing feedback opportunity) condition, use the opportunity to express their negative feedback immediately with the aim of helping the employer and the organisation to resolve wrongdoings and mistreatment.

Moreover, analyses about comparisons between the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition, reveal that moral identity reduces the expression of immediate negative feedback through emojis in the fair condition, compared to the anger conditions. In other words, people with higher levels of moral identity

express less negative feedback (when they are asked to symbolically summarise their feedback through the emojis) in the fair condition, compared to the anger conditions.

Another important point which should be mentioned here is sad vs. happy emojis is used to measure in what extent participants, in general, express a negative feedback about the employer's task. Therefore, the idea was that sad faces compared to angry faces could be a better representative of the negative feedback expression. The results of the emojis are consistent with the findings in written statements which shows people in the permitting expression of anger (providing feedback opportunity) condition show more expression of negative feedback than the not permitting expression of anger (not providing feedback opportunity) condition. However, the result related to the expression of anger (through written statements) is tested and will be discussed in the upcoming paragraphs.

7.4.3 H9 Participants with higher levels of moral identity show higher levels of long-term commitment and loyalty to the organisation in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

The results do not confirm that moral identity moderates the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on long-term commitment and loyalty to the organisation. Exploratory analyses, in order to understand the effect of moral identity on different conditions, reveal the impact of medium and higher levels of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and long-term commitment and loyalty to the organisation. The results reveal that people who have medium

and higher levels of moral identity show more intention to work for the organisation and employer again and are more likely to say positive things about the organisation to other people.

The comparison between the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition indicates that higher moral identity enhances people's long-term commitment and loyalty to the organisation in the fair condition, compared to the anger conditions. In other words, people with higher moral identity show more long-term commitment and loyalty to the organisation in the fair condition, compared to the anger conditions.

The results are consistent with the points that Shao, Aquino and Freeman (2008) report in their research review. They claim that moral identity is positively related to prosocial behaviours (e.g., volunteering) and is negatively associated with cheating. According to their claim, there is an interaction between moral identity and contextual variables. In other words, people who have higher levels of moral identity are influenced by contextual cues (e.g., leadership behaviours and the organisation's culture; Shao et al., 2008). In another study, they indicate that there is a positive association between moral identity and organisational citizenship behaviours. In particular, they found that moral identity moderates the effect of distributive justice on organisational citizenship behaviour. They revealed that higher levels of moral identity increase the positive impact of distributive justice on organisational citizenship behaviours towards individuals or the organization (Rup, Shao, Thornton & Skarlicki, 2013).

However, this study broadens previous findings through investigating the differences between the permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not providing feedback opportunity) contexts in which

people in the expression situation receive unfair treatments, but get permission to express their anger, and in the not permitting expression of anger (not providing feedback opportunity) condition they are treated unfairly but do not receive an opportunity to express their anger. This study suggests that higher levels of moral identity might have a more positive impact in terms of long-term commitment and loyalty in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity).

The results are consistent with Treviño et al. (2014) which indicate that moral identity moderates the effect of contextual factors, such as organisational culture and leadership's (e.g., fair/unfair) behaviour, on employees' behavioural responses. In addition, the results support Dehghani, Carnevale and Gratch's (2014) findings which highlighted the morally charged nature of the behaviour as one of the factors which determined whether anger can result in constructive behaviour.

7.4.4 H10 Participants with higher levels of moral identity evaluate the employer's task significantly more positively in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

The results do not confirm that moral identity moderates the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the positive evaluation of the employer's task. However, the findings reveal that there is a positive main effect of moral identity on the positive evaluation of the employer's task. This reveals that without considering the impact of conditions, higher moral identity is related to a

more positive evaluation of the employer's task. The comparison between the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition, indicates that higher moral identity does not impact people's evaluation of the employer's task in the fair condition, compared to the anger conditions. In other words, people with higher moral identity do not evaluate the employer's task significantly more positively in the fair condition, compared to the anger conditions.

These findings extend the findings mentioned in H6 through indicating that even with moral identity as a potential moderating factor, it does not enhance the positive evaluation of the employer's task in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity). As was previously mentioned, receiving feedback regarding the opportunity for the expression of anger might not be enough for someone to evaluate an anger inducing event or task positively. Moreover, moral identity cannot boost this weak relationship between the permitting/not permitting the expression of anger (providing/not providing feedback opportunities) conditions and the positive evaluation of the employer's task. These findings extend Leheta's (2016) findings through showing the impact of moral identity. These findings highlight the importance of the clarity of the feedback (e.g., Earley et al., 1990). These findings show that it might not be easy for individuals to only receive the information about whether they are allowed to express their anger or not in a work-related context through a single piece of feedback. From this perspective, moral identity, as an other-oriented and prosocial trait, cannot play a role in increasing people's engagement with positive outcome behaviours in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the

condition which they are not permitted to express their anger (not providing feedback opportunity).

However, the findings regarding the main effect of moral identity on the positive evaluation of the employers' task is consistent with previous studies (e.g., Sanders et al., 2018; Skarlicki & Rupp, 2010), which indicate that moral identity affects individuals' motivational and subsequent behavioural reactions. In addition, DeCelles et al. (2012) indicated that higher moral identity could lead to less self-interested behaviour. In contrast, people whose moral identity is higher feel more responsibility to act in ways which are beneficial for others (Rupp, 2003). This could suggest that moral identity itself motivates people to engage in a positive outcome behaviour regardless of the type of the feedback that they have received. The results are consistent with the points that Shao et al. (2008) report in their research review. They claim that moral identity is positively related to prosocial behaviours (e.g., volunteering).

7.4.5 Summary of the discussion of findings from the main study

The results for H3 do not confirm that permitting the expression of anger will result in people being more likely to voice constructively (intention + behaviour). In addition, the findings for H4 do not confirm that people who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through emojis, compared to the people who do not get opportunity to express their anger (not providing feedback opportunity). The findings reveal that permitting the expression of anger after unfair feedback does not prevent immediate reaction and immediate negative feedback.

The findings related to H5 indicate that the expression of anger leads to more long-term commitment and loyalty to the organisation, but the findings of H6 do not indicate that

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the expression of anger leads to a positive evaluation of employer's task. The results are consistent with Krieglmeyer et al. (2009), who indicated that when people were informed that the negative feedback which they received for their performance on a task was not intentional, their immediate reaction remained unchanged, while their reflective aggressive behaviour was reduced (Kremer & Stephens, 1983). However, the results of the H3, H4 and H6 do not support the studies where the expression of anger results in positive outcomes.

The results of H7, H8, H9 and H10 do not show that moral identity moderates the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours. However, the results for H8 and H9 indicate that people with medium or higher levels of moral identity show higher levels of expression of negative emotion through emojis and more long-term commitment and loyalty to the organisation, successively.

7.4.6 Additional results from main study

The section 7.4.6.1 discusses the additional results related to the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on participants' expression of feedback through written statements. The section 7.4.6.2 discusses the additional results related to the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and participants' expression of feedback through written statements.

7.4.6.1 Exploring the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of feedback through written statements

This section discusses the additional results related to the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on expression of (i) immediate *negative* feedback and (ii) expression of *anger* through written statements. In addition, this section discusses the effects of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on writing a high-quality, detailed and well-thought through statement (piece of feedback).

Investigating whether participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of immediate negative feedback through written statements, compared to participants who do not get opportunity to express their anger (not providing feedback opportunity).

The findings do not confirm that people who get the opportunity to express their anger (providing feedback opportunity) show lower levels of the expression of immediate negative feedback through written statements, compared to the people who do not get opportunity to express their anger (not providing feedback opportunity). Participants were asked to write their feedback about what they were thinking about the job interview task and the commentary that they received earlier in the experiment. Two undergraduate students were trained to code the written feedback independently. Coders were asked to rate the statement regarding the question "Do you agree that the candidate expresses negative emotions in his/her statement?" The rating scale indicated the extent to which the coders agreed with the question.

Surprisingly, findings show that people who get the opportunity to express their anger (providing feedback opportunity) show higher levels of the expression of immediate negative

feedback through written statements, compared to the people who do not get opportunity to express their anger (not providing feedback opportunity). These results replicate the findings mentioned earlier (see section 7.3.2), on the expression of immediate negative feedback through emojis. This suggests that when individuals are permitted to express their anger, they use the opportunity to express their negative emotions or concerns through every possibility that they have (e.g., written statement or using emojis). In addition, similar to the expression of immediate negative feedback through emojis, these results contradict the assumption that differences in the tone of the not permitting the expression of anger (not providing feedback opportunity) and permitting the expression of anger (providing feedback opportunity) instructions caused their differential effects. Further, moderation analyses were done to investigate whether increasing in the long-term and commitment and loyalty might have caused the enhance in the expression of anger through emojis in the permitting expression of anger (providing feedback opportunity) condition. The findings did not support this interpretation and did not show that only when loyalty is high, participants may find it worth to give feedback that contains negative thoughts.

Additionally, the findings indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show a higher expression of immediate negative feedback through written statements, compared to the fair condition. These results are in correspondence with the findings of the expression of immediate negative feedback through emojis.

These findings support the findings of H4 and, similar to those findings, suggest that when individuals are allowed to express their anger in a work-related context, they might use this possibility to express their negative feedback to the employer and the organisation. This might be even useful for the organisation, because they can receive individuals' concerns and

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use them to try to solve the issue and improve the organisation. In the organisational dissent literature, it has been helpful for organisations that their employees display their disagreement and dissent (Graham, 1986; Kassing, 1998; Kassing & Armstrong, 2001).

Investigating whether participants who get the opportunity to express their anger (providing feedback opportunity) show lower levels of expression of anger through written statement (feedback) compared to participants who do not get opportunity to express their anger (not providing feedback opportunity).

The findings do not confirm that people who get the opportunity to express their anger (providing feedback opportunity) show lower levels of the expression of anger through written statement (feedback), compared to the people who do not get opportunity to express their anger (not providing feedback opportunity). Participants were asked to write feedback about what they thought about the job interview task and the commentary that they received earlier in the experiment. Two undergraduate students were trained to code the written feedback independently. Coders were asked to rate the statement regarding the question "Do you agree that the candidate expresses anger in his/her statement?" The rating scale indicated the extent to which the coders agreed with the question.

The findings do not show that people who get the opportunity to express their anger (providing feedback opportunity) show lower levels of the expression of anger through written statement (feedback), compared to people who do not get opportunity to express their anger (not providing feedback opportunity). Again, this suggests that anger is similar (or even higher) in the permitting expression of anger (providing feedback opportunity) condition compared to the not permitting expression of anger (not providing feedback opportunity) condition (as displayed consistently across several DVs such as the expression of immediate negative feedback through emojis and written statements and also as it was shown in the

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manipulation check about the state anger). Therefore, these results contradict the assumption that differences in the tone of the not permitting the expression of anger (not providing feedback opportunity) and permitting the expression of anger (providing feedback opportunity) instructions caused their differential effects. Additionally, the findings indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show a higher expression of anger through written statement (feedback), compared to the fair condition. In addition, these findings are consistent with the results of the manipulation check regarding state anger. Manipulation check results did not show significant differences between the levels of state anger between the expression and the not permitting expression of anger (not providing feedback opportunity) conditions.

Investigating whether participants who get the opportunity to express their anger (providing feedback opportunity) show higher quality of writing a detailed and well-thought through statement (feedback) compared to participants who do not get opportunity to express their anger (not providing feedback opportunity).

Participants were asked to write feedback about what they were thinking about the job interview task and the commentary that they received earlier in the experiment. Two undergraduate students were trained to code the written feedback independently. Coders were asked to rate the statement regarding the questions "Do you agree that this statement is detailed?" and "Do you agree that this statement is well-thought through?" The rating scale indicated the extent to which the coders agreed with the questions.

The findings do not confirm that people who get the opportunity to express their anger (providing feedback opportunity) show higher quality of writing a detailed and well-thought through feedback, compared to the people who do not get opportunity to express their anger

(not providing feedback opportunity). Additionally, the findings indicate that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) do not show lower quality of writing a detailed and well-thought through feedback, compared to the fair condition. These results suggest that people in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) are angry, but this does not influence the quality of their feedback, compared to the fair condition.

These findings broaden findings mentioned earlier in the current study, which indicated that people in the permitting expression of anger (providing feedback opportunity) condition do not show an immediate constructive reaction (e.g., voicing constructively or positive evaluation of the employer's task), compared to the not permitting expression of anger (not providing feedback opportunity) condition. These findings show that permitting/not permitting the expression of anger (providing/not providing feedback opportunities) does not affect an individual's performance in writing a high-quality piece of feedback/statement. The results of this study do not replicate previous research which indicates that, in the organisation which is permitting employees' effort, employees show higher motivation and better performance (Sokro, 2012). Sokro (2012) claims that the organisational culture is indirectly related to organisational performance through employee motivation. The findings of the current study show that getting an opportunity to express anger is not enough to increase the quality of an individual's performance in writing detailed and well-thought through feedback. However, the findings also suggest that participants in these conditions did not disengage from the feedback task by writing low-quality feedback.

7.4.6.2 Exploring the moderating effects of moral identity on the link between the permitting/not permitting the expression of anger (providing/not providing feedback opportunities) condition and expression of feedback through written statements

This section discusses the results relating to the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities), the expression of immediate negative feedback and the expression of anger through written statements. Moreover, this section discusses the results relating to the moderating effect of moral identity on the link between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and quality of writing a detailed and well-thought through statement (feedback).

Investigating whether participants with higher levels of moral identity show lower levels of expression of immediate negative feedback through written statements in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

The findings confirm that moral identity impacts the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of immediate negative feedback through written comments. The findings indicate that people who have medium and higher levels of moral identity show more expression of immediate negative feedback through written comments in the permitting expression of anger (providing feedback opportunity) condition, compared to not permitting the expression of anger (not providing feedback opportunity) condition. Moreover, analyses about comparisons between the anger conditions (*permitting the expression of anger [providing feedback*

opportunity] + not permitting the expression of anger [not providing feedback opportunity])

and the fair condition reveal that moral identity reduces the expression of immediate negative feedback through written comments in the fair condition, compared to the anger conditions. In other words, people with higher levels of moral identity indicate less expression of immediate negative feedback through written comments in the fair condition, compared to the anger conditions. These results correspond with the findings of the expression of immediate negative feedback through emojis.

These findings replicate the results of H8 and, similarly to those results, suggest that moral identity enhances individuals' immediate negative reaction to unfair treatment in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity). Therefore, based on Baumeister et al.'s (2007) claim that sometimes emotions present important feedback about a behaviour or event, people with higher levels of moral identity might use the opportunity to express their negative feedback and emotion, in order to teach an angry counterpart or the employer a lesson, so to solve the problem and change his/her behaviour.

Investigating whether participants with higher levels of moral identity show lower levels of the expression of anger through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

The findings confirm that moral identity does not impact the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on the expression of anger through written comments. Moreover, analyses about comparisons

between the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) and the fair condition do not reveal that moral identity reduces the expression of immediate negative feedback through written comments in the fair condition, compared to the anger conditions.

These results suggest that people with higher levels of moral identity might not express their anger directly to angry counterparts. As was mentioned in the previous section, individuals might show their negative emotions or express negative feedback because they feel that expressing negativity might help to change the behaviour of an angry counterpart. However, when it comes to the expression of anger, people with higher levels of moral identity might have less intention to express it.

Investigating whether participants with higher levels of moral identity show higher quality of writing a detailed and well-thought through written comments in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity), whereas participants with lower level of moral identity show a weaker difference between conditions.

The findings confirm that moral identity does not impact the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on writing a high-quality, detailed and well-thought through piece of feedback. However, the results show a slight moderating impact for moral identity in the relationship between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and quality of writing a detailed and well-thought through feedback. Moreover, analyses about comparisons between the anger conditions (*permitting the*

expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]) and the fair condition do not reveal that moral identity enhances the quality of writing a detailed and well-thought through written comments in the fair condition compared to the anger conditions.

The results suggest that individuals with higher moral identity when they are asked to express their anger, indicate better performance in a high-quality writing task. However, when their moral identity is lower, their performance is better when they need to suppress their anger. These results broaden previous results which indicate the effect of moral identity on engagement in prosocial activities, and reveal that when people are allowed to express their anger, their moral identity can boost their performance, which can be constructive for the person and for the organisation. Hereafter, in Table 7.1, again a summary of the results and the related conceptual and practical implications of this study are presented.

Table 7-1

Summary of key findings and implications of the thesis

Hypotheses	Key finding	Conceptual implications	Practical implications
H1	Permitting the expression of anger (providing feedback opportunity) does not significantly lead to higher intention to voice constructively. However, the differences between permitting and not permitting the expression of anger (providing and not providing feedback opportunities) are in the hypothesized direction. Permitting the expression of anger (providing feedback opportunity) does not lead to voicing constructively (behaviour). The findings also do not indicate that people in the fair condition voice constructively, compared to people in the condition where they are not permitting to express their anger (no opportunity to provide feedback).	The findings are consistent with Krieglmeyer, Wittstadt and Strack (2009) showing that permitting the expression of anger (providing feedback opportunity) after unfair feedback does not lead to immediate constructive reactions (voicing constructively). The present findings do not confirm the results by Geddes and Callister (2007).	The results suggest that employers may be well advised to be aware that providing opportunities for employers to express their anger may not lead to immediate constructive reactions.
H2	Permitting the expression of anger (providing feedback opportunity) leads to a slightly more positive attitude towards the organisation and the employer. However, the results are not statistically significant. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show significantly less positive attitude towards the organisation and the employer, compared to the fair condition.	The results provide slight support for the findings of Geddes and Callister (2007). The findings broaden fairness heuristic theory (Lind, 2001) through showing that even in the unfair condition when people get the opportunity to express their anger (provide feedback), they might indicate to some extent positive attitudes towards the organisation and the employer.	Employers may want to consider providing a work environment that does not cause employees to down regulate their negative emotion such as anger. The results recommend that even negative emotions such as anger might result in positive attitudes towards the organisation and the employer. In addition, employers may want to look at ways to deliver their negative feedback with the aim to maximize the useful and beneficial outcomes of the feedback and to minimize the potential negative aspects of the feedback.
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Hypotheses	Key finding	Conceptual implications	Practical implications
H3	Permitting the expression of anger (providing feedback opportunity) does not lead to significantly higher levels of intention to voice constructively. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) reveal significantly less intention to voice constructively, compared to the fair condition. Permitting the expression of anger (providing feedback opportunity) does not lead to voicing constructively (behaviour). The findings also do not indicate that people in the fair condition voice constructively (behaviour), compared to people in the condition where they are not permitting to express their anger (no opportunity to provide feedback).	The findings are consistent with Krieglmeyer et al. (2009) showing that permitting the expression of anger (providing feedback opportunity) after unfair feedback does not lead to immediate constructive reaction (voicing constructively). In addition, the results do not support previous studies about the positive impact of the expression of anger (Geddes & Callister, 2007).	The results suggest that employers may want to look for activities and changes in work-related contexts to get positive effects out of anger. The results show that treating employees politely after unfair feedback is not sufficient to enhance their positive immediate reaction towards the organisation. It may be advisable for superiors to show patient behaviour about individuals' positive reaction in work-related contexts.
H4	Permitting the expression of anger (providing feedback opportunity) leads to significantly higher levels of expression of immediate negative feedback through emojis. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) express more immediate negative feedback through emojis, compared to participants in the fair condition.	Although these findings do not support Geddes and Callister (2007), they are consistent with researchers that view expression of anger as an important way of displaying organisational dissent (Kassing, 1998; Kassing & Armstrong, 2001).	A potential implication is that superiors could be trained in order to get better understanding of subordinates' expression of anger in work-related contexts (Geddes & Callister, 2007; Mastenbroek, 2000). In particular, superiors can be trained that anger may show an existent issue within the work-related context (e.g., an unfair treatment in an employment situation) which should be solved. Superiors may want to decide to reduce sanctions against the expression of negative emotions such as anger by employees, even though the expressions are extreme. This may display an intention to accept the employees' concerns. Therefore, it might enhance employee trust and decrease the silence towards the organisation and the superiors (e.g., employer management).
H5	Permitting the expression of anger (providing feedback opportunity) leads to significantly higher levels of long-term commitment and loyalty to the organisation. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show less long-term commitment and loyalty to the organisation, compared to the fair condition.	The results provide support to the findings of Geddes and Callister (2007). The results also support Krieglmeyer et al.'s (2009) findings through showing that being treated nicely after unfair feedback can impact on a reflective reaction (e.g., long-term commitment and loyalty towards the organisation and the employer). The findings also broaden fairness heuristic theory (Lind, 2001) through showing that even in the unfair condition people have higher levels of long-term commitment and loyalty to the organisation.	The results suggest that the employers may want to think about providing opportunities for employers to express their anger (provide their feedback) because it can lead to higher levels of reflective and thoughtful reactions towards the organisation. Employers can provide these opportunities through regulating the organisational norms and creating more supportive environments in the organisation. This might help the employees to not down regulate their anger and have better reaction towards the organisation and the employer. In addition, employers can be trained to deliver their negative feedback in a way to minimize the potential negative aspects of the feedback.

Hypotheses	Key finding	Conceptual implications	Practical implications
H6	Permitting the expression of anger (providing feedback opportunity) does not significantly lead to positive evaluation of the employer's task. People in the two anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*) show less positive evaluation of employer's task, compared to the fair condition.	The results do not support the findings of Geddes and Callister (2007). However, it is in line with the findings of Callister et al. (2003) which did not find significant differences between permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (not providing feedback opportunity) conditions in positive outcome behaviours. The study suggests that permitting expression of anger (providing feedback opportunity) does not cause people to evaluate the employer's task more positively.	The results suggest that the employees' judgement about the employers' tasks might not be easily and quickly changed even if they receive an opportunity to express their negative emotions such as anger in work-related contexts.

Hypotheses	Key finding	Conceptual implications	Practical implications
H7	Participants with higher levels of moral identity do not indicate more intention to voice constructively in the condition which they get opportunity to express their anger (providing feedback opportunity), compared to the condition which they do not get opportunity to express their anger (not providing feedback opportunity). However, findings indicate the positive main effect of moral identity on intention to voice constructively, which reveals that higher moral identity is related to higher levels of intention to voice constructively. Participants with higher levels of moral identity do not voice constructively (behaviour) in the condition which they get opportunity to express their anger (providing feedback opportunity), compared to the condition which they do not get opportunity to express their anger (not providing feedback opportunity). .	The results do not provide additional support to the moderating effect of moral identity in the organisational research (Rupp, 2003; Sanders, Wisse, Yperen, & Rus, 2018; Skarlicki & Rupp, 2010; Skarlicki, van Jaarsveld, & Walker, 2008). However, the results support the studies about the positive main effect of moral identity on positive outcome behaviours (Aquino & Reed, 2002; Reynolds & Ceranic, 2007).	Due to the positive main effect of moral identity on positive outcome behaviours, organisations may want to consider the moral identity of the employees in the employment procedure. The results imply that organizations may want to consider strategies to promote employees' moral identity, because higher moral identity can cause higher positive reactions (intention to voice constructively) towards the organisation.
H8	Moral identity does not impact whether permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) result in expression of immediate negative feedback through emojis. However, exploratory analyses using the Johnson–Neyman technique indicate moderating effects for medium and higher levels of moral identity which means that medium and higher levels of moral identity might enhance the expression of immediate negative feedback through emojis in the condition which people get the opportunity to express their anger (providing feedback opportunity), compared to the condition which they do not get opportunity to express their anger (not providing feedback opportunity).	The results suggest that higher levels of moral identity might be effective for employees to express even their negative emotions and unhappiness about the employer's task. These results are consistent with the studies which show that people who have high levels of moral identity are concerned about helping others even if it is beyond their group interests (Lindebaum, Geddes & Gabriel, 2017). The results also provide additional support to the moderating effect of moral identity in the organisational research (Rupp, 2003; Sanders, et al., 2018; Skarlicki & Rupp, 2010; Skarlicki et al., 2008).	The results can be interpreted so that organisations may want to provide an opportunity for individuals to express their negative emotions such as anger. The opportunity may increase employees' expression of negative feedback towards the employer and the organisation that might help the employers to resolve the issue and improve the situation. In addition, organisations may want to consider evaluation of employees' moral identity in their employment strategies.

	Moreover, findings show that moral identity reduces expression of immediate negative feedback through emojis in the fair condition compared to the anger conditions (*permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity]*).		
H9	Moral identity does not moderate the effect of permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) on long-term commitment and loyalty to the organisation. However, exploratory analyses using the Johnson–Neyman technique indicate medium and higher levels of moral identity might enhance long-term commitment and loyalty to the organisation in the condition where people can express their anger (providing feedback opportunity), compared to the condition where they cannot express their anger (not providing feedback opportunity). Moreover, findings show that higher moral identity enhances people's long-term commitment and loyalty to the organisation in the fair condition, compared to the anger conditions *(permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity])*.	The present findings indicate that there might be moderating effects for medium and higher levels of moral identity in the relationship between permitting/not permitting the expression of anger (providing/not providing feedback opportunities) and long-term commitment and loyalty towards the organisation. The results are in line with the previous findings about the moderating effect of moral identity in the organisational research (Rupp, 2003; Sanders, et al., 2018; Skarlicki & Rupp, 2010; Skarlicki et al., 2008).	In addition, organisations may want to consider evaluation of employees' moral identity in their employment strategies, because people with higher levels of moral identity indicate higher levels of long-term commitment and loyalty towards the organisation. In addition to preparing the opportunities for employees to express their negative emotions such as anger, organisations may want to consider interventions that might help them to develop their moral identities.
H10	Moral identity does not impact whether permitting the expression of anger (providing feedback opportunity) versus not permitting the expression of anger (not providing feedback opportunity) results in positive evaluation of employer's task. Further findings show a significant main effect of moral identity on positive evaluation of employer's task. Moral identity does not impact the effect of fair condition versus anger conditions *(permitting the expression of anger [providing feedback opportunity] + not permitting the expression of anger [not providing feedback opportunity])* on positive evaluation of employer's task.	The results do not provide additional support to the moderating effect of moral identity in the organisational research (Rupp, 2003; Sanders, et al., 2018; Skarlicki & Rupp, 2010; Skarlicki et al., 2008). However, the results support the studies about the positive main effect of moral identity on positive outcome behaviours (Aquino & Reed, 2002; Reynolds & Ceranic, 2007).	The results can be interpreted in a way in which organizations may want to explore whether it is possible to consider the moral identity of the individuals in their recruitment process, because higher levels of moral identity enhance people's positive evaluation of the employer's task. Therefore, people with higher levels of moral identity indicate higher intention to engage in the employer's task without considering the organisation's norms. The main results suggest that even if the organisation does not provide the opportunity for the individuals to express their anger, they evaluate the employer's task almost in the same level as people who receive the opportunity to express their anger.

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7.5 Conclusion

This chapter discussed the findings in this study. In particular, the results relating to the hypotheses, as well as additional findings, were discussed and the discussion indicated whether they confirmed existing theories and studies or not. The chapter indicated how the results suggest that the expression of anger (providing feedback opportunity) may not lead to an immediate constructive reaction and that it does not reduce immediate negative reactions but protects long-term commitment and loyalty to the organisation and the employer. These results confirm the recent findings in aggression research, which show that when people are informed that the negative feedback they received was not intentional, their immediate reaction was not changed but the aggressive behaviour was reduced (Krieglmeyer et al., 2009). The next chapter will conclude the theoretical, methodological and practical implications of the study.

CHAPTER 8. CONCLUSION

This chapter presents a summary of the research conclusions and implications. Section 8.1 presents an introduction to the chapter. In section 8.2, theoretical implications are explored. Section 8.3 presents practical implications relating to the findings in this thesis. Methodological contributions of the thesis are discussed in section 8.4. Research limitations and recommendations for future research are presented in section 8.5.

In line with previous chapters, the highlighted parts in figure 8.1 signpost the position of this chapter in the thesis.
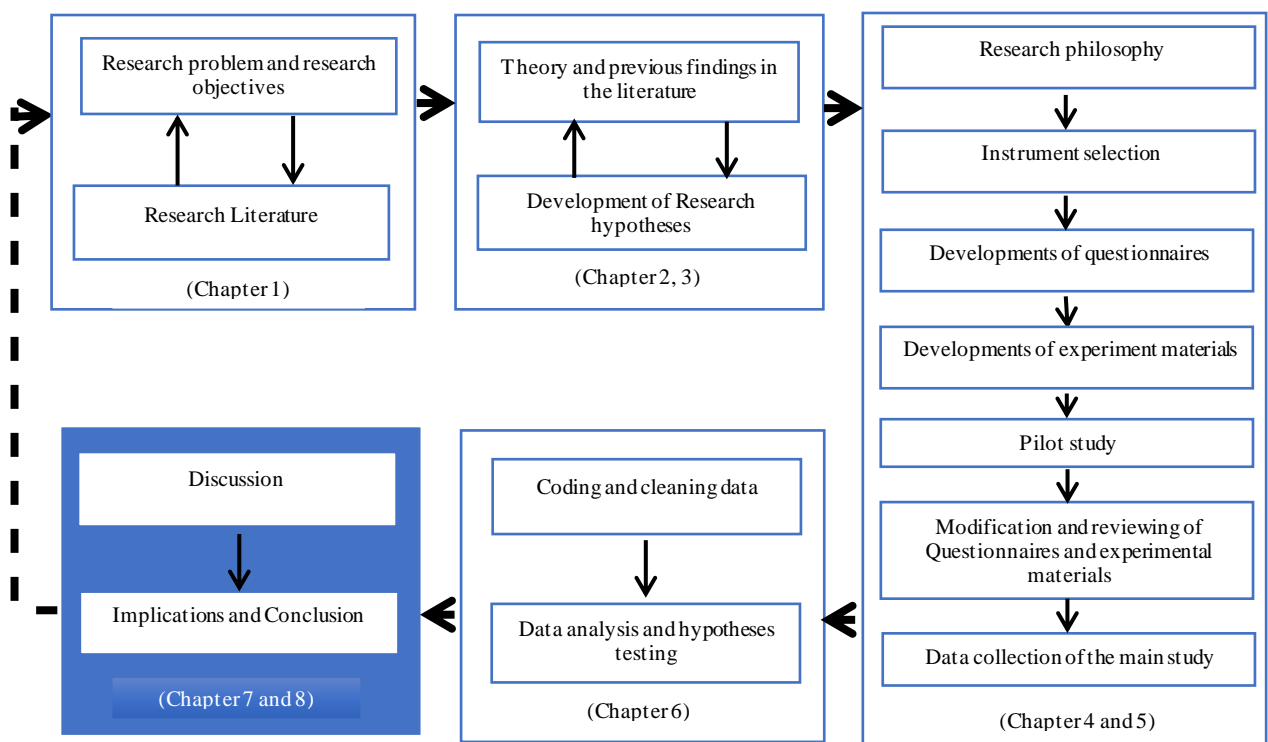
Figure 8.1. Framework of research activities (The relevant parts of the present chapter are coloured in blue)

8.1 Introduction

The chapter starts by exploring how the findings of this study contribute to theory. Hereafter, practical and methodological implications are discussed. Specifically, the parts discuss how the present thesis contributes to previous research methodologically and also discuss potential practical contributions for management and organisations. The chapter also contains the limitations of the research and recommendations for future studies. Finally, the chapter provides a brief conclusion of the thesis.

8.2 The theoretical implications

The importance of studying the impact of emotions, in particular negative emotions such as anger, has increased in recent decades. However, there is a lacuna of research studying explicitly the benefits of anger, in particular the benefits of permitting the expression of anger (providing feedback opportunity) in work-related contexts (see Callister et al., 2003; Geddes & Callister, 2010). Researchers have called for more in-depth research to understand the impact of the expression of anger, in contrast to the impact of down-regulating anger (e.g., Callister et al., 2003; Gibson & Callister, 2010; Geddes & Callister, 2007; Gibson et al., 2009). This study broadens existent knowledge in terms of the insights it creates on the impact of the expression of anger on both constructive and destructive outcome behaviours in work-related contexts. While a few select previous studies suggest that anger increases the probability of behaviours from punishment to less careful thinking (Harmon-Jones, Schmeichel, Mennitt, & Harmon-Jones, 2011), the relationship between the expression of anger and constructive outcome behaviours has remained an open question. Indeed, to the best of the author's knowledge, this study is the first to investigate how permitting/not permitting the expression of anger (providing/not providing feedback opportunities) can impact immediate reactions, as well as long-term commitment and loyalty to the organisation.

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The present study contributes to the literature through showing that permitting the expression of anger after unfair feedback does not impact immediate reactions and does not prevent immediate negative reactions in work-related contexts. In contrast, it indicates that people in the condition where they are permitted to express their anger (providing feedback opportunity) display higher levels of the expression of immediate negative feedback, either through emojis and pictorial symbols or through written statements. Importantly, however, the study reveals that the permitting expression of anger (providing feedback opportunity) leads to significantly higher levels of long-term commitment and loyalty to the organisation. In other words, when people are permitted to express their anger, they show more intention to work for the organisation again. They also are more likely to promote the image of the organisation through recommending the organisation to others.

This study contributes to fairness heuristic theory (Lind, 2001) and nuance this theory through highlighting positive outcome behaviours in unfairness settings in organisations. Fairness heuristic theory (Lind, 2001) claims that individuals in work-related contexts have quick and automatic reactions to unfairness. Therefore, when individuals perceive an event as unfair, they rely on immediate and unconscious judgments and then they express automatically negative reactions, such as lower levels of cooperative behaviour. However, findings from the current study suggest that when people receive unfair feedback but get an opportunity to express their anger, they indicate higher levels of long-term commitment and loyalty to the organisation and to the employer. In particular, findings from the current study highlight the importance of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) within unfair situations. The results suggest that permitting the expression of anger after unfair feedback leads to more reflective constructive behaviour, such as long-term commitment and loyalty towards the organisation. However, it does not

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cause individuals to show higher immediate constructive reaction (voicing constructively) in work-related contexts.

The results also contribute to affective events theory (Weiss & Cropanzano, 1996) and nuance this theory through highlighting the positive impact of the expression of anger in work-related contexts. According to affective events theory (Weiss & Cropanzano, 1996), if an event (e.g., receiving positive feedback) benefits focal goal progress (e.g., success in a task), people will feel positive and will therefore engage in positive behaviour. However, when an event (e.g., receiving negative feedback) hinders focal goal progress (e.g., success in a task), people will feel negative and will engage in negative outcome behaviours in work-related contexts.

The results of the current study show that people who have received negative feedback and are feeling angry might not always engage in negative outcome behaviours. In particular, the results suggest that permitting the expression of anger after unfair feedback can protect long-term commitment and loyalty to the organisation and employer. However, it does not affect the immediate constructive reaction (voicing constructively). The implication of this study for affective events theory (Weiss & Cropanzano, 1996) could be that anger should not be considered as an emotion which will always result in negative outcomes. In particular, in work-related contexts where people are allowed to express their anger, anger might cause constructive outcomes, such as long-term commitment and loyalty to the organisation and employer.

This study reinforces the notion that considering the role that emotions play in work-related contexts is critical and, in particular, draws theoretical attention to whether there are opportunities for employees to express emotions, in particular negative emotions. In doing so, the study contributes to the dual threshold model of anger (Geddes & Callister, 2007) through highlighting the importance of the organisational context for the expression of anger in work

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settings. In the dual threshold model of anger (Geddes & Callister, 2007), researchers mainly focus on the form of the expression instead of any contextual factors. However, this study highlights the importance of context (e.g., situations where people get permission and encouragement for the expression of anger) on employees' outcome behaviours. In addition, the study extends the dual threshold model of anger (Geddes & Callister, 2007), through showing that the expression of anger might be effective for long-term outcome behaviours, such as long-term commitment and loyalty to the organisation and employer. However, it does not impact the immediate constructive reaction such as voicing constructively. Hence, the implication for dual threshold theory may be that it needs to be articulated differently for different types of related outcome behaviours – at least differentiated between immediate and more long-term. Differences between more anger-related expression behaviours (such as articulating emotions through emojis), and more general behaviours (such as advocacy/recommending the organisation and commitment in wider areas) should also be considered.

The results are in line with the findings of Krieglmeyer et al. (2009), who suggested that when participants were informed that the negative feedback they received for their performance on a task was not intentional; their impulsive angry reaction remained unaffected, while their reflective aggressive behaviour was reduced. Similarly, this study shows that immediate constructive reactions, such as voicing constructively, in the permitting expression of anger (providing feedback opportunity) condition versus the not permitting expression of anger (not providing feedback opportunity) condition remained unchanged. However, people in the permitting expression of anger (providing feedback opportunity) condition indicated higher levels of a thoughtful and reflective reaction, such as indicating long-term commitment and loyalty to the organisation, compared to the suppress condition.

More generally, this study contributes to the growing body of knowledge about the regulation of negative emotions, such as anger in work-related contexts. Recently, researchers have suggested that the down regulation of emotions does not always lead to positive outcomes. For instance, Feinberg et al. (2020) and Ford, Feinberg, Lam, Mauss, and John (2019) challenged the idea that the reappraisal of negative emotions, such as anger, always has positive consequences. They showed that using reappraisal for the down regulation of negative emotions does not lead to appropriate behaviour. In particular, using reappraisal to control negative emotions (e.g., anger and guilt) decreased the potential for productive political action in the long-run (Ford et al., 2019) and caused individuals to not share valuable resources with their colleagues and to also engage in unethical behaviours, such as cheating on a work task (Feinberg et al., 2020). Similarly, this study indicates that permitting the expression of anger (providing feedback opportunity), instead of not permitting the expression of anger (not providing feedback opportunity), can cause positive consequences, such as long-term commitment and loyalty to the organisation.

In addition to presenting empirical evidence on the positive impact of the expression of anger in work-related contexts, this study also broadens the previous findings about the impact of individual level factors in this research domain. In particular, the study indicates empirical evidence of the moderating effect of moral identity on the effect of the expression of anger on constructive outcome behaviours.

8.3 Practical implications

The results of the present study suggest a number of practical implications for organisations and employers. Maybe most importantly, employers may want to think carefully about how to deliver negative feedback to employees to maximize the useful and beneficial outcomes of the feedback, while minimising the potential negative aspects of

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giving feedback. For instance, presenting feedback in an inappropriate manner can damage employees' relationship with the organisation (Geddes & Baron, 1997). According to Geddes and Baron (1997), "when delivering negative feedback, managers should show respect and sensitivity to employees by providing adequate explanations for their actions and by allowing employees an opportunity to explain their behaviour." The results of the present study highlight the importance of training employers to manage emotional and behavioural constructive outcomes in work-related contexts, through delivering feedback to employees in order to encourage the expression of negative emotions such as anger among them.

The present study suggests that if employers show that they are keen to hear employees' thoughts and concerns and indicate that there is value in hearing their ideas through providing opportunities for them to express their opinion and feedback, employees will reveal higher levels of constructive outcome behaviours, such as long-term commitment and loyalty to the organisation and employer. The practical implication is that employers should know how to create a situation where employees' negative emotions lead to constructive and positive outcomes. In the past, management and researchers have often focused on how to manage negative emotions through the down regulation or suppression of those emotions in work-related contexts (Callister et al., 2017; Feinberg et al., 2020; Gibson et al., 2009). The findings in this study show that individuals indicate higher levels of the expression of immediate negative feedback through emojis and written statements in the condition which they are permitted to express their anger (providing feedback opportunity), compared to the condition which they are not permitted to express their anger (not providing feedback opportunity). These findings suggest that when individuals are allowed to express their anger, they might be more likely to express immediate negative feedback to the organisation and the employer. This feedback can convey important information about existent mistreatments in work-related contexts. Therefore, it can be useful and beneficial for

employers and organisations to provide opportunities to express anger and to also capture these notions to help resolve existent problems in work-related contexts, such as a potential unfairness (Eisenstadt & Geddes, 2017).

The findings in this study recommend that employers may want to be aware of generating rules and norms, as these norms could provide opportunities for individuals to express their anger in work-related contexts. This emotional data can be very effective for organisations in terms of regulating policies and strategies (Pinder & Harlos, 2001; Gibson & Callister, 2010). Furthermore, the results provide an additional suggestion for employers to be patient in their judgement about negative emotions such as anger, because those emotions and the expression of them might lead to long-term positive outcomes for the organisation.

8.4 Methodological implications

The main methodological contribution of this study is the development of the experimental setting, and the experimental stimuli that this research developed. In this study, an inspirational essay task (simulated job interview task) was used, in which participants received a piece of feedback to their own essay writing. The (un)fair feedback emotion regulation induction was conducted, in which participants in one condition (not permitting the expression of anger (not providing feedback opportunity) were not encouraged to express their opinion about the task at the end of the study. However, participants in the two other conditions (permitting the expression of anger [providing feedback opportunity] and fair) were encouraged to express their opinion about the task. This method is beneficial when a researcher wants to add more contextual information to the manipulation (e.g., permitting people in one condition to express their anger [providing feedback opportunity] versus not permitting the expression of anger [not providing feedback opportunity] in the other condition).

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From a methodological point of view, this thesis employs combinations of different methods to measure the variables, including self-report questionnaires and writing tasks to increase the validity of the research and to help researchers to measure an outcome behaviour, not only from an intentional or attitudinal perspective, but also from a behavioural perspective. In order to measure participants attitude towards the organisation and the employer, a new scale was constructed. The measure was refined after the pilot study in order to measure long-term commitment and loyalty to the organisation and employer. In addition, individuals were asked to write their comments and feedback about the employer's task and then they were asked to summarise their feedback using an emoji and then click on the related option in order to share it with the employer or social media. These methods of measuring voicing and participants' reactions to permitting/not permitting the expression of anger (providing/not providing feedback opportunities) were new methods of measuring constructive/destructive outcome behaviours in anger research in work-related contexts. Previous research about the expression of anger have mainly used interview questions and self-report questionnaires to measure constructive/destructive outcome behaviours.

8.5 Limitations and recommendations for future research

This thesis employs an experimental design using an online platform to test the impacts of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours. Using an experimental design increases the internal validity of the result, but future studies should investigate this research in field situations and in real organisational settings in order to achieve a higher level of external validity.

Another limitation could be differences between prolific workers and real organisational situations. For instance, in real organisational situations people usually

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indicate more cooperation and are more connected to each other and have more common objectives, therefore when they receive a negative commentary from their superior their reaction might have some differences with prolific workers that do not know a lot about the researcher (employer). It can be assumed that in the real organisational situation other contextual and individual factors such as trust between employee-employer and job identification could impact the effect of providing opportunity to give feedback and constructive/destructive reaction. Moreover, Henley researchers which are considered as the "employers" in this study, have differences with employers in the real organisational situations. As it was earlier discussed, in general, giving the negative feedback to employees is one of the challenging activities available to employers which some of them refuse to provide negative feedback to employees. Therefore, future studies should investigate this research in field situations and in real organisational settings in order to investigate the replicability and generalisability of these findings in a real work contexts.

As it was earlier discussed, findings show that higher levels of expressing negative emotion (emojis and written statements) and anger in the permitting expression of anger (providing feedback opportunity) condition contradict the assumption that differences in the tone of the suppression and expression instructions caused their differential effects. However, one of the limitations of this research could be that participants have faced additional insult. For example, they are told that "for low quality essays like this, there is no value in hearing feedback from the writer." Future research should try to manipulate permitting the expression of anger (providing feedback opportunity) and not permitting the expression of anger (providing feedback opportunity) in a way that hold constant the tone of the message, and making both messages equally non-offensive. One way for making both messages equally non-offensive could be using the word "organisation" instead of the second-person pronoun "you". For instance, future study could use the feedback such as "based on the rules and regulations in

this organisation, people are not allowed to provide their feedback" in the not permitting to expression of anger (not providing feedback opportunity) condition and "based on the rules and regulations in this organisation, people are allowed to provide their feedback" in the permitting to expression of anger (providing feedback opportunity) condition.

Another potential limitation of this study may be related to the feedback task, as it is unclear whether the distinction of provide feedback to Henley researchers/social media really tapped into constructive/destructive behaviour. Though the validity check suggested that there were positive relationships between voicing constructively (behaviour) and some of the constructive outcome behaviours (e.g., intention to voice constructively and positive evaluation of the employer's task), there was not significant differences between the suppression and fair condition on voicing constructively (behaviour) which suggest that asking participants to click on the related links to share their feedback with the employer or post it on social media might not be a good measure of constructive behaviour. Therefore, future research should use better measurements, in particular behavioural tasks, in order to measure constructive/destructive outcome behaviours, such as voicing constructively/destructively.

Sharing the opinion with the employer has been considered as a constructive intention or action regardless of the content which people present in their feedback. Because it shows that subordinates are inclined to deliver their feedback directly to the employers which it might be helpful for the employers in order to correct any potential wrongdoings in the work-related context. On the other side sharing the opinion on social media or not sharing it has been considered as less constructive behaviour because it does not help employers to directly be aware of the potential wrongdoings in the work-related context (Bennett, 2013; Lindebaum, et al., 2017). However, whether a written statement is categorized as voicing constructively or voicing deconstructively may depend on the combination of the content

(constructive vs. deconstructive) and the recipient (employer vs. social media). For instance, one could provide deconstructive feedback to the employer by sending an insulting message, or one could provide constructive feedback on social media by praising the organization. One way to improve the measuring voicing constructively could be using of a questionnaire similar to Romney (2020) which asks people to rate their agreement with the statements such as "I have a constructive style for offering suggestions and pointing out needs for improvement," and "When I offer suggestions, I communicate in a way that is constructive". Measurement can include statements on how to improve the employer's task and the organisation or statements related to destructing/damaging the reputation of the organisation. Then, after answering these questions, people could be asked to choose whether they would like to share their answers to these statements with the employer (voicing constructively) or post it on social media (voicing destructively). This method allows researcher to consider the combination of content (constructive vs. destructive) and the recipient (employer vs. social media).

The current study did not test whether participants really would act on the answers regarding long-term commitment and loyalty at a later time and in the long-run (e.g., after few weeks or months). Therefore, future research should use longitudinal measures and should test the outcome behaviours, such as commitment and loyalty to the organisation and the employer, at a later time and in the long-run to investigate whether permitting/not permitting the expression of anger (providing/not providing feedback opportunities) affects individuals' behaviour at a time in the future and whether individuals show higher levels of constructive behaviour (intention to work for the organisation) in the long-run.

While in this study cultural differences in the expression of anger and their potential outcomes are not investigated, there are studies which recommend that culture can play a role in the expression of anger. For instance, people in collectivist cultures indicate different norms, values and rules towards conflict, compared to people in individualistic cultures

(Ting- Toomey et al., 1991). According to Matsumoto, Yoo and Chung (2010, p.1) "one of the main functions of culture is to calibrate emotional responding to culturally-relevant situations, in order to maintain social order and prevent social chaos." They also suggest that "cultural differences in anger expression management, via a mechanisms known as display rules, are associated with anger recognition accuracy rates on the cultural level. Biologically-based emotions, therefore, interact with culture to produce rich and textured behavioral repertoires driven by emotion impulses." Therefore, it would be interesting if future research investigates whether culture or other contextual factors (e.g., status) impact the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on constructive/destructive outcome behaviours.

8.6 Conclusion

The present thesis investigates how an opportunity to express anger after unfair feedback can cause constructive outcome behaviours, compared to situations when people do not get the opportunity to express their anger. The study was based on the theories of fairness heuristic theory (Lind, 2001) and affective events theory (Weiss & Cropanzano, 1996), which discuss how anger rooted in unfair treatments can result in behaviours which can be beneficial for the organisation and the employer. The study also used the dual threshold model of anger in organisations (Geddes & Callister, 2007), which discusses that crossing the expression threshold in organisations may result in positive outcomes. In terms of an important moderator, the current study investigates how moral identity can moderate the effect of the permitting/not permitting expression of anger (providing/not providing feedback opportunities) conditions on constructive/destructive outcome behaviours.

The results indicate that the expression of anger does not affect immediate reaction, such as voicing constructively (intention + behaviour), and does not reduce immediate

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negative reactions through emojis and written statements (feedback). However, the expression of anger leads to long-term commitment and loyalty to the organisation and the employer.

This study presents several implications for scholars and practitioners. The findings will be particularly interesting to academics who work on the positive and constructive side of anger in work-related contexts, through showing that the expression of anger can cause long-term commitment and loyalty to the organisation and the employer. In terms of practical implications, it may be useful for employers to provide opportunities for employees to express their negative emotions, such as anger, in work-related contexts. The study also shows how moral identity might be effective through impacting the effect of permitting/not permitting the expression of anger (providing/not providing feedback opportunities) on long-term commitment and loyalty to the organisation.

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Appendix A

Appendix A1: Trait anger as moderator

Table A1.1 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait anger predicting Intention to voice constructively

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of intention to voice constructively					
A= EXP vs. NO EXP	.9263	.9792	.9460	.3446	[-.9977, 2.8503]
B= FAIR vs. EXP	.9092	1.0240	.8879	.3750	[-1.1029, 2.9213]
C= Trait anger	.0076	.0359	.2114	.8327	[-.0629, .0780]
A x C	-.0462	.0499	-.9248	.3555	[-.1443, .0519]
B x C	-.0143	.0529	-.2702	.7871	[-.1183, .0897]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A1.2 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait anger predicting voicing constructively (behaviour)

Parameter	Unstandardized estimate (B)	SE	Z	p	95% CI
Predictors of voicing constructively (behaviour)					
A= EXP vs. NO EXP	-.1664	1.0454	-.1592	.8735	[-2.2153, 1.8825]
B= FAIR vs. EXP	1.7185	1.1467	1.4986	.1340	[-.5290, 3.9661]
C= Trait anger	.0022	.0385	.0579	.9539	[-.0732, .0776]
A x C	.0068	.0536	.1268	.8991	[-.0982, .1118]
B x C	-.0741	.0577	-1.2845	.1990	[-.1871, .0390]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A1.3 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait anger predicting Expression of immediate negative feedback through emoji

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through emoji					
A= EXP vs. NO EXP	-.6440	.6004	-1.0726	.2840	[-.5357, 1.8237]

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Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
B= FAIR vs. EXP	1.8147	.6279	2.8902	.0040	[-3.0484, -.5810]
C= Trait anger	-.0471	.0220	-2.1437	.0326	[.0039, .0903]
A x C	.0105	.0306	.3430	.7317	[-.0707, .0497]
B x C	.0202	.0325	.6237	.5331	[-.0840, .0435]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A1.4 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait anger predicting Long-term commitment and loyalty towards the organization and the employer

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of long-term commitment and loyalty towards the organization and the employer					
A= EXP vs. NO EXP	.3872	2.6042	.1487	.8819	[-4.7298, 5.5042]
B= FAIR vs. EXP	8.9224	2.7234	3.2761	.0011	[3.5712, 14.2736]
C= Trait anger	-.1664	.0954	-1.7444	.0817	[-.3538, .0210]
A x C	.0694	.1328	.5228	.6014	[-.1915, .3303]
B x C	-.0043	.1408	-.0304	.9757	[-.2808, .2723]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A1.5 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait anger predicting Positive evaluation of employer's task

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of positive evaluation of employer's task					
A= EXP vs. NO EXP	1.8401	2.5815	.7128	.4763	[-3.2322, 6.9123]
B= FAIR vs. EXP	2.1585	2.6996	.7995	.4244	[-3.1460, 7.4629]
C= Trait anger	-.0221	.0945	-.2334	.8155	[-.2078, .1637]
A x C	-.0647	.1316	-.4912	.6235	[-.3233, .1940]
B x C	.0666	.1395	.4773	.6333	[-.2075, .3407]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A1.6 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait anger predicting Expression of immediate negative feedback through written statement (feedback)

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through written statement					
A= EXP vs. NO EXP	2.2600	1.0934	2.0670	.0393	[.1116, 4.4084]
B= FAIR vs. EXP	-.8580	1.1491	-.7467	.4556	[-3.1158, 1.3999]
C= Trait anger	.1541	.0400	3.8491	.0001	[.0755, .2328]
A x C	-.0723	.0558	-1.2971	.1952	[-.1819, .0372]
B x C	-.1170	.0599	-1.9532	.0514	[-.2348, .0007]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A1.7 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait anger predicting Expression of anger through written statement (feedback)

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of anger through written statement					
A= EXP vs. NO EXP	.9690	.9408	1.0300	.3035	[-.8795, 2.8175]
B= FAIR vs. EXP	-.7863	.9887	-.7952	.4269	[-2.7290, 1.1565]
C= Trait anger	.1044	.0345	3.0297	.0026	[.0367, .1721]
A x C	-.0448	.0480	-.9340	.3508	[-.1391, .0494]
B x C	-.0876	.0516	-1.6992	.0899	[-.1889, .0137]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A1.8 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait anger predicting Quality of writing a detailed and well-thought through feedback

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of Quality of writing a detailed and well-thought through feedback					
A= EXP vs. NO EXP	.0011	1.9942	.0006	.9995	[-3.9172, 3.9195]

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
B= FAIR vs. EXP	-1.6914	2.0958	-.8070	.4200	[-5.8094, 2.4267]
C= Trait anger	-.0318	.0730	-.4349	.6639	[-.1753, .1117]
A x C	.0052	.1017	.0513	.9591	[-.1946, .2050]
B x C	.0645	.1093	.5897	.5557	[-.1503, .2792]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Appendix A2: Trait reappraisal as moderator

Table A2.1 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait reappraisal predicting Intention to voice constructively

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of intention to voice constructively					
A= EXP vs. NO EXP	-.6146	1.2686	-.4845	.6283	[-3.1073, 1.8781]
B= FAIR vs. EXP	.7279	1.3759	.5291	.5970	[-1.9755, 3.4313]
C= Trait Reappraisal	.0300	.0290	1.0365	.3005	[-.0269, .0870]
A x C	.0220	.0426	.5164	.6058	[-.0617, .1057]
B x C	-.0024	.0457	-.0516	.9589	[-.0921, .0874]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A2.2 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait reappraisal predicting voicing constructively (behaviour)

Parameter	Unstandardized estimate (B)	SE	Z	p	95% CI
Predictors of voicing constructively (behaviour)					
A= EXP vs. NO EXP	.7968	1.2863	.6194	.5356	[-1.7243, 3.3179]
B= FAIR vs. EXP	-.0950	1.5005	-.0633	.9495	[-3.0360, 2.8459]
C= Trait Reappraisal	.0435	.0301	1.4480	.1476	[-.0154, .1025]
A x C	-.0298	.0440	-.6774	.4982	[-.1161, .0565]
B x C	.0139	.0504	.2757	.7828	[-.0850, .1128]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A2.3 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait reappraisal predicting Expression of immediate negative feedback through emoji

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through emoji					
A= EXP vs. NO EXP	.0371	.7829	.0474	.9622	[-1.5012, 1.5755]
B= FAIR vs. EXP	-1.4252	.8591	-1.6590	.0978	[-3.1132, .2627]
C= Trait Reappraisal	-.0235	.0179	-1.3121	.1901	[-.0586, .0117]
A x C	.0148	.0263	.5627	.5739	[-.0369, .0664]
B x C	-.0263	.0285	-.9242	.3558	[-.0823, .0296]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A2.4 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait reappraisal predicting Long-term commitment and loyalty towards the organization and the employer

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of long-term commitment and loyalty towards the organization and the employer					
A= EXP vs. NO EXP	3.1785	3.3363	.9527	.3412	[-3.3769, 9.7339]
B= FAIR vs. EXP	8.0305	3.6183	2.2194	.0269	[.9210, 15.1401]
C= Trait Reappraisal	.2321	.0762	3.0444	.0025	[.0823, .3819]
A x C	-.0559	.1120	-.4996	.6176	[-.2760, .1641]
B x C	.0279	.1201	.2324	.8163	[-.2081, .2639]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A2.5 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait reappraisal predicting Positive evaluation of employer's task

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of positive evaluation of employer's task					
A= EXP vs. NO EXP	-.9427	3.2394	-.2910	.7712	[-7.3077, 5.4223]
B= FAIR vs. EXP	4.6344	3.5132	1.3191	.1877	[-2.2686, 11.5374]
C= Trait Reappraisal	.2572	.0740	3.4750	.0006	[.1118, .4027]

	Unstandardized estimate (B)	SE	t	p	95% CI
A x C	.0478	.1087	.4398	.6603	[-.1658, .2615]
B x C	-.0431	.1166	-.3697	.7118	[-.2723, .1861]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A2.6 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait Reappraisal predicting Expression of immediate negative feedback through written statement (feedback)

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through written statement					
A= EXP vs. NO EXP	1.2323	1.4485	.8507	.3953	[-1.6139, 4.0784]
B= FAIR vs. EXP	-3.4039	1.5106	-2.2533	.0247	[-6.3721, -.4357]
C= Trait Reappraisal	-.0186	.0331	-.5624	.5741	[-.0837, .0464]
A x C	-.0099	.0486	-.2029	.8393	[-.1054, .0857]
B x C	.0119	.0505	.2364	.8133	[-.0872, .1111]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A2.7 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait Reappraisal predicting Expression of anger through written statement (feedback)

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of anger through written statement					
A= EXP vs. NO EXP	.0658	1.2383	.0531	.9577	[-2.3674, 2.4989]
B= FAIR vs. EXP	-2.3121	1.2915	-1.7903	.0740	[-4.8496, .2255]
C= Trait Reappraisal	-.0029	.0283	-.1027	.9183	[-.0585, .0527]
A x C	.0029	.0416	.0697	.9445	[-.0788, .0846]
B x C	-.0040	.0431	-.0936	.9255	[-.0888, .0807]

Table A2.8 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait Reappraisal predicting Quality of writing a detailed and well-thought through feedback

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of quality of writing a detailed and well-thought through feedback					
A= EXP vs. NO EXP	.2716	2.5780	.1054	.9161	[-4.7938, 5.3370]
B= FAIR vs. EXP	-1.0119	2.6885	-.3764	.7068	[-6.2945, 4.2708]
C= Trait Reappraisal	.0843	.0589	1.4309	.1531	[-.0315, .2000]
A x C	-.0077	.0865	-.0888	.9293	[-.1777, .1624]
B x C	.0151	.0898	.1679	.8667	[-.1614, .1916]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Appendix A3: Trait suppression as moderator

Table A3.1 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait suppression predicting Intention to voice constructively

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of intention to voice constructively					
A= EXP vs. NO EXP	-.0180	.9604	-.0188	.9850	[-1.9051, 1.8690]
B= FAIR vs. EXP	.8600	.9399	.9151	.3606	[-.9867, 2.7068]
C= Tait Suppression	-.0103	.0390	-.2647	.7914	[-.0869, .0662]
A x C	.0042	.0557	.0755	.9399	[-.1052, .1136]
B x C	-.0118	-.2169	-.2169	.8283	[-.1191, .0954]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A3.2 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait suppression predicting voicing constructively (behaviour)

Parameter	Unstandardized estimate (B)	SE	Z	p	95% CI
Predictors of voicing constructively (behaviour)					
A= EXP vs. NO EXP	1.4330	1.0337	1.3862	.1657	[-.5931, 3.4591]
B= FAIR vs. EXP	.3894	1.1205	.3475	.7282	[-1.8068, 2.5856]
C= Trait Suppression	.0426	.0412	1.0337	.3013	[-.0382, .1233]
A x C	-.0884	.0597	-1.4803	.1388	[-.2054, .0286]
B x C	-.0057	.0627	-.0912	.9273	[-.1285, .1171]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A3.3 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait suppression predicting Expression of immediate negative feedback through emoji

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through emoji					
A= EXP vs. NO EXP	.6452	.5920	1.0899	.2763	[-.5180, 1.8084]
B= FAIR vs. EXP	-2.2518	.5803	-3.8803	.0001	[-3.3920, -1.1115]
C= Trait Suppression	.0061	.0240	.2538	.7997	[-.0411, .0533]
A x C	-.0112	.0343	-.3264	.7443	[-.0786, .0562]
B x C	.0022	.0337	.0658	.9476	[-.0640, .0684]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A3.4 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait suppression predicting Long-term commitment and loyalty towards the organization and the employer

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of long-term commitment and loyalty towards the organization and the employer					
A= EXP vs. NO EXP	1.0196	2.5573	.3987	.6903	[-4.0051, 6.0443]
B= FAIR vs. EXP	11.3619	2.5026	4.5400	.0000	[6.4446, 16.2792]
C= Trait Suppression	.0278	.1037	.2680	.7888	[-.1760, .2316]
A x C	.0370	.1482	.2497	.8029	[-.2542, .3283]
B x C	-.1491	.1454	-1.0255	.3057	[-.4347, .1366]

Table A3.5 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait suppression predicting Positive evaluation of employer's task

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of positive evaluation of employer's task					
A= EXP vs. NO EXP	.5647	2.5224	.2239	.8230	[-4.3915, 5.5208]
B= FAIR vs. EXP	3.1916	2.4684	1.2930	.1966	[-1.6586, 8.0417]
C= Trait Suppression	-.0885	.1023	-.8646	.3877	[-.2895, .1126]
A x C	.0045	.1462	.0308	.9754	[-.2828, .2918]
B x C	.0120	.1434	.0836	.9334	[-.2698, .2937]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A3.6 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait Suppression predicting Expression of immediate negative feedback through written statement (feedback)

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through written statement					
A= EXP vs. NO EXP	.0129	1.0891	.0118	.9906	[-2.1270, 2.1527]
B= FAIR vs. EXP	-3.3300	1.0391	-3.2047	.0014	[-5.3716, -1.2883]
C= Trait Suppression	-.0498	.0442	-1.1262	.2606	[-.1366, .0370]
A x C	.0560	.0631	.8874	.3753	[-.0680, .1800]
B x C	.0157	.0612	.2568	.7974	[-.1046, .1361]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A3.7 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait Suppression predicting Expression of anger through written statement (feedback)

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of anger through written statement					
A= EXP vs. NO EXP	-.1977	.9316	-.2122	.8320	[-2.0283, 1.6328]
B= FAIR vs. EXP	-2.3009	.8889	-2.5885	.0099	[-4.0475, -.5543]
C= Trait Suppression	-.0091	.0378	-.2421	.8088	[-.0834, .0651]
A x C	.0209	.0540	.3866	.6992	[-.0852, .1270]
B x C	-.0084	.0524	-.1603	.8727	[-.1113, .0946]

Notes. N = 490; NO EXP = not permitting the expression of anger (not providing feedback opportunity); EXP = permitting the expression of anger (providing feedback opportunity); 95% CI = Confidence Intervals.

Table A3.8 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Trait Suppression predicting Quality of writing a detailed and well-thought through feedback

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of quality of writing a detailed and well-thought through feedback					
A= EXP vs. NO EXP	-.5726	1.9482	-.2939	.7690	[-4.4006, 3.2555]
B= FAIR vs. EXP	1.0505	1.8589	.5651	.5722	[-2.6019, 4.7029]
C= Trait Suppression	.0272	.0790	.3447	.7304	[-.1280, .1825]
A x C	.0386	.1129	.3419	.7326	[-.1833, .2605]
B x C	-.0954	.1096	-.8705	.3844	[-.3107, .1199]

Notes. N = 490; NO EXP = not permitting the expression of anger (not providing feedback opportunity); EXP = permitting the expression of anger (providing feedback opportunity); 95% CI = Confidence Intervals.

Appendix A4: Passion towards long-term goals (Grit) as moderator

Table A4.1 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Grit predicting Intention to voice constructively

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of intention to voice constructively					
A= EXP vs. NO EXP	.7066	1.3443	.5257	.5994	[-1.9347, 3.3479]
B= FAIR vs. EXP	1.9096	1.4014	1.3626	.1736	[-.8441, 4.6632]

Parameter	Unstandardized estimate (B)	SE	Z	p	95% CI
C= Grit	.4091	.2726	1.5007	.1341	[-.1265, .9447]
A x C	-.2013	.3942	-.5107	.6098	[-.9759, .5732]
B x C	-.3646 .	.4053	-.8996	.3688	[-1.1610, .4317]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A4.2 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Grit predicting constructive voicing (behaviour)

Parameter	Unstandardized estimate (B)	SE	Z	p	95% CI
Predictors of constructive voicing (behaviour)					
A= EXP vs. NO EXP	-1.0119	1.4087	-.7183	.4726	[-3.7729, 1.7491]
B= FAIR vs. EXP	.3617	1.5236	.2374	.8123	[-2.6245, 3.3480]
C= Grit	-.0561	.2916	-.1924	.8474	[-.6275, .5153]
A x C	.2924	.4158	.7030	.4820	[-.5227, 1.1074]
B x C	-.0166	.4479	-.0371	.9704	[-.8945, .8613]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A4.3 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Grit predicting Expression of immediate negative feedback through emoji

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through emoji					
A= EXP vs. NO EXP	1.3496	.8269	1.6320	.1033	[-.2753, 2.9744]
B= FAIR vs. EXP	-1.7956	.8631	-2.0805	.0380	[-3.4914, -.0998]
C= Grit	.0591	.1677	.3524	.7247	[-.2704, .3886]
A x C	-.2651	.2425	-1.0931	.2749	[-.7416, .2114]
B x C	-.1184	.2495	-.4745	.6354	[-.6086, .3718]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A4.4 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Grit predicting Long-term commitment and loyalty towards the organization and the employer

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Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of long-term commitment and loyalty towards the organization and the employer					
A= EXP vs. NO EXP	1.4875	3.5783	.4157	.6778	[-5.5434, 8.5183]
B= FAIR vs. EXP	7.5906	3.7304	2.0348	.0424	[.2608, 14.9204]
C= Grit	.7273	.7257	1.0023	.3167	[-.6985, 2.1531]
A x C	.0397	1.0493	.0379	.9698	[-2.0221, 2.1015]
B x C	.3738	1.0788	.3465	.7291	[-1.7459, 2.4936]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A4.5 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Grit predicting Positive evaluation of employer's task

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of positive evaluation of employer's task					
A= EXP vs. NO EXP	-3.2652	3.4837	-.9373	.3491	[-10.1103, 3.5798]
B= FAIR vs. EXP	4.7290	3.6318	1.3021	.1935	[-2.4071, 11.8651]
C= Grit	1.1220	.7065	1.5882	.1129	[-.2661, 2.5101]
A x C	1.1316	1.0216	1.1077	.2685	[-.2661, 2.5101]
B x C	-.4111	1.0503	-.3914	.6956	[-2.4749, 1.6526]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A4.6 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Grit predicting Expression of immediate negative feedback through written statement

(feedback)

Parameter	Unstandardized estimate (B)	SE	t	p	95% CI
Predictors of expression of immediate negative feedback through written statement					
A= EXP vs. NO EXP	1.9117	1.5263	1.2525	1.2525	[-1.0874, 4.9108]
B= FAIR vs. EXP	-2.5148	1.5493	-1.6232	.1052	[-5.5589, .5294]
C= Grit	-.1761	-.5690	-.5690	.5696	[-.7843, .4321]
A x C	-.2883	.4476	-.6441	.5198	[-1.1678, .5912]

| | -.1556 | .4506 | -.3453 | .7300 | [-1.0410, .7298] |
| B x C | | | | | |

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A4.7 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Grit predicting Expression of anger through written statement (feedback)

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of expression of anger through written statement					
A= EXP vs. NO EXP	.7124	1.3074	.5449	.5861	[-1.8565, 3.2812]
B= FAIR vs. EXP	-2.4602	1.3270	-1.8539	.0644	[-5.0677, .1472]
C= Grit	-.0442	.2651	-.1667	.8677	[-.5652, .4767]
A x C	-.1665	.3834	-.4344	.6642	[-.9199, .5868]
B x C	.0089	.3860	.0230	.9817	[-.7495, .7672]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Table A4.8 (Appendix)

Interaction of Condition (EXP, NO EXP, Fair) and Grit predicting Quality of writing a detailed and well-thought through feedback

Parameter	Unstandardized estimate (B)	*SE*	*t*	*p*	95% CI
Predictors of quality of writing a detailed and well-thought through feedback					
A= EXP vs. NO EXP	1.4432	2.7376	.5272	.5983	[-3.9358, 6.8223]
B= FAIR vs. EXP	-.2897	2.7787	-.1042	.9170	[-5.7495, 5.1702]
C= Grit	-.0234	.5552	-.0422	.9664	[-1.1142, 1.0674]
A x C	-.4015	.8028	-.5001	.6173	[-1.9789, 1.1760]
B x C	-.0593	.8082	-.0734	.9415	[-1.6473, 1.5287]

Notes. N = 490; NO EXP= not permitting the expression of anger (not providing feedback opportunity); EXP= permitting the expression of anger (providing feedback opportunity); 95% CI= Confidence Intervals.

Appendix B

Appendix B1: Introduction

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This is a series of studies conducted for doctoral work at the Henley Business School, University of Reading. We are grateful that you are willing to participate in our research.

There are three short studies on the following pages, taking no longer than 15 minutes in total. The first study simulates a task from a job interview, and will offer you commentary on your performance. The second study gives you the opportunity to express your opinion on the job interview task. The third study asks some questions regarding your likes and attitudes. Your performance in these studies will not impact your performance or participation in the others. You will not be asked about your answers after you complete these studies. Please share your honest opinions as these will provide us with the best chance of conducting a valuable piece of work.

Confidentiality, storage and disposal of information.
The studies are anonymous and your information will not be identifiable. We will not collect your name, email address or any personal details about you. Individual results will be kept confidential and questions on demographic details (for example your age and status) will be asked ONLY when it will be helpful to analyse this data.

The raw data will be kept on a secured drive in files that are password protected; these will only be accessed by investigators, and will not be shared with third parties.

Do you have to take part?
Your participation is entirely voluntary. You do not have to take part in this survey. You are free to exit the studies at any point and you do not have to answer any questions that you do not want to. However, please note that incomplete data will not be used for analysis. Once you click "submit" your responses will be entered into the survey and it will not be possible to withdraw them. Once you have completed the survey, you will not be required to do anything else.

Further information and contact details
This application has been reviewed according to the procedures specified by the University of Reading Research Ethics Committee and has been approved.
For any questions, please contact
 Bahram Mahmoodi Kahriz (b.mahmoodikahriz@pgr.reading.ac.uk)

Appendix B2: Job interview task (writing task)

Specifically, we would like you to participate in a task that has been developed for a job interview, to identify the best possible candidate for a job. At the end of the task you will receive commentary on your performance. Following this commentary, you are invited to think about your own feedback of how you felt about taking part in this task.
This task aims to examine your ability to recall and write about inspirational moments in your life: **we are asking you to write a short essay about an inspirational moment in your life**.

This moment can come from any personal experience at any point in your life. For example, relevant topics could include educational accomplishments (such as performing well on an exam or graduating), professional accomplishments (such as a promotion or recognition for your work), or any other type of accomplishment (such as finishing a race, climbing a mountain, achieving a goal). Please try and think about a positive inspirational moment. On the following page you will be asked to write at least a 200 word essay on this

moment. In the meantime please choose which category this moment falls within:

◯ Educational accomplishments (e.g., performing well on an exam or graduating)

◯ Professional accomplishments (e.g., promotion or recognition for your work)

◯ Other type of accomplishments (e.g., finishing a running race, climbing a mountain, achieving a goal)

At this point, we are asking you to write the essay about the inspirational moment in your life. Please note that you will only be able to proceed to the next part of the experiment once you have inserted at least 200 words in the space below.
Please include as much detail as you can and write as clearly as you can. After finishing your essay, commentary will be given to you regarding your performance, through advanced psychological software which has been developed for this project and is able to provide commentary very quickly.
Please note again that you will only be able to proceed to the next part of the experiment once you have inserted at least 200 words in the space below.

Appendix B3: Feedback for job interview (writing) task

Condition-Suppression

    First round of feedback

    Your writing was tedious and barely understandable. You wrote a low-quality essay which was poorly structured and weak. We expected your essay to be much better written given the length of time you had and given that the topic was relevant. This should have made it easy for you to produce a much more inspiring piece of work.

    Second round of feedback

    We are sorry. For low quality essays like this, there is no value in hearing feedback from the writer. We are not interested in your feedback and are skipping this stage of the process in this case.

Condition-Expression

    First round of feedback

    Your writing was tedious and barely understandable. You wrote a low-quality essay which was poorly structured and weak. We expected your essay to be much better written given the length of time you had and given that the topic was relevant. This should have made it easy for you to produce a much more inspiring piece of work.

    Second round of feedback

    Thank you for thinking about what feedback you want to provide! We are very keen to hear your thoughts, and believe there is much value in hearing feedback from you as the writer.

    Please bear with us – we will provide you with the necessary space and time to do so later, at the end of the studies. In the meantime, we would be very grateful if you could please proceed with the next parts.

Condition-Fair

    First round of feedback

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Your writing was exciting and interesting. It was fluid, well-structured and easy to understand. Your thought process was clear, and the scope of your vocabulary was impressive. This essay could not have been written much better given the length of time available and the topic.

Second round of feedback

Thank you for thinking about what feedback you want to provide! We are very keen to hear your thoughts, and believe there is much value in hearing feedback from you as the writer.

Please bear with us – we will provide you with the necessary space and time to do so later, at the end of the studies. In the meantime, we would be very grateful if you could please proceed with the next parts.

Appendix B4: Voicing constructively/destructively

This study gives you the opportunity to express your opinion about the job interview task. It will be done in two ways. In the first section, we would like to understand your preferences for giving feedback on the task. In the second section, we would like you to answer some questions about the task.
In the first section, you will be asked to rate your preferences on two possibilities of how you can express your opinion on the job interview task:

You can either share your feedback on the previous task directly with the researchers responsible at Henley Business School. This will help them to develop the job interview task and to improve their work.
or
You can share your opinion on social media. We would like to post some participant impressions of our studies on social media. You can say whatever you want and your writing will be posted anonymously. We will not monitor or change your writing.

1-I would like to share my opinion directly with the researchers responsible for developing the task.

Not at all (1)	(2)	(3)	(4)	(5)	(6)	Very much (7)

2-I would like to share my opinion on social media.

Not at all (1)	(2)	(3)	(4)	(5)	(6)	Very much (7)

Appendix B5.1: Attitude towards the organization and the employer (used in the Pilot study)

Now, in the second section, we would like you to give us further insight on your opinion about the job interview task: *(1 Strongly disagree, 2 Disagree, 3 Disagree somewhat, 4 Neither agree nor disagree, 5 Somewhat agree, 6 Agree, 7 Strongly agree).*

1- The instructions for the job interview task were detailed enough to carry it out.

2-I feel very satisfied with the job interview task.

3-I believe the job interview task was very easy.

4-I believe that the job interview task was an innovative task.

5-I felt that the job interview task was exciting.

6-I really felt that I should do my best for the job interview task.

7-I believe that the job interview task helped me to deeply think about inspirational things in my life.

8-I felt that I have been treated respectfully in the job interview task.

Appendix B5.2: Attitude towards the organization and the employer (used in the Main study)

Now, in the second section, we would like you to give us further insight on your opinion about the job interview task: *(1 Strongly disagree, 2 Disagree, 3 Disagree somewhat, 4 Neither agree nor disagree, 5 Somewhat agree, 6 Agree, 7 Strongly agree).*

Positive evaluation of the employer's task

1- The instructions for the job interview task were detailed enough to carry it out.

2-I feel very satisfied with the job interview task.

3-I believe the job interview task was very easy.

4-I believe that the job interview task was an innovative task.

5-I felt that the job interview task was exciting.

6-I believe that the job interview task helped me to deeply think about inspirational things in my life.

Long-term commitment and loyalty towards the organisation

7-I felt that I have been treated respectfully in the job interview task.

8- In the future I wouldn't mind doing the same job interview task again.

9- I believe the job interview task does a good job of measuring what I am able to do.

10- I would recommend participating in this research to someone who seeks my advice.

11- I would say positive things about this job interview task to other people.

Appendix B6: Trait Anger (Trait scale of STAXI-2; Spielberger, 1999).

A number of statements that people have used to describe themselves are given below. Read the statements below and indicate how you generally feel by placing the appropriate number next to each item. *(1 Almost never, 2 Sometimes, 3 Often, 4 Almost always)*

1. I am quick tempered.

2. I have a fiery temper.

3. I am a hotheaded person.

4. I get angry when slowed down by others' mistakes.

5. I feel annoyed when not given recognition for doing good work.

6. I fly off the handle.

7. I say nasty things when mad.

8. It makes me furious when I am criticized in front of others.

9. I feel like hitting someone when frustrated.

10. I feel infuriated when I do a good job and get a poor evaluation.

Appendix B7: The Emotion Regulation Questionnaire (ERQ; Gross & John, 2003).

Please indicate your agreement with each of the following statements: *(Strongly disagree, Disagree, Disagree somewhat, Neither agree nor disagree, Somewhat agree, Agree, Strongly agree).*

1. When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.

2. I keep my emotions to myself.

3. When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.

4. When I am feeling positive emotions, I am careful not to express them.

5. When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.

6. I control my emotions by not expressing them.

7. When I want to feel more positive emotion, I change the way I'm thinking about the situation.

8. I control my emotions by changing the way I think about the situation I'm in.

9. When I am feeling negative emotions, I make sure not to express them.

10. When I want to feel less negative emotion, I change the way I'm thinking about the situation.

Appendix B7: Grit scale (Grit-S; Duckworth & Quinn, 2009).
Please respond to the following 8 items. Please be honest – there are no right or wrong answers! *(1 Very much like me, 2 Mostly like me, 3 Somewhat like me, 4 Not much like me, 5 Not like me at all)*

1. New ideas and projects sometimes distract me from previous ones.

2. Setbacks don't discourage me.

3. I have been obsessed with a certain idea or project for a short time but later lost interest.

4. I am a hard worker.

5. I often set a goal but later choose to pursue a different one.

6. I have difficulty maintaining my focus on projects that take more than a few months to complete.

7. I finish whatever I begin.

8. I am diligent.

Appendix B8: Moral Identity Scale (MIS; Aquino & Reed, 2002).

Listed below are some characteristics that may describe a person:

Caring, compassionate, fair, friendly, generous, helpful, hardworking, honesty, and kind.

The person with these characteristics could be you or it could be someone else. For a moment, visualize in your mind the kind of person who has these characteristics. Imagine how that person would think, feel, and act. When you have a clear image of what this person would be like, answer the following questions.

Answer the following questions according to the following scale:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

1. It would make me feel good to be a person who has these characteristics.
2. Being someone who has these characteristics is an important part of who I am.
3. A big part of my emotional well-being is tied up in having these characteristics.
4. I would be ashamed to be a person who has these characteristics.
5. Having these characteristics is an important part of my sense of self.
6. I strongly desire to have these characteristics.
7. I often wear clothes that identify me as having these characteristics.
8. The types of things I do in my spare time (e.g., hobbies) clearly identify me as having these characteristics.
9. The fact that I have these characteristics is communicated to others by my membership in certain organisations.
10. I am actively involved in activities that communicate to others that I have these characteristics.

Appendix B9: A belief that Anger is a useful emotion (used in the pilot study; adopted from Tamir & Ford, 2012).

In general, do you think anger is a useful emotion?
        (1) Not at all   (2)   (3)   (4)   (5)   (6)   *(7) Very much*

Appendix B10.1: Voicing constructively (behaviour; used in the Pilot study)

Finally, at this point, we would like you to provide us with the feedback that you were thinking about earlier with regard to the commentary you received for the job interview task. If you want to provide feedback, please feel free to write whatever you want here.

_____

_____

_____

Please choose one of the following options on how to provide your feedback:

This is the end of the studies then, with this final option you finish your participation in this survey

Post feedback directly on social media (this link)

Provide feedback to Henley researchers only (this link)

I do not want to provide any feedback (this link)

Appendix B10.2: Voicing constructively (behaviour; used in the Main study)

Finally, at this point, we would like you to provide us with the feedback that you were thinking about earlier with regard to the commentary you received for the job interview task. If you want to provide feedback, please feel free to write whatever you want here.

_____

_____

_____

This is the end of the studies. With this final option you finish your participation in this survey: Now please let us know what we should do with your above written feedback. Please notice that you don't have to write anymore, you are only required to click one of the following options regarding the feedback that you wrote above.

o   Post feedback on social media. (1)

o   Provide feedback to Henley researchers only. (2)

o   I didn't write any feedback above, not applicable. (3)

Appendix B11: **Expression of immediate negative feedback through emojis**

Please pick up one of the following emoticons to summarize your feedback.

| (1) | (2) | (3) | (4) | (5) | (6) | (7) |