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Cruelty Incentives in Creative Work

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ABSTRACT

In any organizational setting, productivity is a crucial characteristic. When thinking of what constitutes productivity, components such as creativity and innovation may come to mind. While high levels of these elements are desired, the act of maintaining them may often be complicated by the natural uncertainties of a workplace environment. However, an in-depth understanding of balancing these pieces is crucial in expanding research on organizational psychology as a whole. The research presented in this thesis was conducted in order to understand what happens when an idea that is perceived as creative by someone is rejected. The reactionary response of the person whose idea was rejected and viewing how they attempted to redeem themselves and/or re-balance the equity of the situation was also of particular interest. The results show that receiving negative feedback can have adverse impacts on evaluations of idea novelty and usefulness. Overall, negative feedback is important to consider when administering feedback, although additional research must be conducted to determine the relationship between the emotions and cognitions considered within this phenomenon.

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Chapter 1

Introduction

Well known entrepreneur and business mogul Elon Musk once said, “I think it’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing it better.” Considering this notion, we can gather that within an organizational setting, people receiving and delivering feedback is both common and crucial to an effective workplace environment. While feedback is certainly important, we must also consider what allows feedback to eb and flow in a way that is conducive to a collaborative and successful workplace. Two crucial components to consider are creativity and innovation, which are social processes that require different perspectives to improve ideas.

Although organizational feedback is an area we can still benefit from learning more about, we do know that in certain scenarios people are incentivized to evaluate ideas harshly to look more competent to others. This idea was popularized by Theresa Amabile, a pioneer of social and industrial psychology. Within her research she found that those who provided negative evaluations were seen as more intelligent, competent, and expert in comparison to those who provided positive evaluation (Amabile, 1983). This phenomenon also has adverse effects on the ability to receive others’ ideas. More specifically, it leads people to inadvertently shut down others’ ideas. However, what we are unsure of is whether receiving negative feedback also leads people to replicate a negative feedback spiral.

As a whole, we understand that people react adversely to negative feedback, but we do not know how this manifests itself when considering creative contexts. Although there is

certainly more to be understood, there are several theories that can explain whether and why people might replicate this negative feedback spiral. Affective events theory, which focuses on people in a workplace environment, suggests that people experience certain emotional response that prompt behavior aimed at regulating the given emotion (Weiss & Cropanzano, 1996). Self-determination theory suggests that humans have basic needs that need to be satisfied (Deci & Ryan, 2008). This need relates most closely to human motivation and certain personality traits (Deci & Ryan, 2008). Lastly, organizational justice theory explains people's perception of equity within their given workplace (Colquitt, 2012; Greenberg, 1990). All the theories presented can lead to aggressive behaviors after negative feedback is received. Following this same thought process, in a creative context this may present as harsh evaluations.

The evidence within this domain allows us to assert that all the previously stated theories may be explanations for this negative feedback spiral, but we cannot yet determine which is most plausible. Speaking circumstantially, we can hypothesize that this relationship is somewhat related to the idea that receiving negative feedback undercuts an individual's feelings of personal adequacy and competency. This feeling of inadequacy creates negative emotions, but we cannot confirm what effect it leads to from a behavioral standpoint. To understand this further, we will conduct an experiment to test the applicability of all three theories. The study will use undergraduate students in introduction psychology courses enrolled at The Pennsylvania State University.

By conducting this research, we can conceptualize the reactionary component within this phenomenon. In order to better understand the intricacies of effective work environments, it is crucial to analyze both the cause and effect of this feedback spiral. As Bill Gates once stated, "research is a crucial component for the innovation that improves life for everyone." The goal of

research is to fuel organizational change in the real world. However, if we do not understand both pieces of this puzzle, our ability to do so is entirely limited by our lack of understanding of true human responses within the scope of this area.

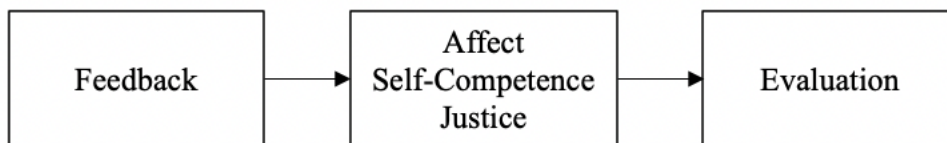


Figure 1: Theoretical model

Chapter 2

Theory and Hypothesis

When thinking of a typical brainstorming session the progression is quite consistent through any given scenario. People begin by thinking of potential ideas and presenting them to their peers involved in the project or given objective. Within this process the people involved must evaluate all the ideas presented and agree upon the best one presented. What is of particular interest within this interaction is the process of evaluation. The idea of receiving feedback about the viability of one's creative ideas is understood, but what can happen as a result of that is not entirely known.

Research suggests that positive feedback may have a unique impact on creative ideas. More specifically, positive feedback can increase perceived self-competence (Stone et al., 1985), interest in tasks (Van Dijk & Kluger, 2011), and positive emotions (Amabile et al., 2005). This effect increases people's receptiveness towards creative ideas posed by those around them (de Buissonje et al., 2007). This indicates that positive feedback can create a productive idea evaluation cycle in which people are more open to the proposition of novel ideas by others.

In comparison, research suggests that receiving negative feedback makes people react adversely (Baron, 1988; Geddes & Baron, 1997; Kluger & DeNisi, 1997). While this may be easily understood from a general perspective, the same also holds true when considering workplace environments. These reactions may manifest emotionally, cognitively, or behaviorally. The general implication of this is that negative emotions or attitudes may actually cloud people's judgement. In this particular case, their lack of judgement can negatively impact their ability to effectively evaluate others creative ideas. While the intricacies of this phenomenon are not entirely understood, there are a few theories that may provide a deeper

understanding of this. Specifically, affective events theory, self-determination theory, and organizational justice theory may reasonably explain people's adverse reactions to negative feedback and their behaviors following. I will discuss these theories in richer detail in the following sections.

Affective Events Theory

Beginning with affective events theory, the premise is that when negative events occur at work, people experience negative emotions such as anger, hostility, or sadness (Weiss & Cropanzano, 1996). These negative emotions may manifest as judgement or affectively driven behaviors (Weiss & Cropanzano, 1996). It is important to note that these negative events can be directly related to their job or more generally related to their overall experiences and interactions within the workplace (Weiss & Cropanzano, 1996).

Relating this more closely to creative feedback, negative feedback events may create affect-driven judgements of ideas. This can adversely impact the dynamic of feedback in which anger fueled evaluations may be more harmful than positive evaluations. Within the same vein, other popular studies have also supported this idea. Research has found that criticism can elicit negative affect and/or emotions (Baron, 1988; Kluger & DeNisi, 1997). This criticism may also manifest as aggression towards others (Geddes & Baron, 1997). Considering this, I hypothesize:

Hypothesis 1: Negative feedback, whether given directly or indirectly, will result in higher negative affect and lower positive affect than no feedback or positive feedback.

Self-Determination Theory

Similar to our primate counterparts, human beings have basic needs they strive to fulfill. Self-determination theory (SDT) asserts that there are three main needs to consider: autonomy, competence, and relatedness (Deci & Ryan, 2008). Before discussing these needs in detail, it is

important to understand that SDT asserts two key assumptions within this theory: the need for personal growth is what drives behavior and intrinsic motivation is crucial to development (Deci & Ryan, 2008). Autonomy refers to the idea that people want to feel in control of their own behavior (Deci & Ryan, 2008). Autonomy is a major driving force in self-determination and overall motivation (Deci & Ryan, 2008). Competence relates to people's desire to feel confident in their skills and desire for mastery of given tasks (Deci & Ryan, 2008). This feeling of competence positively affects the individual's ability to achieve goals and act as a self-starter (Deci & Ryan, 2008). Relatedness is the desire to belong or be connected to those around you (Deci & Ryan, 2008). Levels of relatedness are affected mainly by the reciprocity of respect and acknowledgement in the given relationship (Deci & Ryan, 2008).

When thinking of these components in relation to receiving feedback, feelings of competence is of most importance. More specifically, after receiving negative feedback, people may feel less competent and in turn, critique ideas more harshly than they would've if the negative feedback was not present. This process serves to restore the individuals' feeling of competence and assert their power by projecting the negative feedback onto someone else. This was seen in a similar context within Theresa Amabile's (1983) study where she found that people evaluate others more harshly to achieve a more intelligent self-image. Additionally, research has found that people evaluate others more harshly when the recipient is of a lower status (Amabile & Glazebrook, 1982). This alludes to some sort of power dynamic within this relationship in which people are continuously attempting to assert dominance over others in hopes of being seen in a more appealing way. The idea of negative feedback diminishing competence is not a nuanced perspective as it was seen similarly in Shrauger and Rosenberg's

(1970) study of self-esteem and feedback related to performance. They found that negative feedback can diminish self-perceptions of competence. Therefore, I predict:

Hypothesis 2: Negative feedback, whether given directly or indirectly, will result in lower self-perceptions of competence than no feedback and positive feedback.

Organizational Justice Theory

Within an organizational setting, people desire to be treated with equity. More specifically, people want to be treated fairly in a variety of ways whether that be in terms of their wages, benefits, promotions, or other job-related perks (Colquitt, 2012; Colquitt & Rodell, 2015; Greenberg, 1990). This idea is known as the organizational justice theory. It is important to note that within this desire for equity, there is also a desire for equitable procedures in this process as well (Colquitt, 2012; Colquitt & Rodell, 2015; Greenberg, 1990). People want the processes by which wages or promotions are determined to be fair and transparent in that they are given adequate information by which they can understand the methods of these decisions (Colquitt, 2012; Colquitt & Rodell, 2015; Greenberg, 1990). Additionally, people want to be treated fairly on an interpersonal level as well, which is known as interpersonal justice (Colquitt, 2012; Colquitt & Rodell, 2015; Greenberg, 1990).

Applying this theory to creative feedback we can assert that people can be protective of their ideas. So, negative feedback may be seen as a form of unfair interpersonal treatment, leading the person to give negative feedback to rebalance the perceived levels of fairness. Other research also presents a similar perspective in that negative feedback can be perceived as interpersonally unfair (Baron, 1993; Chory & Kingsley Westerman, 2009; Tata, 2000).

Considering this information, I hypothesize:

Hypothesis 3: Negative feedback, given directly or indirectly, will result in lower perceptions of interpersonal justice than no feedback and positive feedback.

Given the information reviewed above regarding affective reactions, compromised self-perceptions of competence, and perceived interpersonal justice, there is concern that people will pay this negative feedback forward. In other words, it is possible that this can create a negative feedback spiral. When considering all the theories discussed above, we can gather that people act in a way that aims at restoring what they feel has been compromised in that given situation. Whether that be emotions, competence, or justice, people want to restore a healthy balance that they feel is equal. Perhaps in response to negative feedback, people will evaluate others' ideas harshly or in this specific case, as less creative in terms of their feasibility and/or nuanced nature. In accordance with all three pathways, we predict the following:

Hypothesis 4: a) Affect, b) competence, and c) interpersonal justice will mediate the relationship between negative feedback and evaluations of idea novelty and usefulness.

Chapter 3

Methods

Sample and Design

Data was collected from 265 undergraduate students from a large northeastern university who were given course credit in their introductory psychology course in exchange for participating in the study. The mean age of participants was 19.1 years old, and the sample comprised of 72.8% women, 26.4% men, and 0.8% nonbinary. For this study, participants were asked to develop a creative fundraising initiative for a well-known on campus organization. The participants were asked to orient their idea towards a succinct social media campaign that would be easily interactable for viewers. The participants were randomly placed into one of four conditions in which they received various types of feedback on their ideas. The feedback was as follows: no feedback, positive feedback, indirect negative feedback, and direct negative feedback. After receiving one of the previously stated forms of feedback, they were asked to evaluate the confederate's idea.

Procedure

The study took place on a simulated online chat room with two confederates, one being the 'participant' and the other being the university representative that would evaluate their novel idea. After logging onto the online study platform, participants were welcome by the first confederate (i.e. the university representative) and filled out a series of standard demographic and individual difference questions. This section of questions assessed basic information such as age, major, and an overall benchmark assessment of their perceived creativity and levels of imagination related to idea generation. The participant and the second confederate were then asked by the first confederate to generate a creative fundraising strategy for a university-wide

fundraising initiative for a health-related cause. More specifically, they were instructed to create a visually appealing and easily understandable social media graphic that could serve to bolster their fundraising amounts.

Following their idea generation, the participants received one of four types of responses aligned with the types of feedbacks described above. The feedback was presented as follows: they were thanked for their contributions and asked to evaluate the other confederate's idea on novelty and usefulness (i.e. no feedback), they were given praise for their idea and then asked, because of their previous merit, to evaluate the other confederate's idea on novelty and usefulness (i.e. positive feedback), the first confederate showed hesitancy and discomfort before diverting the participant to evaluating the other confederate's idea on novelty and usefulness (i.e. indirect negative feedback), or the first confederate said that they saw no value in the participant's idea and instead asked the participant to contribute to the ideation session by evaluating the other confederate's idea on novelty and usefulness (i.e. direct negative feedback). Before the participants were instructed to evaluate others' ideas, they filled out a series of survey items to assess their experience in the ideation session and evaluate their reactions to the feedback they had just received.

Measures

There were four measures of interest within this study: negative affect, self-competence, interpersonal justice, and creativity. Negative affect was measured using the positive and negative affect schedule (PANAS; Watson et al., 1988). This form of measurement focused on subjective distress characterized mainly by feelings of anger, contempt, disgust, fear, and nervousness (PANAS; Watson et al., 1988). The scale prompt began, "Thinking about any feedback *you* received from the representative about *your* idea, please rate the extent to which

you feel...” and the options included emotions such as “upset” or “excited.” The items were rated on a 6-point scale from “not at all” to “extremely.”

Self-competence was measured using a task-adapted version of the self-competence scale by Tafarodi and Swann (1995). This form of measurement aimed to capture their perception of themselves as a capable and adaptive individual (Tafarodi & Swann, 1995). The self-competence measure focused on the assessment of subjective efficacy as a result of the feedback received (Tafarodi & Swann, 1995). The item stem noted, “Following your interaction with the university representative and thinking about the idea you came up with today, please rate your agreement with the following items” with example items being, “owing to my capabilities, I have much potential for coming up with ideas,” and “I did not succeed at much.” The items were rated on a 5-point scale ranging from “strongly disagree” to “strongly agree.”

Interpersonal justice was assessed using a measure from Colquitt and Rodell (2015). This measure focused on feelings of fairness and equity relating to procedural execution and the outcomes that resulted (Colquitt & Rodell, 2015). The measurement assessed feelings of reciprocity related to respect and perceived dignity as a whole (Colquitt & Rodell, 2015). The items were rated on a 5-point scale that ranged from “to a very small extent” and “to a very large extent.” Examples of items related to this measure are as follows: “Did they treat you with respect?” and “Did they treat you with dignity?”

Creativity was measured using novelty and usefulness items by Nguyen and Hunter (2021). This measure focused on the extent to which they felt their ideas were unique and/or unlike anything else they had previously seen in a fundraising domain. Additionally, the measure assessed the level to which the idea could be genuinely effective at increasing donation levels. Participants were asked to rate the extent that the ideas were novel, an example of this being,

“...unlike any other ideas you have seen before”. Additionally, they were asked to rate the extent that the ideas were useful (e.g. “...practical, can be realistically implemented”). The items were rated on a 5-point scale that ranged from “to a very small extent” and “to a very large extent.”

Chapter 4

Analysis Plan

Given the experimental nature of this study, I tested Hypotheses 1-3 using one-way analysis of variance (ANOVA), with Tukey's post-hoc tests to determine which feedback conditions differ from each other on affect, competence, and fairness. Next, sampling distributions of product terms are often skewed, reducing statistical power to detect mediation (Bollen & Stine, 1990; MacKinnon et al., 2002). To reduce the skewness of sampling distributions for tests of mediation, I conducted tests of indirect effects for Hypothesis 4 using 5,000 bootstrapped samples (Shrout & Bolger, 2002). Indirect effects were estimated following recommendations by Hayes and Preacher (2014) for testing mediation with multicategorical independent variables (e.g., experimental conditions), and affective (e.g., negative and positive affect) and cognitive (e.g., competence and justice) were tested separately given their multicollinearity.

Chapter 5

Results

Hypothesis 1 predicted that receiving negative feedback would result in higher negative affect and lower positive affect than positive and neutral acknowledgement. Results of a one-way ANOVA indicate that feedback conditions do differ in negative affect, $F(2, 158) = 8.87, p < .001$, and positive affect, $F(2, 137) = 12.94, p < .001$. Specifically, in support of Hypothesis 1, negative affect was significantly higher in the negative feedback condition ($M = 1.82, SE = .09$) than the positive feedback condition ($M = 1.33, SE = .08$), $t(261) = -2.90, p = .011$, and neutral condition ($M = 1.44, SE = .09$), $t(261) = -3.68, p < .001$ as demonstrated by figure 2. Likewise, figure 3 indicates that positive affect was significantly lower in the negative feedback condition ($M = 2.74, SE = .12$) than in the positive feedback ($M = 3.77, SE = .19$), $t(259) = 3.28, p < .01$, and neutral conditions ($M = 3.41, SE = .15$), $t(259) = 4.97, p < .001$.

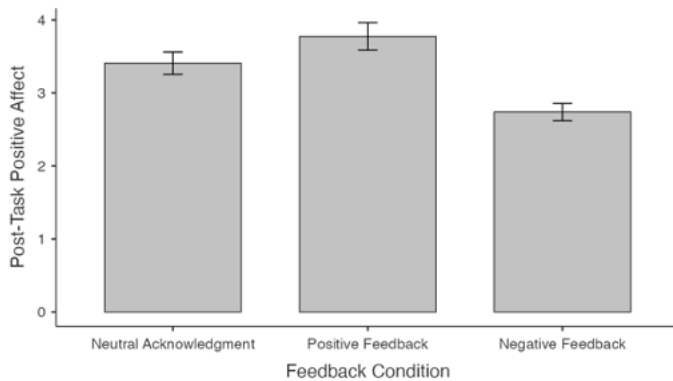


Figure 2: One-way analysis of variance results for perceived affect.

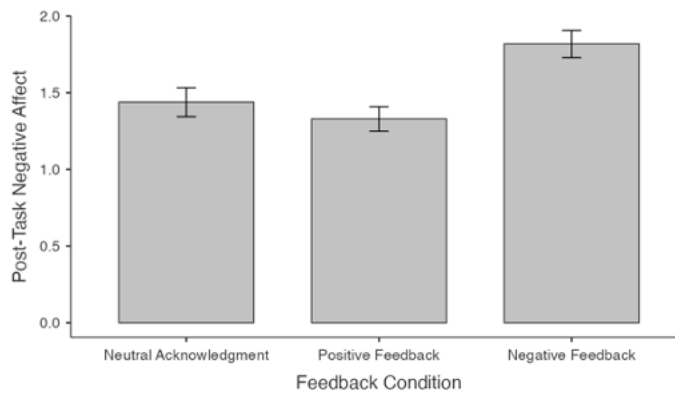


Figure 3: One-way analysis of variance results for perceived negative affect.

Hypotheses 2 and 3 predicted that receiving negative feedback would result in lower self-perceptions of competence and perceptions of interpersonal justice. Indeed, results of a one-way ANOVA indicate that feedback conditions differ in reported competence, $F(2, 140) = 8.14, p < .001$, and justice, $F(2, 158) = 41.21, p < .001$. Further, figure 4 shows direct support of Hypothesis 2 in which participants' self-perceived competence was significantly lower in the negative feedback condition ($M = 3.46, SE = .06$) than in the positive feedback condition ($M = 3.87, SE = .09$), $t(262) = 2.50, p = .034$, and neutral condition ($M = 3.72, SE = .09$), $t(262) = 3.84, p < .001$. Similarly, in support of Hypothesis 3, participants' perceptions of interpersonal justice was significantly lower in the negative feedback condition ($M = 3.07, SE = .10$) than in the positive feedback ($M = 4.32, SE = .10$), $t(262) = 6.13, p < .001$, and neutral conditions ($M =$

4.00, SE. = .10), $t(262) = 8.11$ $p < .001$ as seen in figure 5.

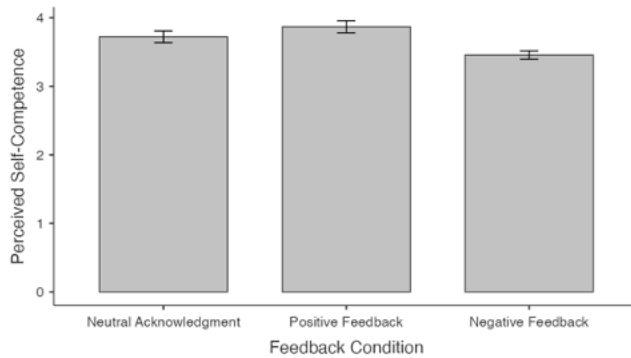


Figure 4: One-way analysis of variance results for perceived self-competence

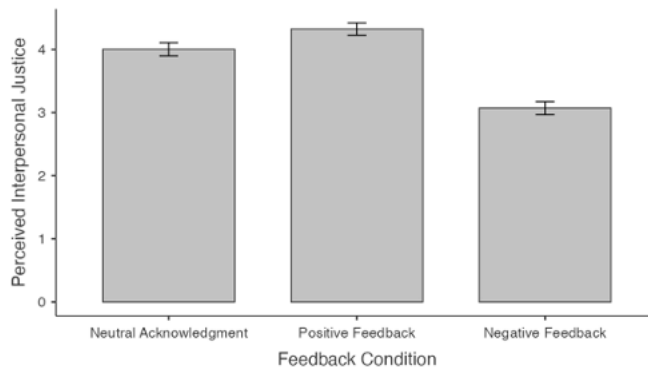


Figure 5: One-way analysis of variance results for perceived interpersonal justice.

Finally, I tested the mediation pathways predicted in Hypothesis 4 to determine whether affect and cognitive variables mediated the relationship between feedback conditions and creativity evaluations (i.e., novelty and usefulness). For affect, a test of indirect effects using 5,000 bootstrapped samples indicated that positive affect mediated the relationship between feedback received and evaluations given for novelty, $Boot\ z = -2.45$, 95% CI [-0.02, -0.05], but evidence for mediation was not present through negative affect, $Boot\ z = -.51$, 95% CI [-0.09, .05]. A similar pattern of effects was found for evaluations of idea usefulness, such that positive affect mediates the relationship between feedback received and usefulness evaluations, $Boot\ z = -3.00$, 95% CI [-0.04, -0.08], but negative affect does not, $Boot\ z = -.59$, 95% CI [0.03, -0.001]. For

cognitions, bootstrapped mediation tests revealed that interpersonal justice mediated the relationship between feedback and subsequent evaluations of novelty, $Boot\ z = -2.78$, 95% CI [-0.34, -0.06], and usefulness, $Boot\ z = -2.63$, 95% CI [-0.27, -0.04]. In contrast, no significant mediation effects were found through self-competence for evaluations of novelty, $Boot\ z = -0.81$, 95% CI [-0.08, 0.03], or evaluations of usefulness, $Boot\ z = -2.63$, 95% CI [-0.27, -0.04]. In summary, evidence was only found for single components of the affective and cognitive pathways—namely, receiving negative feedback reduced positive affect and perceptions of interpersonal fairness, leading to lower evaluations of both novelty and usefulness.

Chapter 6

Discussion

The results suggest that negative feedback reduces positive emotions, which in turn leads people to rate ideas as being less novel and useful (i.e., creative). However, evidence was not found for the role of negative emotions. More specifically, positive affect mediated the relationship between feedback received and evaluations given for novelty, but negative affect did not. Furthermore, positive affect mediated the relationship between feedback received and usefulness evaluations, but negative affect did not. Support was also found for the suggestion that people rate ideas less positively when they perceive that they were treated unfairly. This suggests that people may try to “level” the playing field by communicating negative feedback to others to re-establish fairness. This demonstrates the notion of, “If I was treated that way, they should be too.” When considering the findings in their entirety this offers evidence that the emotions and cognitions people experience due to negative feedback can change the way they view and evaluate ideas.

The main objective of this research was to elaborate on previous research that indicated people react adversely to negative feedback. We now understand that negative feedback can have repercussions on future evaluations of creativity. Cognitions can influence, or potentially even “cloud”, people’s perceptions of others’ ideas. More specifically, receiving negative feedback can motivate people to view ideas less positively and evaluate them more harshly. This was demonstrated by lower ratings of novelty and usefulness demonstrated after the individual received the negative feedback.

Although this study contributes to previous literature on creativity and innovation, the results must be interpreted with respect to several limitations. The study was conducted in anonymous groups, meaning that the social costs of failure were low. Reactions to negative feedback may not have been taken as harshly from strangers in a contrived setting as compared to settings in which participants had a vested interest in maintaining social status or reputation. An example of the latter may be a genuine workplace setting where the objective is to be seen positively by others and/or authoritative figures. Second, the task given to participants was also low-stakes and highly altruistic, which may explain why there were no findings for negative emotions. The study task was based on a *real* and *popular* social cause endorsed by the university. So, while participants may have been disappointed from having their ideas rejected, they were not entirely opposed to other ideas because the task oriented itself around a noble philanthropic cause. Third, the study tested affective and cognitive pathways separately and found some support for each. However, this does not inform us about the causal ordering of emotions or cognitions and limits our ability to discern which may be occurring first and/or impacting the other.

When people receive feedback on their proposed idea, whether positive or negative, before proceeding with creativity evaluations, their emotions and thoughts can alter the way they appraise ideas. More specifically, receiving positive feedback may lead people to evaluate more optimistically, whereas negative feedback may motivate people to evaluate more critically. The findings suggest that in creative groups and teams, it may be advantageous to share and evaluate ideas individually rather than evaluating ideas in real time. This may serve to prevent the negative impacts a collaborative group setting can have on idea evaluation. Applying this

information to real world situations, we can suggest that brainstorming and idea evaluation may be most efficient if done by generating ideas individually before reconvening to share as a group.

Given that we understand how reactions to negative feedback inform people's judgments of creative ideas, future research should examine whether and which emotions and cognitions best align with collective judgments of creativity or accurate forecasting about the success of ideas. Further, future research should examine whether these study findings generalize to social contexts with status differentials. It would be interesting to see if people are more inclined to evaluate more harshly to restore competence perceptions when their group members are of comparably higher status (Amabile & Glazebrook, 1982). Finally, extending beyond individuals, this phenomenon can also be studied in creative groups. For instance, researchers can investigate whether affective and cognitive polarization within groups influences a group's ability to form consensus about which ideas to select.

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Member

Spring 2019- Present

- Contributed to the discussion of difficult issues facing the world via classes, leadership seminars, engagement in community programs, field trips, and a mentorship program.
- Meet weekly to discuss topical leadership strategies with discussions led by President Eric Barron and Dr. Peggy Johnson and other prominent leaders.

Race and Ethnic Relations, Dr. Wayne Gersie

Teaching Assistant

Spring 2019-Spring 2021

- Created lecture material, graded assignments, and communicated with students.
- Led collaborative classroom discussions about various sociology-based topics related to the course.

Business Management Fundamentals, Dr. Jenifer Eury

Teaching Assistant

Fall 2020- Spring 2020

- Prepared lecture material, attended class, corresponded with students, and graded assignments.

Glitzy Chicks Makeover and Spa Parties

Event supervisor

March 2018-Present

- Act as a liaison between the office and customer, organize staff, oversee the operation of the event, and ensure demands of the customer are executed.
- Handle the financial accounts and ensure payment between the customer and company are coordinated in a timely manner.

RELEVANT EXPERIENCE

Carone and Associates, PLLC

Office Clerk

Spring 2021- Summer 2021

- Drafted estate planning documents such as trusts, wills, health care proxies, and power of attorney forms.
- Prepare and file estate proceeding documentation including probate petitions, administration petitions, petitions to remove restrictions, and petitions for judicial settlement of account.
- Composed commercial and residential real estate contracts, riders, deeds, and other related documents.

Bruno for New York State Campaign

Research assistant

Spring 2020- Fall 2020

- Communicated with members of the community to determine relevant issues to integrate within the campaign.
- Collaborated with the campaign team to create positive societal change during the pandemic.

Figurelli Integrated Wellness Center

Administrative assistant

Spring 2019- Summer 2019

- Coordinated with incoming clients and scheduled appointments.
- Performed administrative duties including faxing, filing, and managing incoming and outgoing mail.

RESEARCH EXPERIENCE

Leadership and Innovation Lab

Undergraduate Researcher

Spring 2019- Present

- Study the intricacies of change and how they are affected by both adaptive and maladaptive leadership.
- Collaborate with graduate students in analyzing research and forming conclusions for further areas of study.

HONORS AND SCHOLARSHIPS

- Presidential Leadership Academy; The Pennsylvania State University; Dean's List – Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021; Academic Excellence Scholarship; Bunton Waller