WORKING PAPER

When Dual Team Leaders Model Voice Behavior: Boundary Effects of Involvement, Mixed Messages, and Stifling Hierarchy on Team Safety, Voice Climate, and Performance

Murray Barrick
Olof Bik
Jere R. Francis
Lena Pieper
Ann Vanstraelen

KEY TAKE-AWAYS

What leaders can do to help team members feel safe enough to create a climate of voice in a dual-leader:

The manager plays a key role in the team: voice-modeling behavior from the manager has a stronger association than the partner's behavior. Need for leadership training to help managers demonstrate, through their own "voice" leadership behaviors, that there is an environment of psychological safety that enables voice for the audit team.

Managers' influence is accentuated when they are more involved and avoid mixed messaging (by not engaging in counterproductive RAQ acts).

Partner's voice role modeling may help in absence of the manager, but otherwise has a stifling effect (less actual team voice). More manager involvement cannot compensate for this.

The manager is the "team climate engineer" for the audit team.

F
AR · Foundation *for* Auditing Research

When Dual Team Leaders Model Voice Behavior: Boundary Effects of Involvement, Mixed Messages, and Stifling Hierarchy on Team Safety, Voice Climate, and Performance

Murray R. Barrick
Texas A&M University, U.S.A.

Olof Bik
University of Groningen, the Netherlands

Jere R. Francis
Maastricht University, the Netherlands

Lena Pieper
Maastricht University, the Netherlands

Ann Vanstraelen
Maastricht University, the Netherlands

Working paper, April 22, 2024

Please do not quote without permission of the authors. Comments welcome.

When Dual Team Leaders Model Voice Behavior: Boundary Effects of Involvement, Mixed Messages, and Stifling Hierarchy on Team Safety, Voice Climate, and Performance

ABSTRACT

Our study investigates what leaders can do to to make team members feel safer to speak up, when the team has two leaders (the supervising manager and higher-level partner). Drawing on functional leadership theory we identify specific functional voice behaviors team leaders' model, particularly the supervisor, to enhance team psychological safety, which strengthens team voice climate and team performance. We employ three theories – modeling theory, mixed messages theory, and theory of stifling hierarchy – to assess whether the voice modeling behavior–team psychological safety relationships are contingent on greater leader involvement with the team, use of counterproductive behavior, and hierarchies stifling influence. Analysis of survey and proprietary archival data from 127 professional service (audit) action teams and 754 auditors revealed a positive and dominant association with team psychological safety when team managers, rather than higher-level partners, engaged in voice modeling behavior, and this effect is: even stronger the more involved the managers are with their teams; is weakened by "mixed behavioral messages" when the manager's positive voice behaviors are combined with negative counterproductive (taking audit "short cuts") behaviors; and the "stifling effect" from the higher-level partner's attempt to influence member voice, undermines the manager's effect. Theoretical and practical implications are discussed.

Keywords: action teams; audit teams; leader voice modeling behavior; dual-leadership structures; leader involvement; counterproductive leader behavior; team psychological safety; team voice climate; team performance.

Successful leaders must encourage team members to freely speak up and share ideas or suggestions that improve decision-making, solve problems, or disrupt the status quo; actions that are called team member *voice* (Farh & Chen, 2018). Before a team leader can encourage team members to freely speak up, it is important to overcome the fear and anxiety members hold about voicing ideas or beliefs that can differ from teammates and leaders, called *team psychological safety* (Sanner & Bunderson, 2015). This is especially the case when teams work on complex, knowledge intensive tasks that require profound collaboration in action teams (e.g., audit teams, consulting groups, flight crews, surgical teams).[1] When team members express their voice, they voluntarily share hard-won tacit knowledge. This improves team processes, strengthens team voice climate and increases team performance (Detert & Burris, 2007; Frazier & Bowler, 2015).

The purpose of the present study is to explore specific behaviors leaders can portray that augment team member's perceived safety and security to instill a stronger team climate of voice and improve team performance. Our study integrates theoretical insights from three independent lines of research that have not yet been applied to elicit voice in action teams. First, we propose a theoretical model, drawing on modeling theory, grounded in social learning theory (Bandura & Walters, 1977; Latham & Saari, 1979), that specifies how and why key voice behaviors modeled by a leader promotes the development and emulation of voice within the team, raising members perceived security to speak up (Farh & Chen, 2018; Hu, et al., 2018). Research largely focuses on the influence positive leadership styles have with voice, such as transformational leadership (Bai, Lin, & Liu, 2019; Chan, 2014; Duan, Xu, & Wu, 2017). Yet, these styles emphasize the need to inspire a vision or motivate employees rather than actually demonstrating specific functional voice behaviors that leaders can portray. To establish the key voice behaviors modeled

---

[1] We use audit engagement teams as the setting for our study. Audit teams have a dual leadership structure comprising a partner and a manager jointly leading a team, which is discussed later in the section.

by the leader, we employ a functional leadership framework to show how members can safely yet effectively use voice (McGrath, 1962; Morgeson, DeRue, & Karam 2010) by copying *voice modeling behaviors* of the leader, including portraying the advantages of voice behavior, supporting feedback and expressing constructive ideas, and encouraging members to willingly speak up with suggestions that improve team functioning (Fast, Burris, & Bartel, 2014; Howell, Harrison, Burris, & Detert, 2015; Van Dyne & LePine, 1998). To capture the distinctive gains members acquire from observing leader's modeling specific voice behaviors, and to rule out an alternative explanation, we control for the most frequently studied positive leadership behavior, the leader's transformational leadership. Thus, we reveal the incremental gains leaders realize by applying voice modeling behaviors to increase team psychological safety and voice enactment.

A second line of research, drawing from Burris, Martins, and Kimmons' (2022) study of the theory of mixed messages sent by employees to a leader, emphasizes the need to consider the consistency of information or messages sent by a leader's voice behaviors to the team members. Theoretical insights from cognitive psychology demonstrates that consistency across behavioral or informational stimuli makes the message easier to understand and incorporate into our thought processes (Burris et al., 2022; Rosch, 1978; Winkielman, Schwarz, Reber, & Fazendeiro, 2003; Wyer & Srull, 1986). Thus, our study also explores when other behaviors by the team leader sends mixed behavioral messages that hinder the gains from a leader's voice behaviors.

Third, research on employee voice has primarily focused on the influence of a single leader, generally the supervisor (Morrison, 2023). Yet, having two leaders in charge of an action team commonly occurs, such as with audit teams (partner, manager, staff members), flight crews (pilot, co-pilot, flight attendants), or surgical teams (lead surgeon, anesthesiologist, nurses). The importance of recognizing the influence of two leaders is revealed in a study by Detert and

Trevino (2010), who asked employees which leader affected their willingness to engage in voice behavior and found that the immediate boss impacted 93% of the employees, yet about 50% also reported being influenced by the skip-level leader: the hierarchically higher (if not highest) team leader. Accordingly, we posit a dominant influence for the day-to-day manager, such that the positive relationship with voice behavior is stronger when the team manager exhibits greater involvement with the team, as more involvement, including face time with members of the team increases the impact of the direct manager's modeled voice behavior (Peng & Wei, 2019).

While these studies show the centrality of the direct supervisor, it also highlights the need to account for the effect of the second, higher-level leader's behavior. Although more recent studies have suggested a beneficial effect from having access to a skip-level leader, we challenge this view by considering the stifling effect hierarchy has shown to have on the expression of voice (Morrison & Rothman, 2009). Thus, the third key purpose of our study is to account for all leader effects by explicitly considering the gains or personal costs team members secure or risk by observing voice modeled behaviors of dual leaders in a hierarchically structured team.

Our study thus offers three contributions to theory. First, building on functional leadership theory, we integrate across modeling theory, theory of mixed behavioral messages, and theory of stifling hierarchy by examining the agentic effects two leaders' voice modeling behavior has on members' perceptions of the safety and security to give voice as means to improve the team's functioning (Ashford, Rothbard, Piderit, & Dutton, 1998; Detert & Burris, 2007; Van Dyne & LePine, 1998). We develop and test predictions about the unique influence that observing a leader's voice modeling behaviors has on team members' shared feelings about the safety in voicing as ways to improve the team's performance. Second, we examine the impact voice modeling behaviors from two hierarchically different leaders, one with frequent

day-to-day involvement with supervision responsibilities (the direct manager) and the other with both client-oriented and team-oriented responsibilities (the higher-level partner), have on team members, to fully capture the effects of leader behaviors. Third, we establish whether leader involvement with the team, mixed behavioral messages, and the stifling effect from hierarchy serve as critical boundary conditions limiting the utility of leader voice modeling behaviors on team functioning and performance. Figure 1 depicts our theoretical model.

Insert Figure 1 about here

Beyond these theoretical contributions, we provide important practical contributions as we test our model by sampling from the 10 largest audit firms in a European country that was struggling to (re)define country-wide rules and regulations that encourage audit team members, particularly lower rank auditors, to feel safe enough to speak up about audit issues, raise questions or admit mistakes, even raise concerns about leader misconduct. Hence, our research provides evidence-based answers related to questions of professional importance about how and when leader behavior in a dual leader team structure creates space that enables audit members to find their voice and speak up to challenge audit issues (Clor-Proell, Kadous, and Proell, 2022; Gissel & Johnstone, 2017; Smeets, Gijselaers, Meuwissen, & Grohnert, 2021). Thus, we identify how an audit firm can satisfy both the public interest and provide a high-quality client audit.

THEORETICAL DEVELOPMENT AND HYPOTHESES

Conceptualizing Voice Modeling Behavior

Encouraging the use of voice behavior is a particularly salient goal in our setting, where a lack of voice behavior in the audit team can threaten audit quality, as key information including potential fraud concerns are not brought forward, discussed, nor effectively resolved. Research shows that the fundamental challenge in eliciting voluntary voice of ideas or concerns that

challenges the status quo or those with greater responsibility (LePine & Van Dyne, 1998) is that speaking up is interpersonally risky, and may harm the actor or another's career, even jeopardize team harmony (Morrison, Wheeler-Smith, & Kamdar, 2011). This underlines the importance of *team psychological safety*, which is defined as the belief that the team is relatively safe and secure for interpersonal risk taking, thereby enabling followers to speak up (Edmondson, 1999). To effectively reduce fear and increase safety in teams, research continues to focus on the importance of the leader's behavior, particularly the supervisor's behavior, to predict when employees will perceive enough psychological safety in the team to speak up (Morrison, 2011).

To encourage a feeling of safety and increase voice enactment in teams, we examine the impact a leader's *voice modeling behaviors*, based on social learning theory (Bandura, 1977; 1986), have when team members observe and emulate those leader behaviors (Loon, Lim, Lee, & Tam, 2012; Ng, Lucianetti, Hsu, Yim, & Sorensen, 2021). Even though modeling theory has not yet been applied to leader behavior in the voice literature, one of the most frequently studied predictors for eliciting voice is transformational leadership, which has a facet called idealized individualization that recognizes the importance when leader's model organizational values to strengthen mission, vision, and will (Bass, 1985) for followers. Modeling theory is also central to studies of ethical leadership as a way to ensure leaders can illustrate and communicate ethical values and norms of conduct to followers (Brown & Trevino, 2006; Brown, Trevino & Harrison, 2005). Mentoring is another literature that suggests leader role modeling by mentors can help mentees develop further and is one of three key mentoring behavioral dimensions predicting greater mentoring success and job performance (Gosh & Reio, 2013; Levesque, O'Neill, Nelson, & Dumas, 2005). This evidence suggests leaders modeling voice behaviors could provide a way to encourage members to feel safe, secure, and comfortable to enact voice, though research has

not directly tested this proposal. Thus, we extend modeling theory by testing whether members are more likely to feel psychological safety when observing leader's voice modeling behaviors.

To identify and embody specific leader voice modeling behaviors, we apply *functional leadership theory* (Farh & Chen, 2018; Morgeson et al., 2010) to highlight the set of behaviors needed by the team to elicit voice enactment. The theory focuses on functional behaviors leaders can do or get, that the team is missing or needs (Morgeson et al., 2010). One key function skilled leaders depend on is setting an example, since followers are expected to observe their leaders and copy what they do (Adair, 1973; McGrath, 1962). It is a short leap from observing what the team leader can do, to the belief that other team members can also do it by observing leader behavior, which is the basic premise of modeling theory. Ng and colleagues (2021) support this, finding that after employees observe co-workers engaged in voice behavior, those employees are more likely to engage in their own voice behavior. With evidence that workers do copy voice behavior of peers as posited by modeling theory, we explore if leader voice modeling behavior will also be impactful. As functional leadership theory makes clear, to inspire team members to disclose concerns willingly that may adversely affect the leader, client, or team, it is important to identify specific functional voice behaviors leaders can model, including displaying the advantages of voice, expressing constructive or innovative ideas to improve work, supporting feedback, being receptive to other's ideas, and rewarding voice (Ashford et al.,1998; Van Dyne & LePine, 1998).

Leader's Voice Modeling Behavior and Team Psychological Safety

Research has consistently found that before team members are willing to speak up, they need to feel safe and secure in an action team (Edmondson, 1999; Morrison et al., 2011). In our study when leaders model voice behaviors to members we expect team psychological safety is strengthened and in turn, increases team voice climate and team performance (Detert & Burris,

2007; Edmondson & Lei, 2014) for three reasons. First, the importance of the role of the leader's behavior, particularly the supervisor, is a strong theme in the research of employee voice practices (Morrison, 2011). We extend research on the primacy of leaders by focusing on voice modeling behaviors and contend that team members closely observe what the leader does, as proposed in modeling theory. By doing so, members will see the value of speaking up, but consistent with voice research, only after perceptions of team psychological safety have risen.

Second, because one of the main needs the team must overcome is an inherent reluctance to speak up, we draw on functional leadership theory to identify leader behaviors that the team needs to overcome team member fears about the negative consequences of taking interpersonal risks. One of the main challenges in this study is to design and employ voice modeling behavior so leader behavior fosters psychological safety among team members to enhance their willingness to speak up about issues affecting the quality of the audit (Lightle, Castellano, & Baker, 2017; Nelson, Proell, & Randel, 2016; Smeets et al., 2021). Finally, building on prior research (Roussin, 2008; Sanner & Bunderson, 2015; Sherf, Parke, & Isaakyan, 2018), we maintain that team psychological safety is likely to be a particularly salient mediator in audit teams that convene, adjourn, and reconvene over the course of a typical audit engagement. Thus, we extend research on the primacy of team psychological safety as a mediator of the relationship between the leader's voice modeling behaviors and team voice climate and audit performance.

The Manager's Preeminent Impact on Safety even with Dual Leaders

Voice research has primarily focused on the influence of one leader, the direct supervisor. However, today's teams often have two or more leaders, not just the supervisor (Liu, Tangirala, & Ramanujam, 2013). This has (implicitly) been recognized in recent studies that investigated whether higher-level, skip-level leaders (Brown et al., 2005) can also inspire their employees to

use voice (Detert & Trevino, 2010; Morrison et al., 2011). Yet, voice research has not fully recognized the influence of multiple leaders, as is common in today's action teams (Detert & Trevino, 2010; Liu et al., 2013). To address this, our study attempts to simultaneously account for the impact two team leaders in hierarchically different roles have in a dual leader action team.

The belief that the manager has the preeminent impact on the team's perceived safety and voice enactment has consistently been favored in prior research and is best illustrated by Morrison et al. (2011) who claim the day-to-day supervisor has powerful effects on employee voice, labeling them "climate engineers in the workplace". This is backed by Detert and Trevino (2010) qualitative evidence that while nearly all (93%) employees report their voice behavior is primarily influenced by the direct supervisor, only 53% are willing to share work ideas with the higher-level (skip-level) leader. Building on this, we propose the primacy of the team manager, as day-to-day supervisor shaping voice behavior of team members over that of the higher-level partner, largely because the team manager is in position to encourage, endorse, and implement those ideas given voice by their teams. In this way, the team manager acts as the "climate engineer" and is expected to be the most influential leader of the two in shaping member voice. Applying functional leadership theory, we directly test whether the manager can better satisfy the critical needs of the team vis-à-vis voice modeled behavior than can the higher-level partner (Farh & Chen, 2018). Thus, we expect the manager's voice modeling behavior has a more dominant impact on perceptions of team psychological safety and on creating a climate of team voice than the higher-level partner's voice modeling behavior. Based on this, we posit:

> *Hypothesis 1: The positive relationship between the manager's use of voice modeling behavior and team psychological safety will be greater than the positive relationship between the partner's use of voice modeling behavior and team psychological safety.*

Two Boundary Conditions on the Manager's Voice Modeling

Because team managers take daily responsibility for their team and initiate frequent interactions with members of the team, we expect that manager behavior will predict greater meaningful variance in the employee's use of voice and show the primacy of supervisors (Detert, Burris, Harrison, & Martin, 2013; Zohar & Luria, 2005), even after accounting for the partner's behavior. Extending this notion, our study not only posits the preeminent role of the manager but expects that the greater a manager's involvement with the team, the greater the effect that the manager's voice modeling behavior will have on team psychological safety. The more the manager's visibility in and facetime with the team increases (i.e., involvement) so does the amount of voice modeling team members are exposed to, which is crucial to increasing their willingness to speak up and raise audit concerns, that in turn enhances audit quality and team performance (Lightle et al., 2017; Smeets et al., 2021). Thus, we argue the greater the manager's involvement with the team, the more favorably members are expected to react to the manager's voice modeling efforts to increase the team's perceived safety. Based on this, we posit:

> *Hypothesis 2a: The positive relationship between the direct manager's use of voice modeling behavior and team psychological safety will be more strongly positive when the manager is more involved with the team, rather than less involved.*

To fully understand the influence a manager's behavior has on team psychological safety, we must consider not only the positive voice behaviors being modeled, but also when the leader is observed engaging in wrongdoing or counterproductive behaviors. *Counterproductive behaviors* are defined as willful, discretionary actions that harm the legitimate interests of the organization, its employees or clients (Umphress, Bingham, & Mitchell, 2010). In our teams, one particularly salient set of counterproductive behaviors are dysfunctional workplace behaviors that directly threaten audit quality, including premature sign-offs of audit work, accepting weak client explanations, or unsubstantiated altering of audit procedures, called *reduced audit quality*

acts (RAQ acts) (Herrbach, 2001; Otley & Pierce, 1996; Pierce & Sweeney, 2004). Other recent research on voice has also begun to examine the influence negative or unethical leader behaviors, such as mistreatment, misconduct, and fraud, have on the increased risk members see to speaking up (Chen & Trevino, 2022; Huang & Paterson, 2017; Lee, Choi, Youn, & Chun, 2017).

The *theory of mixed messages* explains this by suggesting when a leader simultaneously conveys both positive and negative behavioral messages, doing so creates conflicting signals that reduces cognitive fluency across messages (Burris et al., 2022), confusing team members. This makes it harder to understand what the leader wants and makes members more apprehensive about the use of voice. Thus, we study the use of mixed behavioral messages sent by one leader who is seen to engage both in positive voice modeling behaviors and also in negative RAQ acts (counterproductive behaviors). Theoretically, we expect the positive impact that leader voice modeling behaviors have on team member perceptions of psychological safety are reduced when the leader also engages in more counterproductive RAQ acts (Bunderson & Boumgarden, 2010; Hu et al., 2018). We posit that inconsistency in these two leader behaviors results in mixed behavioral messages that raises team member fears, thus lowering the team's psychological safety (Burris et al., 2022; Edmondson, 1999). We focus attention on the mixed behavioral messages sent by the team manager, because we expect the team manager to be more influential than the higher-level partner, due to the managers greater team responsibilities. Thus, we posit:

> *Hypothesis 2b: The positive relationship between the direct manager's use of voice modeling behavior and team psychological safety will be less positive when the manager's use of counterproductive audit behaviors is higher, rather than lower.*

Stifling Influence from Hierarchy as a Boundary Condition

Prior research has established that the use of voice is stifled by hierarchy (Morrison, 2023). This effect occurs for a number of reasons. Research on upward communication over 50

years ago (Athanassiades, 1973; Festinger, 1950; Roberts & O'Reilly, 1974) and on employee voice more recently (Morrison & Milliken, 2000; Morrison & Rothman, 2009; Pinder & Harlos, 2001) has shown that employees actively resist conveying negative information to higher-level leaders and have a growing fear of being negatively perceived by the leader, which reduces team psychological safety. Morrison et al. (2011) describes two key beliefs employees often hold that explains why voice is riskier in hierarchies: do not bypass the supervisor if delivering negative information to other leaders and do not embarrass the supervisor in public. Both beliefs reveal the complexity introduced by a second, higher-level leader. Finally, research also shows when members view their team as self-managing or high in egalitarian beliefs, as occurs with audit teams, leader effectiveness drops when seen as overly controlling or demanding voice. Doing so suggests the team is less self-managing or egalitarian than team members thought, raising the perceived risk to voice (LePine & Van Dyne, 1998; Milliken, Morrison, & Hewlin, 2003). In concert, the evidence gives rise to the idea that hierarchy stifles voice (Morrison, 2023).

In our study, when both the manager and partner are high in voice modeling behavior, the higher-level partner's added portrayal of voice behavior is expected to have a stifling effect that lowers team psychological safety, rather than raises it, as members begin to sense expectations of voice are so high that members start feeling unsafe. Thus, the partner's increased use of voice modeling behavior actually *increases* team member concerns about interpersonal risks and other negative outcomes from speaking up, which outweighs the gains expected from the manager's emphasis on the value of enacting voice modeled behavior. Given audit teams strive to be self-managing, and because we have hypothesized that the lower-level team manager is likely to be the dominant leader influencing voice's relationship to team psychological safety, we anticipate the stifling effect from hierarchy will decrease perceived member safety. Accordingly, we posit:

Hypothesis 3: The positive relationship between the direct manager's use of voice modeling behavior and team psychological safety is less positive when the partner's use of voice modeling behavior is higher, rather than lower.

Linking Team Psychological Safety, Team Climate Voice, and Team Performance

Prior research consistently demonstrates when members experience greater psychological safety in teams, they are more likely to enact voice (Curcuruto, Strauss, Axtell, & Griffin, 2020; Farh & Chen, 2018; Hu et al., 2018; Van Dyne & LePine, 1998; Zhang, Li, Ullrich, & Van Dick, 2015). Meta-analytic data also shows that greater team psychological safety has a direct positive influence on team performance (Sanner & Bunderson, 2015). Research also shows strengthening the team's voice climate improves team performance (Carmeli, Tishler, & Edmondson, 2012; Edmondson, 1999; Nembhard & Edmondson, 2006; Roussin, 2008; Schaubroeck et al. 2012). Given this, we posit the favorability of the team's perceived psychological safety as influenced by the team leader's voice modeling behavior, especially the manager's behavior, is positively related to the team's climate of voice behavior and, in turn, boosts team performance. That is, the team's psychological safety cultivated by the manager's high level of voice modeled behaviors can furnish a safe and secure team context in which the team members can create a strong team voice climate. To integrate these relationships, we propose a moderated mediation model in which the boundary conditions of involvement, mixed messaging, and stifling effect from hierarchy moderate the positive indirect relationship between the manager's voice modeling behaviors and the team's voice climate and, in turn, team performance. Thus, we propose:

Hypothesis 4a: The positive indirect effect of manager use of voice modeling behavior on team voice climate and team performance via team psychological safety will be more strongly positive when the manager's involvement is higher, rather than lower (H2a).

Hypothesis 4b: The positive indirect effect of manager use of voice modeling behavior on team voice climate and team performance via team psychological safety will be less positive when manager counterproductive RAQ acts are higher, rather than lower (H2b).

Hypothesis 4c: The positive indirect effect of manager use of voice modeling behavior on team voice climate and team performance via team psychological safety will be less positive when partner voice modeled behavior is higher, rather than lower (H3).

Control Variables. Nearly all research regarding the influence leader behavior has on predicting employee voice centers on the supervisor's use of positive leadership behaviors, and the most examined is transformational leadership (Chamberlin, Newton, & LePine, 2017). To ensure our effects are correctly attributed to the leader's voice modeling behavior, we control for transformational leadership to capture each leader's ability to mobilize and inspire members, which fills a notable gap. We also control for other predictors including leader gender, perceived status of the leader, and team size all of which have effects on team psychological safety, team voice climate, and/or team performance (Anderson & Kilduff, 2009; Barrick, Stewart, Neubert, & Mount, 1998; Farh et al., 2020). Since the effects of these variables is beyond the scope of our article, we include these variables as controls to account for any possible confounding effects.

METHOD

Procedure

In accordance with our Institutional Review Boards, we recruited participants from the 10 largest audit firms in a European country through a research foundation (name eliminated for blind review). Audit teams typically consist of an audit partner, an audit manager, and audit staff (e.g., assistant managers, senior associates, junior staff) who jointly work on completion of annual financial statement audits of organizations (i.e., clients), and conclude when the partner signs the auditor's opinion at the end, providing assurance on the client's financial statements. Audit engagement teams typically function for six months to a year and over multiple intervals, adjourn and reconvene throughout consecutive phases of work. Thus, audit teams are "fluid" project action teams with members differing in skills and hierarchical rank (Hollenbeck,

Beersma, & Schouten, 2012). Although the exact composition of audit engagement teams differs from client to client, members often stay on a specific client's audit for multiple recurring years.

For each of the 10 audit firms we randomly selected one-third of the audit partners to participate in our study, and for each partner, we selected two of his / her teams based on the following criteria: the audits involved at least 250 hours of audit work, were from a variety of industries, and consisted of smaller and larger audit clients from listed Public-Interest-Entities (PIE) as well as private companies. We collected both survey and proprietary archival data from the selected partners, managers, and audit staff from teams in these 10 firms. Survey data was gathered through two consecutive online surveys, one focused on leader behaviors and the other on team climate and functioning. To avoid survey exhaustion, surveys were distributed over a three- to six-week period. We selected 392 audit teams comprising 2,856 members to participate, yielding a total response of 2,299 observer responses (from 1,950 unique respondents) assessing leader behavior of 235 partners (1,170 responses, yielding a 41.0% response rate), 371 managers (1,129 responses, yielding a 39.5% response rate) and 1,287 observer responses of 379 audit teams for the team survey (from 1,075 unique respondents, yielding a 45.1% response rate).

Measures

For our survey measures we used 5-point Likert-type scales (1 = strongly disagree / rarely or never, 5 = strongly agree / very frequently or always). Items were slightly adapted to the audit team context where appropriate to ensure understanding by our participants.

Leader Voice Modeling Behavior. In the leader survey, we asked respondents to rate the manager's and partner's usage of voice behaviors by responding to six-items adapted from the scale by Van Dyne and LePine (1998). Items assessed included: "This leader speaks up and encourages others in this team to get involved in issues that affect the team" and "This leader

gets involved in issues that affect the quality of work life here in this team" (α = .84; $r_{wg(j)}$ = .87 and .86 for partners and managers, respectively).

Team Psychological Safety. In the team survey, team members rated each team's favorability in feeling safe and secure. We used the seven-item team psychological safety scale of Edmondson (1999), and sample items included: "If members make a mistake on this team, it is often held against them" (reversed) and "No one on this team would deliberately act in a way that would undermine anyone else's work" (α = .82; $r_{wg(j)}$ = .89).

Team Voice Climate. In the team survey, team members rated the degree to which team members perceived a shared climate of team voice using six items adapted following Morrison et al. (2011). Example items included: "Members of this team speak up and encourage others in this team to get involved in issues that affect the team" and "Members develop and make recommendations concerning issues that affect this team" (α = .84; $r_{wg(j)}$ = .91).

Team Performance. In the team survey, respondents assessed the overall performance of the audit team using Barrick et al's (1998) five-item team performance scale. Sample items included: "This team makes sure that audit services meet or exceed service standards," and "This team completes its tasks on time" (α = .84; $r_{wg(j)}$ = .89).

Reduced Audit Quality Acts (counterproductive behavior). In the leader survey, respondents rated the leader's engagement in audit quality threatening behavior on a 14 item Reduced Audit Quality acts (RAQ acts) scale (Herrbach 2001; Otley & Pierce 1996; Pierce & Sweeney 2004). Items comprise counterproductive acts like premature sign-off of audit steps, unsubstantiated altering of audit procedures, underreporting of time, failing to pursue questionable items (α = .96; $r_{wg(j)}$ = .52 and .60 for partners and managers, respectively).

Leader Involvement. We measure the manager's and partner's involvement within the audit team through proprietary archival data sources, by using the absolute total number of audit hours on the job as recorded by each through the firms' time registration system (relative to the hours of the entire team). The managers reported an average of 205 hours (ranging up to 963 hours) and an average involvement of 12.83%, while partners reported an average of 85 hours worked on the engagement (ranging up to 394 hours) and an average involvement of 5.18%. The rest of the team spent an average of 1,477 hours in total on an audit (ranging up to 11,782 hours). This reflects both the hierarchical nature and fluidity of audit teams, where managers spend an average of 3.33 times the audit hours the partner spends on the team, reinforcing the argument that the manager was more frequently interacting with the team members vis-à-vis the partner. With data missing for five teams, we substituted the missing data points with the sample mean.

Control Variables. We controlled for leaders' *gender* through proprietary archival data sources. For *perceived status*, respondents in our leader survey rated the respect and status of their leader using nine-items adapted from the scale by Djurdjevic et al. (2017). Exemplar Items: "This leader is looked up to by others" and "This leader makes arguments and expresses opinions that are persuasive to me" ($\alpha = .86$; $r_{wg(j)} = .94$ and $.91$ partners and managers, respectively). For *transformational leadership*, respondents in our leader survey rate their leader behavior using five-items adapted from the Podsakoff, Mackenzie, Moorman, & Fetter (1990) scale. Exemplar Item: "This leader is concerned for personal welfare, builds mutual trust and collaboration; emphasizes group goals; and articulates a vision" ($\alpha = .87$; $r_{wg(j)} = .71$ and $.73$ for partners and managers, respectively). We control for *team size* (through proprietary archival data sources) measured as the absolute total audit working hours on the job as recorded by all

team members through the firms' time registration system. With data missing for five teams, 122 of our 127 teams have an average size of 1,760 hours (ranging up to 13,146 hours).

Sample

Building on our survey responses, we use the aggregate of three or more observer ratings of managers' and partners' voice modeling behavior by participants working with these leaders. For managers' and partners' counterproductive behaviors (i.e., RAQ acts) we use the aggregate of three or more observer ratings from members of the specific audit team as we consider that unethical or dishonest behavior may be triggered by audit specific pressures. We use the aggregate of three or more team members' ratings to assess team psychological safety and voice climate (followers only, excluding the focal leaders), and three or more team members' ratings of team performance. Besides obtaining our measures from two separate surveys, we further reduce concerns about common method bias by using aggregate ratings and interaction terms analyzing moderated leader behavior effects (Siemsen, Roth, & Oliveira, 2010), not just mediated effects.

Matching these measurement criteria resulted in our final sample consisting of 127 unique audit teams, of which 112 were unique partners (754 raters responded assessing leader behavior, a mean of 6.73 raters) and 119 unique managers (600 raters, a mean of 5.04 raters) nested within those 127 teams (478 non-leader team member's rated team psychological safety and team voice climate, a mean of 3.76; and 660 raters for team performance, a mean of 5.20).

And leader demographics include: the average partners age was 45.6 (SD = 5.8) with 14.7% female, the managers were 35.8 (SD = 6.7) with 23.8% female, and the staff was 29.7 (SD = 2.8) with 34.0% female. The average functional tenure was 6.3 (SD = 6.1) for partners, 3.5 (SD = 5.3) for managers, and 2.1 (SD = 1.0) for staff, while the average tenure on the team was 3.3 (SD = 2.5) for partners, 3.0 (SD = 2.0) for managers, and 1.7 (SD = 0.8) for staff.

RESULTS

Table 1 presents the descriptive statistics for the study variables. As expected, there is a high and positive correlation between the day-to-day manager's voice modeling behavior on team psychological safety ($r = .53$), with stronger results as posited than for the higher-level partner ($r = .33$). As expected, correlations were strong between team psychological safety and team voice climate ($r = .76$) and, in turn, between team voice climate and team performance ($r = .75$). While leaders' counterproductive RAQ acts were rated by team members as being relatively rare, in line with prior research (e.g., Bik, Bosman, & Bouwens, 2021; Herrbach 2001; Otley & Pierce 1996; Pierce & Sweeney 2004), we still observed as much meaningful variance in counterproductive work behavior as in voice role-modeling behavior (SD ranges from .28 to .35). The high correlation between manager and partner RAQ acts on an audit team ($r = .56$) suggests a possible "contagion effect" such that when one leader engages in RAQ, the other does too. However, further analysis (untabulated) on correlations between managers' and partners' voice modeling behavior ($r = .39$), shows that the correlation is driven by the positive ends of both variables: when both leaders are high in voice modeling behavior and when both have low scores on RAQ acts. Though these untabulated results are not large effects, it does imply beneficial behaviors by one leader may be "contagious" for the other leader.

Insert Table 1 about here

We compared a series of nested models through path modeling to test our hypotheses (see Table 2). We gauge model fit by reporting the standardized root mean square residual (SRMR < .10 are acceptable; < .08 are excellent), the Comparative Fit Index (CFI > .90 are acceptable), root mean square error of approximation (RSMEA < .08 are acceptable; < .05 are excellent), and chi-square values to test the relative fit of nested models (Mathieu, Maynard, Rapp, & Gilson,

2008). We report one-tailed tests as all our hypotheses were directional and theory-driven (Pedhazur, 1997). Adding the hypothesized mediation by team psychological safety while removing all non-significant direct relationships between the independent and dependent variables (SRMR = .024; CFI = .964; RMSEA = .223, untabulated) enhanced the fit of the data to the same model containing only direct effects (SRMR = .040; CFI = .926; RMSEA = .584, untabulated). A critical finding is the model only with control variables: including leader status, transformational leadership, and team size, does not fit the data well (SRMR = .059; CFI = .842; RMSEA = .642, untabulated). We also found better fit when accounting for both leaders' voice modeling behavior (model 1), rather than accounting just for manager-only (SRMR = .025, CFI = .960; RMSEA = .310, untabulated) or partner-only voice modeling behavior (SRMR = .025; CFI = .950; RMSEA = .269, untabulated). Fit improved further when we accounted for each of the hypothesized two-way interaction terms for leaders' greater involvement (H2a), managers' mixed messaging (H2b), or the stifling effect from hierarchy (H3) in models 1 to 3. More importantly, our hypothesized model yields a consistently good fitting model (omnibus model 4, SRMR = .017; CFI = .995; RMSEA = .044), confirming the importance of accounting for the hypothesized interactions when explaining dual leaders' voice modeling behavioral effects on team psychological safety and, in turn, team voice climate and team performance. Thus, in our discussion of the results we primarily use model 4's path coefficients as reported in Table 2.

Insert Table 2 about here

In Hypothesis 1, we posited that primarily the managers' (though we account for partners') voice modeling behavior will be positively related to team psychological safety. As shown in our omnibus model, we do find support for the notion that team psychological safety increases when the team manager is higher on voice modeling behavior (b = .36, p < .01). This

effect is consistent throughout our models (b = between .26 and .38). We do not find support for the similar effect of voice modeling behavior of the higher-level partner (b = .05, ns). However, analysis of the region in which there is overlap of confidence intervals for manager's voice modeling behavior (95% CI: .09; .62) and partner's voice modeling behavior (95% CI: -.14; .23) yields 52% proportion of overlap (threshold is no more than 50%, Cumming 2009). Taken together, this evidence provides only marginal support that the manager's voice modeling behavior is significantly different than for partner's voice modeling behavior. While we find the manager's voice modeling behavior is positively related to team psychological safety while the partner's voice modeling behavior is not, we do not find the prediction the manager's behavior is greater than the effect for the partner's behavior, thus the day-to-day manager influence when considering employee voice and perceived safety is marginally larger than the skip-level partner.

Hypothesis 2a further examined the increasing influence of the manager's voice modeling behavior by considering whether the positive relationship between the manager's behavior and the team's psychological safety was accentuated when the manager's involvement in the team was greater. The omnibus model reports a significant accentuating interaction effect (b = .15, p < .05). As illustrated in Figure 2, the positive relationship between the manager's voice modeling behavior and team psychological safety is more strongly accentuated for teams with higher manager involvement (simple slope_*High Manager's Involvement: b* = .50, p < .01) compared to those with lower manager involvement (simple slope_*Low Manager's Involvement: b* = .21, *ns*). And, again, underscoring the important role of the manager, in contrast we only find mixed results when considering the interaction for the partner, which while not significant in model 1 (b = .11, *ns*) it was significant in the omnibus model (model 4, b = .16, p < .05). In sum, these findings confirm our first hypothesis that the manager's voice modeling behavior has a

larger effect on team outcomes than does the higher-level partner, and this is even more so the more involved the manager is in the team. This demonstrates the impact the team manager has, even after controlling for the manager's own perceived status and transformational leadership style, as well as the partner's voice modeling behavior along with the same control variables.

Insert Figure 2 about here

Hypothesis 2b examines the influence "mixed behavioral messages" by the team manager have on the positive relationship with the manager's use of voice modeling behavior on team psychological safety. We indeed find that when the team manager is seen to be "cutting corners" during the audit, it undermines the positive relationship between manager's voice modeling behavior and team safety ($b = -.24$, p < .01), even after accounting for the negative effect of the manager's RAQ acts on team safety ($b = -.19$, p < .05). As illustrated in Figure 3, the positive influence the managers' voice modeling behavior has on team psychological safety is maintained as long as the manager avoids counterproductive RAQ acts (simple slope_*Low Manager's Reduced Audit Quality Acts: b = .54*, p < .01). But when the manager sends mixed messages by exhibiting higher voice modeling behavior and more counterproductive RAQ acts at the same time, "cutting corners" effectively counteracts any gains from the manager's greater use of voice modeling efforts (simple slope_*High Manager's Reduced Audit Quality Acts*: $b = .17$, *ns*). Thus, when the manager sends "mixed signals" by exhibiting both more voice modeling behavior and more counterproductive acts, it leads followers to question whether it indeed is safe to speak up, concerns that do not occur when the manager's behavior is consistent (i.e., high voice modeling and low RAQ acts). These findings further support the impact manager's voice modeling

behavior has on member perceptions of team safety, again even after accounting for the

manager's (and partner's) perceived status and use of transformational leadership behaviors.

Insert Figure 3 about here

Hypothesis 3 predicted that hierarchy would have a stifling effect on team psychological

safety, when both leaders were seen to use high voice modeling behavior. Results from the

omnibus model show a significant negative interaction effect (b = -.24, p < .01). Figure 4 shows,

as expected, that the positive effect of the managers' use of voice modeling behavior in building

team psychological safety primarily exists when the "stifling effect" of the partners' use of voice

modeling behavior is low (simple slope_*Low Partner's Voice Modeling Behavior*: b = .60, p <

.01). Likewise, the partners' reliance on more voice modeling behavior (simple slope_*High

Partner's Voice Modeling Behavior*: b = .11, *ns*) primarily increases psychological safety in the

absence of the manager's use of voice modeling. These findings suggest that the partner's voice

modeling behavior preserves team psychological safety in the *absence* of manager's voice

modeling behavior. Yet overall, as hypothesized when the voice modeling behavior of the

partner was high, the positive relation between managers' voice modeling and team

psychological safety was reduced, revealing the stifling effect from the higher-level partner's

attempt to influence member voice, when both leader's voice modeling usage was high.

Insert Figure 4 about here

Conditional Indirect Effects

Hypotheses 4 predicted that greater team psychological safety mediates the positive

relationship between the manager's voice modeling behavior and team voicing climate and, in

turn, team performance. Results reported in model 4 confirmed that team psychological safety

was strongly and positively related to team voice climate ($b = .63$, p < .01) and, subsequently, through the mediating effect of team voice climate to team performance ($b = .56$, p < .01). Team psychological safety no longer has a significant, direct effect on team performance ($b = .05$, *ns*, untabulated) after accounting for the mediating effect through team voice climate on team performance. Our results, however, do continue to show a *direct* main effect of managers' voice modeling behavior on team voice climate, albeit this effect is more modest after accounting for the mediation ($b = .26$, p < .01) than before ($b = .40$, p < .01, untabulated). Hence, in support of hypotheses 4, we consistently find strong evidence for mediation of team psychological safety.

Table 3 reports the (conditional) direct, indirect, and total effects for the hypothesized mediated and moderated effects. First, we find significant indirect and total effects consistent with our hypotheses. Second, the indirect and total simple effects of high and low levels of the moderators of our hypothesized interactions (H4a, H4b, and H4c) show these different levels of the moderators indirectly affect team voice climate and performance in the expected directions, following Edwards and Lambert (2007). Third, we tested the significance of moderated mediation of our hypothesized two-way interactions using the index of moderated mediation (*IMM*, Hayes, 2015), again confirming that the magnitude of the indirect effects differed across different moderator levels on both team voice climate and team performance in predictable ways. In sum, we find strong indirect effects on team voice climate and performance, confirming that greater manager involvement, the manager's use of mixed messages, and the stifling effect from hierarchy moderates leader voice modeling behavior as it operates through psychological safety.

Insert Table 3 about here

Supplementary Analyses and Robustness Checks.

Given evidence supporting the three hypothesized moderators, as described above, even after accounting for both leader's transformational leadership and perceived status, in our supplemental analyses we examined three potential three-way interactions effecting the positive relationship between the manager's voice modeling behavior and team psychological safety. We first analyzed how greater manager involvement with the team (H2a) further moderates: a) managers' display of mixed messages (H2b) or b) the stifling effect from hierarchy (H3), and then: c) the latter two moderators (H2b and H3) interacting together. As shown in Appendix A, we find no significant effect from greater manager team involvement potentially accentuating manager's mixed messaging (model S1), nor from partner's voice modeling behavior potentially attenuating manager's mixed messaging (model S3). However, we do find that greater manager involvement in the team significantly affects the stifling effect from hierarchy (model S2) in that the positive effect of manager's voice modeling behavior on team psychological safety is only accentuated by greater manager involvement when the partner *fails* to display more voice modeling behavior. This suggests that greater manager involvement cannot compensate for the stifling effect from hierarchy. These results reveal two key points. First, the analyses support the significance of each of our hypothesized moderators, as all three accentuate the already strong positive relationship between the team manager's use of voice modeling behavior and team psychological safety when the manager: is highly involved in the team (H2a); when the manager exhibits integrity along with portraying voice (H2b); and when the partner does not use voice modeling behavior, avoiding the stifling effect of being a higher level leader (H3). Second, these supplemental analyses do also underscore the importance of minimizing the stifling effect of hierarchy, a key concern given the growing reliance on dual leaders in today's action teams.

Although all of our analyses to this point do not provide support for the influence the partner's use of voice modeling behavior has once we accounted for the manager's influence, one exception reflects partial support for the partner's voice modeling behavior when moderated by greater partner involvement in the omnibus hypothesized model, but not in the initial model ($b = .11$, *ns* in model 1; $b = .16$, p < .05 in the omnibus model 4). Thus, to provide greater confidence about the dominating influence of the team manager, with day-to-day supervisory responsibilities that we have found on the team's psychological safety and team voicing climate, we conducted several supplemental analyses to better understand the partner's influence on creating team psychological safety and in turn, a stronger team voicing climate. We also included the same analyses examining the three potential three-way interactions effecting the positive relationship between the manager's voice modeling behavior and team psychological safety, with greater partner involvement with the team (H2a) interacting with: a) the partners' display of mixed messages (H2b) or b) the stifling effect from hierarchy (H3), and then c) the latter two moderators (H2b and H3) interacting together. As shown in Appendix A (model S4), we do not find support for a significant impact due to mixed messages sent by the partner nor support for a significant impact on team psychological safety even when the partner had greater involvement with the team, and again, no support for their three-way interaction. Interestingly, we also did not find support for the idea that greater involvement by the partner would accentuate the stifling effect from hierarchy (model S5); whereas earlier we did note the stifling effect from hierarchy was stronger even when the manager had greater team involvement (refer to model S2). These contradictory results again illustrate the significant influence the team manager has on feelings of safety within the team, while the higher-level partner consistently does not have this influence.

We conducted one final set of analyses to ensure the significant effect of the manager's use of voice modeling behavior, but not for the partner. Specifically, we considered whether it wouldn't be the manager's involvement *relative* to that of the partner's that would explain more or lesser effect of manager's voice modeling behavior on team psychological safety. By using two objective indicators of involvement with the team, manager audit hours and the partner's audit hours (with a mean of 3.33 relative to each other), we examine the ratio of these two measures of involvement. Again we find that more manager involvement amplifies the positive relation between manager voice behavior and team psychological safety, as proposed in H2a (model S6 in Appendix A). Thus, we consistently find evidence that team members perceive greater psychological safety when the manager uses more voice modeling behavior, especially when the ratio favored the manager's degree of involvement over the partner. Again, these supplemental analyses support the notion that a second, higher-level leader's behavior does not affect team safety, especially when the ratio of relative involvement strongly favors the partner. More importantly, we still find that all three of our hypothesized interactions (H2a, H2b, H3) remain as significant boundary conditions around the positive relationship of manager's voice modeling behavior and team safety, consistent with our omnibus model (model 4, Table 2), showing these are robust even controlling for these explanations in our supplemental analyses.

DISCUSSION

Our study investigated what leaders can do to help team members feel safe enough to create a climate of voicing sensitive concerns in a team with a dual leadership structure, which commonly occurs in today's action teams. Our findings demonstrate that when the day-to-day team manager displays functional voice behaviors there is a stronger positive relationship to a team's voicing climate and the team's performance, as mediated through team psychological

safety, than when a higher-level partner models those voice behaviors. Moreover, we found the strong positive relationship between the team manager's voice modeling behavior and perceived psychological safety of the team is further accentuated the more the manager is involved with the team, exhibits greater integrity by not engaging in counterproductive RAQ acts, and is the primary leader delivering voice modeling behavior to the team. More so, the skip-level partner modeling voice behavior has a stifling effect on, and thus undermining a manager's positive efforts to build team psychological safety. The significance of these findings are further strengthened because we controlled for a diverse set of previously examined alternative predictors of leader effectiveness, especially the leader's perceived status and positive transformational leadership style, and still find that when manager enacts voice modeled behaviors it makes a unique contribution to team psychological safety that in turn, influences team voice climate and team performance, above and beyond these control variables.

Theoretical Contributions

Leader Involvement Implications on Voice. The theoretical motivation driving our study was to help resolve a growing controversy in the voice literature concerning the question about *when and why* leader actions foster the development of follower voice (Morrison, 2011; 2023) and we applied functional leadership theory to guide which voice behaviors were needed by the team. Thus, our first key contribution is that our results reveal the importance of modeling theory, as we find when leaders lead through personal example by actively modeling a critical set of functional voice behaviors, this helps team members learn and emulate how to willingly and voluntarily speak up in a safe and secure way. Rather than rely on *tell or sell* approaches to encourage speaking up by followers, either through leader solicitations of voice (Fast et al., 2014; Morrison, 2014; Tangirala & Ramanujam, 2012) or by creating a vision and eliciting

commitment through transformational leadership (Detert & Burris, 2007; Liu et al., 2010; Schaubroeck et al., 2011), instead we show when leaders actively enact modeling voice behavior they apply a sustainable approach to teach followers by setting the example. This robust method, based on modeling theory, emanating from social learning theory (Bandura, 1977; 1986) has been successfully applied in a number of areas, including ethical leadership (Brown et al., 2005; Brown & Trevino, 2006), the mentoring literature (Scandura, 1992; Wanberg, Welsh, & Hezlett, 2003), even to explain gender differences in leadership with stereotypes (Eagly, Karau, & Makhijani, 1995), and now in the voice literature, as our findings provide compelling evidence of the utility of the leader's role in modeling functional voice behaviors in action teams. Thus, our findings redress the field's overemphasis on positive leadership styles that, while motivating or even transformative, fail to show functional voice behaviors that followers can emulate to create a safe, supportive, less interpersonally risky team setting that fosters member's willingness to speak up and rely on team voice climate and, in turn, leads to higher performance.

We make a second theoretical contribution by revealing the dominant influence the team manager has in modeling voice behavior, when there are dual leaders operating in a hierarchical team structure. Prior research has focused on the influence of a single leader, primarily by considering the supervisor's effect on team member safety in voicing behavior. Only recently has there been consideration of a skip-level leader's (or at least another leader's) effect on voice behavior within the team (Detert & Trevino, 2010; Detert et al., 2013; Liu et al., 2013). This is surprising since many action teams have dual leader structures; for example, flight crews have pilots and co-pilots, surgical teams have surgeons and anesthesiologists, and professional service teams, like audit or consulting teams, have partners and managers. Thus, our study uniquely accounts for the effects of both leaders' voice modeled behaviors. Yet, even so we find the team

manager, interacting frequently with team members, likely serves as the "climate engineer" who exerts a vital impact on the action team's psychological safety and team voice climate – and the more involved, the better. To illustrate its importance, we do find support for the team manager's dominant influence on the team's perception of safety over that of the skip-level partner, even though the higher ranked partner has the qualities of a truly impactful team leader, possessing the final legal responsibility to "sign off" on the audit, and the supervisory authority to regulate actions linked to member career development and the granting of rewards. And we find this even after controlling for each leader's use of transformational leadership style and status. Thus, our results underscore the importance of highlighting modeling theory when studying voice and provides more evidence for the emphasis prior voice research has placed on the role of the immediate supervisor or manager as the key climate engineer of voice (Morrison, 2023).

Implications from Boundary Conditions on Voice. Yet, our results do show three boundary conditions that constrain the leader's influence when enacting voice modeling behaviors. In all three instances, the moderating effects emerge because each provides a means to allay the natural tendency to fear voice (Edmondson, 1999). For example, the first moderator, greater manager involvement in the team, is premised on the idea that more involvement with the team enhances member familiarity with that leader and increases the amount of visibility and social information so that more leader voice modeling behavior strengthens the members' belief that speaking up will be supported and encouraged in this team. Thus, greater (or lesser) involvement by the manager when modeling voice behavior is one boundary condition that provides numerous cues that the leader strongly endorses voicing acts, which minimizes the natural tendency to believe voice holds great risks for team members. In this way, as manager team involvement increases, our results showed that the strength of the positive relationship

between the manager's voice modeling behavior and team safety was accentuated. And there is some evidence, albeit mixed, which shows that as involvement in the team increases for the higher-level leader, the partner's voice modeling behavior can encourage higher level perceived safety in the team. Future research must establish the conditions when greater partner involvement consistently moderates the positive relation between voice modeling and safety.

Second, we show mixed messages sent by the team manager's use of positive (voice modeling) and negative (counterproductive RAQ acts) behaviors fails to send a clear signal that member voice is welcomed in the team, which undermines the positive influence the team manager's voice modeling behavior has on team psychological safety. Thus, the second boundary condition demonstrates that when leader's lack integrity and "cut corners", further efforts to encourage members to perceive safety and security are likely less successful. This supports the conclusion that when mixed messages are being sent by the leader, or the employee as in Burris et al., (2022), there is evidence that workers will be discouraged from speaking up by observing the leader's display of voice behaviors. However, we also posit the impact from mixed messages is pronounced when one signal interferes with feelings of trust, especially for leaders.

Third, we find compelling evidence that hierarchy in social contexts can be stifling to voicing, even when two team leaders both use positive voice modeling behaviors the risks of speaking up in teams becomes highly salient, reducing rather than boosting perceptions of team psychological safety. Thus, team members appear to perceive increasing risks about challenging the accuracy of the audit or speaking up when the second, higher-level partner adds to voice demands to the team manager's already higher use of voice modeled behavior. Since we control for the perceived status of each leader our results cannot be attributed to the leader's relative social standing (Anderson & Kilduff, 2009; Halevy, Chou, & Galinsky, 2011). And although we

show the stifling effect from the higher-level partner's emphasis to also influence member voice, which raises member concerns about the risks and potential negative outcomes for speaking up, our results also suggest that partner's voice modeling behavior may still be beneficial to the team's psychological safety and team voice climate when in the *absence* of the manager's voice modeling behavior. That is, partners can substitute for the managers lack of voice modeling behavior, and doing so helps members feel safer and somewhat more secure expressing voice. Thus, our results do show when skip-level leaders may have an impact on team psychological safety and team voice climate. That is, while we find that greater manager involvement cannot overcome the higher-level partner's stifling effect from hierarchy (cf. Morrison & Milliken, 2000; Pinder & Harlos, 2001; Roberts & O'Reilly, 1974), the partner's higher-level use of voice behavior can fill in and increase the team's perception of team psychological safety when the direct manager fails to model voice behaviors. Clearly, further research is needed to examine when and why some skip-level leaders can be as influential on member voice as the team's supervisor. A good starting point would recognize the importance of modeling theories on voice.

    Practical Implications on Voice. Practically, a leader enacting voice modeling behaviors has important implications for both the team leaders and the team's members. One implication for leaders is that they do need to know the essential elements of the construct of voice behavior to be able to effectively lead by example. Leaders must also realize how to adapt the expression of these voice behaviors to ensure followers feel welcomed and are encouraged to develop a shared sense of safety and support between team members to further instill a voice climate in action teams. Practical implications for team members are that by observing leaders' voice behaviors, members need to be receptive to investing in a collaborative effort to increase shared perceptions that the team will be a safe space, free of interpersonal risk, while reducing fears

about one's career development. At the same time, members must not only be teachable, but also willing to encourage other team members to speak up, discuss divergent views, and challenge the team or its leaders, to improve the audit team's performance (Sanner & Bunderson, 2015).

We also make a practical contribution by revealing the cost to the leader and the audit team if the leader engages in counterproductive acts. We find when a manager experiences a loss of perceived integrity, it not only affects the manager's job performance (Ones, Viswesvaran, & Schmidt, 1993), but also the functioning of the team itself. This is particularly costly to follower voice behavior, because silence is more likely to trump the willingness to express voice when the leader's actions send contradictory or mixed messages to the team's members. Yet, even though engaging in RAQ acts directly threatens the quality of the audit, we also find evidence that this behavior has negative, toxic spill-over effects on the functioning of the team, further threatening the quality of the audit as team members no longer feel safe to speak up. Thus, to properly meet the team's responsibility during the audit and to attain success, our results show that the manager needs to fearlessly lead by example to instill a feeling that team members perceive it is safe to willingly share ideas, admit mistakes, speak up about concerns, even to challenge the accuracy of the audit (Lightle et al., 2017; Smeets et al., 2021; Clor-Proell, Kadoes, and Proell, 2023).

Limitations and Future Research

Notwithstanding our theoretical and practical contributions, as with all research, ours is not without limitations, which can provide fruitful avenues for future research. First, although we collected our data through two consecutive surveys, using distinct sources of data (other leaders, followers, and team members' ratings) including objective archival data, examine voice modeled behavior by two different leaders and interactions between these leader behaviors, all reducing common method bias (Siemsen et al., 2010), and relied on the commonly used IMO framework

of team effectiveness to justify the positioning of constructs in our theoretical model, we cannot test causation. To address this concern, we recommend that future research use experimental designs to further support the causal nature of leaders' voice modeling behavior on our mediator, team psychological safety. Clearly, a critical question guiding future research is to establish how and when does the skip-level leader have as much influence as the day-to-day team leader?

Second, as we collected our data in the specific team context of audit engagement teams, questions of generalizability could arise. For example, the ability to speak-up may be especially salient in audit teams that by nature need to be professionally skeptical. However, we do note that team psychological safety and voice climate are conducive in a wide variety of industries and action teams. So, our expectation is that the audit engagement team context does represent a common approach to team safety and voice climate and is similar to other action teams in which leaders interact and collaborate towards a common goal. We do encourage future researchers to examine other knowledge intensive action teams in other industries to replicate and extend our findings. A key related question is how and why ethical beliefs and ethical climate affect the likelihood that leader's enact voice while engaging in misconduct in teams with two leaders.

Third, although we did examine and find moderation effects in terms of leader behaviors emanating from both single and dual leaders, while controlling for leaders' gender, perceived status, and use of transformational leadership, there could be contextual or situational moderators potentially influencing the effect of our leader behavior interactions on team psychological safety, team voice climate, and team performance. For example, leader voice modeling behaviors effect on followers could be magnified because these organizations have strong clan cultures that encourage learning, especially in collaboration with others (Hartnell, Ou, & Kinicki, 2011). Recent research has also begun studying dual leader effects, primarily by focusing on the quality

of the relationship between a higher-level leader and the team supervisor (Leader-Leader exchange) or by inspecting social networks' strong ties or central nodes independent effects on employee's upward voice behavior (Detert et al., 2013; He, Han, Hu, Liu, Yang, & Chen, 2020).

While there is a need for more research on these issues, particularly within action teams, our study took a different approach, as we showed the value of focusing on the voice behavior of both leaders, simultaneously accounting for each leader's willingness to model functional voice behaviors. We further bolster our findings in these action teams by controlling for each leader's status and transformational leadership style. Yet, we also believe there is a clear need that future research examines the simultaneous influence of high-quality leader-leader relationships as well as leader relations with team members, while also considering the strength of social network ties and also assessing the construct depicting leaders' modeling functional voice behaviors to further sway team member perceptions of psychological safety, that in turn affect enactment of the team's voice climate, and ultimately, increase the team's performance during the audit.

CONCLUSION

We have argued and shown by applying functional leadership theory, modeling theory built on social learning theory, can provide answers to questions revealing *how* and *why* leader voice modeling behavior is central to the development and enactment of team member voice in action teams led by two leaders. Support for our hypothesized dual leader model provides strong evidence that a leader's actions, especially the immediate supervisor's behavior, are seen to be central to a theory of voice enactment. We hope our research encourages further questions and answers that contribute cogently to ongoing theoretical conversations about the way leader's actions (modeling voice) speak louder than words, and doing so, can increase perceived safety within the team, which in turn strengthens a climate of team voice and raises team performance.

REFERENCES

Adair, J. (1973). *Action-Centered leadership.* New York, McGraw-Hill.

Anderson, C., & Kilduff, G. J. (2009). The pursuit of status in social groups. *Current Directions in Psychological Science*, *18(5)*, 295-298.

Ashford, S. J., Rothbard, N. P., Piderit, S. K., & Dutton, J. E. (1998). Out on a limb: The role of context and impression management in selling gender-equity issues. *Administrative Science Quarterly*, 23-57.

Athanassiades, J. C. (1973). The distortion of upward communication in hierarchical organizations. *Academy of Management Journal*, *16(2)*, 207-226.

Bai, Y., Lin, L., & Liu, J. T. (2019). Leveraging the employee voice: a multi-level social learning perspective of ethical leadership. *The International Journal of Human Resource Management*, *30(12)*, 1869-1901.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84(2)*, 191.

Bandura, A. (1986). *Fearful expectations and avoidant actions as coeffects of perceived self-inefficacy*.

Bandura, A., & Walters, R. H. (1977). *Social learning theory*. Prentice Hall: Englewood cliffs.

Barrick, M. R., Stewart, G. L., Neubert, M. J., & Mount, M. K. (1998). Relating member ability and personality to work-team processes and team effectiveness. *Journal of Applied Psychology*, *83(3)*: 377.

Bass, B. M. (1985). Leadership: Good, better, best. *Organizational dynamics*, *13(3)*, 26-40.

Bik, O. P. G., Bosman, T., and Bouwens, J. F. M. G. (2021) The effect of audit firms' quality-oriented culture strength on auditors' dysfunctional workplace behavior. *Working paper*.

Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The leadership quarterly*, *17(6)*, 595-616.

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational behavior and human decision processes*, *97(2)*, 117-134.

Bunderson, J. S., & Boumgarden, P. (2010). Structure and learning in self-managed teams: Why "bureaucratic" teams can be better learners. *Organization Science*, *21(3)*, 609-624.

Burris, E. R., Martins, L. D., & Kimmons, Y. (2022). Mixed Messages: Why managers (do not) endorse employee voice. *Organizational Behavior and Human Decision Processes*, *172*, 104185.

Carmeli, A., Tishler, A., & Edmondson, A. C. (2012). CEO relational leadership and strategic decision quality in top management teams: The role of team trust and learning from failure. *Strategic Organization*, *10(1)*, 31-54.

Chamberlin, M., Newton, D. W., & Lepine, J. A. (2017). A meta-analysis of voice and its promotive and prohibitive forms: Identification of key associations, distinctions, and future research directions. *Personnel Psychology*, *70(1)*, 11-71.

Chan, S. C. (2014). Paternalistic leadership and employee voice: Does information sharing matter?. *Human relations*, *67(6)*, 667-693.

Chen, A., & Trevino, L. K. (2022). Promotive and prohibitive ethical voice: Coworker emotions and support for the voice. *Journal of Applied Psychology*, *107(11)*, 1973.

Clor-Proell, S. M., Kadous, K., & Proell, C. A. (2022). The sounds of silence: A framework, theory, and empirical evidence of audit team voice. *Auditing: A Journal of Practice & Theory*, *41(1)*, 75-100.

Clor-Proell, S. M., Kadous, K., & Proell, C. A. (2023). Do as I Say: A Look at the Supervisor Behaviors that Encourage Upward Communication on Audit Teams. *Accounting Horizons*, *37(1)*, 15-24.

Cumming, G. (2009). Inference by eye: Reading the overlap of independent confidence intervals. *Statistics in medicine*, *28(2)*, 205-220.

Curcuruto, M., Strauss, K., Axtell, C., & Griffin, M. A. (2020). Voicing for safety in the workplace: A proactive goal-regulation perspective. *Safety science*, *131*, 104902.

Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open?. *Academy of Management Journal*, *50(4)*, 869-884.

Detert, J. R., & Treviño, L. K. (2010). Speaking up to higher-ups: How supervisors and skip-level leaders influence employee voice. *Organization Science*, *21(1)*, 249-270.

Detert, J. R., Burris, E. R., Harrison, D. A., & Martin, S. R. (2013). Voice flows to and around leaders: Understanding when units are helped or hurt by employee voice. *Administrative Science Quarterly*, *58(4)*, 624-668.

Djurdjevic, E., Stoverink, A. C., Klotz, A. C., Koopman, J., da Motta Veiga, S. P., Yam, K. C., & Chiang, J. T. J. (2017). Workplace status: The development and validation of a scale. *Journal of Applied Psychology*, *102(7)*, 1124.

Duan, J., Li, C., Xu, Y., & Wu, C. H. (2017). Transformational leadership and employee voice behavior: A Pygmalion mechanism. *Journal of Organizational Behavior*, *38(5)*, 650-670.

Eagly, A. H., Karau, S. J., & Makhijani, M. G. (1995). Gender and the effectiveness of leaders: a meta-analysis. *Psychological bulletin*, *117(1)*, 125.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, *44(2)*, 350-383.

Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual Review of Organizational Psychology and Organizational Behavior*, *1(1)*, 23-43.

Edwards, J. R., & Lambert, L. S. (2007). Methods for integrating moderation and mediation: a general analytical framework using moderated path analysis. *Psychological methods*, *12(1)*, 1.

Farh, C. I., & Chen, G. (2018). Leadership and member voice in action teams: Test of a dynamic phase model. *Journal of Applied Psychology*, *103(1)*, 97.

Farh, C. I., Oh, J. K., Hollenbeck, J. R., Yu, A., Lee, S. M., & King, D. D. (2020). Token female voice enactment in traditionally male-dominated teams: Facilitating conditions and consequences for performance. *Academy of Management Journal*, *63(3)*, 832-856.

Fast, N. J., Burris, E. R., & Bartel, C. A. (2014). Managing to stay in the dark: Managerial self-efficacy, ego defensiveness, and the aversion to employee voice. *Academy of Management Journal*, *57(4)*, 1013-1034.

Festinger, L. (1950). Informal social communication. *Psychological review*, *57(5)*, 271.

Frazier, M. L., & Bowler, W. M. (2015). Voice climate, supervisor undermining, and work outcomes: A group-level examination. *Journal of Management*, *41(3)*, 841-863.

Ghosh, R., & Reio Jr, T. G. (2013). Career benefits associated with mentoring for mentors: A meta-analysis. *Journal of Vocational Behavior*, *83(1)*, 106-116.

Gissel, J. L., & Johnstone, K. M. (2017). Information sharing during auditors' fraud brainstorming: Effects of psychological safety and auditor knowledge. *Auditing: A Journal of Practice & Theory*, *36(2)*, 87-110.

Halevy, N., Y. Chou, E., & D. Galinsky, A. (2011). A functional model of hierarchy: Why, how, and when vertical differentiation enhances group performance. *Organizational Psychology Review*, *1(1)*, 32-52.

Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of applied psychology*, *96(4)*, 677.

Hayes, A. F. (2015). An index and test of linear moderated mediation. *Multivariate behavioral research*, *50(1)*, 1-22.

He., W., Han, Y., Hu, X., Liu, W., Yang, B., & Chen, H. (2020). From idea endorsement to idea implementation: A multilevel social network approach toward managerial voice implementation. *Human Relations*, *73(11)*, 1563-1582.

Herrbach, O. (2001). Audit quality, auditor behaviour and the psychological contract. *European Accounting Review*, *10(4)*, 787-802.

Hollenbeck, J. R., Beersma, B., & Schouten, M. E. (2012). Beyond team types and taxonomies: A dimensional scaling conceptualization for team description. *Academy of Management Review*, *37(1)*, 82-106.

Howell, T. M., Harrison, D. A., Burris, E. R., & Detert, J. R. (2015). Who gets credit for input? Demographic and structural status cues in voice recognition. *Journal of Applied Psychology*, *100(6)*, 1765.

Hu, Y., Zhu, L., Zhou, M., Li, J., Maguire, P., Sun, H., & Wang, D. (2018). Exploring the influence of ethical leadership on voice behavior: how leader-member exchange, psychological safety and psychological empowerment influence employees' willingness to speak out. *Frontiers in psychology*, *9*, 1718.

Huang, L., & Paterson, T. A. (2017). Group ethical voice: Influence of ethical leadership and impact on ethical performance. *Journal of management*, *43(4)*, 1157-1184.

Latham, G. P., & Saari, L. M. (1979). Application of social-learning theory to training supervisors through behavioral modeling. *Journal of Applied Psychology*, *64(3)*, 239.

Lee, D., Choi, Y., Youn, S., & Chun, J. U. (2017). Ethical leadership and employee moral voice: The mediating role of moral efficacy and the moderating of leader–follower value congruence. *Journal of Business Ethics*, *141*, 47-57.

LePine, J. A., & Van Dyne, L. (1998). Predicting voice behavior in work groups. *Journal of applied psychology*, *83(6)*, 853.

Levesque, L. L., O'Neill, R. M., Nelson, T., & Dumas, C. (2005). Sex differences in the perceived importance of mentoring functions. *Career Development International*, *10(6/7)*, 429-443.

Lightle, S., Castellano, J. F., & Baker, B. (2017). Why audit teams need the confidence to speak up. *Journal of Accountancy*.

Liu, W., Tangirala, S., & Ramanujam, R. (2013). The relational antecedents of voice targeted at different leaders. *Journal of Applied Psychology*, *98(5)*, 841.

Loon, M., Mee Lim, Y., Heang Lee, T., & Lian Tam, C. (2012). Transformational leadership and job-related learning. *Management Research Review*, *35(3/4)*, 192-205.

Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, *34(3)*, 410-476.

McGrath, J. E. (1962). *Leadership behavior: Some requirements for leadership training*. Washington, DC: U.S. Civil Service Commission.

Milliken, F. J., Morrison, E. W., & Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of management studies*, *40(6)*, 1453-1476.

Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *Academy of Management annals*, *5(1)*, 373-412.

Morrison, E. W. (2014). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behavior*, *1(1)*, 173-197.

Morrison, E. W. (2023). Employee voice and silence: Taking stock a decade later. *Annual Review of Organizational Psychology and Organizational Behavior*, *10*.

Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, *36(1)*, 5-39.

Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *Academy of Management Review*, *25(4)*, 706-725.

Morrison, E. W., & Rothman, N. B. (2009). Silence and the dynamics of power. *Voice and silence in organizations*, *6(5)*, 111-134.

Morrison, E. W., Wheeler-Smith, S. L., & Kamdar, D. (2011). Speaking up in groups: a cross-level study of group voice climate and voice. *Journal of Applied Psychology*, *96(1)*, 183.

Nelson, M. W., Proell, C. A., & Randel, A. E. (2016). Team-oriented leadership and auditors' willingness to raise audit issues. *The Accounting Review*, *91(6)*, 1781-1805.

Nembhard, I. M., & Edmondson, A. C. (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *27(7)*, 941-966.

Ng, T. W., Lucianetti, L., Hsu, D. Y., Yim, F. H., & Sorensen, K. L. (2021). You Speak, I Speak: The Social-Cognitive Mechanisms of Voice Contagion. *Journal of Management Studies*, *58(6)*, 1569-1608.

Ones, D. S., Viswesvaran, C., & Schmidt, F. L. (1993). Comprehensive meta-analysis of integrity test validities: Findings and implications for personnel selection and theories of job performance. *Journal of Applied Psychology*, *78(4)*, 679.

Otley, D. T., & Pierce, B. J. (1996). Auditor time budget pressure: consequences and antecedents. *Accounting, Auditing & Accountability Journal*, *9(1)*, 31-58.

Pedhazur, E. (1997). *Multiple regression in behavioral research.* New York, Harcourt Brace College Publishers.

Peng H., & Wei F. 2019. How and when does leader behavioral integrity influence employee voice? The roles of team independence climate and corporate ethical values. *Journal of Business Ethics*, *166*, 505-521.

Pierce, B., & Sweeney, B. (2004). Cost–quality conflict in audit firms: an empirical investigation. *European Accounting Review*, *13(3)*, 415-441.

Pinder, C. C., & Harlos, K. P. (2001). *Employee silence: Quiescence and acquiescence as responses to perceived injustice*. In Research in personnel and human resources management (pp. 331-369). Emerald Group Publishing Limited.

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The leadership quarterly*, *1(2)*, 107-142.

Roberts, K. H., & O'Reilly, C. A. (1974). Measuring organizational communication. *Journal of Applied Psychology*, *59(3)*, 321.

Rosch, E., (1978). *Principles of categorization*.

Roussin, C. J. (2008). Increasing trust, psychological safety, and team performance through dyadic leadership discovery. *Small Group Research*, *39(2)*, 224-248.

Sanner, B., & Bunderson, J. S. (2015). When feeling safe isn't enough: Contextualizing models of safety and learning in teams. *Organizational Psychology Review*, *5(3)*, 224-243.

Scandura, T. A. (1992). Mentorship and career mobility: An empirical investigation. *Journal of organizational behavior*, *13(2)*, 169-174.

Schaubroeck, J. M., Hannah, S. T., Avolio, B. J., Kozlowski, S. W., Lord, R. G., Treviño, L. K., ... & Peng, A. C. (2012). Embedding ethical leadership within and across organization levels. *Academy of Management Journal*, *55(5)*, 1053-1078.

Sherf, E. N., Parke, M. R., & Isaakyan, S. (2021). Distinguishing voice and silence at work: Unique relationships with perceived impact, psychological safety, and burnout. *Academy of Management Journal*, *64(1)*, 114-148.

Siemsen, E., Roth, A., & Oliveira, P. (2010). Common method bias in regression models with linear, quadratic, and interaction effects. *Organizational Research Methods*, *13(3)*, 456-476.

Smeets, L., Gijselaers, W. H., Meuwissen, R. H., & Grohnert, T. (2021). Beyond psychological safety–the role of direct supervisor behavior in fostering learning from errors at the workplace. *Vocations and Learning*, *14(3)*, 533-558.

Tangirala, S., & Ramanujam, R. (2012). Ask and you shall hear (but not always): Examining the relationship between manager consultation and employee voice. *Personnel Psychology*, *65(2)*, 251-282.

Umphress, E. E., Bingham, J. B., & Mitchell, M. S. (2010). Unethical behavior in the name of the company: the moderating effect of organizational identification and positive reciprocity beliefs on unethical pro-organizational behavior. *Journal of Applied Psychology*, *95(4)*, 769.

Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of Management Journal*, *41(1)*, 108-119.

Wanberg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review & dynamic process model. *Research in personnel and human resources management*, 39-124.

Winkielman, P., Schwarz, N., Reber, R., & Fazendeiro, T. A. (2003). Cognitive and affective consequences of visual fluency: When seeing is easy on the mind. *Persuasive imagery: A consumer response perspective*, 75-89.

Wyer, R. S., & Srull, T. K. (1986). Human cognition in its social context. *Psychological review*, *93(3)*, 322.

Zhang, X. A., Li, N., Ullrich, J., & van Dick, R. (2015). Getting everyone on board: The effect of differentiated transformational leadership by CEOs on top management team

effectiveness and leader-rated firm performance. *Journal of Management*, *41(7)*, 1898-1933.

Zohar, D., & Luria, G. (2005). A multilevel model of safety climate: cross-level relationships between organization and group-level climates. *Journal of Applied Psychology*, *90(4)*, 616.

Table 1
Descriptive Statistics and Correlations among Variables

Variables	Mean	s.d.	Median	1	2	3	4	5	6	7	8	9
1 Team Performance	3.80	0.39	3.88									
2 Team Voice Climate	3.75	0.32	4.00	0.75 **								
3 Team Psychological Safety	3.94	0.31	3.92	0.58 **	0.76 **							
4 Manager's Voice Modeling Behavior	3.88	0.35	3.93	0.51 **	0.48 **	0.53 **						
5 Partner's Voice Modeling Behavior	3.80	0.29	3.83	0.33 **	0.29 **	0.33 **	0.39 **					
6 Manager's Reduced Audit Quality acts	1.30	0.28	1.21	-0.36 **	-0.32 **	-0.34 **	-0.51 **	-0.18 *				
7 Partner's Reduced Audit Quality acts	1.36	0.31	1.26	-0.27 **	-0.27 **	-0.32 **	-0.23 **	-0.33 **	0.56 **			
8 Manager's Involvement	12.83	7.06	10.86	0.10	0.06	0.05	0.24 **	0.12	-0.15	-0.04		
9 Partner's Involvement	5.18	3.54	4.55	0.18 *	0.13	0.07	0.19 *	0.17	-0.11	-0.18 *	0.31	
Manager Gender Female	0.24	0.42	0.00	-0.04	0.00	0.08	0.05	0.11	-0.07	-0.15	0.00	-0.10
Partner Gender Female	0.15	0.35	0.00	0.11	0.11	0.01	-0.05	-0.04	-0.03	-0.03	0.21 *	0.02
Manager Perceived Status	3.66	0.35	3.67	0.44 **	0.50 **	0.51 **	0.79 **	0.27 **	-0.37 **	-0.19 *	0.13	0.05
Partner Perceived Status	3.69	0.26	3.69	0.32 **	0.28 **	0.26 **	0.22 **	0.57 **	-0.09	-0.25 **	-0.09	0.02
Manager's Transformational Leadership style	3.55	0.48	3.64	0.45 **	0.46 **	0.47 **	0.77 **	0.33 **	-0.33 **	-0.12	0.15 *	0.05
Partner's Transformational Leadership style	3.50	0.38	3.50	0.28 **	0.23 **	0.24 **	0.31 **	0.66 **	-0.12	-0.12	0.03	0.08
Team Size (total hours of the team)	1,767	1,677	1,107	-0.08	0.01	-0.02	-0.05	0.07	-0.01	0.17 *	-0.19 *	-0.11

*Notes: n = 127 teams for all variables, except for Manager's Involvement, Partner's Involvement, and Team Size (n = 122; we substituted missing values in our sample of 127 teams with the sample mean and our hypothesized results are consistent when excluding these five teams from our analyses). ** p < .01; * p < .05 (one tailed).*

Table 2

Comparative Moderated Mediation Path Models

Variables	Model 1			Model 2	Model 3	Model 4 Omnibus		
	Team Psychological Safety	*Team Voice Climate*	*Team Performance*	*Team Psychological Safety*	*Team Psychological Safety*	*Team Psychological Safety*	*Team Voice Climate*	*Team Performance*
Manager Gender	0.07 (0.07)	**-0.13 (0.05)** **	-0.04 (0.06)	0.04 (0.07)	0.06 (0.07)	0.09 (0.07)	**-0.13 (0.05)** **	-0.04 (0.06)
Partner Gender	0.05 (0.08)	-0.07 (0.05)	**0.20 (0.06)** **	0.03 (0.07)	0.02 (0.07)	0.04 (0.07)	-0.07 (0.05)	**0.20 (0.06)** **
Manager Perceived Status	0.22 (0.14)	0.07 (0.10)	-0.10 (0.11)	**0.26 (0.14)** *	**0.28 (0.14)** *	**0.22 (0.13)** *	0.07 (0.10)	-0.10 (0.11)
Partner Perceived Status	0.07 (0.09)	0.02 (0.06)	**0.14 (0.08)** *	0.08 (0.10)	0.09 (0.09)	0.09 (0.09)	0.02 (0.06)	**0.14 (0.08)** *
Manager Transformational Leadership style	-0.06 (0.14)	-0.09 (0.09)	**0.21 (0.11)** *	-0.02 (0.14)	-0.08 (0.14)	-0.06 (0.13)	-0.09 (0.09)	**0.21 (0.11)** *
Partner Transformational Leadership style	-0.01 (0.11)	0.09 (0.07)	-0.04 (0.08)	-0.06 (0.11)	-0.01 (0.11)	0.01 (0.11)	0.09 (0.07)	-0.04 (0.08)
Team Size	-0.02 (0.07)	**0.10 (0.05)** *	-0.09 (0.06)	0.02 (0.00)	0.01 (0.07)	-0.01 (0.07)	**0.10 (0.05)** *	-0.09 (0.06)
Hypothesized main effects:								
Manager's Voice Modeling Behavior (H1)	**0.38 (0.14)** **	**0.26 (0.09)** **		**0.26 (0.15)** *	**0.30 (0.14)** *	**0.36 (0.14)** **	**0.26 (0.09)** **	
Partner's Voice Modeling Behavior (H1)	0.09 (0.11)			0.13 (0.11)	0.11 (0.11)	0.05 (0.11)		
Mediation: Team Psychological Safety (H4)		**0.63 (0.06)** **	0.07 (0.10)				**0.63 (0.06)** **	0.07 (0.10)
Team Voice Climate to Team Performance			**0.56 (0.11)** **					**0.56 (0.11)** **
Hypothesized 2-way moderated mediations:								
Manager's Voice Modeling Behavior x Manager's Involvement (H2a)	**0.18 (0.07)** **					**0.15 (0.07)** *		
Partner's Voice Modeling Behavior x Partner's Involvement (H2a)	0.11 (0.10)					**0.16 (0.10)** *		
Manager's Voice Modeling Behavior x Manager's Reduced Audit Quality Acts (H2b)				**-0.14 (0.06)** *		**-0.24 (0.07)** **		
Manager's Voice Modeling Behavior x Partner's Voice Modeling Behavior (H3)					**-0.13 (0.08)** *	**-0.24 (0.08)** **		
Other main terms included:								
Manager's Involvement	**-0.14 (0.09)** *					**-0.14 (0.08)** *		
Partner's Involvement	0.05 (0.08)					0.03 (0.08)		
Manager's Reduced Audit Quality acts				**-0.15 (0.09)** *		**-0.19 (0.09)** *		
SRMR		0.015		0.015	0.009		0.017	
CFI		0.999		0.998	0.999		0.995	
RMSEA		0.021		0.043	0.026		0.044	
Chi-square (CMIN/DF)		1.055		1.229	1.085		1.245	

n = 127 teams. ** *p* < .01; * *p* < .05 (one-tailed). All variables are standardized in analyses, thus values in parantheses are standard errors. SRMR = standardized root mean square residual. CFI = comparable fit index. RMSEA = root mean square error of approximation.

Table 3
Conditional Indirect Interaction Effects

Variables	Team Voice Climate						Team Performance			
	First stage effect	Second stage effect	Indirect effect	Direct effect	Total effect	IMM	Indirect effect	Direct effect	Total effect	IMM
Manager's Voice Modeling Behavior (H1a)	0.36 **	0.63 **	0.23 *	0.26 **	0.48 **		0.30 **	-	0.30 **	
Partner's Voice Role-modeling Behavior (H1a)	0.05	0.63 **	0.03	-	0.03		0.02	-	0.02	
Mediation: Team Psychological Safety (H4)			-	0.63 **	0.63 **		0.36 **	0.07	0.43 **	
2-way moderated mediations:										
H4a: Manager's Voice Modeling Behavior x Manager's										
Involvement (H2a)	0.15 *	0.63 **	0.10 *	-	0.10 *	0.09 *	0.07 *	-	0.07 *	0.06 *
Low level of Manager's Involvement	0.22	-	0.14	-	0.14		0.09	-	0.09	
High level of Manager's Involvement	0.50 **	-	0.31 **	-	0.31 **		0.21 **	-	0.21 **	
Difference	0.28 *	-	0.18 *	-	0.18 *		0.12 *	-	0.12 *	
H4b: Manager's Voice Modeling Behavior x Manager's										
Reduced Audit Quality Acts (H2b)	-0.24 **	0.63 **	-0.15 *	-	-0.15 *	-0.12 *	-0.10 *	-	-0.10 *	-0.08 *
Low level of Manager's Reduced Audit Quality Acts	0.54 **	-	0.34 **	-	0.34 **		0.23 **	-	0.23 **	
High level of Manager's Reduced Audit Quality Acts	0.17	-	0.11	-	0.11		0.07	-	0.07	
Difference	-0.38 *	-	-0.24 *	-	-0.24 *		-0.16 *	-	-0.16 *	
H4c: Manager's Voice Modeling Behavior x Partner's Voice										
Modeling Behavior (H3)	-0.24 **	0.63 **	-0.15 **	-	-0.15 **	-0.15 **	-0.10 **	-	-0.10 **	-0.11 **
Low level of Partner's Voice Modeling Behavior	0.60 **	-	0.38 **	-	0.38 **		0.26 **	-	0.26 **	
High level of Partner's Voice Modeling Behavior	0.11	-	0.07	-	0.07		0.05	-	0.05	
Difference	-0.49 **	-	-0.31 **	-	-0.31 **		-0.21 **	-	-0.21 **	

*n = 127 teams. ** p < .01; * p < .05 (one-tailed), analyses based on bias corrected percentale method.*

Figure 1 – Theoretical model

The role of hierarchical team leader's voice modeling behavior, moderated by the manager's greater involvement (H2a), mixed behavioral messages (H2b), and the stifling effect of hierarchy (H3), on team psychological safety, and ultimately (H4) on voice climate and team performance.
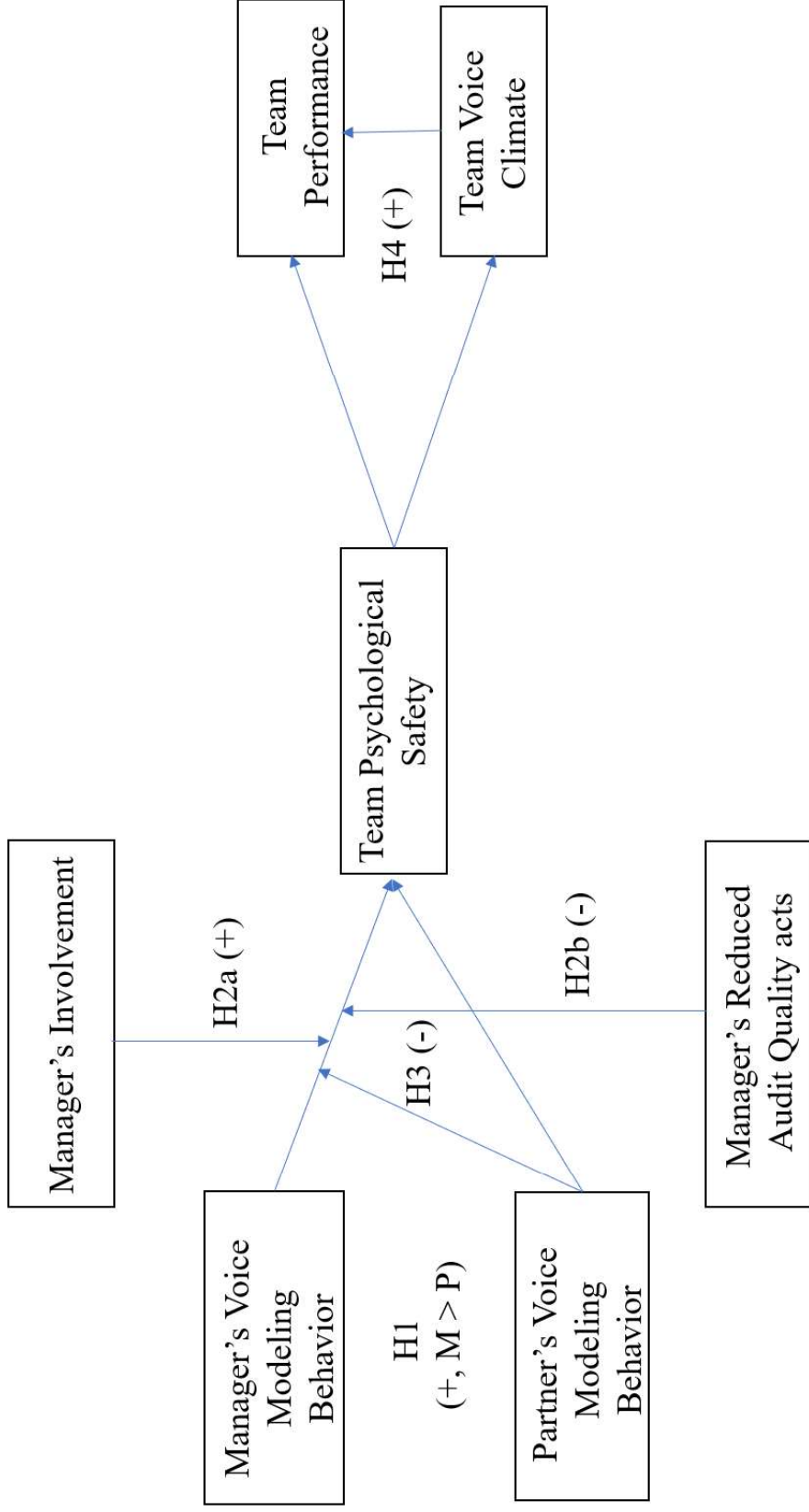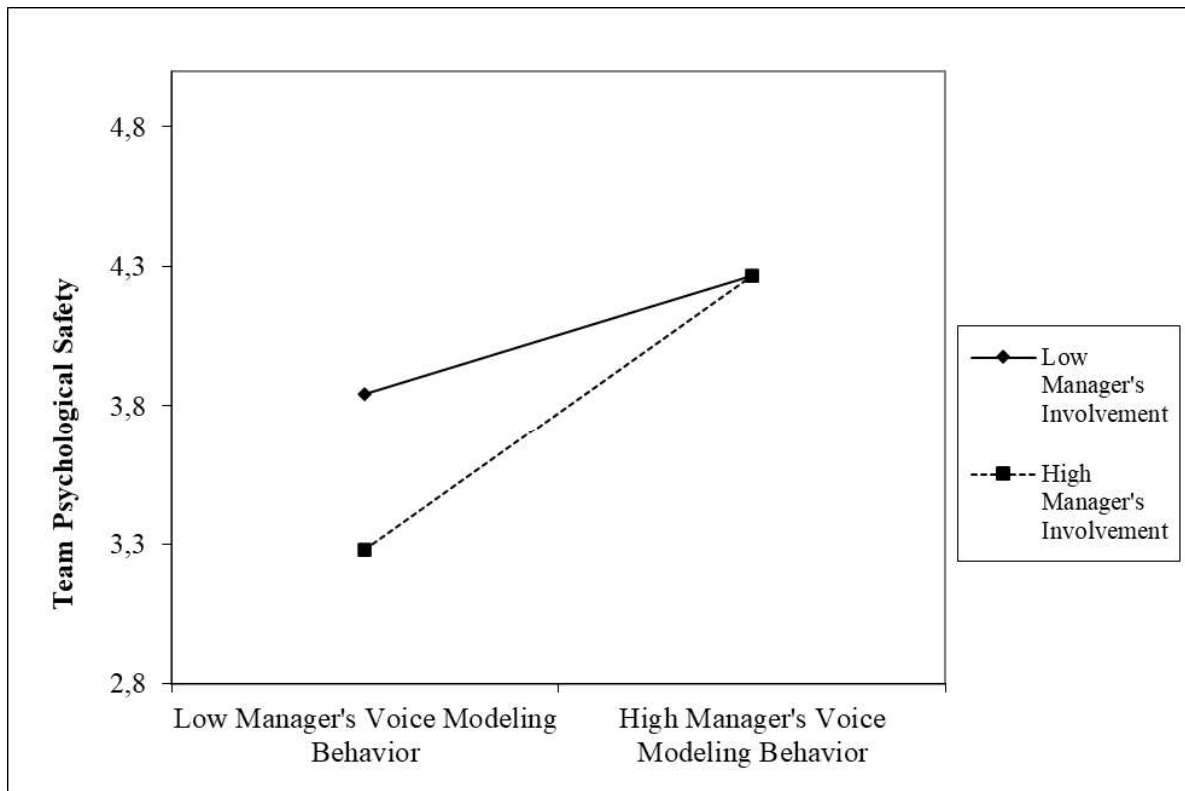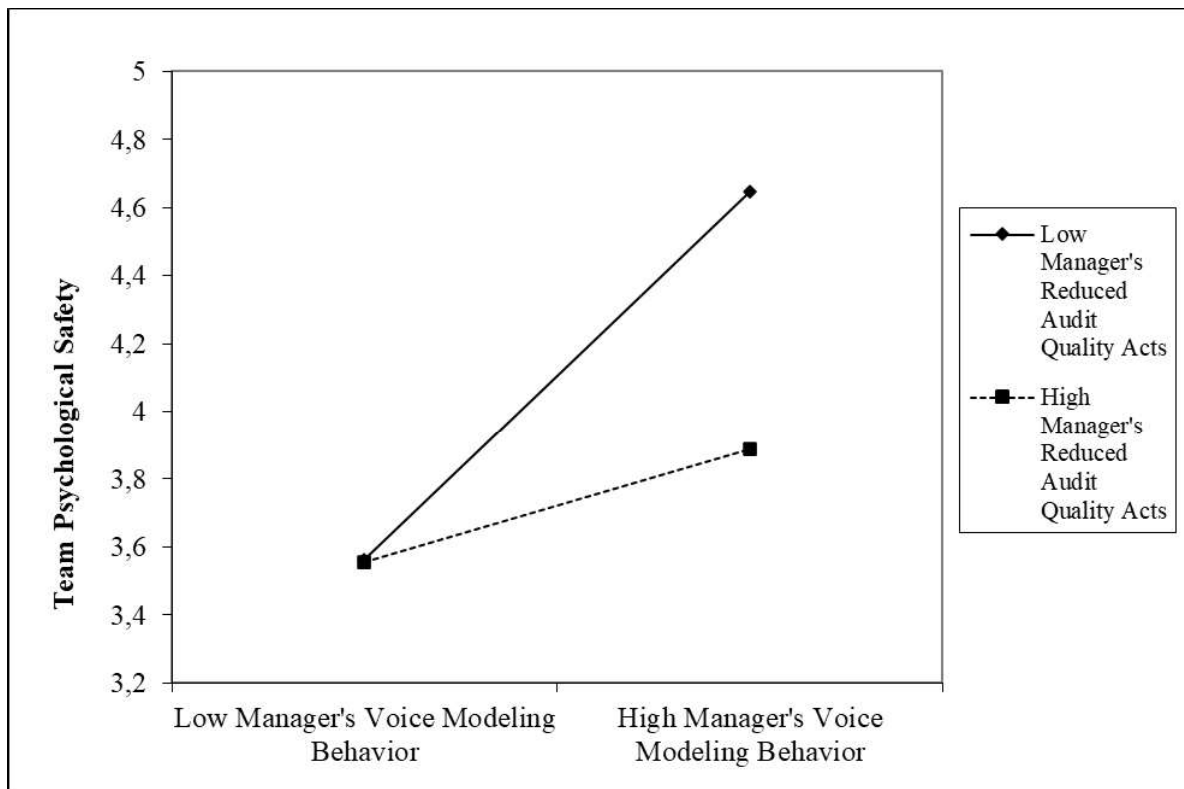
Figure 2 – The moderating effect of the manager's involvement on the relationship between the manager's voice modeling behavior and team psychological safety (H2a)
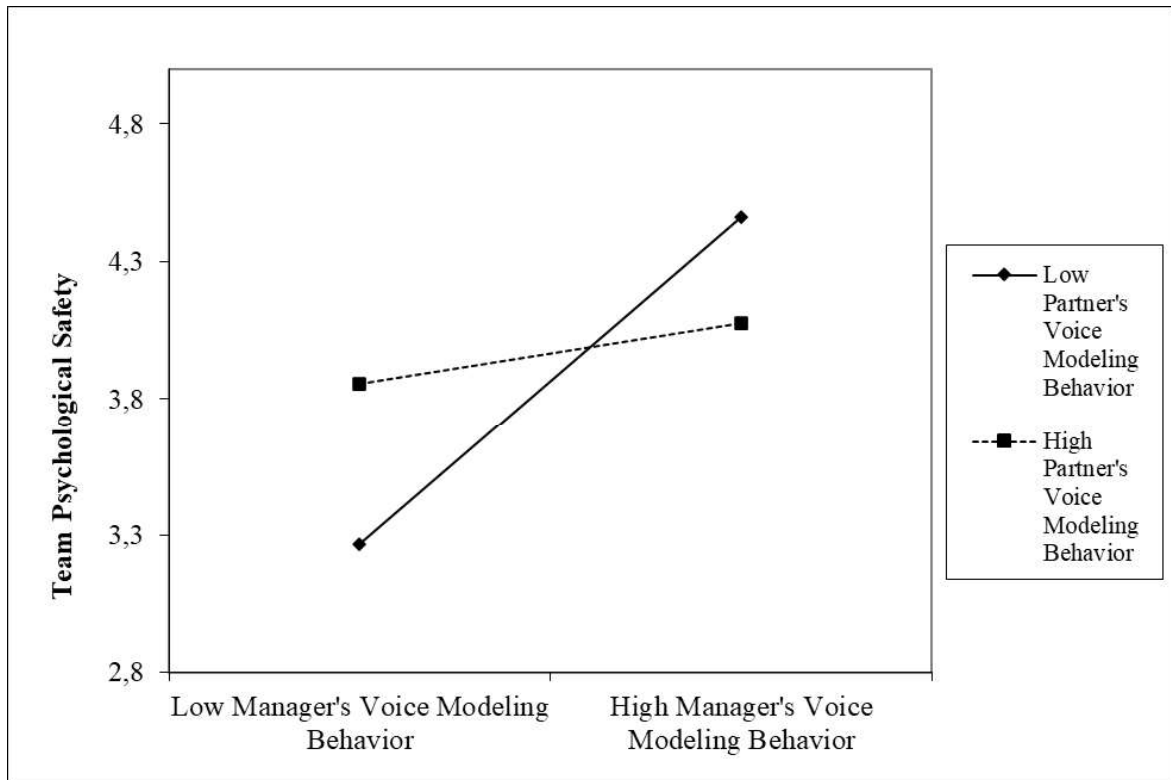

Notes: n = 127 teams. The moderating effect of the manager's involvement (+/- 1 SD) on the relationship between the manager's voice modeling behavior on team psychological safety: simple slope_*Low Manager's Involvement: b = .21, ns*; simple slope_*High Manager's Involvement: b = .50*, p < .01.

Figure 3 – The moderating effect of the manager's reduced audit quality acts on the relationship between the manager's voice modeling behavior and team psychological safety (H2b)

Notes: n = 127 teams. The moderating effect of the manager's reduced audit quality acts (+/- 1 SD) on the relationship between the manager's voice modeling behavior on team psychological safety: simple slope_*Low Manager's Reduced Audit Quality Acts: b* = .54, p < .01; simple slope_*High Manager's Reduced Audit Quality Acts*: *b* = .17, *ns*.

Figure 4 – The moderating effect of the partner's voice modeling behavior on the relationship between the manager's voice modeling behavior and team psychological safety (H3)

Notes: n = 127 teams. The moderating effect of the partner's voice modeling behavior (+/- 1 SD) on the relationship between the manager's voice modeling behavior on team psychological safety: simple slope _Low Partner's Voice Modeling Behavior_: b = .60, p < .01); simple slope _High Partner's Voice Modeling Behavior_: b = .11, _ns_.

Appendix A
Supplemental Analyses

Variables	Model S1	Model S2	Model S3	Model S4	Model S5	Model S6
			Team Psychological Safety			
Manager Gender	0.05	0.04	0.04	0.05	0.08	0.05
Partner Gender	0.05	0.06	0.04	0.02	0.01	0.04
Manager Perceived Status	0.21	0.24 *	0.29 *	0.19	0.24 *	0.30 *
Partner Perceived Status	0.07	0.05	0.12	0.03	0.04	0.11
Manager Transformational Leadership style	-0.03	-0.12	-0.04	0.01	-0.06	-0.09
Partner Transformational Leadership style	-0.08	0.02	-0.05	0.01	0.06	-0.02
Team Size	-0.01	-0.01	0.04	-0.02	-0.02	0.03
Hypothesized main effects:						
Manager's Voice Modeling Behavior (H1)	0.30 *	0.39 **	0.24	0.28 *	0.36 **	0.30 *
Partner's Voice Modeling Behavior (H1)	0.14	0.11	0.13	0.11	0.10	0.06
Hypothesized 2-way moderated mediations:						
Manager's Voice Modeling Behavior x Manager's Involvement (H2a)	0.13 *	0.19 **				
Partner's Voice Modeling Behavior x Partner's Involvement (H2a)				0.15	0.17 *	
Manager's Voice Modeling Behavior x Manager's Reduced Audit Quality Acts (H2a)	-0.11 *		-0.19 *			-0.22 **
Manager's Voice Modeling Behavior x Partner's Voice Modeling Behavior (H3)		-0.12	-0.25 **		-0.12	-0.19 **
Supplemental analyses:						
Manager's Voice Modeling Behavior x Manager's Reduced Audit Quality Acts x Manager's Involvement (S1)	0.06					
Manager's Voice Modeling Behavior x Partner's Voice Modeling Behavior x Manager's Involvement (S2)		-0.14 *				
Manager's Voice Modeling Behavior x Partner's Voice Modeling Behavior x Manager's Reduced Audit Quality Acts (S3)			0.08			
Partner's Voice Modeling Behavior x Partner's Reduced Audit Quality Acts (S4)				0.04		
Partner's Voice Modeling Behavior x Partner's Reduced Audit Quality Acts x Partner's Involvement (S4)				0.07		
Manager's Voice Modeling Behavior x Partner's Voice Modeling Behavior x Partner's Involvement (S5)					-0.10	
Manager's Voice Modeling Behavior x Manager-to-Partner Involvement Ratio (S6)						0.23 *
Partner's Voice Modeling Behavior x Manager-to-Partner Involvement Ratio (S6)						-0.09
Other main or interaction terms included:						
Manager's Involvement	-0.16 *	-0.06		-0.06	-0.06	
Partner's Involvement	0.02	0.02		-0.09	-0.03	
Manager's Reduced Audit Quality acts	-0.16 *		-0.22 **			-0.20 *
Partner's Reduced Audit Quality acts				-0.19 *		
Manager-to-Partner Involvement Ratio (S6)						-0.19 *
Manager's Reduced Audit Quality Acts x Manager's Involvement	-0.09	0.04				
Partner's Voice Modeling Behavior x Manager's Involvement						
Partner's Voice Modeling Behavior x Manager's Reduced Audit Quality Acts			-0.08			
Partner's Reduced Audit Quality Acts x Partner's Involvement				-0.14		
Manager's Voice Modeling Behavior x Partner's Involvement					0.10	

*n = 127 teams. ** p < .01; * p < .05 (one-tailed). All variables are standardized in analyses.*