

Online Supplement A  
Summary of All Four Empirical Studies

	Study 1	Study 2	Study 3 (Sample A)	Study 3 (Sample B)	Study 4
Sample size	225	248	558	177	227
Experimental or field?	Experiment	Experiment	Field	Field	Field
Cross-sectional or longitudinal?	Cross-sectional	Cross-sectional	Cross-sectional	Cross-sectional	Longitudinal
Between-person or within-person?	Between-person	Between-person	Between-person	Between-person	Within-person
Sampling source	Amazon Mechanical Turk	Undergraduates	Convenience	Convenience	Alumni
Age composition	Less than 30 years old: 37% 30-39 years old: 34% 40 years old or above: 29%	Less than 30 years old: 100%	Less than 30 years old: 84% 30-39 years old: 15% 40 years old or above: 1%	Less than 30 years old: 80% 30-39 years old: 17% 40 years old or above: 3%	Less than 30 years old: 89% 30-39 years old: 9% 40 years old or above: 2%
Gender composition	35% female	65% female	56% female	59% female	55% female
Organizational tenure	--	--	Less than 3 years: 68% 3-10 years: 30% 11 years or more: 2%	Less than 3 years: 59% 3-10 years: 38% 11 years or more: 3%	Less than 3 years: 77% 3-10 years: 22% 11 years or more: 1%
Examples of job industries	--	--	General management (23%), consulting (7%), education (6%), accounting and finance (6%), healthcare (6%), engineers (6%), sales and marketing (6%), healthcare (5%), civil service (5%), and others (e.g., translators, legal professionals, merchandizers, curators, architects, and librarians)	General management (26%), accounting and finance (11%), healthcare (7%), IT (7%), engineers (7%), sales and marketing (6%), educators (6%), and others (e.g., surveyors, legal professionals, social workers, laboratory assistants, and administration)	General management (16%), educators (8%), engineers (6%), accounting and finance (6%), healthcare (6%), analysts (6%), IT (5%), sales and marketing (5%), civil service (5%), and others (e.g., inspectors, magazine editors, community relations, administration)
Main variables measured or manipulated	Received respect, control beliefs, positive mood, voice	Received respect, ascribed respect, PT	Received respect, control beliefs, positive mood, voice, PT	Received respect, control beliefs, positive mood, promotive and prohibitive voice, PT	Received respect, control beliefs, positive mood, voice, PT
Source of voice ratings	Self	--	Coworkers or supervisors	Coworkers	Self
Control variables (on voice)	--	--	Relationship with the rater	Relationship with the rater, personal initiative, core self-evaluation, felt responsibility, job autonomy, work engagement, transformational leadership	Impression management

*Note.* PT = perspective taking.

Online Supplement B  
Scales of Workplace Respect

**Received Respect Items Used in Study 1**

1. My coworkers respect me.
2. My coworkers react well to what I say and do.
3. My coworkers are impressed by what I have accomplished.
4. I make a good impression on my coworkers.
5. My coworkers like me.

**Ascribed Respect Items Used in Study 2**

1. I like Allen, based on his communication approaches toward me.
2. I react well to what Allen says and does.
3. I am impressed by what Allen may accomplish, based on his interpersonal skills I sensed from his communication approaches.
4. I respect Allen as a competent colleague, based on what he said in this survey.
5. I think Allen makes a good impression on me.
6. I think Allen is socially competent.
7. I think Allen is dependable.
8. I envision Allen to be successful in his career.
9. I will value Allen's skills and abilities, if I were to work with him closely.
10. I will value Allen's ideas and efforts, if I were to work with him closely.
11. I will react well to Allen's ideas, if I were to work with him closely.
12. I will welcome Allen to my team, if I were to work with him closely.
13. I will value Allen's contribution, if I were to work with him closely.
14. I will give praise to Allen for the way he handles his job, if I were to work with him closely.
15. I will trust Allen's ability to do well on the task given to him, if I were to work with him closely.

**Received Respect Items Used in Study 2**

1. I think Bryan reacts well to me and to what I say and do.
2. I think Bryan is impressed by what I can accomplish.
3. I think Bryan respects me.
4. I think I make a good impression on Bryan.
5. I think Bryan likes me.
6. I think Bryan values my skills and abilities.
7. I think Bryan values my ideas and efforts.
8. I think Bryan reacts well to me.
9. Bryan makes me feel included.

**Received Respect Items Used in Study 3 (Sample A)**

1. My coworkers respect me.
2. My coworkers react well to what I say and do.
3. My coworkers are impressed by what I have accomplished.
4. I make a good impression on my coworkers.
5. My coworkers like me.

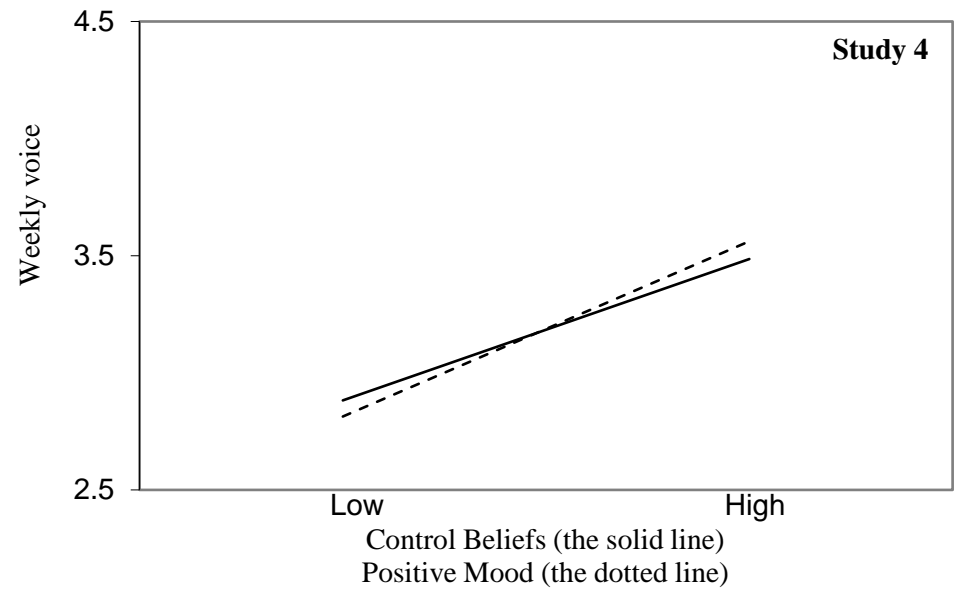
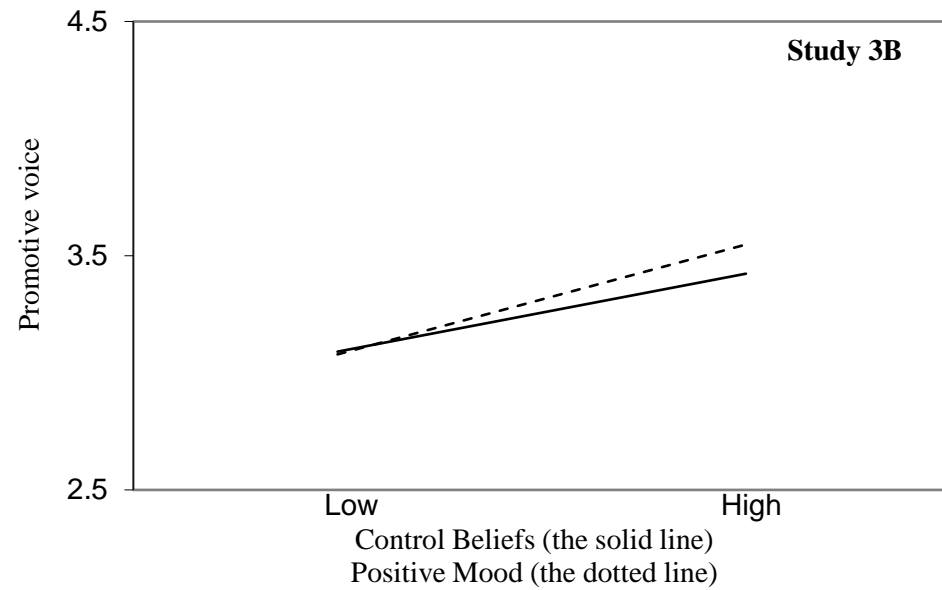
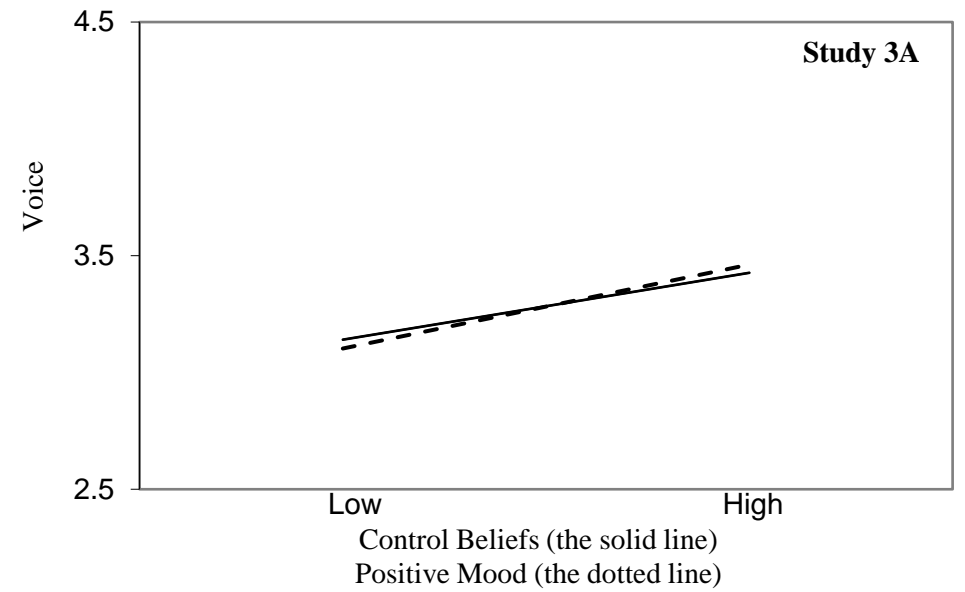
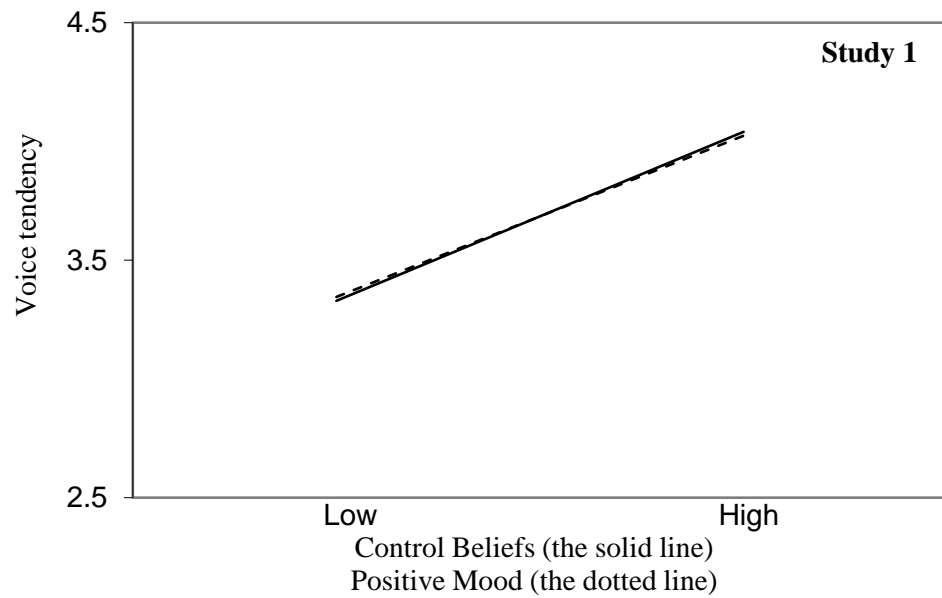
**Received Respect Items Used in Study 3 (Sample B)**

1. My coworkers value my skills and abilities.
2. My coworkers value my ideas and efforts.
3. My coworkers react well to me.
4. My coworkers make me feel included.

**Received Respect Items Used in Study 4**

1. This week, my coworkers respected me.
2. This week, my coworkers reacted well to what I said and did.
3. This week, my coworkers were impressed by what I had accomplished.
4. This week, I made a good impression on my coworkers.
5. This week, my coworkers liked me.

Online Supplement C  
The Effects of Control Beliefs and Positive Mood on Voice (Controlling for the Effects of Received Respect)



*Note.* These four plots use the same format and scales to facilitate comparison. Four observations are noteworthy. First, the directions of the slopes were consistent across all four studies, suggesting the robustness of the positive effects of control beliefs and positive mood on voice. Second, the strengths of the effects of control beliefs and positive mood on voice were generally close. Third, in Study 1 (an experimental study) and Study 4 (a within-person study), the slopes of the effects of control beliefs and positive mood were stronger than those in Studies 3A and 3B. Fourth and finally, across the four studies, the highest level of voice was observed in Study 1.