

B.Sc. Psychologie

Prüfungsliteratur für das Modul M – gültig ab FSS 2022

Die Modulprüfung des Moduls M ist eine mündliche Prüfung (Dauer: 20 Minuten) und findet im Anschluss an das FSS statt. In dieser Prüfung werden zwei spezifische Themen geprüft. Die Studierenden können die zwei Themen aus den unten angegebenen Themen frei wählen und kombinieren. Sie können zu Beginn der Prüfung den/die Prüfer/in über die gewählten Themen informieren. Zu jedem der zwei Themen muss die dazu angegebene Literatur vorbereitet werden. Für die überwiegende Zahl der Themen überlappt sich diese Literatur sehr stark mit der in den Seminaren M1 und M2 behandelten Literatur.

Ab dem HWS 2021 wird in den M1- und M2-Seminare eine reduzierte Prüfungsliteratur behandelt (6 anstatt bisher 10 Artikel pro Seminar).

Studierende, die im Sommer 2022 die M-Prüfung ablegen, können wählen, ob sie sich in der bisherigen Prüfungsliteratur (10 Artikel) oder in der neuen Prüfungsliteratur (6 Artikel) prüfen lassen wollen. In der Variante mit 10 Artikeln können zwei Artikel abgewählt werden. In der Variante mit 6 Artikeln kann kein Artikel abgewählt werden.

Die Variante mit den 6 Artikeln ist nur für die Themen möglich, zu denen ab dem HWS 2021 Seminare angeboten wurden. Es ist möglich (aber natürlich nicht notwendig), sich in einem der zwei Themen mit 10 Artikeln prüfen zu lassen und im anderen Thema mit 6 Artikeln.

Update: 08.03.2022

Thema Arbeitsmotivation (nur Variante mit 10 Artikeln möglich)

Grant, A. M. (2008). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. *Journal of Applied Psychology, 93*, 108-124. <http://dx.doi.org/10.1037/0021-9010.93.1.108>

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance, 16*, 250-279. [http://dx.doi.org/10.1016/0030-5073\(76\)90016-7](http://dx.doi.org/10.1016/0030-5073(76)90016-7)

Hollenbeck, J. R., Williams, C. R., & Klein, H. J. (1989). An empirical examination of the antecedents of commitment to difficult goals. *Journal of Applied Psychology, 74*, 18-23. doi: 10.1037/0021-9010.74.1.18

Howard, J., Gagné, M., Morin, A. J. S., & Van den Broeck, A. (2016). Motivation profiles at work: A self-determination theory approach. *Journal of Vocational Behavior, 95-96*, 74-89. doi: <http://dx.doi.org/10.1016/j.jvb.2016.07.004>

Locke, E. A., Frederick, L., Lee, C., & Bobko, P. (1984). Effect of self-efficacy, goals, and task strategies on task performance. *Journal of Applied Psychology, 69*, 241-251. doi:10.1037/0021-9010.69.2.241

Rockmann, K. W. & Ballinger, G. A. (2017). Intrinsic motivation and organizational identification among on demand workers. *Journal of Applied Psychology, 102*, 1305- 1316. <http://dx.doi.org/10.1037/apl0000224>

Trougakos, J. P., Beal, D. J., Cheng, B. H., Hideg, I., & Zweig, D. (2015). Too drained to help: A resource depletion perspective on daily interpersonal citizenship behaviors. *Journal of Applied Psychology, 100*, 227-236. doi: 10.1037/a0038082

Vancouver, J. B., Thompson, C. M., & Williams, A. A. (2001). The changing signs in the relationships among self-efficacy, personal goals, and performance. *Journal of Applied Psychology, 86*, 605-620. doi:

VandeWalle, D., Brown, S. P., Cron, W. L., & Slocum, J. W., Jr. (1999). The influence of goal orientation and self-regulation tactics on sales performance: A longitudinal field test. *Journal of Applied Psychology, 84*, 249-259. <http://dx.doi.org/10.1037/0021-9010.84.2.249>

Wallace, C., & Chen, G. (2006). A multilevel integration of personality climate, self-regulation, and performance. *Personnel Psychology, 59*, 529-557. <http://dx.doi.org/10.1111/j.1744-6570.2006.00046.x>

Thema Arbeitsleistung (Variante mit 10 Artikeln)

Binnewies, C., & Wörnlein, S. C. (2011). What makes a creative day? A diary study on the interplay between affect, job stressors, and job control. *Journal of Organizational Behavior*, 32, 589-607. doi: 10.1002/job.731

Gonzalez-Mulé, E., Mount, M. K., & Oh, I. -S. (2014). A meta analysis of the relationship between general mental ability and nontask performance. *Journal of Applied Psychology*, 99, 1222-1243.

Griffin, M., Neal, A., & Parker, S. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50, 327-347.

Griffin, M., Parker, S., & Mason, C. (2010). Leader vision and the development of adaptive and proactive performance: A longitudinal study. *Journal of Applied Psychology*, 95, 174-182.

Hoffman, B., Blair, C., Meriac, J., & Woehr, D. (2007). Expanding the criterion domain? A quantitative review of the OCB literature. *Journal of Applied Psychology*, 92, 555-566.

Joshi, A., Son, J., & Roh, H. (2015). When can women close the gap? A meta-analytic test of sex differences in performance and rewards. *Academy of Management Journal*, 58, 1516-1545.

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

Madjar, N., Oldham, G. R., & Pratt, M. G. (2002). There's no place like home? The contributions of work and nonwork creativity support to employees' creative performance. *Academy of Management Journal*, 45, 757-767.

McAllister, D., Kamdar, D., Morrison, E., & Turban, D. (2007). Disentangling role perceptions: How perceived role breadth, discretion, instrumentality, and efficacy relate to helping and taking charge. *Journal of Applied Psychology*, 92, 1200-1211.

Meier, L. L., & Spector, P. E. (2013). Reciprocal effects of work stressors and counterproductive work behavior: A five-wave longitudinal study. *Journal of Applied Psychology*, 98, 529-539.

Thema Arbeitsleistung (Variante mit 6 Artikeln)

Campbell, E. M., Liao, H., Chuang, A., Zhou, J., & Dong, Y. (2017). Hot shots and cool reception? An expanded view of social consequences for high performers. *Journal of Applied Psychology, 102*(5), 845-866. doi:10.1037/apl0000183

Gonzalez-Mulé, E., Mount, M. K., & Oh, I. -S. (2014). A meta analysis of the relationship between general mental ability and nontask performance. *Journal of Applied Psychology, 99*, 1222-1243.

Griffin, M., Neal, A., & Parker, S. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal, 50*, 327-347.

Joshi, A., Son, J., & Roh, H. (2015). When can women close the gap? A meta-analytic test of sex differences in performance and rewards. *Academy of Management Journal, 58*, 1516-1545.

McAllister, D., Kamdar, D., Morrison, E., & Turban, D. (2007). Disentangling role perceptions: How perceived role breadth, discretion, instrumentality, and efficacy relate to helping and taking charge. *Journal of Applied Psychology, 92*, 1200-1211.

Meier, L. L., & Spector, P. E. (2013). Reciprocal effects of work stressors and counterproductive work behavior: A five-wave longitudinal study. *Journal of Applied Psychology, 98*, 529-539.

Thema Führung (nur Variante mit 10 Artikeln möglich)

Barling, J., Weber, T., & Kelloway, E. K. (1996). Effects of transformational leadership training on attitudinal and financial outcomes: A field experiment. *Journal of Applied Psychology, 81*, 827-832.

Colbert, A. E., Judge, T. A., Choi, D., & Wang, G. (2012). Assessing the trait theory of leadership using self and observer ratings of personality: The mediating role of contributions to group success. *The Leadership Quarterly, 23*, 670-685. doi: 10.1016/j.leaqua.2012.03.004

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology, 89*, 755-768.

Judge, T. A., Piccolo, R. F., & Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. *Journal of Applied Psychology, 89*, 36-51.

Lacerenza, C. N., Reyes, D. L., Marlow, S. L., Joseph, D. L., & Salas, E. (2017). Leadership training design, delivery, and implementation: A meta-analysis. *Journal of Applied Psychology, 102*, 1686-1718. <http://dx.doi.org/10.1037/apl0000241>

Liang, L. H., Hanig, S., Evans, R., Brown, D. J., & Lian, H. (2017). Why is your boss making you sick? A longitudinal investigation modeling time-lagged relations between abusive supervision and employee physical health. *Journal of Organizational Behavior*. Advanced online publication. doi: 10.1002/job.2248

Martin, R., Guillaume, Y., Thomas, G., Lee, A., & Epitropaki, O. (2016). Leader-member exchange (LMX) and performance: A meta-analytic review. *Personnel Psychology, 69*, 67-121. doi: 10.1111/peps.12100

Mayer, D. M., Aquino, K., Greenbaum, R. L., & Kuenzi, M. (2012). Who displays ethical leadership, and why does it matter? An examination of antecedents and consequences of ethical leadership. *Academy of Management Journal, 55*, 151-171. doi: 10.5465/amj.2008.0276

Montano, D., Reeske, A., Franke, F., & Hüffmeier, J. (2017). Leadership, followers' mental health and job performance in organizations: A comprehensive meta-analysis from an occupational health perspective. *Journal Of Organizational Behavior, 38*, 327-350. <http://dx.doi.org/10.1002/job.2124>

Vial, A. C., Brescoll, V. L., Napier, J. L., Dovidio, J. F., & Tyler, T. R. (2018). Differential support for female supervisors among men and women. *Journal of Applied Psychology, 103*, 215-227. doi: 10.1037/apl0000258

Thema Personalbeurteilung (Variante mit 10 Artikeln)

Brett, J. F., & Atwater, L. E. (2001). 360-degree feedback: Accuracy, reactions, and perceptions of usefulness. *Journal of Applied Psychology, 86*, 930-942.

Cawley, B. D., Keeping, L. M., & Levy, P. E. (1998). Participation in the performance appraisal process and employee reactions: A meta-analytic review of field investigations. *Journal of Applied Psychology, 83*, 615-633. doi:10.1037/0021-9010.83.4.615

Heidemeier, H., & Moser, K. (2009). Self–other agreement in job performance ratings: A meta-analytic test of a process model. *Journal of Applied Psychology, 94*, 353–370.

Heslin, P. A., Latham, G. P., & VandeWalle, D. (2005). The effect of implicit person theory on performance appraisals. *Journal of Applied Psychology, 90*, 842–856.

Hosoda, M., Stone-Romero, E. F., & Coats, G. (2003). The effects of physical attractiveness on job-related outcomes: A meta-analysis of experimental studies. *Personnel Psychology, 56*, 431–462.

Latham, G. P., & Wexley, K. N. (1977). Behavioral observation scales for performance-appraisal purposes. *Personnel Psychology, 30*, 255–268.

Meinecke, A. L., Lehmann-Willenbrock, N., & Kauffeld, S. (2017). What happens during annual appraisal interviews? How leader–follower interactions unfold and impact interview outcomes. *Journal of Applied Psychology, 102*, 1054–1074. doi:10.1037/apl0000219

Murphy, K. R., & Balzer, W. K. (1989). Rater errors and rating accuracy. *Journal of Applied Psychology, 74*, 619-624. doi:10.1037/0021-9010.74.4.619

Pritchard, R. D., Jones, S. D., Roth, P. L., Stuebing, K. K., & Ekeberg, S. E. (1988). Effects of group feedback, goal setting, and incentives on organizational productivity. *Journal of Applied Psychology, 73*, 337-358. doi:10.1111/j.1744-6570.1989.tb01552.x

Woehr, D. J., & Huffcutt, A. I. (1994). Rater training for performance appraisal: A quantitative review. *Journal of Occupational and Organizational Psychology, 67*, 189-205.

Thema Personalbeurteilung (Variante mit 6 Artikeln)

Cawley, B. D., Keeping, L. M., & Levy, P. E. (1998). Participation in the performance appraisal process and employee reactions: A meta-analytic review of field investigations. *Journal of Applied Psychology, 83*, 615-633. doi:10.1037/0021-9010.83.4.615

Heslin, P. A., Latham, G. P., & VandeWalle, D. (2005). The effect of implicit person theory on performance appraisals. *Journal of Applied Psychology, 90*, 842-856.

Hosoda, M., Stone-Romero, E. F., & Coats, G. (2003). The effects of physical attractiveness on job-related outcomes: A meta-analysis of experimental studies. *Personnel Psychology, 56*, 431-462.

Meinecke, A. L., Lehmann-Willenbrock, N., & Kauffeld, S. (2017). What happens during annual appraisal interviews? How leader-follower interactions unfold and impact interview outcomes. *Journal of Applied Psychology, 102*, 1054-1074. doi:10.1037/apl0000219

Melchers, K. G., Lienhardt, N., Von Aarburg, M., & Kleinmann, M. (2011). Is more structure really better? A comparison of frame-of-reference training and descriptively anchored rating scales to improve interviewers' rating quality. *Personnel Psychology, 64*(1), 53-87. doi:10.1111/j.1744-6570.2010.01202.x

Woehr, D. J., Sheehan, M. K., & Bennett Jr, W. (2005). Assessing measurement equivalence across rating sources: A multitrait-multirater approach. *Journal of Applied Psychology, 90*(3), 592-600. doi:10.1037/0021-9010.90.3.592

Thema Personalauswahl (Variante mit 10 Artikeln)

Arthur, W., Day, E. A., McNelly, T. L., & Edens, P. S. (2003). A meta-analysis of the criterion-related validity of assessment center dimensions. *Personnel Psychology, 56*, 125-153.

Becker, W. J., Connolly, T., & Slaughter, J. E. (2010). The effect of job offer timing on offer acceptance, performance, and turnover. *Personnel Psychology, 63*, 223-241.

Day, A. L., & Carroll, S. A. (2003). Situational and Patterned Behavior Description Interviews: A comparison of their validity, correlates, and perceived fairness. *Human Performance, 16*, 25-47.

Frasca, K. J., & Edwards, M. R. (2017). Web-based corporate, social and video recruitment media: Effects of media richness and source credibility on organizational attraction. *International Journal of Selection and Assessment, 25*, 125-137.

König, C. J., Klehe, U.-C., Berchtold, M., & Kleinmann, M. (2010). Reasons for being selective when choosing personnel selection procedures. *International Journal of Selection and Assessment, 18*, 17-27.

Morris, S. B., Daisley, R. L., Wheeler, M., & Boyer, P. (2015). A meta-analysis of the relationship between individual assessments and job performance. *Journal of Applied Psychology, 100*, 5-20.

Mount, M. K., Witt, L. A., & Barrick, M. R. (2000). Incremental validity of empirical keyed biodata scales over GMA and the five factor personality constructs. *Personnel Psychology, 53*, 299-323.

Roth, P. L., Bobko, P., & McFarland, L. A. (2005). A meta-analysis of work sample test validity: Updating and integrating some classic literature. *Personnel Psychology, 58*, 1009-1037.

Salgado, J. F., Anderson, N., Moscoso, S., Bertua, C., de Fruyt, F., & Rolland, J. P. (2003). A meta-analytic study of general mental ability validity for different occupations in the European Community. *Journal of Applied Psychology, 88*, 1068-1081.

Walsh, B. M., Tuller, M. D., Barnes-Farrell, J. L., & Matthews, R. A. (2010). Investigating the moderating role of cultural practices on the effect of selection fairness perceptions. *International Journal of Selection and Assessment, 18*, 365-379.

Thema Personalauswahl (Variante mit 6 Artikeln)

Arthur, W., Day, E. A., McNelly, T. L., & Edens, P. S. (2003). A meta-analysis of the criterion-related validity of assessment center dimensions. *Personnel Psychology, 56*, 125-153.

König, C. J., Klehe, U.-C., Berchtold, M., & Kleinmann, M. (2010). Reasons for being selective when choosing personnel selection procedures. *International Journal of Selection and Assessment, 18*, 17-27.

Roth, P. L., Bobko, P., & McFarland, L. A. (2005). A meta-analysis of work sample test validity: Updating and integrating some classic literature. *Personnel Psychology, 58*, 1009-1037.

Salgado, J. F., Anderson, N., Moscoso, S., Bertua, C., de Fruyt, F., & Rolland, J. P. (2003). A meta-analytic study of general mental ability validity for different occupations in the European Community. *Journal of Applied Psychology, 88*, 1068-1081.

Schäpers, P., Mussel, P., Lievens, F., König, C. J., Freudenstein, J.-P., & Krumm, S. (2020). The role of situations in situational judgment tests: Effects on construct saturation, predictive validity, and applicant perceptions. *Journal of Applied Psychology, 105*(8), 800-818. doi:10.1037/apl0000457

Zhang, L., Van Iddekinge, C. H., Arnold, J. D., Roth, P. L., Lievens, F., Lanivich, S. E., & Jordan, S. L. (2020). What's on job seekers' social media sites? A content analysis and effects of structure on recruiter judgments and predictive validity. *Journal of Applied Psychology, 105*(12), 1530-1546. doi:10.1037/apl0000490

Thema Arbeitseinstellungen und Affekt (Variante mit 10 Artikeln)

Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work. *Administrative Science Quarterly*, *50*, 367-403. doi:10.2189/asqu.2005.50.3.367

Barsade, S. (2002). The ripple effects: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, *47*, 644-675. doi:10.2307/3094912

Bledow, R., Schmitt, A., Frese, M., & Kühnel, J. (2011). The affective shift model of work engagement. *Journal of Applied Psychology*, *96*, 1246-1257. doi:10.1037/a0024532

Grandey, A. A. (2003). When “the show must go on”: Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of Management Journal*, *46*, 86-96. doi:10.2307/30040678

Koopman, J., Lanaj, K., & Scott, B. A. (2016). Integrating the bright and dark sides of OCB: A daily investigation of the benefits and costs of helping others. *Academy of Management Journal*, *59*, 414-435. doi:10.5465/amj.2014.0262

Hillebrandt, A., & Barclay, L. J. (2017). Comparing integral and incidental emotions: Testing insights from emotions as social information theory and attribution theory. *Journal of Applied Psychology*, *102*, 732-752. doi:10.1037/apl0000174

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, *78*, 538-551. doi:10.1037/0021-9010.78.4.538

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, *25*, 293-315. doi:10.1002/job.248

Schleicher, D. J., Smith, T. A., Casper, W. J., Watt, J. D., & Greguras, G. J. (2015). It's all in the attitude: The role of job attitude strength in job attitude–outcome relationships. *Journal of Applied Psychology*, *100*, 1259-1274. doi:10.1037/a0038664

Staw, B. M., & Barsade, S. G. (1993). Affect and managerial performance: A test of the sadder-but-wiser vs. happier-and-smarter hypotheses. *Administrative Science Quarterly*, *38*, 304-331. doi:10.2307/2393415

Thema Arbeitseinstellungen und Affekt (Variante mit 6 Artikeln)

Barsade, S. (2002). The ripple effects: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47, 644-675. doi:10.2307/3094912

Bledow, R., Schmitt, A., Frese, M., & Kühnel, J. (2011). The affective shift model of work engagement. *Journal of Applied Psychology*, 96, 1246-1257. doi:10.1037/a0024532

Grandey, A. A. (2003). When “the show must go on”: Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of Management Journal*, 46, 86-96. doi:10.2307/30040678

Schleicher, D. J., Smith, T. A., Casper, W. J., Watt, J. D., & Greguras, G. J. (2015). It's all in the attitude: The role of job attitude strength in job attitude–outcome relationships. *Journal of Applied Psychology*, 100, 1259-1274. doi:10.1037/a0038664

Solomon, B. C., Nikolaev, B. N., & Shepherd, D. A. (2021). Does educational attainment promote job satisfaction? The bittersweet trade-offs between job resources, demands, and stress. *Journal of Applied Psychology*. <https://doi.org/10.1037/apl0000904>

Staw, B. M., & Barsade, S. G. (1993). Affect and managerial performance: A test of the sadder-but-wiser vs. happier-and-smarter hypotheses. *Administrative Science Quarterly*, 38, 304-331. doi:10.2307/2393415

Thema Stress und Gesundheit (Variante mit 10 Artikeln)

Beckers, D. G. J., van der Linden, D., Smulders, P. G. W., Kompier, M. A. J., Taris, T. W., & Geurts, S. A. E. (2008). Voluntary or involuntary? Control over overtime and rewards for overtime in relation to fatigue and work satisfaction. *Work & Stress*, 22, 33–50. <http://dx.doi.org/10.1080/02678370801984927>

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86, 499–512. <http://dx.doi.org/10.1108/02683940710733115>

de Rijk, A. E., Le Blanc, P. M., Schaufeli, W. B., & de Jonge, J. (1998). Active coping and need for control as moderators of the job demand-control model: Effects on burnout. *Journal of Occupational and Organizational Psychology*, 71, 1–18. <http://dx.doi.org/10.1111/j.2044-8325.1998.tb00658.x>

Dionisi, A. M., Barling, J., & Dupré, K. E. (2012). Revisiting the comparative outcomes of workplace aggression and sexual harassment. *Journal of Occupational Health Psychology*, 17, 398–408. <http://dx.doi.org/10.1037/a0029883>

Folkman, S., Lazarus, R. S., Dunkel-Schetter, C., DeLongis, A., & Gruen, R. J. (1986). Dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology*, 50, 992–1003. <http://dx.doi.org/10.1037/0022-3514.50.5.992>

Huang, G.-H., Niu, X., Lee, C., & Ashford, S. J. (2012). Differentiating cognitive and affective job insecurity: Antecedents and outcomes. *Journal of Organizational Behavior*, 33, 752–769. <http://dx.doi.org/10.1002/job.1815>

Richardson, K. M., & Rothstein, H. R. (2008). Effects of occupational stress management intervention programs: A meta-analysis. *Journal of Occupational Health Psychology*, 13, 69–93. <http://dx.doi.org/10.1037/1076-8998.13.1.69>

Rydstedt, L. W., Johansson, G., & Evans, G. W. (1998). The human side of the road: Improving the working conditions of urban bus drivers. *Journal of Occupational Health Psychology*, 3, 161–171. <http://dx.doi.org/10.1037/1076-8998.3.2.161>

Semmer, N. K., Tschan, F., Meier, L. L., Facchin, S., & Jacobshagen, N. (2010). Illegitimate tasks and counterproductive work behavior. *Applied Psychology: An International Review*, 59, 70–96. <http://dx.doi.org/10.1111/j.1464-0597.2009.00416.x>

Westman, M., & Eden, D. (1997). Effects of a respite from work on burnout: Vacation relief and fade-out. *Journal of Applied Psychology*, 82, 516–527. <http://dx.doi.org/10.1037/0021-9010.82.4.516>

Thema Stress und Gesundheit (Variante mit 6 Artikeln)

Beckers, D. G. J., van der Linden, D., Smulders, P. G. W., Kompier, M. A. J., Taris, T. W., & Geurts, S. A. E. (2008). Voluntary or involuntary? Control over overtime and rewards for overtime in relation to fatigue and work satisfaction. *Work & Stress*, 22, 33–50. <http://dx.doi.org/10.1080/02678370801984927>

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86, 499–512. <http://dx.doi.org/10.1108/02683940710733115>

de Rijk, A. E., Le Blanc, P. M., Schaufeli, W. B., & de Jonge, J. (1998). Active coping and need for control as moderators of the job demand-control model: Effects on burnout. *Journal of Occupational and Organizational Psychology*, 71, 1–18. <http://dx.doi.org/10.1111/j.2044-8325.1998.tb00658.x>

Gonzalez-Mulé, E., & Cockburn, B. S. (2021). This job is (literally) killing me: A moderated-mediated model linking work characteristics to mortality. *Journal of Applied Psychology*, 106(1), 140-151. <https://doi.org/10.1037/apl0000501>

Richardson, K. M., & Rothstein, H. R. (2008). Effects of occupational stress management intervention programs: A meta-analysis. *Journal of Occupational Health Psychology*, 13, 69–93. <http://dx.doi.org/10.1037/1076-8998.13.1.69>

Semmer, N. K., Tschan, F., Meier, L. L., Facchin, S., & Jacobshagen, N. (2010). Illegitimate tasks and counterproductive work behavior. *Applied Psychology: An International Review*, 59, 70–96. <http://dx.doi.org/10.1111/j.1464-0597.2009.00416.x>

Thema Training und Lernen (nur Variante mit 10 Artikeln möglich)

Bell, B. S., & Kozlowski, S. W. J. (2002). Adaptive guidance: Enhancing self-regulation, knowledge, and performance in technology-based training. *Personnel Psychology*, *55*, 267–306. <http://dx.doi.org/10.1111/j.1744-6570.2002.tb00111.x>

Burke, M. J., Salvador, R. O., Smith-Crowe, K., Chan-Serafin, S., Smith, A., & Sonesh, S. (2011). The dread factor: How hazards and safety training influence learning and performance. *Journal of Applied Psychology*, *96*, 46–70. doi:10.1037/a0021838

Keith, N., & Frese, M. (2008). Effectiveness of error management training: A meta-analysis. *Journal of Applied Psychology*, *93*, 59–69. doi:10.1037/0021-9010.93.1.59

Latham, G. P., & Saari, L. M. (1979). Application of social-learning theory to training supervisors through behavioral modeling. *Journal of Applied Psychology*, *64*, 239–246. Retrieved from <https://insights.ovid.com/applied-psychology/japsy/1979/06/000/application-social-learning-theory-training/1/00004565>

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