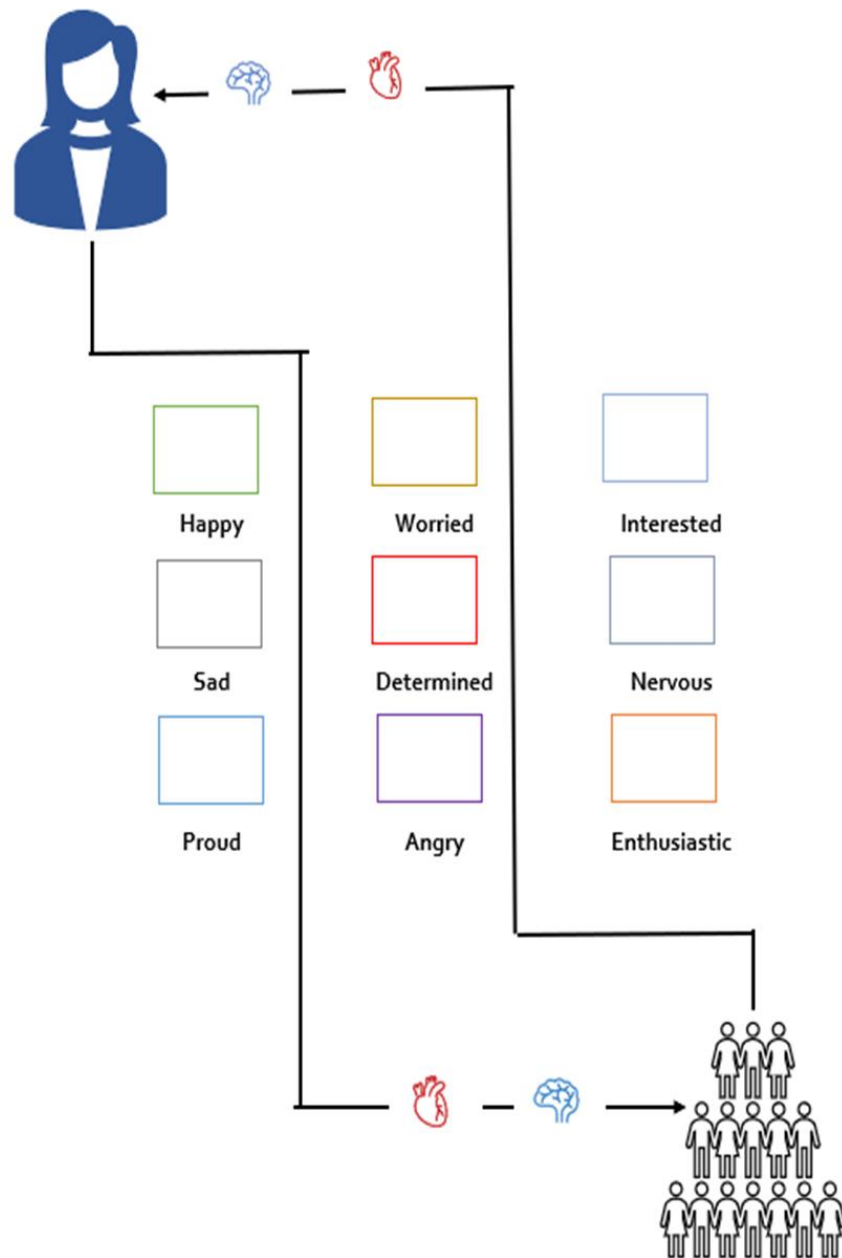


Role of Affect in Leadership and Followership



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The Role of Affect in Understanding Leaders' Influence on Followers and How Followers Can Influence Leaders

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ABSTRACT

Leadership is one important element that organizations enact to garner effective behaviors and superior performance from employees. Researchers continuously look for the ways through which leaders can influence their followers. During the last couple of decades, much research has focused on the role of leaders' affect (e.g., experience and expression of moods and emotions) in influencing followers' work outcomes. However, the complexities of leadership affective influences, which is likely to involve multiple underlying mechanisms and contextual factors facilitating (hindering) leader-follower affect transfer, are not well understood. Since followers play an essential role in the creation and operations of leadership, there are theoretical possibilities of followers' affective influences on leaders, but empirical evidence is scant. This thesis aims to explore the role of leadership and followership affective influences through the affective and cognitive mechanisms on various outcome variables.

This is a thesis by manuscripts and is based on one review paper (Chapter 4) and four empirical papers (Chapter 5-8). Therefore, the majority of the chapters, although related, are standalone papers. These papers are under review or final manuscripts submitted to targeted journals, as indicated at the start of each chapter. Chapters 1 and 2 provide the rationale, detailed literature review of leadership and affect research and related theoretical approaches to explain relationships. From this review, broad research questions are developed that bind all papers of the thesis. Chapter 3 briefly describe the methodology of the five separate papers.

Paper 1 (Chapter 4), a mapping review based on review and theoretical articles dated 2005-2020, provides an integrative review of leadership and affect theory and evidence, resulting in the identification of four running themes: leaders' affect and followers' outcomes, leadership and emotional labor, affective influences of non-affective leadership, and affect reciprocity and follower affective influences. This review then proposes two general frameworks that can help shape future research on the role of affect in leadership and

followership. Paper 1 also outlined the improved methodologies to examine the phenomena of affect in field studies along with looking at leadership/followership affective influences through the lens of emotions as social information theory (EASI: Van Kleef, 2009).

Building on Paper 1, leadership affective influences on followers are explored in Paper 2-4 (Chapter 5-7), and followers' affective influences in Paper 5 (Chapter 8) using the EASI theory as a theoretical lens to understand the relationships. Paper 2 focus on how leader positive and negative affect influence followers' affective experiences and organizational citizenship behaviors (OCBs) using time-lagged data of a leader-follower sample. Paper 3 explored the influence of leader surface and deep acting (e.g., leader emotional labor) on followers' work engagement using time-lagged data of a leaders-followers sample. Paper 3 focus on combining affective and non-affective behaviors of leaders (e.g., leadership interpersonal justice) and examine the influence on followers' job satisfaction using daily diary data across five days. Theoretically, these papers (Paper 2-4, Chapter 5-7) tested the underlying mechanisms of leader to followers affective influences, which are further contingent on individual and situational factors. Overall, findings support the beneficial effects of leader positive affective display, using deep acting and doing interpersonal justice. Interestingly, some results indicate the potential effectiveness of leader negative affect (e.g., performance-related worries/sadness) for followers, but only under certain contextual factors such as when followers' have high emotional intelligence and leaders' have a high tendency to express genuine emotions.

Paper 5 (Chapter 8) explored how followers' positive and negative affect can influence leaders' support behaviors through affective and cognitive reactions of leaders using a two-sample design and time-lagged data. Results support the direct influence of followers' affect on leaders and partial support for indirect impacts. Throughout the empirical papers, mediation and moderations effects were tested and supported. In general, the findings of this thesis revealed that it is essential to consider multiple facets of leadership affective influences (e.g.,

positive and negative affective display, emotional labor, and affective influences of non-affective behaviors). Notably, all of these facets of leadership affective influences are not straightforward, but operates through affective and cognitive processes, and can be contingent on the individual (leader and follower) and contextual factors of the leader-follower relationship. Similarly, follower affective influences can travel through direct and indirect pathways to influence leaders, and this influence is also contingent on context.

Overall, this thesis contributes to the leadership and affect literature by providing an integrative review and identifying research gaps, which are then empirically tested. Findings based on diverse samples, predominantly from Pakistan, using various methodologies including daily diary and time-lagged multilevel designs, provide robust evidence around the leadership and followership affective influences. Under EASI theory, this thesis contributes to understanding around the precise underlying mechanisms and contextual factors that facilitate leader-to-follower affective influences, and also shed light on the rarely explored upward affective influences from followers to leaders. These findings have solid theoretical implications, including testing much of the EASI theory assertions around the parallel presence of affective and inferential processes in interpersonal affect transmission, and managerial implications around the realization of affect-based influences in leadership and followership process and outcomes.

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ATTESTATION OF AUTHORSHIP

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Moreover, I also declare that I am the principal author of the jointly authored manuscripts listed below and have undertaken initial write up, data collection, analysis, and submission of journal articles. Data analysis and the result of all studies were confirmed by the Chief Supervisor. The co-authors, who are my chief and secondary supervisors, have assisted in the idea development, research design, clarification of analysis, proofreading and editing, and reviewing the drafts of manuscripts. The agreed percentage contribution of each author for all the manuscripts/papers are provided in the table below.

No.	Title of Manuscript/Paper	Name of the Journal (Under review at)	Author Contribution
1	Role of Affect in Leadership: Themes from the Past and Direction for Future	Human Resource Management Review	Rashid, M.S. (80%) Haar, J. (10%) McGhee, P. (10%)
2	The Role of Leader Affect in Shaping Followers' Affect and Organizational Citizenship Behaviors	Journal of Leadership & Organizational Studies	Rashid, M.S. (80%) Haar, J. (10%) McGhee, P. (10%)
3	Leader Emotional Labor and Follower Work Engagement: Different Pathways Depending on Surface or Deep Acting	Journal of Vocational Behavior	Rashid, M.S. (80%) Haar, J. (10%) McGhee, P. (10%)

4	Leadership Affective and Non-Affective Influences on Followers: A Daily Diary Study	Journal of Business and Psychology	Rashid, M.S. (80%) Haar, J. (10%) McGhee, P. (10%)
5	Reversing the Leadership Lens: Exploring Followers' Affective Influences on Leaders	The Leadership Quarterly	Rashid, M.S. (80%) Haar, J. (10%) McGhee, P. (10%)

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CHAPTER ONE: INTRODUCTION

1.1 Research Background

Organizations continuously look for new and improved ways of achieving goals, and employee performance is the cornerstone of all such efforts (Pfeffer & Veiga, 1999). Leadership is one crucial element that organizations enact to garner effective behaviors and related work outcomes from employees (Kaiser et al., 2008). Specifically, the way a leader behaves, interacts, guides, and influences their followers is perhaps fundamental in achieving organizational objectives. Yulk (2013) rightly defined leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitation individuals and collective efforts to accomplish shared objectives" (p. 7).

Since the essence of organizational leadership is to influence followers, researchers and practitioners have been finding how leaders can function effectively and, as a result, improve followers' work attitudes, behaviors and performance. Leadership research typically focused on the cognitive processes through which leaders exert influence on others (Van Knippenberg & Van Kleef, 2016). These processes include imagining, planning, judging, problem-solving and decision making, among others (Mumford et al., 2015). However, aligning with the general trend in management research on understanding the role of moods and emotions (Barsade et al. 2003), leadership researchers have increasingly started to ask: whether and how leader affective experiences and expressions can influence followers?

Affect, which refers to the experience of moods and emotions (see Chapter 2 for full definitions), is intertwined in human life, and working life is no exception. It not only drives employees' attitude, behaviors and performance but also influence the way employees interact and respond to others in the workplace (Ashkanasy & Dorris, 2017). This notion is especially important provided that affective experiences and subsequent expression can travel from one

person to another and have the capacity to generate affective responses and cognitive processes in others (Parkinson, 2011). The affect transfer phenomenon is perhaps profound in the leader-follower relationship because of the social influences involved and a built-in hierarchical (power) structure. As theory and evidence are emerging on leadership affective influences, there is more and more recognition that affect underpins various leadership processes and outcomes. Major reviews in the field of leadership and affect (e.g., Clarkson et al., 2020; Van Knippenberg & Van Kleef, 2016; Rajah et al., 2011; Gooty et al., 2010) have shown that leader affective display impact followers' affective states, cognitive processes, and work attitudes and behaviors. In addition, since followers play an active role in leadership, theoreticians (e.g., Tee et al., 2013a; Oc & Bashshur, 2013) argue that followers too can influence their leaders through affect expression.

Plausibly, affective influences may not be straightforward since there could be multiple facets of affective display (e.g., positive and negative, genuine and acted) which can have very different impacts. In addition, there could be multiple underlying mechanisms (e.g., affective and cognitive processes) that can change the meaning and implications of a particular affective display. Finally, individual and situational contingencies can also facilitate (hinder) the affect transfer. Given the complexities, it is vital to examine leader/follower affective influences in detail. Consequently, the current thesis aims to shed light on factors and mechanism of affect transfer, which can help increase understanding around the influential role of affect in leadership/followership.

1.2 Rationale

Given that leadership positions requires leaders to guide and motivate followers, leaders' affective display could play an instrumental role in this regard. For instance, organizational life involves complexity and ambiguity; therefore, followers may turn to their leaders' affect to inform their comprehension of the situation and guide the course of action (Van Kleef, 2009).

Leaders consciously or unconsciously express their feelings about a person, event or situation using verbal and nonverbal cues, and such affective expressions then influence their followers (Connelly & Gooty, 2015). Most straightforwardly, a leader can influence followers through expressing positive and/or negative affect (e.g., Johnson, 2009). A leading theoretical position with strong empirical support is that the leaders' positive affect helps guide and motivate followers towards effective work behaviors and performance, whereas negative affect is detrimental (e.g., Eberly & Fong, 2013; Johnson, 2008). However, some evidence supports a beneficial effect from leader's negative affect on follower outcomes (e.g., Chi & Ho, 2014). These contradictory findings necessitate the need for in-depth exploration of leader affective influences.

Looking at indirect (via mediation) processes can help explore the above discussed research discrepancies. Theoretically, leaders' affect can influence followers via two indirect pathways: emotional contagion and cognitive interpretations. Prior research has predominantly employed emotional contagion (Hatfield et al., 1993) as the underlying mechanism to understand how leaders can influence followers by expressing moods and emotions. Under this process, followers unconsciously mimic leaders' verbal and nonverbal cues and emotionally converge with them. These infused feelings subsequently determine followers' work outcomes. The emotional contagion process largely supports symmetrical influences such as leaders' positive affect converging into followers' positive affect and vice versa. While emotional contagion is an unconscious process, there is a more deliberate and conscious mechanism through which leaders' affect can influence follower factors, namely cognitive interpretations/inferential process. The basic premise of this mechanism is that leaders' affective displays are laden with social information, and followers use this information to make assessments and attributions about their leaders' behaviors and intentions. The cognitive interpretations mechanism theoretically supports asymmetrical influences such as leaders'

negative affect resulting in positive outcomes for followers and vice versa. But, empirical evidence on this mechanism is limited.

Further, the empirical studies which focus on the mediation mechanisms of leader affective influences seldomly test the combined indirect impact of emotional contagion and cognitive interpretations, despite the theoretical possibility of their parallel function in affect transfer. In a similar vein, the transfer and strength of affective influences via these mediation mechanisms may depend on individual and situational moderating factors (Van Knippenberg & Van Kleef, 2016). Prior research has examined a modest set of moderating variables, and these are tested in either direct relationship (e.g., Damen et al., 2008) or in a single mediation model (Johnson, 2008). Thus, there is a dearth of research studies that include both mediation mechanism along with moderating factors to examine the complex nature of affect transfer in leadership settings. In a recent review, Van Knippenberg and Van Kleef (2016) also highlighted the need to include emotional contagion and cognitive interpretations pathways in conjunction with individual and situational moderating factors to precisely understand the role of affect in leadership. Addressing the gap in the literature and responding to call from Van Knippenberg and Van Kleef (2016), this thesis endeavors to include a diverse set of mediation and moderation variables in individual papers (Papers 2-5, Chapter 5-8). This thesis started with a simpler approach to empirical test the identified gaps, Paper 2 (Chapter 5) examines the influence of leader affective display on followers' affect and organizational citizenship behaviors (OCBs) and explore these relationships under the moderating influence of followers' emotional intelligence (EI) and leader-follower interactions. Then, more complex mediation and moderation models are designed and tested. For example, Paper 4 (Chapter 7) examines the influence of leader daily affect on followers' daily job satisfaction through two mediation pathways of followers' affect and followers' perception of leadership interpersonal justice, in conjunction with moderating effects of leader tendency to express natural emotions.

Although research on leadership and affect has been extensive during the last decade (see Paper 1, Chapter 4), it has not explicitly tested the role of the leader emotional labor on followers. Research to date has tended to presume that moods and emotions displayed by the leader are authentically felt and spontaneously expressed (Wang & Seibert, 2015). Despite the theoretical arguments that leadership positions require complex and frequent emotional acting when interacting with followers (Humphrey et al., 2008; Ashkanasy & Humphrey, 2011). Leaders can use surface acting or deep acting to express moods and emotions towards their followers. Gardner et al. (2009) suggested and Wu et al. (2020) found detrimental interpersonal effects of leaders use of surface acting on followers and beneficial impacts of leader use of deep acting. These studies provide theory and initial empirical evidence that leader emotional labor has interpersonal influences on followers, but this relatively new research area certainly need further development. Specifically, the mediation mechanisms underlie the relationship between leader emotional labor strategies and followers' work behaviors and performance are unknown. For example, when followers see and recognize leaders' emotional congruence (e.g., deep acting) and emotional discrepancy (e.g., surface acting), whether they respond via affective reactions or cognitive attributions? Another less explored area is the factors that moderates the strength of influence from leader emotional acting on follower affect, cognition and performance. Major reviews in leadership and affect research (e.g., Gooty et al., 2010; Rajah et al., 2011) also highlighted the need to empirically test the interpersonal influence of leader use of emotional labor. I address this gap in the literature in paper 3 (Chapter 6), where I explore the roles of leader emotional labor on followers' work engagement through mediation pathways of followers' liking for the leader (e.g., affective reaction) and followers' attribution of leader sincere intent (e.g., inferential process) along with moderating influence of followers' epistemic motivation.

It is evident that leaders' affective display influence followers' affective experiences, cognition and work outcomes. Interestingly, non-affective leadership behaviors have been found to influence followers' affective experiences. Such as leadership justice was linked to decrease in followers' negative affect (e.g., De Cremer, 2007; Van Knippenberg et al., 2007) and leader support behaviors were related to followers' positive affect (Madjar et al., 2002). Thus, there is evidence that affective and non-affective leadership cast standalone influences on followers. However, less is known about their combined effects when they influence the same mediating and outcome factors. It is unclear whether leader affective displays complement or compensate other acts of leadership such as justice and support towards same follower factors. Van Knippenberg and Van Kleef (2016) also highlighted the need to combine and test different facets of leadership to develop a holistic theory of leadership. Such an approach is done in papers 4 (Chapter 7) to respond to these calls in the literature.

Beyond the downward affective influences (i.e. leader to follower), researchers have recently started to inquire whether and how followers can influence their leaders via displaying moods and emotions? The leader-follower relationship exists and operates in a social context, whereby leaders and followers can socially influence each other (Yulk, 2013). Therefore, it is plausible to reason that both leaders and followers attempt to influence each other via affective displays; either these influence attempts are conscious or unconscious. Indeed, recent theoretical development suggests that leader-follower interactions are characterized by reciprocal and bidirectional affect transfer (Dasborough et al. 2009; Hareli and Rafaeli, 2008; Tee et al., 2013a) – i.e. leader influence followers by expressing positive and negative affect and get affected when followers display particular affect.

Despite the theoretical possibilities of upward affective influences, the empirical evidence on this is scant. For example, Tee et al. (2013b) experimentally examined the impact of followers' moods on leaders' mood and task performance. These researchers utilized

emotional contagion theory to explain upward affective influences. While existing theory and evidence support the role of emotional contagion, there could be other more conscious and deliberate underlying mechanisms that carry followers' affect to influence leader affect and outcomes. I acknowledge that exploring follower-centric aspects of leadership, especially affective processes, is a fruitful approach since followers will be studied as active agents rather than passive onlookers. Moreover, reviews of leadership and affect (e.g., Van Knippenberg & Van Kleef, 2016; Rajah et al., 2011; Gooty et al., 2010) have identified the need to develop theory and test followership affective influences on the leaders and related downward outcomes. Paper 5 (Chapter 8) explores the influence of followers' affective influences through mediation pathways of leader affect and leader social mindfulness along with moderating effects of leader emotional empathy.

Reviews and theoretical papers on leadership and affect have also encouraged the use of diverse methodologies and overarching theoretical lens to explore leadership/followership affective influences (Gooty et al., 2010; Van Kleef, 2016; Van Knippenberg & Van Kleef, 2016). Methodologically, this thesis has utilized multilevel time-lagged and daily diary designs to capture the affect phenomenon in field surveys. I use such methodologies in papers 2-5 (Chapters 5-8). Further, this thesis offers an overarching theoretical framework using the EASI theory (Van Kleef, 2009; Van Kleef, 2016) to empirically test the leadership affective influences through dual mediation pathways of affective and inferential processes along with various moderating factors. Finally, I reversed the lens of EASI theory to test follower influences empirically through dual mediation pathways along with moderating influences (paper 5, chapter 8).

Based on the extensive literature and review papers on leadership and affect, I have observed four running themes in literature: leaders' affect and followers' outcomes, leadership and emotional labor, affective influences of non-affective leadership, and affect reciprocity and

follower affective influences. Using these themes, I also developed broader integrative frameworks of downward and upward affective influences (see Paper 1, Chapter 4). which were subsequently used to create and empirically test specific study models (Paper 2-5, Chapters 5-8). Papers 2-4 (Chapters 5-7) empirically test the relationship between leader affective displays and follower work outcomes directly and through mediation effects of follower affective and cognitive responses. My examination includes positive and negative affect simultaneously addressing the fact that an individual can experience and express both affective states at any given time, and these affective states can have a varied influence on other individuals. In addition, I also explored a daily perspective on leaders' affective influences, highlighting such influences' unique and transient nature (see Paper 4). Then, Paper 5 (Chapter 8) empirically examines the follower affective influences on leaders. Consequently, the findings of these papers contributed to the EASI theory by testing new mediation and moderations variables in downward affective influences, and applying this theory to understand atypical upward affective influences.

1.2.1 Research Questions

Based on the literature review (e.g., Gooty et al., 2010, Rajah et al., 2011; Van Knippenberg & Van Kleef, 2016; Joseph et al., 2015; Miao et al., 2018; Tse et al., 2018; Clarkson et al., 2020) and gaps identified towards understanding leadership and followership affective influences, the following research questions are proposed for this thesis:

1. What is the role of leaders' affect in influencing followers?

- i.** What is the influence of leader positive and negative affect on followers' affect and work outcomes? What are the underlying mechanisms of these influences? Further, what factors determine the strength of direct and indirect affective influences?

- ii. Does leader emotional labor impacts followers? What are the impacts of different emotional labor strategies? What indirect processes facilitates these impacts?
- iii. How does the affective and non-affective leadership operate in combination? Are both acts of leadership independent or interactive?

2. *Whether and how followers influence their leaders through the affective display?*

- i. What underlying mechanisms are involved in follower to leader affective influences, and what factors determined the strength of these influences?

3. *Regarding leader-follower and follower-leader affective relationship, do distinct methodologies provide new insights?*

These broader research questions are examined through a number of papers (Paper 1-5, Chapters 4-8) forming this thesis. Overall, the current thesis consists of one review paper (Paper 1, Chapter 4), which aims to categorize leadership and affect literature in different themes. Paper 2 test the leader positive and negative affect on followers' citizenship behavior (Chapter 5). Paper 3 test the influence of leader emotional labor towards followers' work engagement (Chapter 6). Paper 4 include both affective leadership (leader affect) and non-affective leadership (leadership interpersonal justice) to test influence towards followers' job satisfaction using daily diary design (Chapter 7). Finally, Paper 5 test the follower affective influences on leaders' support behavior using two diverse samples (Chapter 8).

The literature identifies a wider range of affect-related leader and follower factors; it is not viable to include and test all of these factors. Nevertheless, this thesis tested a broad range of affect-related factors of leaders (e.g., positive and negative affect, surface and deep acting, interpersonal justice behavior, expressing natural emotions, social mindfulness, emotional empathy) and followers (e.g., positive and negative affect, emotional intelligence, interaction

with the leader, liking for the leader, attribution of leader sincerity, epistemic motivation). The current thesis aims to respond to calls from Van Knippenberg and Van Kleef (2016) around the need to further research the role of affect in leadership and followership and the future directions of Gooty et al. (2010) and Rajah et al. (2011) towards looking at the impact of leader emotional labor on followers. The following blueprint provides the specific focus of each paper comprising this thesis. Further details will be discussed in Chapter 4 onwards.

Table 1.1

Blueprint of the Papers

Paper 1 (Chapter 4)
<ul style="list-style-type: none">- <i>Role of Affect in Leadership: Themes from the Past and Directions for the Future</i>- A mapping review (2005-2020) aiming to categorize the current state of research in the area of leadership and affect into themes and identify research gaps for encouraging future empirical research.
Paper 2 (Chapter 5)
<ul style="list-style-type: none">- <i>The Role of Leader Affect in Shaping Followers' Affect and Helping Behaviors</i>- Understanding the influence of leaders' positive and negative affect on followers' affective experiences and citizenship behaviors under the tenets of EASI theory, analyzing the moderation impact of follower and situational factors.
Paper 3 (Chapter 6)
<ul style="list-style-type: none">- <i>Leader Emotional Labor and Follower Work Engagement: Different Pathways Depending on Surface or Deep Acting</i>- Exploring the influence of leader surface and deep acting on followers' work engagement under theoretical assimilation of the EASI theory with Attribution theory, analyzing mediation and moderation impact of follower factors.
Paper 4 (Chapter 7)
<ul style="list-style-type: none">- <i>Leadership Affective and Non-Affective Influences on Followers: A Daily Diary Study</i>- Understanding the parallel influence of leader affect and leader interpersonal justice behaviors on followers' affect and job satisfaction under tenets of EASI theory and AET theory. A daily diary study using mediation and moderation analysis.
Paper 5 (Chapter 8)
<ul style="list-style-type: none">- <i>Reversing the Leadership Lens: Exploring the Followers' Affective Influences on Leaders</i>- Exploring the influence of follower positive and negative affect on leaders' support behavior using tenets of the EASI and Reciprocal Affect theories. A two-sample study using mediation and moderation analysis.

Overall, the current thesis aims to make the following contributions:

1. From the theoretical perspective, this thesis tests Van Kleef's (2009) argument around EASI theory and especially affective reactions and inferential process mechanisms working in parallel to transmit the affective influences from leader to follower factors and vice versa. Also, individual papers tested new theoretically relevant moderating variables in these relationships. In doing so, this thesis utilized diverse data sets (predominantly Pakistan, but also from New Zealand in Paper 5) and distinct methodologies (multilevel time-lagged (Papers 2, 3 and 5), daily diaries (Paper 4) and two-samples in Paper 5). Overall, it seeks to collectively examine mediation and moderation factors of affect transfer which were earlier tested in isolation, aligning with the tenets of EASI theory.
2. This thesis also focuses on exploring less examined interpersonal influences of emotional labor (Paper 3), which have recently discussed within the leadership context (Humphrey, 2012; Humphrey et al., 2016). It does this by empirically testing the impact of leader use of surface and deep acting on followers directly and through mediation mechanism of affective responses (i.e. follower liking for the leader) and cognitive interpretations (i.e. follower attribution of leader's sincere intent).
3. Notably, this thesis also explores the emerging areas of follower-centric affective influences in Paper 5. Since leadership is a social phenomenon (Yulk, 2013) and with the increased recognition that followers play an active role in leadership (Oc & Bashshur, 2013), examining followers' affective influences might provide new insights into leadership processes and outcomes. Paper 5 uses two diverse samples (Pakistan and New Zealand) of leaders and followers to examine direct and mediated influences of follower affect along with moderation by leader factors.

4. From the methodological perspective, this thesis especially utilized a daily diary design (Paper 4, Chapter 7) to examine short-lived and fluctuating affective influences, which is atypical of approaches used in literature. It also used a two-sample research design to replicate the result of followers' affective influences (Paper 5, Chapter 8), seeking to enhance confidence in the findings. Finally, most of the research on leadership is conducted in western countries, and less is known about the leadership phenomenon in non-western countries. Therefore, datasets of all papers of this thesis (except one sample from New Zealand, see Paper 5) were sourced from Pakistan with the purpose to provide evidence on seldomly explored settings in leadership research.

The detailed theoretical and methodological contributions are discussed in Chapter 9, along with the support of results from each paper.

1.3 Summary

This chapter underscores the role of affect in leadership. Briefly, it discusses what the broad literature around leadership and affect focuses on – and potentially ignores – and how leadership affective influences can be further investigated beyond typical approaches. After the research background and brief overview of leadership affective influences (detailed in Chapter 2 and 3), this chapter then provides a layout of individual papers along with key contributions. Next, using the brief literature and rationale, broad and interconnected research questions are proposed, aligning with the blueprint of review paper (Paper 1, Chapter 4) and empirical papers (Paper 2-5, Chapters 5-8). The key theoretical lenses used in the thesis and how these theories help explain the tested relationship are elaborated in Chapter 2.

Chapter 2 provides a short literature review related to leadership and affect (Chapter 4 for a more detailed literature review). In addition, the main theories used in different papers are described in detail. Chapter 3 summarizes the overall methods used in the thesis and explains the methodology/samples used for individual papers. Chapter 4 is based on a review

paper (Paper 1), which is aimed to identify general themes in literature and future research directions. Chapter 5-8 covers individual empirical papers (Papers 2-5). Then, chapter 9 presents a general discussion and outline the thesis's overall contributions to theory and evidence along with practical implications for organizations, leaders and followers. Finally, chapter 10 outlines key strengths and limitations of the thesis, directions for future research and overall conclusion.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL APPROACHES

This chapter overviews the literature on leadership and affect. It provides a brief account of key findings, contributions from previous researchers and research gaps relating to areas of leadership affective influences, leader emotional labor, affective influences of non-affective leadership and followers' affective influences. In the second section, this chapter also discusses different theoretical approaches used to explore affective influences in leadership settings.

2.1 Literature Review

This thesis utilized a database search strategy to find relevant literature, and these databases include Scopus, ProQuest, Web of Science, Business Source Complete (EBSCO) and Google Scholar. Keyword based search was applied to titles and abstracts of journal articles and edited book chapters. The search primarily focused on studies that included leadership affect (moods and emotions) and its influences on followers. The initial database search, in addition to Van Knippenberg and Van Kleef's (2016) review, helped established the key themes within the literature that helped broadened the literature search but also provided clear focus. Literature, including reviews from before Knippenberg and Van Kleef (2016), were also considered (included and discussed in Paper 1, Chapter 4). With the progress of this thesis, recent literature was also included where appropriate in the literature chapter and individual papers.

2.1.1 Affect and Affective Displays

Affect is usually used in the literature as a catch-all term to represent a number of affective experience and expressions, including states and traits (Van Knippenberg & Van Kleef, 2016; Frijda, 1994). Affect can be understood in a variety of classification. First, affect can be group into positive and negative affect. Positive affect includes experience and expression of joy, hope, interest, pride, enthusiasm, satisfaction, and inspiration. In contrast, negative affect includes sadness, anxiety, guilt, anger, frustration, and embarrassment (Watson et al., 1988).

Second, affect can be understood in terms of affective states and traits. Affective states include emotions and moods. Emotions are intense feelings and follow a clear cause (i.e. focused on a specific person, event or situation), have a starting and ending point, and last for a shorter time. Moods are diffuse feelings, do not follow a clear cause, do not have a clear starting and ending point, and stay for relatively long periods. In addition, emotions are more intense than moods, but both may take positive or negative profiles. Affective traits indicate a person's predispositions towards displaying positive or negative affect, which is usually stable. Affective traits are linked with affective states so that person with positive affectivity will be more inclined to show positive affect and vice versa (Watson & Clark, 1997; Frijda, 1986). Paper 1 (Chapter 4) provides more detail on the above-discussed classification along with some other definitional perspectives. Notably, this thesis uses affect as an umbrella term to denote affective states outlined into positive and negative moods and emotions.

When people express affective experiences (positive/negative emotions and moods), these become affective displays. Affective displays represent the conscious or unconscious expression of individuals' affective states via verbal communication and nonverbal indications such as facial expressions, pitch and tone of voice, and body language (Visser et al., 2013; Damen et al., 2008). These verbal and nonverbal cues are observed by others, leading to affective influences (Petitta & Naughton, 2015). This thesis uses the terms affect and affective displays interchangeably to represent leaders' and followers' affective experiences and related expressions. In this regard, Van Knippenberg and Van Kleef (2016) stated that it is reasonable to equate affective experiences with affective displays because affective experiences come with physical signs which are observable to others. In addition, from a methodological perspective, I purposefully included only those leader and follower samples who interacted daily (face-to-face) to ensure leaders and followers observe each other's verbal and nonverbal emotional cues.

Further, when measuring the phenomenon of affect, leaders and followers were requested to report affective experiences and expressions.

2.1.2 Affective Display and Leadership

Leadership positions require leaders to motivate and guide followers to achieve organizational goals (Yulk, 2010), and the leaders' affective display could play an instrumental role in this regard. Leaders' affective display denote observable signs of their affective experiences/states (Visser et al., 2013). The same leader can display different moods and emotions at different times. For example, Jacinda Ardern showed sympathy during the Christchurch incident. The same prime minister showed strength and hope during the Covid-19 pandemic crisis. Jacinda Ardern is one example of how a leader display different affect at different times to influence and guide others. The primary aim of this thesis is to explore such affective influences from leaders to followers, and also look at how followers possibly influence leaders through affective displays.

Since the focus is to explore affective influences in leadership settings, it is essential to highlight that the current thesis defines leaders as immediate supervisors/managers and followers as subordinates working under supervisor/managers. More specifically, leaders are those working at one level above in the organizational hierarchy, and followers are those working one level below (e.g., direct reports). Many studies have noted (e.g., Johnson, 2009; Eberly & Fong, 2013; Van Knippenberg & van Kleef, 2016; Tse et al., 2018) that leader positive and negative affective display influence followers' affective states, cognitive processes, attitudes, and behaviors. Recently, researchers also started to look at regulated affective displays of leaders (e.g., leader emotional labor) and how these displays influence followers (Humphrey et al., 2008).

2.1.3 Leadership Influence on Followers

Leaders represent the higher positions in organizational hierarchies. They are not only responsible for their own performance but also require managing the performance of their direct reports. The essence of leadership is to influence followers and guide them towards achieving superior performance, as Yulk (2013) rightly defined, "leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individuals and collective efforts to accomplish shared objectives" (p. 7).

Theory and evidence support that leader affect influence followers. Most of the previous research explored subjective outcomes of these influences, such as followers' perception of leader effectiveness (e.g., Eberly & Fong, 2013) and leader charisma (e.g., Johnson, 2009). Notably, there is a dearth of research that examines leader affective influence on more work-related indicators of followers' performance. Consequently, this thesis examines followers' organizational citizenship behavior (OCB), work engagement and job satisfaction as the outcomes of direct and indirect affective influences from leaders. All three of these outcomes have meta-analytic support towards individual and firm performance (Judge et al., 2001; Charistian et al., 2011; Podsakodd et al., 2009).

OCB is one of the key indicators of followers' performance; as stated by Haar and Brougham (2020), "researchers often use OCB as a performance indicator" (p. 8). OCB represents behaviors that do not fall under formal job description and reward structure but benefit the organization (LePine et al., 2002). These voluntary behaviors, for instance, include helping colleagues in work assignment, training new employees, and offering suggestions for work improvement (Podsakoff et al., 2000). For example, Koning and Van Kleef (2015) found that leader expression of happiness and anger relate to followers' willingness to perform OCB. Moreover, work engagement is another important proxy of superior job performance. Since

work engagement involves passion, commitment and discretionary efforts in work (Schaufeli et al., 2010), it can relate to affective processes and influences. Research provides that leadership factors can determine followers' work engagement. For instance, Gutermann et al. (2017), using the crossover theory, observed that leader engagement translates into follower engagement. This thesis (Paper 3, Chapter 6) included followers' work engagement as an outcome of leader affective influences.

In addition, it is clear that the effective functioning of an organization is partly contingent on employee job satisfaction (Bakotić, 2016). Many jobs in organizations typically require interaction between leaders and followers; therefore, leadership behavior can be an important source of satisfaction or dissatisfaction with the job. Job satisfaction may be described as the feelings of pleasantness and contentedness about the job aspects such as job tasks and supervision – these feelings are underscored by affective and cognitive appraisal of the job (Jude & Kammeyer-Mueller, 2012). Prior research supports this assertion. For example, Loi et al. (2009) conducted a daily diary study and found that leadership justice behaviors determine followers' satisfaction with the job. This thesis (Paper 4, Chapter 7) included followers' job satisfaction as an outcome of leader affective and justice behaviors. In summary, effective leaders influence followers' various work attitudes and behaviors that are crucial for job performance. One crucial vehicle of leadership influence is affective displays, which has recently gained attention from leadership researchers and practitioners.

2.1.4 Leadership Affect and Followers' Outcomes

During the last two decades, the interpersonal influence of affect has received growing interest from leadership researchers (Connelly & Gooty, 2015; Ashkanasy et al., 2017). The phenomenon of interpersonal affective influences is especially prevalent between leaders and followers due to the social nature of the relationship (Yulk, 2010) and the presence of organizational hierarchies. Much theory and empirical evidence supports that leader affect

translate into followers' affect, which then shapes followers' work outcomes (e.g., Damen et al., 2008; Visser et al., 2013; Koning & Van Kleef, 2015). In leadership and affect research, a dominant theoretical position with empirical findings is that leader display of positive affect helps followers to achieve superior work outcomes, whereas negative affect is detrimental. For example, Koning and Van Kleef (2015) conducted scenario-based and laboratory studies and found that followers exhibited less willingness to perform OCB when interacting with an angry leader. Moreover, leader happiness was related to increased willingness to perform OCB. However, some evidence also suggests the effectiveness of leader negative affect. For instance, Sy et al. (2005) found that leader positive mood was associated with better coordination, and leader negative mood was related to greater effort from group members. Since positive and negative affective displays can have symmetrical and/or asymmetrical influence, there is a need to further explore the precise mechanism involved in such effects.

In addition to the direct effects discussed above, the literature also covers the underlying mechanism involved in leader affective influences. The most frequently used theoretical underpinning is emotional contagion, which is based on automatic mimicry of emotional cues and subsequent emotional convergence. For example, Liu et al. (2017) conducted an experience sampling study of the leader-follower dyads and found that leader positive affective display directly influenced followers' affective states, which were subsequently linked with followers' voice behavior. They especially noted the mediation role of emotional contagion. Other researchers (e.g., Eberly & Fong, 2013; Johnson, 2009; see Clarkson et al., 2020 for a mini-meta-analysis and review) reported similar findings. Then, the literature focus on cognitive processes through which leader affect can influence followers. For example, Eberly and Fong (2013) tested the relationship between leader positive and negative affect and followers' perception of leadership effectiveness through the mediation path of followers' attributions of leader sincere intent. They found that leader positive affect led follower to make attributions

of sincere intent, and negative affect was linked to manipulative attributions. Notably, less empirical evidence is available on cognitive processes, and in a recent review, Van Knippenberg and Van Kleef (2016) stressed the need to further explore these processes. Further, while emotional contagion and cognitive interpretation mechanisms have theoretical support, only a handful of studies (e.g., Eberly & Fong, 2013; Liu et al., 2017) included both mediation mechanisms.

Next, some studies have focused on exploring moderating effects in leadership affective influences. For instance, Liang and Chi (2013) tested the moderating role of follower's susceptibility to positive emotion in the relationship of transformational leadership and follower affective experiences and task performance. They confirmed the moderating influence of follower's susceptibility in leader to follower affective influences. Other researchers (e.g., Kent et al., 2013; Chi & Ho, 2014; Sy & Choi, 2013; Eberly & Fong, 2013) included different moderating variables to examine the direction and strength of affective influences from leaders to followers. However, some areas around moderating factors are less explored. These areas include leader factors (e.g., emotional regulation, empathy, leadership style), follower factors (e.g., personality, trait affectivity, emotional labor) and contextual factors (e.g., leader-follower interaction, cognitive load, interdependence, LXM, culture and power distance). A detailed literature review on direct, mediated and moderated affective influences is presented in Paper 1 (Chapter 4).

Based on the literature reviewed above and detailed mapping review (Paper 1, Chapter 4), it is evident that there is a shortage of research studies that include both mediation mechanism along with moderating factors to examine the complex nature of affect transfer in leadership settings. In a recent review, Van Knippenberg and Van Kleef (2016) also highlighted the need to include emotional contagion and cognitive interpretations pathways in conjunction with individual and situational moderating factors to precisely understand the role of positive

and negative affect in leadership. Addressing this gap in the literature and responding to Van Knippenberg and Van Kleef's (2016) call, this thesis endeavors to include a diverse set of mediation and moderation variables in the empirical papers (Papers 2-5, Chapter 4-8).

2.1.5 Leader Emotional Labor and its Interpersonal Influences

Leader emotional labor can influence followers. Leadership researchers typically have looked at the leader positive and negative affective displays and related influences on followers (Gooty et al., 2010; Rajah et al., 2011), while ignoring the notion that leadership positions may require leaders to regulate affective display. It is only recently that emotional labor theory is used to understand how leader use of emotional labor can influence followers (e.g., Humphrey, 2012). While there is theoretical support for the influence of leader emotional labor on followers, the empirical evidence is limited. For example, Gardner et al. (2009) linked emotional labor theory with authentic leadership and proposed that leader use of surface (deep) acting can detriment followers' impression of leader and followers' trust in the leader. Relatedly, Wu et al. (2020) tested Gardner et al.'s (2009) proposition and found that leader emotional labor have intrapersonal and interpersonal influences. Specifically, they found that when leader use surface acting, this not only detriment leaders' own authenticity and wellbeing but also decrease followers' trust in the leader. In addition, Chen et al. (2017) found that leader emotional labor is related to follower task performance, and this relationship is moderated by leader gender. While initial empirical evidence suggests that leader emotional labor cast interpersonal influences on followers, the precise mechanisms of such influences still remain to be explored. A more detailed review of the literature relating to leader emotional labor is presented in Paper 1 (Chapter 4).

2.1.6 Non-Affective Leadership and its Affective Influences

Non-affective leadership behaviors such as leadership justice and support also found to have affective influences on followers. For example, De Cremer and Wubben (2010) examined the

influence of voice opportunities (an element of leadership procedural justice) on followers' intention to quit directly and indirectly through followers' negative emotions. They found that post-decision voice was associated with intention to quit, and follower negative emotions significantly mediated this relationship. Other researchers have found similar results (e.g., De Cremer, 2007; SimanTov-Nachlieli, & Bamberger, 2021). Although both affective and non-affective leadership behaviours have found to cast standalone influences on followers' affect and other work outcomes, studies exploring mutual or combined influences is missing. Theoretical and empirically combining affective and non-affective leadership behaviors can provide new insights into the holistic role of leadership in influencing followers, and this is also advocated in recent reviews on leadership and affect research (e.g., Van Knippenberg & Van Kleef, 2016). A detailed review of the literature relating to affective influences of non-affective leadership behaviors is presented in Paper 1 (Chapter 4).

2.1.7 Follower Affective Influences on Leaders

Leadership research has typically focused on downward affective influences from leaders to followers. Less theory and empirical evidence is available on how followers can influence leaders by expressing affect. Recently, Tee et al. (2013a), in a review of followership through a social theory lens, contended that (in group settings) followers' collective emotions and subsequent collective action could determine the leader emotional response and leader effectiveness. Similarly, Dasborough et al. (2009) presented a theoretical model of leader-follower reciprocal affect, and suggested that variation in leader affective experience and related work behaviors can be in part determined by follower affective displays. While testing these assertions, Tee et al. (2013b) conducted two laboratory studies to examine how followers' moods (manipulated as per experiments conditions) influence leaders' moods and leaders' task effectiveness. Across both studies, they found that followers' positive and negative moods evoked similar moods in leaders through the emotional contagion process, which subsequently

impacted their task effectiveness. While initial evidence suggests that followers can shape affective experiences of leaders, still more empirical evidence and theoretical development is needed to support these relationships. In particular, there is a need to explore other underlying processes of upward affective influence beyond emotional contagion. Moreover, it is unclear which individual and contextual factors moderate the extent to which followers' affect can influence leaders. This research gap is also consistently identified in various reviews on leadership and affect research (e.g., Van Knippenberg & Van Kleef, 2016; Rajah et al., 2011; Gooty et al., 2010). A more detailed review of the literature and theory relating to follower affective influences is presented in Paper 1 (Chapter 4).

2.2 Theoretical Approaches

The current thesis examines leadership affective influences on followers and also explores how followers can influence leaders through affect display. In order to understand these downward and upward affective influences, this thesis uses the Emotions as Social Information (EASI) theory (Van Kleef, 2009, 2016). Besides this key theoretical lens, a small number of other theories are used in individual papers (where contextually suitable).

2.2.1 Emotions as Social Information (EASI) Theory

The notion that affect (moods and emotions) influence individuals who experience these and influence other individuals who observe such individuals is gaining popularity. Interpersonal affective influences could be especially prevalent in the leader-follower relationship since leadership is a social phenomenon (Yulk, 2010), where leaders and followers can socially influence each other by expressing affect. EASI theory emerged from the research on the interpersonal influence of affect to better understand the mechanisms and contextual factors involved in affective influences from one person to others. EASI theory is based on the social-functional approach to affective influences, which is defined by Van Kleef et al. (2016) as "any effect of one person's emotions – whether expressed verbally, in the face, through voice, via

postures, or through any combination of these channels – on (one or more) other individuals' attitudes, cognition and/or behaviour" (p. 117). In particular, EASI theory suggests two mechanisms through which interpersonal affective influences can occur and impact other individuals' attitudes and behaviors – affective reactions and inferential processes. It also highlights the moderating role of various individual-related and social-contextual factors that determine the strength of affective reactions and inferential processes.

To illustrate the two mechanisms within the leadership context imagine that, because of the workload, a team member in a banking team was two days late in submitting a customer credit report. The team leader expressed anger at this lateness. On the one hand, the leader's anger may disturb team member and lead them to feel angry (affective reaction), and possibly lead member to avoid the leader and show counterproductive behaviors. On the other hand, the team leader's anger may lead member to realize that the leader was upset because of the delay in the customer-loan decision due to the late submitted credit report, which may motivate team member to be punctual next time. Both affective reactions and inferential processes can facilitate the affect-based social influence in leadership settings. These are detailed in the following.

2.2.2 Tenets of Emotions as Social Information (EASI) Theory

EASI theory is based on emotion-driven social influence, and it uses affective reaction and inferential processes as tenets to explain interpersonal affective influences (Van Kleef et al., 2011).

2.2.2.1 Affective Reactions

Affective displays of a person can elicit affective reactions in others who observe such displays, consequently shaping their attitudes and behaviors. Affective reactions primarily can be produced by emotional contagion. Emotional contagion effects occur when an observer catch an expresser's emotions by unconscious mimicry of the expresser's non-verbal emotional

cues (e.g., body language and facial/vocal expressions) and subsequently reciprocate similar affective states (Hatfield et al., 1994). In addition to the automatic emotional contagion, affective reactions can occur through complimentary emotional experience. For instance, expression of enthusiasm (a positive affect) may elicit interest (positive feelings) in others. These infused feelings resulting from exposure to other individuals' affect can, in turn, influence an individual's cognition, attitude, and behaviors. Specifically, people can use these infused affective experiences to interpret a situation as favorable or unfavorable and make related perceptions and decisions, such as "how do I feel about it and how I will respond to it?". Moreover, affective expression and resultant infused feelings can invite favorable and unfavorable impression. Such that positive affective display fosters a positive impression about the expresser and negative display inspires negative impression. Such an approach is tested in Paper 3, examining interpersonal influences of leader use of surface and deep acting on followers.

Since leaders and followers work interdependently and in close coordination, they are most likely to observe each other's moods and emotions. Within the leadership context, the mechanism of the affective reaction can help explain the influence of leader affective display on followers' affective feelings and work attitude and behaviors (these ideas are tested across all empirical papers). For example, an enthusiastic leader may instill positive feelings into followers through their facial expression and body language. Subsequently, this infused positivity can lead the follower to interpret the situation as benign, which may lead them to help others (e.g., willing to engage in citizenship behaviors). Similarly, affective reactions can help explain follower affective influences on leaders. For instance, a follower who is attentive and showing interest (positive affect) in learning new skills perhaps evoke positive feelings in a leader, such as trust and pride. These infused positive feelings, in turn, can lead a leader to attribute this situation as favorable, which can result in increased support towards followers.

2.2.2.2 Inferential Processes

Inferential processes is the second mechanism through which expressers can exert emotion-driven social influence on observers. The basic premise of this mechanism is that emotional expressions are laden with social information. The individuals who observe these expressions may distil valuable pieces of information to interpret and make inferences about the expresser's feelings, intentions, and appraisal of a particular situation. Specifically, individuals do backtrack of others' affective display (Elfenbein, 2007), making interpretations about the people and situations (attribution theories, e.g., Hareli, 2014). They attempt to evaluate the affective experience of others and underlying triggering events. For example, an expression of positive affect may signal that the expresser's goals are met (or at least significant progress is made), and therefore observers may interpret the situation as benign and favorable. Whereas, expression of negative affect may indicate that the expresser's goals are hindered (or at least no significant progress is made), and resultantly observer can interpret the situation as less favorable. These interpretations may then shape observers' course of action and attitudinal/behavioral responses. For example, when dealing with a person who displays positive affect (e.g., strength and determination), one may infer that all is going well and there is no need to change the course of action. In contrast, when dealing with a person who displays negative affect (e.g., sadness and anxiety), one might infer that other individual is facing a difficult situation, which may lead them to change the course of action and offer increased support (Van Kleef et al., 2011).

Within the leadership context, the mechanism of the inferential processes can help explain the influence of leader affective display on followers' work attitude and behaviors. For example, a team leader expresses distress about an avoidable delay in project delivery. This expression of negative affect can trigger inferential processes in team members' minds and lead them to infer that the team leader's goal is hindered (e.g., the leader is unable to deliver the

project on time, which can impact their performance appraisal). Subsequently, this inference can motivate team members to work harder and help other members who have potentially missed their respective deadlines. Similarly, inferential can help explain follower affective influences on leaders. For example, a member expresses feeling jittery over rejection of a funding proposal for developing a new product at work. This depiction of negative affect can trigger inferential processes in team leaders' minds, and they can make inferences about its underlying causes. Subsequently, this inference can lead leaders to extend more support to followers, enabling them to prepare better and robust funding proposal.

EASI theory posits two underlying pathways to understand emotion-drive interpersonal influences: (1) affective reactions and (2) inferential processes. Both of these pathways are theoretically different - affective reactions are shaped by unconscious affective processes, and whereas inferential processes are linked with conscious and cognitive processes (Van Kleef, 2009). Research also provides that affective and cognitive processes are developed and managed in different brain areas (Steinberg, 2005). Moreover, there is sufficient empirical evidence (e.g., Koning & Van Kleef, 2015) that affective reactions and inferential processes can be separately examined. Affective reactions are generally operationalized in terms of affective experiences of the observers, whereas inferential processes are measured through perceptions and attributions of the observers. Therefore, the current thesis (and empirical papers comprising it) uses affective reactions and inferential processes as separate pathways to explore affective influences in leadership settings, which is rare in extant literature.

2.2.2.3 Strength of Affective Reactions and Inferential Processes

While the pathways of affective reactions and inferential processes explain the indirect influences involved in interpersonal affective influences, EASI theory also suggests that the strength of these pathways is contingent on various individual-related and social-contextual factors. Van Kleef (2009, 2016) explained that observers' ability and motivation to distil and

process emotional information could determine the pathway of affective influences. To illustrate, within the leadership context, followers' who have high emotional intelligence (e.g., Wong & Law, 2002) and epistemic motivation (Van Kleef et al., 2009), can primarily take inferential processes pathway for understanding leader affective display and underlying triggers and subsequently shape their behavioral response. For example, followers who are motivated to know the reasons for affective displays (e.g., epistemically motivated) can take leader dissatisfaction as a result of their suboptimal performance, consequently exerting greater effort to overcome performance deficiencies. In contrast, followers' with a low level of emotional intelligence and epistemic motivation can take the affective reactions pathway. For example, followers who are not interested in processing emotional information (e.g., epistemically less motivated) may unconsciously catch leader dissatisfaction and related anger, and feel dissatisfied and angry, ultimately resulting in avoiding and counterproductive work behaviors.

Moreover, situational factors which characterize the leader-follower relationship can also determine the pathway for affective influences. For example, an observer's cognitive load can determine a specific path that affective influences would take – a high cognitive load can undermine the ability and motivation to process emotional information, leading to an affective reactions path. Leader-follower interaction (frequency and depth) is another situational factor that can facilitate (hinder) affective influences. For example, leader-follower daily face-to-face work interaction for extended periods of time can provide rich verbal and nonverbal emotional cues (Diefendorff et al., 2005), which can be beneficial for emotional contagion as well as for inferences. Finally, the authenticity and appropriateness of affective display can also help determine the specific path of affective influence and its strength. An inauthentic affective display can take an affective reactions path, whereas an authentic display can influence through inferential processes. For example, when leaders use surface acting to interact with followers,

this discrepancy in the leader's outward expression and internal feelings can lead a follower to make a negative impression of the leader, resulting in decreased liking for the leader. On the other hand, leader use of deep acting may trigger inferential processes in followers' minds, helping them understand and appreciate the effort made by the leader to feel the displayed emotions internally.

2.2.3 Alternative Theories and EASI Theory Justification

Extant literature has utilized various leadership and affect-based theoretical lens to explore leadership affective influences on followers. After discussing some alternative theories, this section will explain how an overarching theory (i.e., EASI) can help better understand leader positive and negative affective influences on followers and how followers can influence leaders through affective display in a social context.

Within the sphere of leadership theories, the most widely used framework is Charismatic-Transformational Leadership. This framework suggests that charismatic leaders evoke positive emotions in followers and guide them towards achieving the vision. However, in a recent review, Van Kleef et al. (2016) criticized this theory for not including affect (moods and emotions) in its conceptualization and operationalization. Therefore, these researchers suggest that Charismatic-Transformational Leadership may not be a valid theoretical lens to directly examine the phenomenon of affect (moods and emotions) within leadership settings. This theory also does not explicitly address affective and cognitive influences involved in affective influences, and do not sufficiently highlight the role of negative affect.

Leader-Member Exchange Theory is another theoretical lens that suggests that leader positive and negative affect can shape the followers' perception of exchange quality relationship with the leader, which can subsequently influence followers' work outcomes. While this theory incorporates both positive and negative but a straightforward exchange

relationship may not capture the complex affective and cognitive mediation processes and moderating factors involved in leadership affective influences.

Emotional Contagion Theory is the most widely used framework from affect-based theories to explain emotion-driven influence in leadership settings. This theory postulate that leader affective display instill similar affective states into followers through an implicit and unconscious process. Specifically, leaders provide verbal and nonverbal affective cues to followers. These cues are observed and automatically mimicked by the followers, ultimately getting affectively converged with their leader (Tee, 2015). Overall, this theory proposes an unconscious affective process resulting in symmetrical impacts – i.e., leader positive affect converge into follower positive affect and vice versa. However, recent theory and evidence suggest that leader affect can also travel through conscious and cognitive/inferential processes to influence followers.

Broaden-and-Build Theory (Fredrickson, 2001) is another alternative theory that can be used to understand leadership affective influences. This theory provides that positive emotion enhance individuals' awareness and increase their physical, psychological, and social resources, which can help elicit positive attitudes and behaviors. Wijewardena et al. (2017) utilized broaden-and-build theory to explain the positive relationship between leaders' humor and followers' positive emotions. Again, this theory explicitly focuses on the positive display and does not incorporate negative affect influence.

Crossover Theory (Westman, 2001) is another theoretical lens to explain the interpersonal affective influences in leadership settings. Initially, this theory proposed the crossover of negative factors like stress and strain from one person to another (Huang et al., 2016). Later, it was broadened to include the transmission of positive experiences and states (Butt et al., 2019). Although crossover theory supports the transmission of the leader affect

into follower affect but does not include the definition of affect and affective displays, which are fundamental in understanding affective influences. Furthermore, the straightforward crossover effects may not highlight the indirect affective and cognitive processes, which can produce symmetrical and/or asymmetrical affective impacts in leadership settings.

Overall, multiple theoretical lenses can be used to explain the affective influences in leadership. Some of these theories are discussed in more detail in Paper 1 (Chapter 4), along with a brief justification for why looking at the complexities of affect transfer in leadership through an overarching theoretical lens can be more beneficial. Drawing on the research reviewed in this chapter and Paper 1 (Chapter 4), I acknowledge that affective influences are not always straightforward and likely to be complex. Much theory and evidence suggest that affect transmission occurs through multiple mediation pathways, and various moderating factors influence these pathways (Van Knippenberg & Van Kleef, 2016). Therefore, considering the limitations of the above-discussed theories, this thesis adopts EASI theory as an overarching theoretical lens to capture and explain the comprehensive account of leadership/followership affective influences. EASI theory can help explore affective influences in leadership settings through affective and cognitive processes along with various individual-related and situation-related moderators. This theory also incorporates both positive and negative affective display and their respective impacts. Notably, EASI theory clearly defines affect, affective display and affect-driven social influence, which is fundamental to understand how leaders and followers can influence each other by expression of affect.

The mapping review (Paper 1, Chapter 4) further explains the complexities involved in leader-follower affect transfer and stresses the need to use an overarching theoretical lens (e.g., EASI) to understand the affective relationships better. Using the tenets of affective reaction and inferential processes under EASI theory, leadership (Paper 2-4, Chapter 5-7) and followership (Paper 5, Chapter 8) affective influences are tested through four empirical studies.

Paper 2 (Chapter 5) includes leader positive and negative affect and tests their impact on followers' affective experiences and helping behaviors through affective reactions mechanism along with moderation effects of followers' information processing capability. Paper 3 (Chapter 6) included leader emotional labor and tests the impact on leader surface/deep acting on followers' work engagement through affective reaction (i.e., follower liking for the leader) and inferential processes (i.e., follower attribution of the leader sincerity) mechanism along with moderation effects of followers' motivation to process emotional information. Paper 4 (Chapter 7) combines affective and non-affective leadership behaviors and tests their influence on followers' affective experiences and job satisfaction using affective reactions and inferential processes mechanism along with moderation effects of leaders' tendency to express natural emotions. Finally, Paper 5 (Chapter 8) explores follower affective influence using EASI theory. Specifically, it includes follower positive and negative affect and tests their impact on leader support behavior directly and through mediation paths of leader affect (i.e., affective reactions) and leader social mindfulness (i.e., inferential processes) along with moderation effects of leader emotional empathy. Thus, all empirical studies included both positive and negative affect and used affective and cognitive mechanisms of EASI theory to understand the tested relationships.

2.2.4 Other Related Theories

This section provides a brief description of related theories that are used in different papers in conjunction with EASI theory.

2.2.4.1 Attribution Theory

Attribution Theory is included because it is used in leadership and affect literature to explain cognitive interpretations and related attributions of the leader affective displays. In Paper 3 (Chapter 6), I have included followers' attribution of leader sincere intent and used attribution theory to explain how leader use of deep acting can lead followers to attach

attribution of sincerity to leader behavior. This theory suggests that individuals tend to understand others' actions and behaviors through causal explanations, specifically by attributing beliefs and intentions. In the leadership context, when leaders show moods and emotions, followers try to make sense of leader affective behavior and ascribe beliefs and intentions to such behaviors (Dasborough & Ashkanasy, 2002). Leadership researchers (e.g., Dasborough & Ashkanasy, 2002, 2004; Wang & Seibert, 2015) have employed this theory to investigate the leader-follower relationship, especially the influence of leader emotional displays on followers.

2.2.4.2 Affective Event Theory

Affective Event Theory (AET) is included because it is used in leadership justice literature to understand how justice perceptions are formed. In Paper 4 (Chapter 7), I have included followers' perception of leadership interpersonal and used attribution theory to explain how leader positive and negative affect can serve as affective events to lead followers to form perception of interpersonal (in) justice. This theory suggests that individuals experience an average level of affect at the workplace. There are positive-inducing events (e.g., uplifts) and negative-inducing events (e.g., hassles) that alter individuals' affective experiences accordingly. AET conceptualize that the leaders play a key role in shaping workplace events, and their affective display can serve as either uplift or hassle to shape followers' feelings. For instance, Cropanzano et al. (2017) theoretically linked AET with LXM to explain the role of leader affective display as workplace affective event shaping leader-follower exchange relationship.

2.2.4.3 Reciprocal Affect Theory

Reciprocal Affect Theory is included because it can help understand upward affective influences from followers to leaders. Tee et al. (2013) have used reciprocal affect theory with emotional contagion theory to explain mood convergence from followers to leaders. In paper

5 (Chapter 8), I have explored the impacts of follower affective display on leader support behavior and used reciprocal affect theory in conjunction with EASI theory to understand how people at the lower levels of organizational hierarchy can impact people at higher levels. This theory suggests that leadership involves reciprocal and bidirectional affective exchanges. Specifically, leaders can influence followers through affect display and also get impacted by their followers' emotional expression. For instance, team members expressing enthusiasm and interest in work tasks may evoke strength and pride in leaders, which can lead leaders to provide more support. Further, this upward affective influence is understood through tenets of affective reactions and inferential processes under EASI theory.

2.3 Summary

This chapter outlined the research conducted on leadership and affect, especially during the last two decades. The first section covered affective influences in leadership settings, and how these are typically looked at in the research, along with future research directions that help structure Paper 1 (Chapter 4) and select a suitable theoretical framework. Section two described the EASI theory and its tenets of affective reactions and inferential processes. Based on the complexities identified in leader-follower affective influences (e.g., Van Knippenberg & Van Kleef, 2016), the importance of EASI theory is discussed and how its tenets are applied in individual papers (Paper 2-5, Chapters 5-8). Moreover, some alternative theoretical lenses are discussed (which can be used to look at leader-follower affective influences), and justification for using EASI theory is provided. Finally, some related theories that are used in conjunction with EASI within individual papers are briefly elaborated.

CHAPTER THREE: METHODOLOGY

This chapter overviews the methodologies used in Papers 1-5 (Chapter 4-8), briefly describing the samples and type of analysis used in individual papers. In addition, the overall strengths and potential issues related to these methodologies (which varies across different papers) are discussed. In-depth detail on each paper methodology is presented in each of the papers 1-5 (Chapter 4-8). This thesis utilizes a quantitative approach based on the research strategy around positivistic paradigm, which is interpreted as "a conventional model of scientific progress as a cumulative discovery of objective truth" and belief that "knowledge grows linearly as new data are added to the existing stock of research findings" (Astley 1985, p. 497). Although this approach is criticized for presuming social life is made up of objective facts (Johnson & Cassell, 2011), but other researchers (e.g., Truss et al., 2013) defend this paradigm noting that modern research designs and quantitative data analysis techniques have become increasingly sophisticated allowing for better insights into research related to human behavior and social interactions. Specific to the focus on leadership affectivity, Flam and Kleres (2015) contend that using a positivistic paradigm and quantitative approaches can help advance our understanding of moods and emotions.

3.1 Rationale for Thesis Design

This thesis is based on manuscripts, with one non-empirical (review/conceptual) and four empirical papers briefly detailed below. The following points justify the overall research design:

1. The main focus of this thesis is to explore leadership affective influences (which vary across different papers, such as positive/negative affective display and emotional acting) on followers' affective experiences, cognitive interpretations and various work outcomes. In addition, the other focus of this thesis is to explore followers' affective

influences on leaders. Thus, a diverse range of leadership and followership affective display and related impacts on work outcomes necessitates a number of empirical studies to enable adequate testing of the role of affect using diverse methodologies.

2. Building on research directions identified in Paper 1 (Chapter 4), the empirical papers (Papers 2-4, Chapter 5-7) are designed to examine leaders' affective influences on followers, and Paper 5 (Chapter 8) is designed to test the followers' affective influences on leaders empirically. In doing so, multiple methodologies (e.g., multilevel, time-lagged, daily diaries and two-sample design) are used, and across all empirical papers, both positive and negative affect are tested towards leader/follower factors directly and indirectly through emotional contagion and cognitive interpretation mechanisms. I draw specific attention to Paper 4 (Chapter 7), which combined affective and non-affective leadership behaviors and tested relationships using daily diary surveys across five days from leaders and followers. The rationale to use a daily diary technique is to measure the phenomenon of affect (moods and emotions) close to its occurrence, which is often challenging to capture in field studies since affect (moods and emotions) are transient in nature.
3. Given that leadership positions may require leaders to regulate affective displays as identified in Paper 1 (Chapter 4), I believe that different empirical studies are needed to precisely understand the influence of leaders' authentic and regulated affective display on followers. In particular, addressing the interest of the literature around leadership affective influence (Van Knippenberg & Van Kleef, 2016) and the dearth of empirical evidence on leader use of emotional acting (Humphrey et al., 2016), this was tested using two separate studies. One is focusing on the influence of leader positive and negative affect on the followers' willingness to perform citizenship behaviors (Paper 2, Chapter 5), and the other study is focusing on the influence of leader use of

surface and deep acting on followers' work engagement (Paper 3, Chapter 6). Both of these papers utilized the mechanisms of emotional contagion and cognitive interpretations to explore direct and indirect leadership affective influences on followers; this approach is theoretically encouraged as per the tenets of EASI theory (Van Kleef, 2009).

4. Given that followers play an active role in the construction and operation of leadership (Uhl-Bien et al., 2014), I also thought it essential to explore how followers can influence their leaders through affective display and related downward outcomes. Moreover, several reviews on leadership and affect research (e.g., Van Knippenberg & Van Kleef, 2016, Rajah et al., 2011, Gooty et al., 2010) have identified the need for more empirical evidence on upward affective influences from followers to leaders. Paper 5 (Chapter 8) is designed to explore follower positive and negative affective display on leader support behavior towards followers using two distinct samples from Pakistan and New Zealand.
5. Finally, acknowledging that affective influences are not always direct and straightforward, this thesis strongly focuses on testing affective and cognitive mediation mechanisms that underpin leader/follower affective influences. Moreover, I also included various individuals and situational contingencies as moderating factors to understand better when and why an affective impact does or does not happen. For example, the impact of leader negative affect on follower negative affect differ by levels (high, low) of leader-follower interaction time in Paper 2 (Chapter 5).

3.2 Methodology Brief for Papers

The following table summarizes the methodology used in each manuscript. Each paper's detailed methodology, including research design, characteristics of samples, process of data collection and analysis, are provided in the method section of respective papers (Papers 1-5, Chapters 4-8).

Table 3.1

Methodology Briefs for Manuscripts

Paper	Type	Study Variables				Analysis	Sample & Setting	Focus
		Predictor	Outcome	Mediators	Moderators			
1	Review	-	-	-	-	Mapping review (of reviews and theoretical articles)	20 reviews	2005-2020
2	Empirical	Leader PA & NA	Follower OCB	-	1. Leader-follower interaction time 2. Follower emotional intelligence	Multilevel analysis with MLwiN program (followers nested into leaders)	64 leaders and 189 followers Pakistan	-Multilevel -Time lagged
3	Empirical	Leader Surface & Deep Acting	Follower Work Engagement	1. Follower liking for the leader 2. Follower attribution of leader sincere intent	Follower epistemic motivation	Multilevel analysis with MLwiN program (followers nested into leaders)	102 leaders and 303 followers Pakistan	-Multilevel -Time lagged
4	Empirical	Leader PA and NA Leader Just.	Follower job Satisfaction	1. Follower PA and NA 2. Leader Just.	Leader expressing naturally felt emotions	Multilevel analysis with MLwiN program (three levels of data followers nested into leaders, and then nested into days)	75 leaders and 212 followers Pakistan	-Multilevel -Daily Diary Survey/ESM
5	Empirical	Follower PA and NA	Leader Support Behavior	1. Leader PA and NA 2. Leader social mindfulness	Leader emotional empathy	Multilevel analysis with MLwiN program (followers nested into leaders)	<u>Pakistan</u> 106 leaders and 330 followers <u>New Zealand</u> 73 leaders and 226 followers	-Multilevel -Time lagged - Two sample
Note: PA = Positive Affect, NA = Negative Affect, OCB = Organizational Citizenship Behavior, Leader Just. = Leadership Interpersonal Justice Behavior (perceived by followers), ESM= Experience Sampling Method, MLwiN program = A statistical software package for fitting multilevel models.								

3.3 Constructs and Measurement

Since the focus of this thesis is to examine affective leadership influences on followers and test followers' affective influences on leaders, a number of factors were measured related to both leaders and followers. These constructs are outlined in Table 3.2 below. Appendix 1 includes the definitions and detailed sources from where these constructs are sourced. Appendix 2 contains surveys employed to collect data from followers and leaders for Papers 2-5 (Chapters 5-8). Since the English language is the standard means of reporting in the organizations (and countries including Pakistan) from where samples were sourced, therefore, all surveys were administrated in English. All constructs used in this thesis has been previously validated in different studies and were found reliable across all papers (Papers 2-5). Specific details on the reliability of each construct are supplied in the method section of the individual manuscript.

Table 3.2

Leader and Follower Factors

Leader Factor	Follower Factor
Leader PA [2,4,5]	Follower PA [2,4,5]
Leader NA [2,4,5]	Follower NA [2,4,5]
Leader Deep Acting [3]	Follower OCB [2]
Leader Surface Acting [3]	Follower Emotional Intelligence [2]
Leaders Justice Behavior [4]	Leader-Follower Interaction Time [2]
Lader Social Mindfulness [5]	Follower Work Engagement [3]
Leader Support Behavior [5]	Follower Liking for the Leader [3]
Leader Natural Expression [4]	Follower Attribution of the Leader Sincere Intent [3]
Leader Emotional Empathy [5]	Follower Epistemic Motivation [3]
	Follower Job Satisfaction [4]
	Follower Deep Acting [5]
Note: [] represent the paper number in which the specific construct was used.	

3.4 Self-Reported Measures of Affect and Work Factors

The leaders and followers' measures of affective experiences and work outcomes were self-reported in Papers 2-4 (Chapter 5-7). Although self-reported measures are usually considered less adequate than those reported by coworkers and supervisors (Podsakoff et al., 2003), individuals' positive and negative feelings can be invisible to others and perhaps best captured through self-report measures. In addition, individuals' ability to understand and report the moods and emotions of people around them is probably contingent on individual and situational factors such as emotional intelligence. With regard to follower work factors, the assessment of OCBs (Paper 2, Chapter 5), work engagement (Paper 3, Chapter 6) and job satisfaction (Paper 4, Chapter 7) may be better reflected through self-reports since individuals perhaps are more aware of affective and cognitive aspects of their working lives, which are fundamental to these work factors. To further support this assertion, Carpenter et al. (2014), through a meta-analysis, contend that the mean difference between self-reported and other-reported OCB is minimal. Notably, Paper 5 (Chapter 8) included others' rated outcome, where followers rated leader behavior particularly directed at followers, and plausibility followers can best report upon this. In addition, following suggestions from Podsakoff et al. (2003), I used two sources of data and a time-lagged design to separate the predictor and outcomes variables for mitigating the issues related to self-report data.

3.5 Samples and Process

Primarily the samples are sourced from Pakistan, which is a seldom setting in leadership and affect research. This is my home country and where I have many business contacts for my academic work there. All papers are based on different samples, which came from diverse industries and occupations, providing confidence in the result and their generalizability. The method section of each manuscript provides names of industries and the percentage of respondents who came from these industries. The samples for all manuscripts were

predominantly collected through paper-based surveys and employed a time-lagged approach. The rationale of using paper-based surveys lies in matching leader and follower surveys, which is essential in multilevel research. Although online surveys offer greater flexibility and access to larger samples, researchers (e.g., Duffy et al., 2005; Gerpott et al., 2020) have noted the difficulties in the case of matching responses such as leaders with the followers. In all cases, leaders (managers) were recruited using professional and personal networks, and the aim of the surveys was explained to them. Subsequently, surveys were distributed to managers' immediate subordinates (followers), whose responses were anonymous, keeping in view the confidentiality outlined in ethical approval. Confirmation of Ethics Approval for the studies in this thesis is provided in Appendix 2, along with detailed Surveys and Participant Information Sheet.

A different methodological approach was used in Paper 5 (Chapter 8), which not only includes participants from a diverse set of industries but are also related to two different countries, specifically Pakistan and New Zealand. The rationale of including two diverse samples lies in the lack of empirical evidence regarding follower affective influences on leaders, with the overall aim to replicate results across two samples. In addition, since Pakistan and New Zealand are characterized by different cultural values and related power-distance dynamics, which can be essentially helpful in understanding the extent to which individuals at the lower organizational hierarchies (i.e., followers) can influence people at higher levels (i.e., leaders) through the expression of affect.

3.6 Methodological Limitations

One potential limitation of the papers in this thesis could be the issue related to self-report data and common method variance (Podsakoff et al., 2003). Common method variance (CMV) can be described as the inflated relationships between the variables because of self-report data collected from the same respondent at the same time (Chang et al., 2010). To overcome these

issues, all empirical papers in this thesis utilized two sources of data (i.e., leaders and followers) and a time-lagged design to separate the measurement of the independent variable and dependent variable. For example, Paper 2-3 (Chapter 4-5) adopted a one-week time lag and divided the data collection into two parts. According to Podsakoff et al. (2003), this approach of temporal separation might have helped reduce CMV in these studies. Further advancing the research methodology, Paper 4 (Chapter 6) employed an interval contingent experience sampling design to collect leader and follower data across five days at different times of a day (i.e., start, mid and end of the day). This approach of including more data points across three levels may have reduced issues related to inflated relationships. Finally, Paper 5 (Chapter 8) collected two diverse samples to replicate the result and increase confidence in findings. In addition, data from both samples were collected into three parts and utilizing two one-week time lags. In addition to time-lag data from leaders and followers, I also included relatively large sample sizes (see Table 3.1), and also used control variables to provide a more precise relationship between predictor and outcomes variables and rule out alternative explanations (Spector et al., 2019).

Another issue identified in the literature is around recall or memory bias (Raphael, 1987). Again, this is likely to be present in empirical papers of this thesis because it is a natural factor in emotions-related studies. Recall bias can lead participants to report what they think they felt rather than what was actually felt at a particular time or event. Since affect (moods and emotions) is a dynamic and transient phenomenon that can occur and fade away quickly, it is important to measure affect near its occurrence. Measuring affect around its occurrence can be particularly challenging in field studies because of the cross-sectional nature of data collection. In an attempt to remedy this specific issue, Paper 4 (Chapter 7) utilized a daily diary design to measure the leader and follower affect and associated influences daily for five consecutive working days in an attempt to capture daily variation in these affective variables.

While daily diary designs are plausibly capable of recording affective displays and related influences around their occurrence and reduce recall bias, it is also essential to consider the complexities of administering such designs. These complexities include time requirements, financial constraints, and most importantly securing a continuous engagement from participants. I also acknowledge that my other papers (Papers 2, 3 and 5) could not adopt daily diary design typically because of time and financial constraints. However, I have used an alternative strategy to contextualize the measurement of affect near the affective event rather than capture general feelings. Specifically, leaders and followers were requested to report their positive and negative affect during the last working week. Although this approach is less robust and dynamic than daily diary design, it is still plausibly better than capturing general/static feelings when capturing transient phenomena like moods and emotions.

3.7 Summary

This chapter sketched out the methodology for the current thesis and explained the methodology for individual papers (Papers 2-5, Chapters 4-8) in brief. Moreover, this chapter described the samples used in individual papers along with limitations of data sets and how these limitations are mitigated using different research designs. The following five chapters are based on individual papers that explore leadership and followership affective influences on a variety of affective, cognitive and work factors using different methodologies.

CHAPTER FOUR: PAPER 1

Role of Affect in Leadership: Themes from the Past and Directions for the Future

Preface

In order to understand the literature on leadership and affect and uncover the future research avenues that can help advance understanding around the role of affect in leadership settings, a mapping review was conducted. In doing so, this mapping review laid down the foundation for the rest of the empirical studies (Papers 2-5, Chapters 5-8), which constitute the primary focus of this thesis. The purpose of the mapping review is to do an integrative review of published reviews and theoretical papers (between 2005-2020) that cover the emerging literature on leadership and affect, identify key theoretical and methodological themes and propose integrative frameworks for empirically testing leaders' and followers' affective influences. Papers 2-5 (Chapter 5-8) are based on these frameworks. Although broad in nature, these integrative frameworks help us design specific models of testing leadership and followership affective influences and notably suggest Emotions as Social Information (EASI) Theory as a potential overarching theoretical lens to understand complex affective influences within the leadership context.

Before the empirical studies began, I wrote the first draft of this paper, but the latest version of this chapter was completed after the empirical studies (Papers 2-5, Chapters 5-8). This paper is included in the thesis as Paper 1, as it encapsulates the extant literature and future research opportunities in leadership and affect areas, but the final design and focus on this paper was developed much later after the data collection for individual papers.

This paper is under review at *Human Resource Management Review*. This chapter is the submitted version in APA style.

Abstract

Leadership is inherently an affective phenomenon, and there is a rising interest in understanding how affective processes can help leaders motivate and guide followers. The purpose of this review is to map the current state of research on leadership and affect, and identify research gaps for encouraging future empirical research. Drawing on 20 published review and theoretical articles (2005-2020) on leadership and affect, we identified four themes: (1) leaders' affect and followers' outcomes, (2) leadership and emotional labor, (3) affective influences of non-affective leadership, and (4) affect reciprocity and follower affective influences. This study also highlights the frequently used theoretical lens and research approaches. Finally, we proposed an overarching theoretical lens and two broader integrative frameworks to encourage researchers to develop and test specific models of leader-follower and follower-leader affect transfer.

Keywords: *affect; emotional labor; leadership; followership; contagion; inferences; review.*

4.1 Introduction

The essence of leadership is to influence followers and motivate them to achieve shared goals (Yulk, 2013). One crucial vehicle of such influences is leaders' affective displays, which have gained heightened attention from leadership researchers and practitioners during the past couple of decades (Tee et al. 2013b). Congruently, that has led to a surge in leadership and affect research. According to GoogleScholar, 664,000 articles include the term "affective leadership", and approximately one-third of these articles were published during the last 15 years. Many studies confirm that leader affective display engenders followers' affective experiences, and at the same time, provides social information to followers, which ultimately shapes followers' attitudes and behaviors (Gooty et al., 2010; Rajah et al., 2011; Van Kleef, 2016). However, this literature is recently criticized for (1) primarily focusing on positive affect and its influence, (2) not examining parallel affective and cognitive mechanisms that underlie leader-follower affect transfer and (3) failing to combine affective leadership models with non-affective leadership (Van Knippenberg & Van Kleef, 2016). Critiques (e.g., Kelemen et al. 2020) also identified much-neglected follower affective influences on leaders. Furthermore, methodological deficiencies have also been highlighted (Gooty et al., 2010).

In this mapping review, we endeavored to capture a vast body of research on leadership and affect via published reviews and theoretical articles (2005-2020) and extend the literature by making three contributions. First, that leadership affective influences (both genuine and acted) are revisited through the social influence lens to highlight the complex mediation and moderation processes involved. This will aid researchers in understanding the symmetrical and asymmetrical influences of leader positive and negative affect. Second, by conceptualizing follower affective influences through the social influence lens, we highlight that affective displays are strong enough to enable followers to influence their leaders. Third, we offer robust

methods to overcome recall bias and capture the dynamic nature of affect in field studies examining leader-follower affect.

4.1.1 Research Design of Present Mapping Review

Aim: Prior reviews on leadership and affect research have distinctive emphases such as descriptive focus (e.g., Van Knippenberg et al., 2008), definitional and methodological focus (Gooty et al., 2010), affective-mechanism focus (Rajah et al., 2011; Clarkson et al., 2020), and integrative focus (e.g., Van Knippenberg & Van Kleef, 2016). The present mapping review focuses on leader-follower affective influences and related affective and cognitive responses, and aims to provide combined insights from theory, empirical research, and methodological practices. In doing so, we acknowledge and build on Van Knippenberg and Van Kleef's (2016) integrative understanding, where they described the contagion-interpretation model of leadership affective influences on followers and elaborated affective influences as indirect and moderated effects rather than direct effects.

We included reviews and theoretical articles from a specific period (2005-2020), following scholarly attention to the role of affect in leadership processes and outcomes, which Barsade et al. (2003, p.3) called the "affective revolution". This research trend is also evident by the number of published articles (as per GoogleScholar, 204,000 articles used the term 'affective leadership') during the last 15 years. We intended to capture this vast body of theoretical and empirical research. For this, we utilized the systematic map approach described by Grant and Booth (2009) as "map out and categorize existing literature from which to commission further reviews and/or primary research by identifying gaps in research literature" (p. 94). In specific, the present review mapped out current research trends into four themes, namely leaders' affect and followers' outcomes, leadership and emotional labor, affective influences of non-affective leadership, and affect reciprocity and follower affective influences.

Moreover, our identified themes led us to develop two broader integrative frameworks for inspiring future empirical research.

How: We conducted an online database search using Scopus, Web of Science, Business Source Complete (EBSCO) and Google Scholar for gathering review and theoretical articles. Phrases and keyword search was applied to titles and abstract of the articles. The main topic-related phrases used were: leadership* affect, leader* follower* emotions, leader* contagion* follower, leader* emotions* information, leader* emotions* follower* performance, follower* emotions* justice, leader* emotional* labor, leader* emotions* contingencies, followership* emotions, follower* contagion* leader. The key words for identifying review articles were: review, literature review, qualitative review, integrative review, systematic review, meta-analysis and theoretical articles. Our initial search yielded thirty-two review and theoretical articles. Authors critically appraised the titles and abstracts of initially collected articles and selected the final articles as per the following criteria: leadership affect and related affective display are discussed with respect to interpersonal influences on followers' affect and work outcomes. Twenty selected review and theoretical articles are listed under our four running themes in Table 1.

Structure: This review is structured to shed light on three main areas. We first presented different definitional perspectives on affect and related affective display. Second, the extant literature on leadership and affect is discussed under four distinct themes mined from our selected reviews, and we also highlighted the less explored areas under these themes. Third, we summarized the frequently used leadership and affect-based theoretical lens used to analyze leader affective influences and highlighted methodological trends in this research domain. The identified themes through our mapping review led to two broader integrative frameworks on downward and upward affective influences and related opportunities for future research work.

Table 4.1***Selected Reviews, Themes and Future Research Avenues***

Themes	Reviews
Leaders' Affect and Followers' Outcomes	Van Knippenberg and Van Kleef (2016), Van Kleef (2016), Gooty et al. (2010), Rajah et al. (2011), Tee (2015), Clarkson et al. (2020), Kelemen et al. (2020), Van Knippenberg et al. (2008), Joseph et al. (2015), Tse et al. (2018).
Leadership and Emotional Labor	Humphrey et al. (2008), Gardner et al. (2009), Ashkanasy and Humphrey (2011), Humphrey et al. (2016), Gooty et al. (2010), Rajah et al. (2011)
Affective Influences of Non-Affective Leadership	Van Knippenberg et al. (2007), Colquitt et al. (2013), Van Knippenberg and Van Kleef (2016), Kelemen et al. (2020).
Affect Reciprocity and Follower Affective Influences	Hareli and Rafaeli (2008), Uhl-Bien et al. (2014), Oc and Bashshur (2013), Tee et al. (2013a), Van Knippenberg and Van Kleef (2016).
Future Research Avenues	
Leader Affective Influences (Downward Affective Influences)	<ul style="list-style-type: none"> ▪ Examine how leaders' affective display travel through dual mediation pathways of followers' affective and cognitive responses along with moderating influence of individual and situational contingencies, to ultimately shape followers' work behaviors. Also, include both positive and negative display and explore their symmetrical/asymmetrical effects. ▪ Explore how leader emotional labor influence followers' affective and inferential responses, and their work outcomes. ▪ Combine affective leadership with non-affective leadership models to explore whether these two complements and/or compensates each other.
Follower Affective Influences (Upward Affective Influence)	Theorize and test upward affective influences through various mediation mechanism (e.g., affective, cognitive and social) and moderating effects.
Research Design	Examine leader-follower relationship in natural settings using robust research designs such time-lagged multilevel designs, daily diary design and experience sampling techniques to capture the transient nature of moods and emotions and reduce recall bias.
Note: All references are identified in the reference list with an asterisk.	

4.2 Conceptualizing Affect and Affective Display

It is challenging to define the phenomenon of affect precisely since there are multiple definitional perspectives. These perspectives include cognitive appraisal (Moors et al., 2013), state and trait views (Elfenbein, 2007), psychological (Watson et al., 1988) and physiological (Bliss-Moreau et al., 2020) changes, and neurobiological factors (Tee, 2015; Rajah et al., 2011). In the organization management literature, however, the term affect is usually used to describe a range of affective experiences and expressions, including emotions, moods, and affective dispositions (Van Knippenberg & Van Kleef, 2016; Rajah et al., 2011).

Accordingly, affect can be conceptualized in the following categories. Firstly, it can be classified into positive and negative affect. Positive affect includes experience and expression of joy, hope, interest, pride, enthusiasm, satisfaction, and inspiration. In contrast, negative affect includes sadness, anxiety, guilt, anger, frustration, and embarrassment (Watson et al., 1988). Secondly, affect can be grouped into affective states and traits. Affective states comprise emotions and moods. Emotions are intense feelings and follow a clear cause (i.e., focused on a specific person, or event), have a starting and ending point, and last for a shorter time. Moods are diffuse feelings, do not follow a clear cause, do not have a clear starting and ending point, and stay for relatively extended periods. In addition, emotions are more intense than moods, but both may take positive or negative profiles. Affective traits indicate a person's predispositions towards displaying positive or negative affect, which is usually stable. Affective traits are linked with affective states so that person with positive affectivity will be more inclined to show positive affect and vice versa (Watson & Clark, 1997; Frijda, 1986; Brief & Weiss, 2002). Recently, the trait view is criticized for its focus on the generalized and stable nature of emotions. However, empirically combining affective states and traits can provide valuable insights into the role of affect in leadership (Kelemen et al., 2020).

Moreover, affect can be understood in terms of valence and arousal. Affective valence simply means the positive and negative affect as described above. In contrast, affective arousal indicates the intensity of affective experiences and expressions and can be grouped into high and low arousal affect. For instance, both enthusiasm and content are positive emotions, but their corresponding different arousal levels may change the meaning and influence in a given context (Västfjäll et al., 2002). In this review, we use the term affect to refer to affective states outlined into positive and negative moods and emotions. Since our focus is to map research on leader-follower affective influences in the social context, we now briefly explain the affective displays, which are central in such influences (Gooty et al., 2010).

4.2.1 Affective Displays in Leadership Context

Affective displays represent the conscious or unconscious expression of individuals' affective states via verbal communication and nonverbal indications such as facial expressions, pitch and tone of voice, and body language (Liu et al., 2017; Mann 2007). These verbal and nonverbal cues are observed by others, leading to affective influences (Petitta & Naughton, 2015). Since leadership positions require leaders to motivate and guide followers to achieve organizational goals, the leaders' affective displays could play an instrumental role in this regard. Indeed, many studies (e.g., Johnson, 2009; Eberly & Fong, 2013; Tse et al., 2018) note that leader positive and negative affective displays influence followers' affective states, cognitive processes, attitudes, and behaviors. Surprisingly, the other side of the coin is less well explored; it is unclear how followers' affective displays influence leaders. Throughout the selected reviews, we have noted consistent calls to research the upstream affective influences (followers to leader) and resultant downstream consequences. Undoubtedly, follower-centric research can provide new insights into the role of affect in leadership. The following sections present literature on how leaders influence various follower factors through the affective display.

4.3 Main Themes in Literature

Based on our selected reviews on leadership and affect, four overarching themes were identified: (1) leaders' affect and followers' outcomes, (2) leadership and emotional labor, (3) affective influences of non-affective leadership, and (4) affect reciprocity and follower affective influences. In addition to presenting theoretical and empirical research under these four themes, we also discussed dominant theoretical lens and methodological approaches in this research domain. We finally conclude with suggestions for future research work.

4.3.1 Leaders' Affect and Followers' Outcomes

Affect has a pervasive influence on our working lives. It shapes our work attitudes, behaviors, and performance and influences how we interact with others at the workplace (Overbeck et al., 2010). Affect research conceptualizes affective influences in intrapersonal and interpersonal effects (Rimé et al., 2020). The affective experience of a person can trigger cognitive process and guide his/her thinking, motivation, and decisions. In contrast, affective experiences and subsequent expression can travel from one person to another and have the capacity to generate affective responses and cognitive processes in others (Parkinson, 2011). This affect transfer phenomenon is perhaps rampant in work organizations, where employees work in coordination with others to achieve shared organizational goals. One important implication of this work coordination is that employees are exposed to each other's moods and emotions, and therefore observe these.

Along the same lines, leaders consciously or unconsciously display their feelings about a person, event or situation using verbal and nonverbal cues, and such affective expressions then influence their followers (Connelly & Gooty, 2015). The notion of interpersonal transfer of affect is salient in the leader-follower relationship because of the hierarchical (and power) structure within work organizations (Van Knippenberg & Van Kleef, 2016). People at lower levels of hierarchy are more likely to pay attention to the affective displays of people at higher

levels. Simply put, followers perhaps find it legitimate to pay attention to the moods and emotions of their leaders because of the power structure embedded in leadership positions (Rajah et al., 2011). All of the leading reviews in leadership and affect research (e.g., Van Knippenberg et al., 2008; Gooty et al., 2010; Rajah et al., 2011; Van Knippenberg & Van Kleef, 2016; Clarkson et al., 2020) have established that leader affective displays impact followers' affective states, cognitive processes, and work attitudes and behaviors. In addition, the beneficial/detrimental effects of leader positive/negative affect are also noted.

4.3.1.1 Leader Positive Affective Displays are More Effective

A dominant theoretical position and empirical finding is that leader display of positive affect is instrumental in influencing and guiding followers towards superior performance. In contrast, leader negative display is detrimental for both followers and leaders. A leader's positive affect may be more contagious (as it automatically infuses positivity in followers), and followers may find it more motivating than negative affect (Van Knippenberg & Van Kleef, 2016). For instance, Eberly and Fong (2013) using a mix of laboratory and field settings, conducted three studies to explore the relationship of leader affective display with follower ratings of leader effectiveness. They reported that followers were sensitive to the leader emotional valence (positive and negative affect) and reacted more positively when the leader expressed positive affect. Subsequently, such leaders were rated as effective. More recently, Koning and Van Kleef (2015) conducted scenario-based and laboratory studies and found that followers showed decreased willingness to perform organizational citizenship behaviors (OCB) when leaders displayed anger instead of happiness, especially if anger was perceived as inappropriate. Other research studies noted the similar relationship between leader emotional displays and followers' volunteer behaviors (e.g., Krishnan & Arora, 2008; Spector & Fox, 2002)

Interestingly, there is evidence that suggests leader negative affective displays are effective. For instance, Visser et al. (2013) found that leader use of happiness is more conducive to boost followers' performance in creative tasks; in contrast, leader expression of anger was helpful to motivate followers' performance in analytical tasks. The guiding logic from the selected reviews (e.g., Gooty et al., 2010; Rajah et al., 2011; Van Knippenberg & Van Kleef, 2016) and individual studies therein is that leader affective displays, and related influences, are not always symmetrical. That is, positive expression is linked with favorable effects and negative expressions with adverse impacts.

A plausible reason for these contrasting findings may be that leader positive and negative affective displays feed into different pathways to influence followers' outcomes. A recent review by Van Knippenberg and Van Kleef (2016) pointed that leader to follower affective influences get transferred through emotional contagion and cognitive interpretation pathways. Further, the precise impact of positive and negative affective display depends on the relevant strength of these pathways, which are contingent on various individual and situational factors. In the review process, we noted that most of the studies have theoretically referred to the mechanisms of emotional contagion and cognitive interpretations to speculate around the above-discussed relationships. Yet, these indirect influences are less examined. An empirical exploration of these mediation mechanisms may prove valuable to understand whether and how leaders can display optimal positive and negative affect to influence followers successfully. The following section overviews the available evidence on mediation mechanisms and also highlights the less explored areas, such as cognitive interpretations.

4.3.1.2 Two Pathways of Affective Influence

Theoretically, leadership and affect literature provides that leader affective influences travel through emotional contagion and cognitive interpretations to ultimately impact attitudinal and behavioral indicators of followers' performance (Van Kleef, 2014; Van Kleef

2016; Van Knippenberg & Van Kleef, 2016). It is well established that leader affect is contagious, and it may engender similar affective states into followers and consequently influence followers' work behaviors (Clarkson et al., 2020). Hatfield et al. (1993) defined emotional contagion as "the tendency to automatically mimic and synchronize expressions, vocalizations, postures, and movement with those of another person's and, consequently, to converge emotionally" (p. 96). The emotional contagion path takes a valence approach, where followers' affective states get aligned with leader affective states. That is, leader displays of positive affect instill positivity in followers, and negative affective display infuses negativity.

For instance, Liu et al. (2017) conducted an experience sampling study of the leader-follower dyads and found that leader positive affective displays directly influenced followers' affective states, which were subsequently linked with followers' voice behavior. They especially noted the mediation role of emotional contagion. A recent review by Clarkson et al. (2020) also noted key themes around leader-follower emotional contagion, including a direct relationship between leader affective states and follower affective states, and the subsequent impact on follower performance. Interestingly, much of the empirical evidence highlights the role of emotional contagion as a mediation mechanism. Although theoretical literature provides that others' affect can also trigger cognitive and inferential processes in us (Van Kleef, 2009, 2016).

Thus, while the mediating role of follower affect is an important, it may not thoroughly explain the relationship of leader affect and follower outcomes. The other aspect is follower cognitive interpretations (Van Kleef 2009, 2016), with the basic assumption of this mechanism being that individuals' affective displays are laden with social information. Other individuals use this information to form assessment, attributions and perceptions about the situation and individuals involved (Van Kleef, 2016). When explaining this mechanism, Elfenbein (2007) noted that people engage in a backtracking process, in which they attempt to evaluate the

affective experience of others and underlying triggering events. Dasborough and colleagues (2009) proposed a meso-level theoretical model of leader affective display and followers' attributions about leader intentions. Therefore, theory supports the emotional contagion as well as cognitive interpretations mechanism of leader-follower affect transfer. Interestingly, inferential processes can result in asymmetrical responses from followers, such that followers respond positively to negative expression (Van Kleef, 2014).

A limitation of the cognitive interpretations' mechanism is that it lacks empirical evidence. It is noted in our selected reviews (e.g., Van Knippenberg & Van Kleef, 2016) that only a handful of studies empirically test this pathway. For example, Eberly and Fong (2013) tested the relationship between leader positive and negative affect and followers' perception of leadership effectiveness through dual mediation pathways of affective and cognitive reactions. They confirmed the parallel presence of dual mediation pathways in leader-follower affective influences. Specifically, leader engendered follower affect, and followers' attributions of leader sincerity determined the followers' ratings of leadership effectiveness. More recently, Liu et al. (2017) examined the role of leader positive and negative affect on followers' upward voice through indirect effects of followers' own affect (i.e., emotional contagion), and followers' assessment of leader affect (i.e., signaling mechanism). They found that follower affect played a mediation role, but follower assessment of leader affect did not mediate this relationship. A possible reason of not findings this mediation effect may be not including the contextual contingencies of leader-follower relationships. The following section sheds some light on the moderating influence of a various leader and follower factors conducive to affective transfer.

4.3.1.3 Affective Transfer via Pathways Depends on Contingencies

Overall, leader affective display can influence followers' outcomes through emotional contagion and cognitive interpretation pathways. Further, the transfer of affective influences through these mediation pathways may depend on various individual factors related to leaders

and followers and the situational factors of the leader-follower relationship (Van Knippenberg & Van Kleef, 2016). A modest set of variables have been explored in terms of their moderating influences on affective transfer between leaders and followers. This includes leader gender and status (Domagalski & Steelman, 2007), leader surface acting (Wang & Seibert, 2015), follower trait affectivity (Kant et al., 2013), follower personality and similarity with leader (Chi & Ho, 2014; Sy & Choi, 2013), leader-follower interdependence (Eberly & Fong, 2013), leader-member exchange (Liu et al., 2017), follower emotional susceptibility (Johnson, 2008; Liang & Chi, 2013), and follower perception of appropriateness of leader affect (Koning & Van Kleef, 2015).

Based on our selected reviews and the studies therein, we have noted that some areas around moderating influences have not received much attention. For instance, follower-focused variables such as follower observability of the leader's verbal and nonverbal affective display could make emotional contagion weaker or stronger. Media richness theory (Daft & Lengel, 1984) suggests that face-to-face interactions and communication have the highest degree of observability. Similarly, follower liking for the leader (Engle & Lord, 1997) may moderate the leaders' positive and negative display on follower affect and inferential processes. It may be reasonable to suggest that leaders with high likeability among followers may have leeway in negative expression. In addition, followers' ability (emotional intelligence, Wong & Law, 2000) and motivation (epistemic motivation, Van Kleef, 2009) to process emotional information can determine the strength of particular affect-transfer path. For example, low ability and motivation to process information may prompt followers to react more affectively, and high ability and motivation perhaps lead to more cognitive reactions. Also, followers' propensity (Diefendorff, et al., 2005) or requirement (Little et al., 2016) to do emotional labor could moderate the affect transfer, since the high or low level of emotional labor may lead followers to feel and express in specific ways.

On the leader side, factors such as leader trait affectivity (Joseph et al., 2015), frequency of using particular emotions (Wang & Seibert, 2015), interpersonal emotional regulation strategies (Little et al., 2016), the tendency towards emotional labor, especially expressing naturally felt emotions (Diefendorff, et al., 2005), emotional empathy (Cropanzano et al., 2017), and leadership behaviors (servant leadership, Lu et al., 2019; ethical leadership, Eisenbeiss & Van Knippenberg, 2015; despotic leadership, Mackey et al., 2019) are noted to be theoretically relevant. However, their moderating influences are yet to be well examined empirically. Other less explored areas are situational factors in which the leader-follower relationship operates. One factor (Van Knippenberg & Van Kleef, 2016) that can directly determine which pathways are taken by the followers to respond to leader affective display is cognitive workload; high cognitive workload may push followers to take affective reaction. Further, cultural contexts such as power distance cultures can lead followers to react in a certain way when leader display positive or negative affect (Rajah et al., 2011). For example, in high power distance cultures, followers may find leader negative expression as legitimate and appropriate. In more recent times, leadership behaviors during organizational change (Groves, 2006) and crises such as Covid-19 (e.g., leader emotional competencies, Baba, 2020) can also lead followers to respond to leaders' affective display in specific ways be quite different from regular days. Lastly, the moderating influence of leader-member exchange quality (Liu et al., 2017) can provide insight into in-group and out-group affect transfer and related performance outcomes. In summary, individual factors and situational contingencies provide various moderating contexts to explore leader-follower affective display and subsequent influence on work outcomes.

4.3.2 Leadership and Emotional Labor

Leader affective display engenders follower affective experiences and at the same time provides social information, which ultimately shapes followers' work outcomes (Gooty et al.,

2010; Rajah et al., 2011; Van Knippenberg & Van Kleef, 2016). However, less is known about the influences on followers when leaders manufacture and plan such affective display, especially when followers can identify the discrepancies between what leaders feel and what they show. Most research on leadership and affect assumes that leader affective displays are genuine and spontaneous (Gardner et al., 2009; Rajah et al., 2011). This is despite the notion that leadership roles may require leaders to craft emotional displays for expressing the right sort of emotions during tough and good times (Newman et al., 2009; Humphrey, 2012).

Hochschild (1983) coined the term emotional labor and defined it as "management of feelings to create a publicly observable facial and bodily display" (p.7). Emotional labor is typically performed through surface acting and deep acting. Surface acting is an approach where individuals simulate external emotional display without internally feeling such emotions, and it is usually performed through verbal and nonverbal indications (Hochschild, 1983; Ashforth, & Humphrey, 1993). In comparison, deep acting involves modifying the internal feelings to better match with the external display. Overall, research (e.g., Gardner et al., 2009; Wu et al., 2020) suggests beneficial effects of deep acting and detrimental effects of surface acting for individual who acts, and in some cases for observers. This shows that leaders acting (pretending) to be something they are not can be detrimental to themselves as well as followers. Later, the third form of emotional labor "expressing naturally felt emotions" was conceptualized by Ashforth and Humphrey (1993) and empirically tested by Diefendorff and colleagues (2005). These researchers noted that genuine and spontaneous emotions, which comply with organizational display rule, can also be described as emotional labor.

Early research examined the emotional labor of employees in customer services, health care professions, and social control workers. Employees in these professions perhaps need to display a particular set of emotions without much variation (Humphrey et al., 2008). Although managerial roles were explored using the lens of emotional labor (e.g., Brotheridge & Grandey,

2002), the theory of emotional labor was first systematically applied to leadership by Humphrey (2008, 2012; see also Humphrey et al., 2008, 2016; Ashkanasy & Humphrey, 2011). Leadership roles may require leaders to use emotional labor to manage their own emotions and influence the affective experiences, behaviors, and performance of followers (Humphrey, 2012). Interestingly, Humphrey and colleagues (2008) noted that emotional labor in leadership roles is far more complex than other work settings discussed above. Leaders may be required to be skillful at displaying a variety of emotions, such as happiness, enthusiasm, compassion, frustration, and disapproval. In addition, since the leader-follower relationship is ongoing (as opposed to one-time and limited interaction in customer services), leaders have to judge the appropriate display to interact with followers.

Brotheridge and Grandey's (2002) work was among the first to empirically test emotional labor in the managerial context. Their findings revealed that managers often use emotional labor to perform their roles, and when managers surface acted, this resulted in enhanced work-related stress for them. Note that this work examined intrapersonal effects of managers' emotional labor only. Later on, many scholars provided theoretical models regarding leader use of emotional labor and its subsequent effects on followers, but empirical evidence using these models is scarce. Since leadership is an interpersonal and social process (Yulk, 2013), exploring interpersonal influences of leader emotional labor on followers could provide new insights into the merits of emotional labor (Humphrey et al., 2016).

For instance, Humphrey et al. (2008) developed a conceptual model and related propositions on the role of emotional labor in leadership. They asserted that leadership positions require complex emotional labor compared to other professions because of various emotional displays involved and related judgements. Likewise, Gardner and colleagues (2009) linked emotional labor and the authentic leadership literature to develop a conceptual model leader emotional labor (and its intrapersonal and interpersonal influences) and extended various

propositions. They stated that leader use of surface acting, deep acting, and genuine emotions could be linked with follower outcomes (e.g., follower's impression of leader and follower's trust in leader) and leader outcomes (e.g., leader felt authenticity and leader wellbeing). Moreover, they suggested various antecedents of leader use of specific types of emotional labor. Ashkanasy and Humphrey (2011) theorized how leader use of emotional labor and its related influences are relevant across five different organizational levels. Humphrey (2012) then theoretically linked emotional labor with leadership style and behaviors, leader authenticity, leader effectiveness, and leader and follower stress and wellbeing. It is only recently that empirical evidence started to emerge on the above-discussed theorizing. Wu et al. (2020) empirically tested Gardner et al.'s (2009) propositions and found intrapersonal and interpersonal outcomes when leader use surface and deep acting. The findings show the negative (positive) role of leader use of surface (deep) acting for the leader and followers.

Overall, these studies provide theory and initial empirical evidence that leader emotional labor has interpersonal influences on followers, but this relatively new research area needs further development. Future researchers may want to explore the particular mediation mechanisms that underlies the relationship between leader emotional labor strategies and followers' work behaviors and performance. It is still unclear, when followers see and recognize leaders' emotional congruence (e.g., deep acting) and emotional discrepancy (e.g., surface acting), whether they respond via affective reactions or cognitive attributions. In this regard, Newcombe and Ashkanasy (2002) findings on congruence (incongruence) between affective display and nature of feedback provide us with a guiding idea. That is, when followers identify leader emotional congruence, they are likely to react through positive emotions and enhanced liking for the leader, and perhaps make attributions of sincerity to leader emotional efforts. Other less explored factors are the moderating variables of the above relationship. For instance, followers' ability and motivation to process information can play a moderating role when

followers try to identify what the leader actually feel and what she/he displays. Thus, the interpersonal influences of leader emotional labor could be complex and exploring these may provide us with new insights into the role of affect (here, regulated affect) in leadership settings.

4.3.3 Affective Influences of Non-Affective Leadership

The next theme that emerged from our selected reviews is that some aspects of leadership do not involve moods and emotions. But even then, these aspects influence the affective experiences of followers. Affective leadership entails the display and use of affect by the leader to actuate followers' affective and cognitive responses and eventually to garner effective work behaviors (Van Kleef, 2016). In contrast, non-affective leadership does not involve display and subsequent transmission of the leader affect into followers. Leaders primarily practice this through fairness and support towards followers (Van Knippenberg et al., 2007).

In the Literature non-affective leadership and its affective influences have been studied in terms of leadership justice (e.g., De Cremer, 2007), leader support behaviors (e.g., Madjar et al., 2002), servant leadership (Tang et al., 2016), and authentic leadership (e.g., Rego et al., 2014). In particular, leadership justice has been the cornerstone of non-affective leadership research in connection with follower affect, attitudes and behaviors (Van Knippenberg et al., 2007). Leadership justice refers to fair treatment with the followers, and is categorized into distributive, procedural, informational, and interactional justice (Colquitt et al., 2013). Duan et al. (2010) noted that followers shape their perceptions of justice or injustice in response to leader behaviors. These perceptions determine follower emotional experiences, and in turn, their work outcomes (Barclay & Kiefer, 2014).

Empirical evidence supports these theoretical assertions. De Cremer and Wubben (2010) examined the influence of voice opportunities (an element of leadership procedural justice) on followers' intention to quit directly and indirectly through followers' negative emotions. They found that post-decision voice was associated with intention to quit, and

follower negative emotions significantly mediated this relationship. Following the same logic, SimanTov-Nachlieli, and Bamberger (2021), showed that secretive and unfair pay allocations formed a perception of unfair distributive justice (both concerning organization and leaders), which then resulted in strong negative emotional states and heightened deception behaviors. These studies support the notion that even if leaders do not explicitly display moods and emotions, their behaviors and styles are in part sufficient to trigger affective responses from followers.

Overall, theory and evidence suggest that both affective and non-affective leadership cast direct and indirect influences on followers' affective experiences and work attitudes and behaviors. However, less is known about their combined effects when they influence the same mediating and outcome factors. It is unclear whether leader affective displays complement or compensate other acts of leadership such as justice and support, towards follower factors. For example, can leaders compensate procedural injustice by displaying more positive affect? Can leader displays of negative affect impair fruits of leader support? Does leader affective display provide information to followers for forming leadership justice perceptions? Does leader affective displays and other leadership behaviors get through the same affective and cognitive mediating pathways? Can leader affective display and other acts of leadership moderate each other's influence? These questions indicate a complex nexus of affective and non-affective leadership and their combined effects on followers. Indeed, future researchers could address these initial questions to develop theory and provide empirical evidence on linking different facets of leadership for a holistic understanding of phenomenon.

4.3.4 Affect Reciprocity and Follower Affective Influences

It is accepted wisdom that leadership does not exist without followers (Oc & Bashshur, 2013). If the essence of effective leadership is to influence followers, then such influence attempts must be granted with followers' permission to be influenced (see review by Uhl-Bien et al.,

2014). Despite this notion, leadership research is mainly driven by the leader-centered approaches, essentially emphasizing the role of leaders' traits, behaviors, and styles in leadership processes and outcomes. Less research attention is devoted to exploring the active role of followers (Tee et al., 2013b). Concurring with the skewness in the broader leadership field, leadership and affect research predominantly examines top-down influences of leader affective influences on followers' affective experiences and various work outcomes (e.g., Johnson, 2008, 2009; Eberly & Fong, 2013; Koning & Van Kleef, 2015). This is despite the theoretical possibilities of bottom-up affective influences from followers (Hareli & Rafaeli, 2008). This trend of focusing on downward affective influences was apparent from our selected review (see Gooty et al., 2010; Rajah et al., 2011; Van Knippenberg & Van Kleef, 2016; Kelemen et al., 2020), since the base studies of all these reviews related to leader affective display and related influences on followers. Notably, these reviews called for more follower-centric research, especially that involves affective processes.

The leader-follower relationship exists and operates in a social context, whereby leaders and followers can socially influence each other (Yulk, 2013). Therefore, it is plausible to reason that both leaders and followers attempt to influence each other via affective displays; either these influence attempts are conscious or unconscious. Indeed, recent theoretical development suggests that leader-follower interactions are characterized by reciprocal and bidirectional affect transfer – leader influence followers by expressing positive/negative affect and getting affected when followers display particular affect. For example, Hareli and Rafaeli (2008) conceptualized emotions as a social phenomenon, theoretically demonstrating how emotional cycles are created among individuals. They noted the reciprocal nature of emotional transfer, whereby emotional expression by the transmitter infuses emotional experiences of the receiver, later receiver display emotions based on already infused feelings, which then inform the subsequent emotional display of the transmitter.

Building on these ideas and relating more to the leadership field, Dasborough et al. (2009) presented a theoretical model of leader-follower reciprocal affect. They suggested that variation in leader affective experience and related work behaviors can be in part determined by follower affective displays. They particularly suggest that leaders' ineffective behaviors (e.g., undue favoritism and inappropriate negative display) can serve as antecedents to followers' experience of negative emotions. When propagated from individual followers to groups, this can determine leaders' emotional responses and behaviors towards followers. Dasborough and colleagues acknowledged the role of the emotional contagion process underlying their proposed relationships. More recently, Tee et al. (2013a), in a review of followership through social theory lens, commented that followers' collective emotions and subsequent collective action could determine the leader emotional response and leader effectiveness. Together these studies provide the theoretical underpinning of upward affective influences and suggest that followers too can influence their leaders through affective processes.

While theoretical assertions support the notion of bottom-up affective influences, empirical evidence is limited. Based on our selected reviews, we noted that only two studies so far have empirically tested the ideas of how followers' affect could influence leaders' affect and their work outcomes. Hsee et al. (1990), through a laboratory experiment, concluded that individuals with higher power were more susceptible to pay attention and catch the emotions of individuals with less power. Two decades later, Tee et al. (2013b) conducted two laboratory studies to examine how followers' manipulated moods impacted leader moods and leader task performance. Findings revealed that follower positive and negative moods infused leader mood, which in turn determined leader task performance through emotional contagion mechanism. Moreover, they concluded that leaders high in neuroticism were more susceptible to attend and catch followers' negative moods. Note that Tee et al. (2013b) provided relatively

conclusive evidence on upward affective influences by using multiple raters (i.e., leaders, followers, and observers) and replicating findings across two studies. These studies offer initial evidence on bottom-up affective influences, note that their conclusions are only drawn from the emotional contagion process. Yet, other mechanisms might explain affective transfer between follower and leader, such as affective empathy (e.g., Kock et al., 2019) and cognitive interpretations (see Van Knippenberg & Van Kleef, 2016).

In summary, initial theory and evidence suggest that affective displays and their related influences are strong enough that people at lower levels of hierarchies can influence people at higher levels. We acknowledge that exploring follower-centric aspects of leadership, especially affective processes, is a fruitful approach since followers will be studied as active agents rather than passive onlookers. However, the domain of follower affective influences is developing, and there are essential questions to be answered by future researchers (more details on this in the future research section of this article).

4.4 Theoretical and Methodological Aspects

4.4.1 Theoretical Aspects

Effective research necessitates the use of theory to develop an argument (Kelemen et al., 2020). Inspired by Gooty et al. (2010), we acknowledge that the extant literature has used leadership and affect-based theoretical lens to explore leadership affective influences on followers. After presenting theoretical frameworks, we then focus on how an overarching theory can help better understand affective influence of leaders and followers. We first discuss leadership theories that have incorporated affective influences. *Charismatic-Transformational Leadership* is an extensively used theoretical lens to capture leader affect and its subsequent influences on followers. Charismatic leaders use their charm, persuasiveness, and communication skills to engender positive feelings into followers for garnering effective performance (Howell & Shamir, 2005). Transformational leaders focus on bringing change in followers/organizations

and are typically described by four attributions: idealized influence, inspirational motivation, intellectual stimulation, and individualized considerations (Bass & Avolio, 1993). Overall, this theory suggests that charismatic and transformational leaders display more positive affect and engender positive affective experiences in followers than leaders who are neither charismatic nor transformational.

In a recent review and mini meta-analysis, Clarkson et al. (2020) noted that charismatic and transformational leadership styles are conducive to leader display of positive affect. These styles are also advantageous to elicit positive feelings in followers. However, Van Knippenberg and Sitkin (2013) and Van Knippenberg and Van Kleef (2016) have critiqued the theory of charismatic-transformational leadership for not including affect in its conceptualization and operationalization. Therefore, these researchers suggest that this theory may not be suitable to understand affective influence in leadership. Also, this theory does not apparently address the role of negative affect in leadership processes and outcomes.

Leader-Member Exchange (LXM) is another leadership theory used to examine how leaders' affective display impact followers. LXM is a relationship-based view and posits that a leader's display of positive and negative affect can shape followers' perception of exchange relationship quality with the leader. Consequently, this perception can impact followers' affective experiences and work outcomes (Tse et al., 2018). For instance, Gkorezis et al. (2014) used LXM theory to demonstrate how leader positive humor increased followers' perception of good quality relationship with leaders, which reduced followers' perception of organizational cynicism. Plausibly LXM can explain the positive and negative influences of leader display through high and low exchange relationships. Nevertheless, a straightforward exchange relationship under this theory may not capture the complex mediation processes and moderating factors of affective influences.

We now turn attention to affect-based theories used in the leadership context. *Emotional Contagion Theory* (Hatfield et al., 1993) is the most frequently used framework in leadership and affect literature. This theory postulate that leader affective display instils similar affective states into followers through a tacit and unconscious process. Specifically, leaders provide verbal and nonverbal affective cues to followers. These cues are observed and automatically mimicked by the followers, ultimately getting affectively converged with their leader (Tee, 2015). One example is Visser et al. (2013), who used emotional contagion theory to demonstrate how leader display of happiness was conducive to follower creative performance through a mediation path (i.e., emotional contagion) of followers' affect. Although this theory captures positive and negative influences of leader display on follower affective states, this only takes straightforward affective reactions into account. For example, leader positive affect translates into follower positive affect and vice versa. Indeed, theoretical models such as Emotions as Social Information (EASI; Van Kleef, 2009) propose affective and cognitive mechanisms when studying leader to follower affect transfer.

Affective Event Theory (AET; Weiss & Cropanzano, 1996) is perhaps the second most widely used affect-based explanatory framework. It suggests that individuals experience an average level of affect at the workplace. There are positive-inducing events (e.g., uplifts) and negative-inducing events (e.g., hassles) that alter individuals' affective experiences accordingly. AET conceptualizes that the leaders play a key role in shaping workplace events, and their affective displays can serve as either an uplift or a difficulty to shape followers' feelings. Johnson (2008) used AET to explain leader affective influences on follower's citizenship behaviors. AET also captures (similar to emotional contagion theory) symmetrical relationships between leader affective display and followers' affective experiences and does not explicitly include followers' cognitive interpretations in this regard.

Attributions theory is another theoretical framework used to understand affective leadership. This theory is essentially based on cognitive processes. It assumes that individuals tend to understand others' actions and behaviors through causal explanations, specifically by attributing beliefs and intentions. In the leadership context, when leaders show affects, followers try to make sense of leader affective behavior and ascribe beliefs and intentions to such behaviors (Dasborough & Ashkanasy, 2002). Leadership researchers (e.g., Dasborough & Ashkanasy, 2002, 2004; Wang & Seibert, 2015) have employed this theory to investigate the leader-follower relationship, especially the influence of leader emotional displays on followers. Notably, attribution theory is based on cognitive processes but does not explicitly focus on affective responses.

Given the limitations of the discussion above, we suggest using Emotions as Social Information Theory (EASI; Van Kleef, 2009, 2016) to explore leadership affective influences on followers' outcomes through affective and cognitive processes along with various situational and individuals-related moderators. The EASI model posits that the leader-follower relationship exists and operates in a social context, and both leaders and followers can socially influence each other (Yulk, 2013). Drawing on our selected reviews, we acknowledge that leader affective influences are not always straightforward. Although most of the proceeding research concedes that leader positive affective displays are more effective in influencing and motivating followers, there is some evidence that leader negative affective display could also lead followers to improve efforts and performance. The previous theoretical lens appear to lack underpinnings to capture this complex affective transfer, perhaps because of their focus on either affective/cognitive processes or positive emotions only. In contrast, EASI theory conceptualizes that when leaders use affective display to influence followers, such influence attempts can be responded to with automatic mimicry and/or more deliberate cognitive

responses. Further, in this process, the positive and negative affective display can cast symmetrical and/or asymmetrical influences (Van Kleef, 2009, 2014, 2016).

EASI theory posits two mechanisms through which leader can use the affective display to influence their followers: (1) affective reactions and (2) inferential processes. Leader affective display can elicit affective reactions from followers, which in turn can shape their work outcomes. Precisely, the affective reaction mechanism functions through emotional contagion and complementary affective expressions. Emotional contagion occurs when followers synchronize their emotions with the leader by observing and automatically mimicking verbal and nonverbal cues. Leader affective displays can also garner complementary emotions from the followers. For instance, when a leader displays strength during crisis time, followers can feel confident and contented. Further, the inferential process is the second pathway for the leader affect to influence followers. The basic premise here is that leader moods and emotions are laden with social information that followers use to make inferences about leaders' feelings and underlying intentions and appraisal of a particular situation. In turn, these inferences guide follower affective and behavioral responses (Van Kleef, 2016, 2017).

In addition to the above, this theory recognizes and incorporates the moderating role of various individual and situational contingencies, which can impact a particular mediation pathway and its relative strength. Van Kleef (2008, 2014, 2016) noted that the affective reaction mechanism might depend on the follower liking for the leader and the follower perception of the appropriateness of leader affect. Likewise, the inferential process mechanism may be moderated by followers' ability and motivation to process information from leaders' displayed affect. A recent integrative review on leadership and affect literature (Van Knippenberg & Van Kleef, 2016) also identified the complex nature of leader-follower affect transfer. It stressed the need to use an overarching theory to study such complex relationships. Further, the EASI

model theorizes leadership as a social phenomenon, whereby followers can also influence their leaders via affective influences (Dasborough et al., 2009; Tee et al., 2013b). Plausibly then, this theoretical framework can also help discover the affective, cognitive, and social processes involved in transferring affect from followers to leaders.

4.4.2 Methodological Aspects

In addition to the theoretical considerations, methodological aspects are equally essential to consider. In leadership and affect research, methodological aspects can be reviewed in terms of context focus, measurement focus, level of analysis focus, and research methods focus. First, based on our selected reviews and studies used therein, we observed that a comparable number of studies were conducted in laboratory and field settings. This trend was also noted by Gooty et al. (2010). The advantage of examining leader affective influences in laboratory-setting is that researchers can establish the causal relationship by manipulating moods and emotions and avoiding the interaction of confounding variables (Visser et al., 2013). However, laboratory and experiment-based studies are sometimes criticized for failing to capture ongoing real-life relationships between leaders and followers. In this regard, Kelemen and colleagues (2020) commented that leadership should be examined in the natural context rather than in a special environment because it allows researchers to capture the leadership phenomenon as it happens. Nevertheless, testing leader-follower affective influences in field settings comes with the limitation of measuring the phenomenon of affect in stable and trait-like factors, despite the notion that moods and emotions are transient in nature. Notably, some modern research techniques, such as experience sampling methods (see Ohly & Gochmann, 2017), may be used to overcome issues with cross-sectional field research.

The majority of the studies examining leadership affective influences collected multisource data from leaders and followers (and from observers in some laboratory studies, e.g., Tee et al. 2013b), and this approach can help reduce common method bias (Podsakoff et

al., 2003). A further measurement concern is to capture the phenomenon of affect close to its occurrence for avoiding recall and preference bias. While some laboratory studies are designed to capture the affect around its happening, field studies can be limited because of their focus on cross-sectional correlational research. Especially studies which involve reporting affective experiences, their participants may tend to report what they find appropriate to report rather than how they actually felt at a particular time or event (Levine & Safer, 2002; Kelemen et al., 2020). Future studies can possibly overcome these limitations by using more robust research designs such as daily diary surveys (more on this in the future research section on this article).

Despite the inherent multilevel nature of leadership research, less attention has been paid to explore affective influences among the different levels within the organizations (Ashkanasy & Humphrey, 2011). For example, it is less well known how within-the-person affective changes relate to interpersonal affect transfers and how these are related to group-level affective processes and the overall affective climate of the organization. Empirical research mainly focused on interpersonal- and group-level affective processes, but evidence on within-person and organizational-levels affective processes is negligible. Dasborough et al. (2009) provided a theoretical model of micro, meso and macro-level affective influence and noted the inherent complexities of measuring such relationships. However, we acknowledge that recent research has shifted attention to examine the within-person (fluctuations in) affective influences related interpersonal impacts (see Kelemen et al., 2020 for a review on daily leadership). The following sections briefly outline research gaps and highlight opportunities for future research.

4.5 Discussion and Future Research Avenues

Evidently, the essence of leadership is to influence and motivate followers for achieving shared goals (Yulk, 2013). One vehicle of such influence is leader affective displays, which have been cited for shaping followers' affective experiences, attitudes, and behaviors. In this review, we

sought to map the current state of research in leadership and affect, provide integrative frameworks derived from identified research themes, and find research gaps for encouraging future empirical research. Our mapping review leads to three insights. First, leader affective displays and related influence on followers have been explored in much detail. Less attention has been paid to combining the dual mediation pathways (e.g., affective and cognitive responses from followers) and the moderating influence of various individual-related and situational factors. While leader emotional labor and its impact on followers are theoretically proposed, little empirical evidence is available in this domain. Also, non-affective leadership behaviors are noted to cast affective influences on followers; it is still unknown how affective and non-affective leadership collectively influences followers.

Second, while recent theoretical development on the role of followership suggests that followers too can influence leaders through their affective display (Tee et al., 2013a; Uhl-Bien et al., 2014), empirical evidence on this mechanism is limited. Third, despite the realization that leadership is inherently an affective and social phenomenon (Yulk, 2013), where leaders and followers can socially influence each other by the affective display, the field lacks an overarching social theoretical lens to explain affective/inferential processes and contextual factors involved in such complex affective influences. Moreover, there are calls from researchers to explore leader-follower affective influences in applied settings (e.g., Kelemen et al., 2020) to capture real-life relationship, but there are measurement concerns regarding affect phenomenon that need attention (see future research section for more detail).

This mapping review has covered four themes relating to the role of affect in leadership: leaders' affect and followers' outcomes, leadership and emotional labor, affective influences of non-affective leadership, and affect reciprocity and follower affective influences. There is much potential in exploring the role of affect in leadership and followership in the light of the above-noted realizations. Our integrative frameworks (Figures 4.1 and 4.2) put forward three

broader research opportunities for future work. Specifically, unlocking the complexities of leader affective display through mediation and moderation influences, exploring follower affective influences on leaders, and using research designs capable of capturing the transient nature of affect transfer in the context of real-life leader-follower relationships.

4.5.1 Unlocking the Complexities of Leadership Affective Influences

4.5.1.1 Dual Mediation and Moderating Contingencies

Clearly, leaders can use affective displays to actuate affective responses from followers and trigger inferential processes in their minds, to ultimately garner effective work behaviors. While examining the leader affective influences, researchers have primarily studied the direct relationship between leader positive and negative affective displays and followers' outcomes (e.g., Bono & Ilies, 2006; Rubin et al., 2005). Some of the studies then included mediation pathways such as follower affect (emotional contagion, e.g., Johnson, 2008, 2009; Sy et al., 2005; Koning & Van Kleef, 2005) and cognitive interpretations (e.g., Eberly & Koning, 2013; Visser et al., 2013; Liu et al., 2017). Some studies also examined the moderation effect of individual factors on the relationship of leader affective display and follower outcomes (e.g., Newcombe & Ashkanasy, 2002; Sy & Choi, 2013). Throughout the reviews, we noted an absence of research studies that include both mediation pathways and moderating variables to understand the complex nature of leadership affective influences more precisely.

Van Knippenberg and Van Kleef (2016) suggest looking at both affective and cognitive interpretations routes of the leader affect to influence followers' outcomes. This suggestion is especially valid when understanding the distinctive influences of positive and negative affective displays. While an overarching theme in the literature is that leader positive affect is more beneficial for all parties, there is some evidence that indicates the usefulness of leader negative affect. Therefore, to understand whether and how leader affective displays cast symmetrical and asymmetrical influences on the followers, Van Kleef (2016) recommended

exploring the underlying affective and cognitive pathways along with the moderating factors. We agree with these future research recommendations and acknowledge recent attempts to test the dual mediation pathways empirically. For instance, Liu et al. (2017) tested the mediating role of followers' own affect and followers' perception of leader affect, in the relationship of leader affective display and followers' upward voice. They found the mediating role (i.e., full mediation) of follower own affect.

Further, we recommend that future studies theorize and test the moderating role of various individual and situational contingencies when exploring leader affective influence through dual mediation pathways. Since moderating influences could be a key for understanding symmetrical and asymmetrical affective influences (see Van Knippenberg & Van Kleef, 2016 for a review). We suggest EASI is an overarching theoretical framework to look into the complexities of such relationships. Drawing on the affective reactions and inferential processes mechanisms of the EASI model, exploring the influences of leader positive and negative affective display will help understand how these displays result in beneficial and/or detrimental effects via a particular mediation route, which is in turn contingent on individual and situational aspects of the leader-follower relationships.

4.5.1.2 Leader Emotional Labor and Influences on Followers

Despite the realization that leadership positions require leaders to do emotional labor to express the needed affect during interactions with followers (Humphrey, 2012), this area remains underexplored. It offers less empirical testing of the leader's emotional labor and its influences on followers. Humphrey et al. (2008, 2016) suggested theoretical possibilities of how leader emotional labor can influence followers' affect, cognition, and work outcomes, especially when research provides that followers can identify congruence (incongruence) between what leader feels and what s/he display (Gardner et al., 2009). Initial evidence suggests

the adverse impacts of leader use of surface acting both for leaders and followers, and the relatively positive effect of deep acting (e.g., Wu et al. 2020).

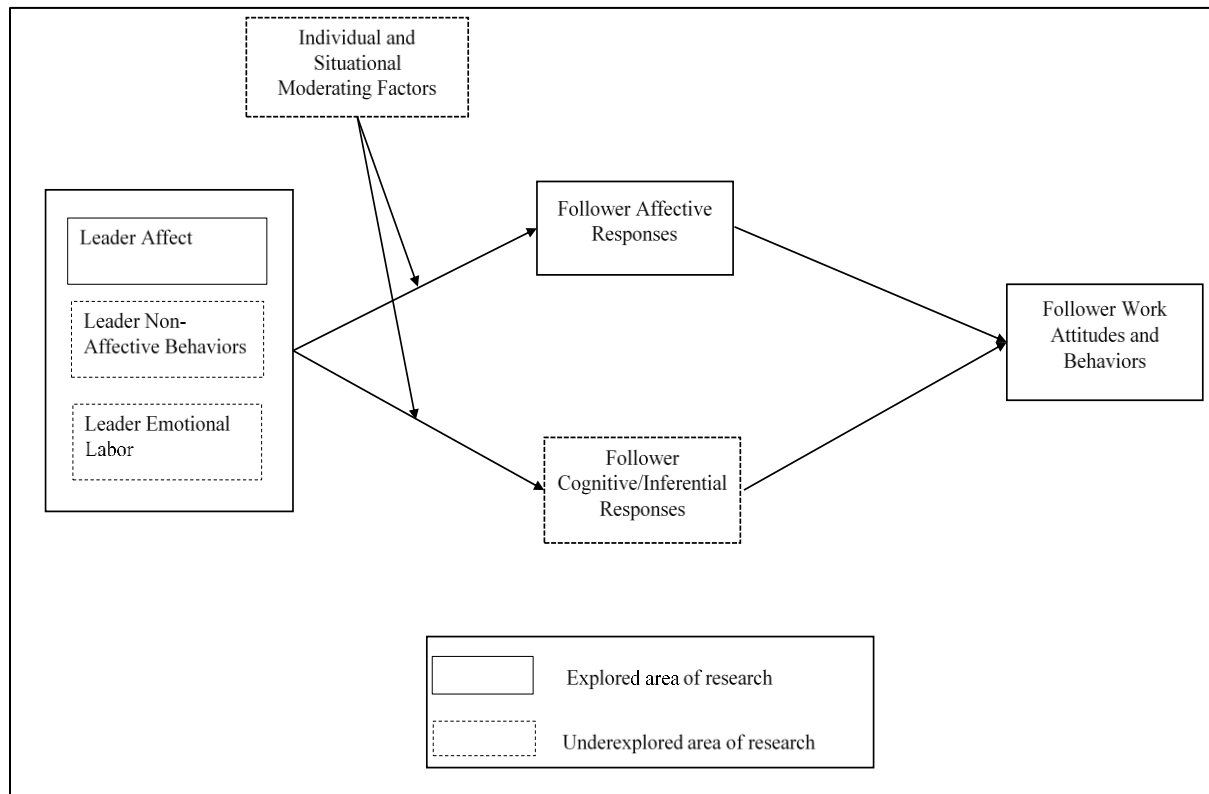
Nevertheless, the precise mechanisms underlying such influences are not yet explored. It is unclear whether, upon identifying the discrepancy or congruence in the leader's affective display, followers either respond with affective reactions or cognitive reactions and how these reactions shape their work behaviors. Therefore, we encourage researchers to use EASI theory as a theoretical lens to look at how leader use of emotional labor (i.e., surface acting, deep acting, and expressing natural emotions) could indirectly influence followers' work outcomes via mediation routes of affective reactions and inferential processes. For instance, when followers see and recognize discrepancy in leader affective displays (i.e., surface acting), they may dislike this emotional act of the leader and also attribute insincerity to his/her intentions, which can then have negative implications for followers' performance. We further recommend exploring moderating factors that can determine followers' ability and motivation to see and recognize the leader emotional acting and react accordingly.

4.5.1.3 Combined Influences of Affective and Non-Affective Leadership

While non-affective leadership such as justice and support behaviors does not explicitly involve displaying moods and emotions, these approaches still can impact followers' affective experiences and work behaviors. It may be fruitful to explore how affective and non-affective leadership interact to influence the same follower factors — such combined models may help develop an overarching leadership theory encapsulating multiple facets. Envisioning such mutual impact and inspired by Van Knippenberg and Van Kleef (2016) and Van Knippenberg et al. (2007), we recommend future researchers theorize and test whether leadership affective displays complement or compensate each other. For instance, how leader positive and negative affective displays play out with leadership interpersonal justice towards follower affective

experience and work outcomes. Again, EASI theory can be used in conjunction with other affect-based theoretical lenses to explain suggested combined influence.

Figure 4.1 *Integrative Framework of Leadership Affective Influences*

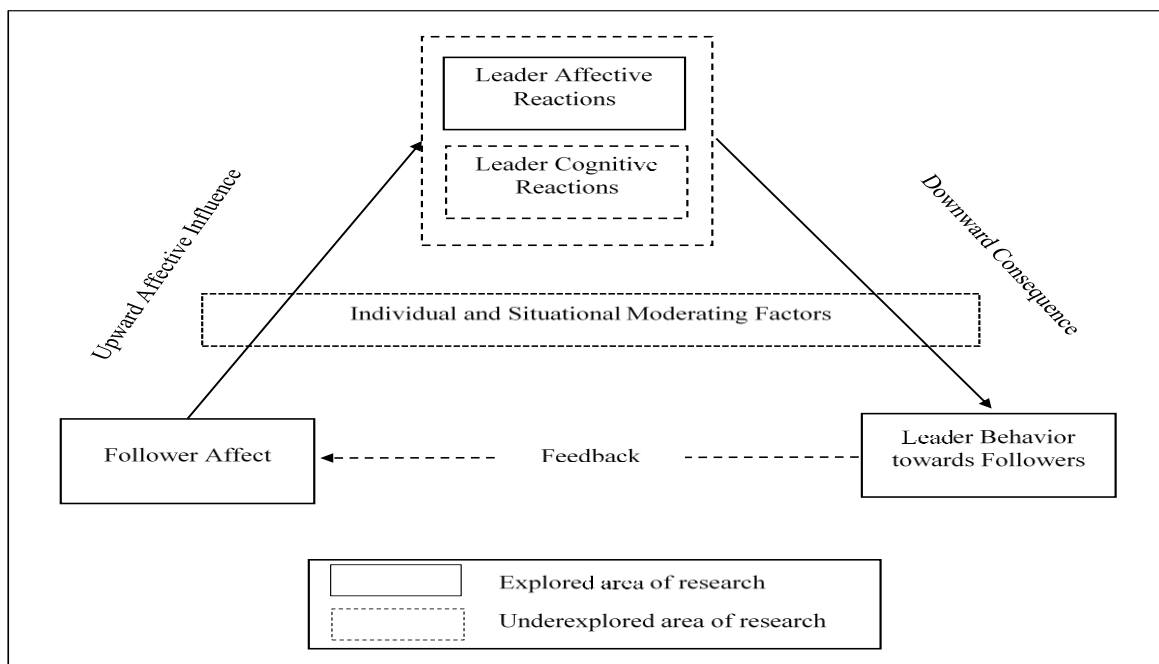


Our integrative framework on leadership affective influences (Figure 4.1) extends the domain of downward affective influences by highlighting underexplored areas and suggesting research avenues to explore different mediation and moderation mechanisms involved in leader-follower affective influences.

4.5.2 Follower Affective Influences on Leaders

Throughout the reviews, we noted that leadership and affect research paid greater attention to explore downward affective influences from leaders to followers; perhaps the assumptions relating to organizational hierarchies and power distance underscores this trend. It is only recently that upward affective influences from followers to leaders are theoretically explored (e.g., Oc & Bashshur, 2013; Tee et al. 2013a; Uhl-Bien et al., 2014) and empirically tested

(e.g., Tee et al. 2013b). One may deduce a direct relationship that follower positive affective display translates into leader positive feelings and vice versa. Still, upward affective influences perhaps are much more complex because of the power dynamics involved. In particular, it may be interesting to examine the downward consequences of upward affect transfer. For instance, a leader may react with decreased support when followers show negative moods and emotions.



consequences. Our integrative framework (Figure 4.2) extends the domain of upward affective influences by highlighting underexplored areas and suggesting research avenues to explore different mediation and moderation mechanisms involved in follower- leader affect transfer.

4.5.3 Methodological Robustness

In conjunction with testing the downward and upward affective influences via various mediation processes and moderation factors, we recommend using research designs capable of measuring the transient nature of moods and emotions, which is central in such complex affect transfers. Moreover, inspired by Kelemen et al. (2020) and Bolger et al. (2003), we suggest future researchers study the leader-follower affective influences in natural settings for capturing real-life, ongoing relationship. As Bolger et al. (2003, p. 1) stated, "capturing life as it is lived". Nevertheless, this approach of examining affective influences in field settings runs the risk of measuring affect in a stable and trait-like manner because of the inherent inability of cross-sectional research to measure dynamic variables.

In addition to collecting data from multiple sources through time-lagged approach (to reduce common method bias, Podsakoff et al., 2003), future researchers are encouraged to use daily diary surveys and repeated measure designs to capture the dynamic and transient nature of moods and emotions involved in upward and downward affective impacts. Daily diary designs are plausibly capable of recording affective displays and related influences around their occurrence. Such studies can be conducted using three distinct experience sampling methodology (ESM), namely interval-contingent sampling, signal-contingent sampling, and event-contingent sampling (see Kelemen et al., 2020 for more details). A particular sampling strategy (from the above-mentioned three strategies) can be selected based on the research question(s) of a specific future study and the research design needed to answer those. Previous research on daily diary designs has recommended collecting data between six to eight days based on the length and complexity of the data collection instrument (Ohly & Gochmann,

2017). Similarly, future researchers can consider using longitudinal and repeated measures designs to compare changes in leader affective displays and related influences on followers across different times (e.g., Bono et al., 2007).

A specific caveat to the field of research on affective leadership is recall/memory bias (Raphael, 1987). When examining affective experiences and display, recall bias can lead participants to report what they think they felt rather than what actually they felt at a particular time or event. Specifically, ESM can be used to reduce recall bias in leadership and affect studies. For example, future studies using the interval-contingent sampling technique can ask leaders and followers to report their daily affective experiences at different time of the day. It will help reduce the recall bias because of the proximity between the occurrence and recording of affect. Also, this technique is helpful to bring temporal segregation between independent (e.g., leader affect) and dependent variables (e.g., follower affect and work outcomes), which is critical to establish causal relationships. We also acknowledge the challenges involved (e.g., participant attrition) and the resources needed to conduct daily diaries studies. Therefore, another strategy could be to contextualize measurement near the affective event rather than capturing general feelings. For instance, leaders and followers may be asked to report their positive and negative feelings during the last working week. Although this approach is less robust and dynamic than daily diary design, it is still plausibly better than capturing general feelings when capturing transient phenomena like moods and emotions.

4.6 Limitations

Some limitations are inherent in our mapping review. While we included reviews and theoretical articles from a limited timeframe (2005-2020), there may be other reviews relevant to our themes that were published before this period. Our rationale, however, was to include the latest research trends and insights after grown interest in the role of affect in leadership, which Barsade et al. (2003) described as an "affective revolution" (p.3). We also recognize that

because of the selective nature of our review, we were unable to cover all possible dimensions of the role of affect in leadership. In addition, our integrative framework of downward (Figure 4.1) and upward (Figure 4.2) affective influences does not specify predictor, mediating, moderating, and outcomes variables to be tested, allowing specific mechanisms of these frameworks to be theoretically determined by the future researchers.

4.7 Conclusion

Leadership researchers and practitioners have realized the motivational value of leaders' affective display in addition to cognitive influences on followers. Based on our selected reviews and theoretical articles (2005-2020), this review aimed to map the current state of research in leadership and affect field, and provide integrative frameworks derived from our research themes, and identify research gaps for encouraging future empirical research. Our review resulted in four overarching themes: leaders' affect and followers' outcomes, leadership and emotional labor, affective influences of non-affective leadership, and affect reciprocity and follower affective influences. Using our themes, we also developed broader integrative frameworks of downward (i.e., leader-followers) and upward (i.e., followers-leader) affective influences and related research avenues for future work. Our future work suggestions include unlocking the complexities of leader affective display through mediation and moderation influences, exploring follower affective influences on leaders, and using research designs capable of capturing the transient nature of affect transfer in real-life leader-follower relationships. We encourage future researchers to apply the EASI model as an overarching theoretical lens and use our broader integrative frameworks to develop and test specific models to understand the role of affect in leadership and followership.

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CHAPTER FIVE: PAPER 2

The Role of Leader Affect in Shaping Followers' Affect and Helping Behaviors

Preface

Utilizing the proposed framework from Paper 1 (Chapter 4, Figure 4.1), this paper empirically tests the leadership affective influences on followers under the tenets of EASI theory. The focus here is to determine the impact of leader positive and negative affect on followers' affective experiences and willingness to perform citizenship behaviors, including moderation effects of leader-follower interaction time (contextual factor) and follower' emotional intelligence (individual factor) to understand the transmission of the leader affect to followers. Since this is the first empirical paper of the thesis, it took a more straightforward approach by including direct and moderation effects to establish directional relationships. This paper provides support for the affective reactions (i.e., emotional conation) and inferential processes (i.e., emotional intelligence) mechanisms under EASI theory.

This paper is under review at the *Journal of Leadership & Organizational Studies*. This chapter is submitted in APA style to align with the overall thesis style.

Abstract

Drawing on the emotions as social information (EASI) theory, we argue that leader positive and negative affect can engender similar affect into followers and influence the followers' willingness to perform citizenship behaviors. We further argue that these influences are contingent on individual and situational factors. Ultimately, we test this using leader and follower data from Pakistan and test the affective contagion of leaders on followers' affect and their citizenship behaviors. Importantly, we test leader-follower interaction time and follower's emotional intelligence (EI) as moderators to better understand affective influences. Using data from 64 leaders and 189 followers, we find strong support for our hypotheses, including multiple interaction effects. Ultimately, we find that leadership affective influence occurs, but more frequently when there is longer interaction with followers, and stronger in the context of EI, where it is found to facilitate and enhance transmissions. Overall, we find that the affective transmission between leader and follower is a complex system, and by examining additional factors we improve understanding of processes and ultimately the helping behavior of followers.

Keywords: *leader-follower; affects; interpersonal transfer; emotions as social information; emotional intelligence; Pakistan.*

5.1 Introduction

Affect, which refers to the experience of moods and emotions, play an indispensable role in organizational life. It drives employees' work performance, attitudes, and behaviors and influences the way employees interact with and respond to others in the workplace (Ashkanasy et al., 2017; Elfenbein, 2007; He et al., 2019). During recent years, interpersonal transfer of affect has received greater interest from researchers in leadership and management spheres since affective influences are crucial in leadership processes and outcomes (Connelly & Gooty, 2015; Rajah et al., 2011; Van Knippenberg & Van Kleef, 2016). The phenomenon of interpersonal affect transfer is especially prevalent between leaders and followers due to the social nature of the relationship and the presence of organizational hierarchies (Parkinson, 2011). Organizational and leadership success centers on both job performance and voluntary behaviors from employees, with researchers finding that effective leaders can use the leverage of affect transfer to drive voluntary behaviors (e.g., Koning & Van Kleef, 2015). Thus, it is essential to understand why some employees are willing to go the extra mile in helping coworkers and how leaders' affective influences may enhance or diminish these voluntary behaviors.

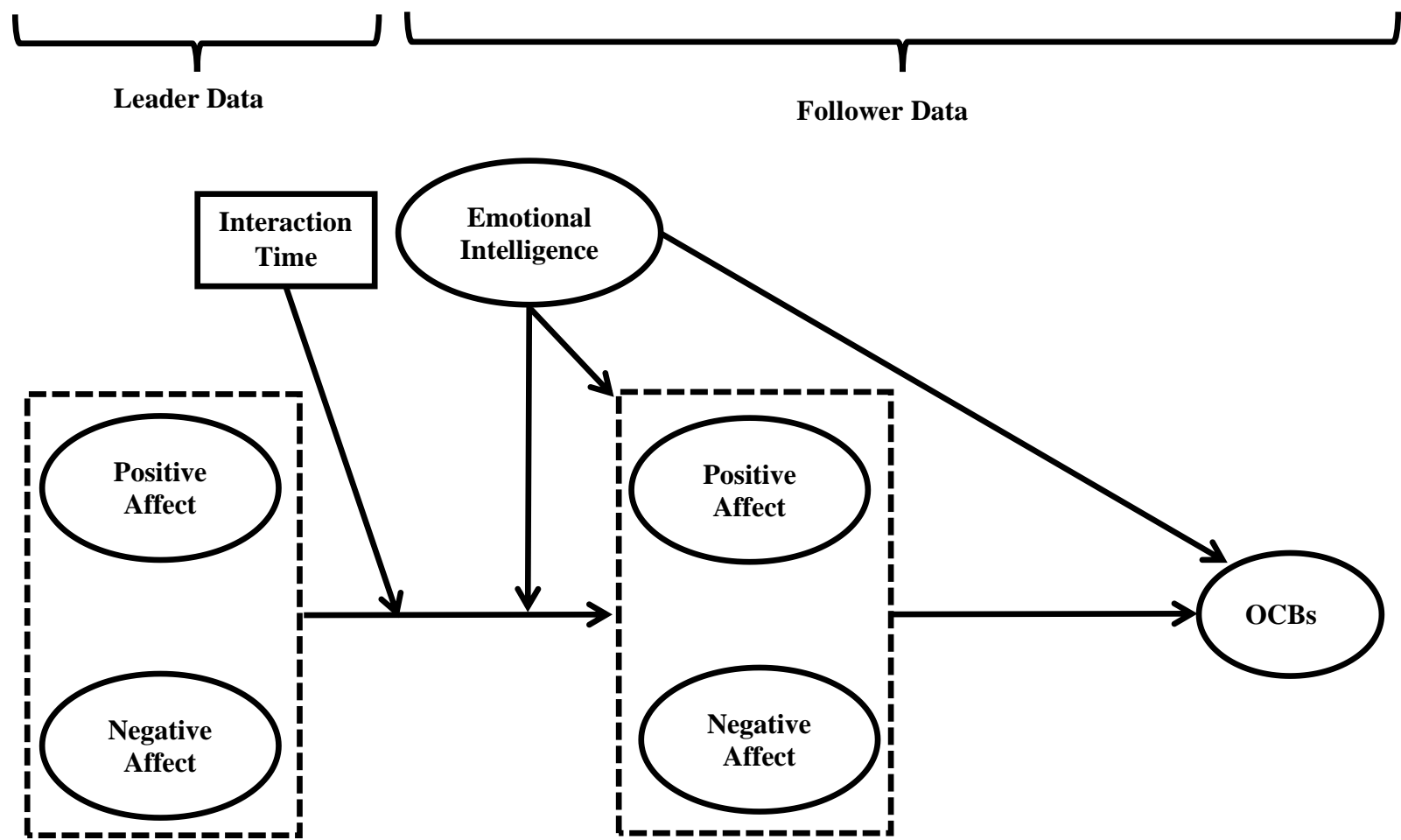
There is mounting empirical evidence that leader affect translates into follower affect (Gooty et al., 2010; Van Knippenberg & Van Kleef, 2016). This affective transfer then shapes follower work attitudes and behaviors such as engagement, satisfaction, commitment, and organizational citizenship behavior (e.g., Norman et al., 2005; Ten Brummelhuis et al., 2014; Wong & Law, 2002). Many studies use different theoretical lenses (e.g., emotional contagion theory, attribution theory, affective event theory, crossover theory, LXM and leadership theories) to explain the mechanism of leader affective influence on followers and their work outcomes (see Gooty et al., 2010). Surprisingly, only a few researchers have studied leader-follower interpersonal affect transfer from the social functional approach (EASI theory, Van

Kleef, 2009) despite the nature of this relationship being social (Van Kleef, 2014). EASI theory suggests that leader affective expressions prompt affective reactions and activate inferential processes in followers. These affective reactions and inferential processes, in turn, guide followers' work behaviors (Van Kleef, 2009).

Differences have been found around the influence of affect depending on the positive versus negative focus. Most leadership studies find that leaders' positive affect positively influences followers' affect and ultimately work outcomes (e.g., Eberly & Fong, 2013; George & Zhou, 2007; Gooty et al., 2019; Johnson, 2008). However, there is conflicting evidence on the impact of leaders' negative affect. Studies have found detrimental effects on followers (e.g., Koning & Van Kleef, 2015; Park et al., 2019), while others find positive effects (e.g., Chi & Ho, 2014; Madera & Smith, 2009). Consequently, understanding the mechanisms that leaders' positive and negative affect use to influence followers is important (Van Knippenberg & Van Kleef, 2016). Based on the tenets of EASI theory, this paper attempts to show how leader positive and negative affective display influences followers' affect and their citizenship behaviors through mechanisms of affective reactions and inferential processes. Moreover, it examines how leader-follower interaction (time) and follower emotional intelligence moderates these relationships.

The paper makes three contributions. First, we expand EASI theory by testing individual and situational contingencies as moderators (Van Knippenberg & Van Kleef, 2016). Second, we addressed the dearth of leadership and affect research in non-western countries by sampling Pakistan, providing new empirical insights from collectivist cultures. These cultures are typically characterized by high power distance, which could be an important aspect of leader-to-follower affect transfer (Lam et al., 2012; Rowley & Ulrich, 2012). Third, we addressed methodological issues of focusing on laboratory and scenario-based studies and conduct a field study (see Gooty et al., 2010 for a review). Our study model is shown in Figure 5.1.

Figure 5.1 Study Model



5.2 Theoretical Framework and Hypothesis Development

5.2.1 Theoretical Approach: EASI Theory

The basic tenet of EASI theory is that organizational life involves ambiguity, and employees refer to leaders' moods and emotions to inform their comprehension of the situation and decide their course of action (Van Kleef, 2009). Specifically, leaders enact affective expressions to stimulate interpersonal effects on followers through affective reactions and inferential processes (Van Kleef, 2016). Affective reactions are based on emotional contagion, where followers automatically mimic and synchronize their moods and emotions with that of the leader by observing facial expression, body language, and pitch and tone of voice. The affective process facilitates the direct engendering of leader positive and negative affect in followers. For example, an enthusiastic leader may instil positive feelings into followers through their facial expressions and body language. Similarly, a distressed leader may evoke negative feelings because workers can 'catch' the tone of their leader (Ten Brummelhuis et al., 2014). In addition to affective responses, followers also perceive their leaders' affect, which triggers the inferential process in their minds. For instance, a leader's sadness may lead followers to make inferences, such as their performance was below expectations, and thus the leader sadness was an appropriate reaction (De Melo et al., 2014; Visser et al., 2013).

EASI theory further infers that affective reactions and inferential processes may co-occur and garner similar behaviors. For example, team leader excitement can infuse interest and alertness in team members (affective response). In addition to this, leader excitement may also lead the team to think why their leader is so excited – triggering the inferential process – for example, and the reason may be securing a new project. As a result, both processes can trigger similar behaviors, such as coworker helping behaviors and offering suggestions for work improvement. Alternatively, affective reactions and inferential processes can trigger opposite behaviors. For example, if a team leader is angry at losing a longstanding customer

because of the actions of a junior team member. This might lead other team members to become angry (an affective process) and start blaming and avoiding the junior team member. In contrast, a leader's anger may lead team members to think about what went wrong (inferential process). If the customer was lost due to the inexperience of that junior member, they may enhance coaching and upskilling the coworker. The following section now outlines the literature on interpersonal affect influence and develops our hypothesis.

5.2.2 Interpersonal Affect Transfer

Affect may be described as a combination of feelings states such as moods and emotions (Niven, 2013). The extant literature typically divides affect into positive affect (PA) and negative affect (NA). PA includes feelings such as joy, hope, interest, pride, enthusiasm, satisfaction, and inspiration, while alternatively, NA consists of feelings such as sadness, anxiety, guilt, anger, frustration, and embarrassment (Watson et al., 1988). These moods and emotions play an important role in guiding thinking, behaviors, and social interactions. Interestingly, the influence of affect is both intrapersonal and interpersonal. That is, affective states of a person not only influence their own cognition and behavior, but can also influence others (Madrid et al., 2019).

Leadership research provides that leaders consciously or unconsciously convey moods and emotions regarding persons and events (e.g., Thiel et al., 2015; Van Knippenberg & Van Kleef, 2016). Along the same lines, followers observe leaders' affective expression by paying attention to facial expression, body postures, and pitch and tone of the voice. This observation process leads to affective contagion, where followers automatically mimic and synchronize their affects with that of leaders (Clarkson et al., 2020). Eberly and Fong (2013) showed in a lab experiment that affective contagion between leaders and followers could occur due to mood convergence, content, and voice tone. Similarly, Johnson (2009) manipulated leader affect in a laboratory experiment and showed that followers in positive mood conditions (i.e. of the

leader) had higher PA and lower NA than followers in the negative mood conditions. In addition, Park et al. (2019) found that leader NA was highly contagious when study participants were asked to imitate the facial expression of a negative leader, and in doing so, followers showed more negative and less positive emotions (their heart rate increased). The guiding idea is that leaders' positive and negative facial expressions and body movements are easily observable by followers. Hence, leader affects directly passes to followers through imitations and synchronization. Based on the above, we hypothesize the following:

Hypothesis 1. *Leader PA will be (a) positively related to follower PA and (b) negatively related to follower NA.*

Hypothesis 2. *Leader NA will be (a) negatively related to follower PA and (b) positively related to follower NA.*

5.2.3 Follower Organizational Citizenship Behavior

Beyond the leader-follower transmission of affect, we also extend this towards Organizational Citizenship Behavior (OCBs). These are voluntary behaviors that are not a part of an employee's job requirements and do not fall under formal reward structures, but that nevertheless helps the effective working of organizations (LePine et al., 2002). OCBs may include, for instance, training new employees, offering suggestions for work improvement, and volunteering for an extra work assignment (Organ, 1988). Haar and Brougham (2020) stated that "researchers often use OCBs as a performance indicator" (p. 8) because it positively influences organizational performance. EASI theory suggests that leader affective expressions travel through affective reactions and inferential processes to ultimately shape follower work behavior (Van Kleef, 2014). A meta-analysis by Wang et al. (2011) found that effective leaders can influence employees' voluntary behaviors (OCBs) by increasing followers' PA and motivation. Some researchers (e.g., Chi & Ho, 2014; Madera & Smith, 2009) found that leader

NA can enhance follower task-related performance under certain circumstances, but this may not hold in the case of voluntary behaviors (Chiang et al., 2017).

Koning and Van Kleef (2015) show that leader NA discourages followers from performing voluntary behaviors (e.g., OCBs) through infusing negative emotions. Consequently, the literature lacks evidence of whether leader affect can directly influence follower OCBs or through affect contagion, which is further untested within a different power distance culture (Pakistan). We predict that leader expression of PA will instill positivity in followers through affective reaction, which will ultimately encourage followers to perform OCBs. Along the same lines, leader NA can infuse negativity in followers, possibly discouraging followers from helping others (e.g., lower OCB). Moreover, Overall, there is meta-analytic support (e.g., Dalal, 2005) for PA and NA being significantly related to OCBs (positively and negatively, respectively). Therefore we expect followers' own emotions to shape their OCBs, if not their leaders' emotions. We posit the following:

Hypothesis 3. *Leader (a) PA and (b) NA will be related to OCBs (positively and negatively).*

Hypothesis 4. *Follower (a) PA and (b) NA will be related to OCBs (positively and negatively).*

5.2.4 Leader-Follower Interaction Time as a Moderator

At the core of affect transmission between leaders and followers is the notion that nonverbal communication and automatic mimicry occur (Bonaccio et al., 2016). Accordingly, it can be inferred that followers' exposure to and their observability of nonverbal cues from leader moods and emotions will significantly influence the strength of affect contagion (Elfenbein, 2014; Van Knippenberg & Van Kleef, 2016). We follow the lead of Diefendorff et al. (2005) and explore the duration of daily interactions between leader and follower. We suggest that greater interaction time will increase followers' exposure and observability of the leader's moods and

emotions. Consequently, the strength of leader to follower transmission is likely to be intensified when leaders spend a longer period of time with their followers. Conversely, when this interaction time is brief, we expect the availability of followers to pick up emotional cues from their leaders will be limited, and thus will mean a reduced transfer between leader emotions and follower emotions. We posit the following.

Hypothesis 5. *Interaction time will moderate the influence of leader (a) NA and (b) PA on follower affect, with stronger effects the longer the time interaction is.*

5.2.5 Follower Emotional Intelligence as a Moderator

Emotional intelligence (EI) may be defined as the individuals' ability to assess and appraise personal and others' moods and emotions, differentiate among these moods and emotions, and use that information to guide their cognition and actions (Mayor & Salovey, 1990). Mayor and Salovey (1997) categorized EI as having four key dimensions: (1) self-emotional appraisal, (2) others' emotional appraisals, (3) regulation of emotions, and (4) use of emotions. In the work organizations context, employees who have higher EI are able to perceive their emotions early, are sensitive to other employees' emotions and read their emotions more clearly, can recover from emotional distress, and can use the information from personal and others' emotions to guide their behaviors and performance (Wong & Law, 2002). Carmeli and Josman (2006) found EI was related to OCBs, while meta-analyses show that EI influences job performance (Joseph & Newman, 2010; O'Boyle et al., 2011).

Previous research in leadership has mainly focused on leader EI and its influence on leadership effectiveness and outcomes (e.g., Harms & Credé, 2010; Wong & Law, 2002). However, less is known about the role of followers' EI, especially how it facilitates the transmission of the leader affect into followers. As noted above, EASI theory suggests that leader affective display can trigger inferential processes in followers' minds; therefore, EI could be an important contextual factor to understand cognitive routes of affect transmission. In

particular, followers' ability to appraise others' emotions (a subtype of EI) may help them to distil information from leader affective display and understand underlying intentions and situations. We also suggest that followers' EI may help them manage their own emotions and increase OCBs. For example, a follower with a high ability to regulate emotions (a subtype of EI) is likely to manage negative affective experiences and related affective distress (both personal and from the leader). This ability to handle negative feelings could help individuals (here, followers) experience greater positivity, ultimately resulting in increased willingness to help others. These assertions are supported by previous research. For instance, Wong and Law (2002) found that individuals' EI is related to affective experiences and job performance. Based on the above, we predict the following.

***Hypothesis 6.** Follower EI will be directly related as follows: (a) negatively towards follower NA, (b) positively towards follower PA and (c) positively towards follower OCBs.*

***Hypothesis 7.** Follower EI will moderate the influence of leader (a) NA and (b) PA on follower affect and OCBs, with beneficial effects when followers have stronger EI.*

5.3 Methods

5.3.1 Participants and Sample

Data were collected from managers and their subordinates in different organizations from various industries across Pakistan. We divided data collection into two parts: (a) leaders completed an anonymous survey on PA and NA and their interaction with followers, and (b) one week later, followers completed an anonymous survey on their PA and NA, EI, and OCBs. Managers were recruited via various professional networks, and the purpose of the survey was explained to them with detailed requirements. Initially, 120 surveys were distributed to leaders, and 64 leaders responded who interacted with their followers daily (53.3% response rate). Subsequently, leaders were requested to give access to their followers for survey distribution,

a snowball sampling technique that has been used in previous research (Avey et al., 2012). Notably, researchers directly distributed surveys to followers without the leader knowing which follower has completed the survey, this was important to maintain the anonymity of the followers. In total, 290 surveys were distributed to followers (roughly 4-5 surveys per team), and 189 usable surveys were returned (65.2% response rate).

In the final sample, leaders had between 2-10 followers, were mainly male (75%), with 66.7% holding master's degree qualification, and 65.1% of them worked more than 40 hours a week. Followers were mainly male (64.6%), with 69.8% holding master's degree qualification, and 57.7% of them worked more than 40 hours a week. The dominant age category was 26-35 years (46.6%). The average tenure of followers working with the same leader was 21 months (SD = 16.7 months). Our study participants (i.e. leaders and followers) belonged to organizations from a wide range of industries such as banking & insurance (31%), textile manufacturing (20%), food processing (9%), retail (6%), sales and marketing (9%), education (15%), and hospitality (10%). The high education rate amongst respondents reflects their professional occupations (e.g., banking, sales, education, management).

5.3.2 Measures

PA and NA were measured using 10-items each for PA and NA, using Watson et al. (1988), coded 1= very slightly or not all, 5=extremely. The same was used for leaders and followers. Respondents were asked to indicate to what extent they felt such as "determined" and "excited" (PA) and "distressed" and "jittery" (NA). All scales had good reliability: PA ($\alpha=.87/.86$ leaders/followers) and NA ($\alpha=.85/.72$ leaders/followers).

Interaction Time was measured using a single item from Diefendorff et al. (2005) and modified to measure the time length of leader-follower interaction. The item was "Regarding the length of time I interact with my subordinates is" and responses were coded 1= usually a very brief time commitment to 5= usually a very long-time commitment. We used the single item scale

because of the narrow and unambiguous nature of the interaction time construct. Other researchers support this approach (e.g., Bergqvist and Rossiter, 2007; Fuchs and Diamantopoulos, 2009; Sacket and Larson, 1990).

Emotional intelligence was measured among followers (only) with the 16-item scale by Wong and Law (2002), coded 1= strongly disagree, 5=strongly agree. Sample items are "I have good understanding of my emotions" (self-emotions appraisal), "I am good observer of others' emotions" (others' emotions appraisal), "I always tell myself I am a competent person" (use of emotions), and "I am quite capable of controlling my own emotions (regulation of emotions). The four dimensions form a composite measure of EI ($\alpha = .78$). This scale is dominant in workplace emotions research and has been validated and translated across many cultural contexts (e.g., Iliescu and Fino, 2017; Kong, 2017).

OCBs were measured among followers (only) using a 10-item scale by Spector et al. (2010), coded 1= never, 5= every day. A sample item is "I helped coworker learn new skills and shared job knowledge ($\alpha = .83$). We used a 10-item OCB scale to limit the length of followers' survey, and it precisely captures citizenship behaviors directed towards organization and coworkers.

Control Variables. We controlled for several factors that have been found to influence the transfer between leaders and followers, as well as affect specifically. A meta-analysis by Pinquart (2001) found age was related to PA and NA, which was controlled for both leaders and followers: Age (in bands, 1=18-25 years, 2=26-35, 3=36-45, 4=46-55, 5=56-65 years). In both leaders and followers, we also controlled for Tenure (in bands, 1=less than 6 months, 2=6 months-1 year, 3=1-2 years, 4=2-3 years, 5=3-5 years, 6=more than 5 years), Hours Worked (in bands, 1=less than 40 hours/week, 2=40 hours/week, 3=more than 40 hours/week), and Team Size (number of respondents) as these are typically controlled for (e.g., Chi & Ho, 2014; Haar et al., 2018; Spell et al., 2011; Ten Brummelhuis et al., 2014).

5.3.3 Analysis

We followed Ten Brummelhuis et al. (2014) and conducted the multilevel analysis with the MLwiN program because we had multilevel data with followers nested in teams with a leader. We used a two-level model, with the first level being followers ($n = 189$) and the second level being leaders ($n = 64$). Leader (level 2) variables (i.e., leader PA and NA) were centered to the grand mean, as they have no Level-1 variance (Enders & Tofighi, 2007). We followed standard practice and centered predictor variables (e.g., PA and NA) to the grand mean (e.g., Ten Brummelhuis et al., 2014).

5.4 Results

We followed Ten Brummelhuis et al. (2014) and determined the proportion of variance attributed to the two levels of analysis, and results showed that the amount of variance attributed to the leader level (level 2) was 15.8% for OCBs, and 28.6% for PA and 4.8% for NA. Thus, significant amounts of variance were left to be explained by leaders justifying our multilevel approach (LeBreton & Senter, 2008), although we acknowledge the score for NA is very small. Descriptive statistics for the study variables are shown in Table 5.1.

Table 5.1 shows that amongst the leader data, NA is significantly correlated to team size ($r = -.26$, $p = .042$) and PA ($r = -.25$, $p = .046$), while leader PA is significantly correlated to age ($r = .28$, $p = .028$), tenure ($r = .35$, $p = .005$), and team size ($r = .33$, $p = .008$). The leader control variables (age, hours worked, tenure and team size) all correlate significantly with each other (all $p < .01$). Amongst the follower data, NA is significantly correlated to tenure ($r = .14$, $p = .056$), PA ($r = -.21$, $p = .004$), and OCBs ($r = -.15$, $p = .038$), while follower PA is significantly correlated to OCBs ($r = .42$, $p = .000$). The follower control variables (age, hours worked, and tenure) all correlate significantly with each other (all $p < .01$).

Table 5.1 Correlations and Descriptive Statistics of Study Variables

Variables	M	SD	1	2	3	4	5	6
<i>Followers:</i>								
1. Age	2.13	.84	--					
2. Hours Worked	2.57	.68	.19**	--				
3. Tenure	3.00	1.31	.37**	.28**	--			
4. PA	3.74	.60	-.06	.11	-.03	--		
5. NA	2.19	.52	-.06	-.11	.14†	-.21**	--	
6. OCBs	3.40	.65	-.09	-.02	.06	.42**	-.15*	--
<i>Leaders:</i>								
1. Age	2.47	.94	--					
2. Hours Worked	2.58	.71	.33**	--				
3. Tenure	3.02	1.0	.50**	.48**	--			
4. Team Size	2.27	1.13	.40**	.34**	.38**	--		
5. PA	3.81	.77	.28*	.19	.35**	.33**	--	
6. NA	2.13	.83	-.18	-.20	-.12	-.26*	-.25*	--

N=189 followers and 64 teams, †p< .1, *p<.05, **p<.01.

5.4.1 Multilevel Models

Results of the multilevel models towards follower PA, NA, and OCBs are presented in Tables 5.2-5.4. Tables 5.2-5.3 shows that leader PA is significantly related to follower PA ($\beta = .09$, $p = .045$) but leader NA is not significantly related, while both leader PA and NA are not significantly related to follower NA. These findings support Hypothesis 1a but not 1b or Hypotheses 2a and 2b. Table 5.4 shows that leader PA or NA is not significantly related to follower OCBs, providing no support for Hypothesis 3. But, follower PA is significantly related to follower OCBs ($\beta = .21$, $p = .003$) while follower NA is not, supporting Hypothesis 4a but not 4b.

Regarding the interaction effects, Tables 5.2 and 5.3 show that leader NA interacted significantly with leader interaction time towards follower PA ($\beta = -.12$, $p = .028$) and follower NA ($\beta = .10$, $p = .003$), supporting Hypothesis 5a. Regarding follower EI, we hypothesized both direct and interaction effects, and these were largely supported. Follower EI was significantly and directly related to follower PA ($\beta = .27$, $p = .000$), follower NA ($\beta = -.06$, $p = .030$), and follower OCBs ($\beta = .39$, $p = .000$), providing support for all parts of Hypotheses 6. Regarding the interaction effects, there is a significant interaction between leader PA and follower EI towards follower PA ($\beta = -.05$, $p = .023$) and OCBs ($\beta = -.09$, $p = .011$), as well as a significant interaction between leader NA and follower EI towards follower OCBs ($\beta = .08$, $p = .006$), supporting Hypotheses 7a and 7b.

Table 5.2 Multilevel Results towards Follower Positive Affect

	Follower Positive Affect									
	Null Model		Control Model		Leader Direct Effects Model		Moderator Model 1		Moderator Model 2	
	β	SE	β	SE	β	SE	β	SE	β	SE
Intercept	3.737‡	.06	3.737‡	.06	3.737‡	.05	3.738‡	.05	3.738‡	.05
Age (L)			-.03	.07	-.04	.07	-.01	.07	-.02	.06
Age (F)			-.01	.05	-.02	.05	-.03	.05	.01	.05
Work Hours (L)			.10	.09	.10	.09	.08	.09	.04	.07
Work Hours (F)			.10	.07	.10	.07	.09	.07	.04	.06
Tenure (L)			.05	.07	.03	.07	.05	.07	.01	.06
Tenure (F)			-.03	.03	-.02	.04	-.02	.03	-.03	.03
Team Size (L)			-.03	.05	-.04	.05	-.07	.05	.01	.04
PA (L)					.09*	.05	.11*	.05	.09*	.04
NA (L)					-.02	.09	-.02	.06	-.02	.05
Interaction Time (L)							-.10*	.06		
PA (L) x Interaction Time (F)							.05	.05		
NA (L)x Interaction Time (F)							-.12*	.06		
Emotional Intelligence (F)									.27‡	.04
PA (L) x Emotional Intelligence (F)									-.05*	.03
NA (L)x Emotional Intelligence (F)									-.01	.03
Variance level 2 (L)	.10**	.04	.09**	.03	.09**	.03	.07*	.03	.04*	.02
	(28.1%)									
Variance level 1 (F)	.26‡	.03	.26‡	.03	.26‡	.03	.26‡	.03	.20‡	.03
	(71.9%)									
-2 Log Likelihood	331.492		325.333		322.532		316.761		266.469	

Note. *p < .05, ** p < .01, ‡ p < .001. N=64 leaders and 189 followers. (L)=Leader, (F)=Followers. SE = standard estimate.

Table 5.3 Multilevel Results towards Follower Negative Affect

	Follower Negative Affect									
	Null Model		Control Model		Leader Direct Effects Model		Moderator Model 1		Moderator Model 2	
	β	SE	β	SE	β	SE	β	SE	β	SE
Intercept	1.848‡	.03	1.848‡	.03	1.848‡	.03	1.848‡	.03	1.848‡	.03
Age (L)			.04	.04	.04	.04	.03	.04	.03	.04
Age (F)			-.08*	.04	-.08*	.04	-.07*	.04	-.09**	.04
Work Hours (L)			-.05	.05	-.05	.05	-.03	.05	-.02	.05
Work Hours (F)			-.04	.05	-.04	.05	-.04	.05	-.04	.05
Tenure (L)			.01	.04	.00	.04	.00	.04	.00	.04
Tenure (F)			.07**	.03	.07**	.03	.06**	.03	.08**	.03
Team Size (L)			-.06*	.03	-.07*	.03	-.05	.03	-.04	.03
PA (L)					.03	.04	.00	.04	.04	.04
NA (L)					.00	.05	-.01	.05	.00	.05
Interaction Time (L)							.04	.03		
PA (L) x Interaction Time (F)							.03	.03		
NA (L)x Interaction Time (F)							.10**	.04		
Emotional Intelligence (F)									-.06**	.03
PA (L) x Emotional Intelligence (F)									-.04	.03
NA (L)x Emotional Intelligence (F)									-.05	.04
Variance level 2 (L)	.01 (4.8%)	.02	.01	.01	.00	.01	.00	.00	.00	.00
Variance level 1 (F)	.18‡ (95.2%)	.02	.17‡	.02	.17‡	.02	.17‡	.02	.17‡	.02
-2 Log Likelihood	220.923		207.900		207.387		198.399		202.190	

Note. *p < .05, ** p < .01, ‡ p < .001. N=64 leaders and 189 followers. (L)=Leader, (F)=Followers. SE = standard estimate.

Table 5.4 Multilevel Results towards Follower OCBs

	Follower OCBs											
	Null Model		Control Model		Leader Direct Effects Model		Moderator Model 1		Moderator Model 2		Model with Follower Affect	
	β	SE	β	SE	β	SE	β	SE	β	SE	β	SE
Intercept	3.402‡	.05	3.401‡	.05	3.401‡	.05	3.401‡	.05	3.401‡	.04	3.401‡	.04
Age (L)			-.10	.07	-.09	.07	-.09	.07	-.03	.05	-.03	.05
Age (F)			-.08	.06	-.08	.06	-.08	.06	-.04	.05	-.03	.05
Work Hours (L)			.14	.09	.14	.09	.12	.09	.07	.07	.06	.06
Work Hours (F)			-.05	.09	-.05	.07	-.05	.07	-.07	.06	-.12*	.06
Tenure (L)			.00	.07	.01	.07	.00	.07	-.01	.05	-.01	.05
Tenure (F)			.05	.04	.05	.04	.05	.04	.04	.03	.05	.03
Team Size (L)			-.01	.05	-.00	.05	-.02	.05	.06	.04	.05	.04
PA (L)					-.03	.05	-.02	.05	-.06	.05	-.04	.04
NA (L)					-.02	.06	-.01	.06	-.01	.06	-.03	.05
Interaction Time (L)							-.01	.06				
PA (L) x Interaction Time (F)							-.03	.05				
NA (L)x Interaction Time (F)							-.06	.06				
Emotional Intelligence (F)									.39‡	.04	.25‡	.05
PA (L) x Emotional Intelligence (F)									-.09**	.04	-.09**	.03
NA (L)x Emotional Intelligence (F)									.08*	.05	-.09**	.03
PA (F)											.21**	.08
NA (F)											-.03	.08
Variance level 2 (L)	.06* (15.2%)	.04	.05*	.03	.05*	.03	.05	.03	.00	.00	.00	.00
Variance level 1 (F)	.36‡ (84.8%)	.05	.35‡	.04	.35‡	.04	.35‡	.04	.27‡	.03	.26‡	.03
-2 Log Likelihood	368.504		360.414		360.025		358.825		290.427		282.505	

Note. *p < .05, ** p < .01, ‡ p < .001. N=64 leaders and 189 followers. (L)=Leader, (F)=Followers. SE = standard estimate.

To provide an interpretation of the two-way moderating effects, we present the graphed interactions in Figures 5.2-5.6. Figure 5.2 shows that at low levels of leader NA, there is no difference in levels of follower PA irrespective of low or high levels of leader time interaction. However, at high levels of leader NA, followers with low levels of time interaction with that leader are not adversely affected, and indeed, report significantly higher PA. However, those with high leader time interaction are more adversely affected, reporting significantly lower PA. Figure 5.3 shows that at low levels of leader NA, there is little difference in levels of follower NA irrespective of low or high levels of leader time interaction. At high levels of leader NA, followers with low levels of time interaction with that leader are not adversely affected and report significantly lower NA, while those with high leader time interaction are adversely affected, reporting significantly higher NA. These effects support the intensification effect from greater time spent with the leader.

Figures 5.4 to 5.6 all explore the interaction effects from EI, and these are discussed together because the effects are uniformly similar. Towards follower PA (Figure 5.4) and follower OCBs (Figures 5.5-5.6) we find that at low levels of leader affect, that respondents with low EI report the lowest levels of PA and OCBs and this is sustained at high levels of leader PA (Figures 5.4 and 5.5) and leader NA (Figure 5.6). For follower respondents with high EI, they report the highest PA and OCBs at all levels of leader emotions. This supports the beneficial transmission effects (i.e. both affective and inferential) expected of EI.

Figure 5.2 Interaction Effect of Leader NA by Leader Interaction Time towards Follower PA

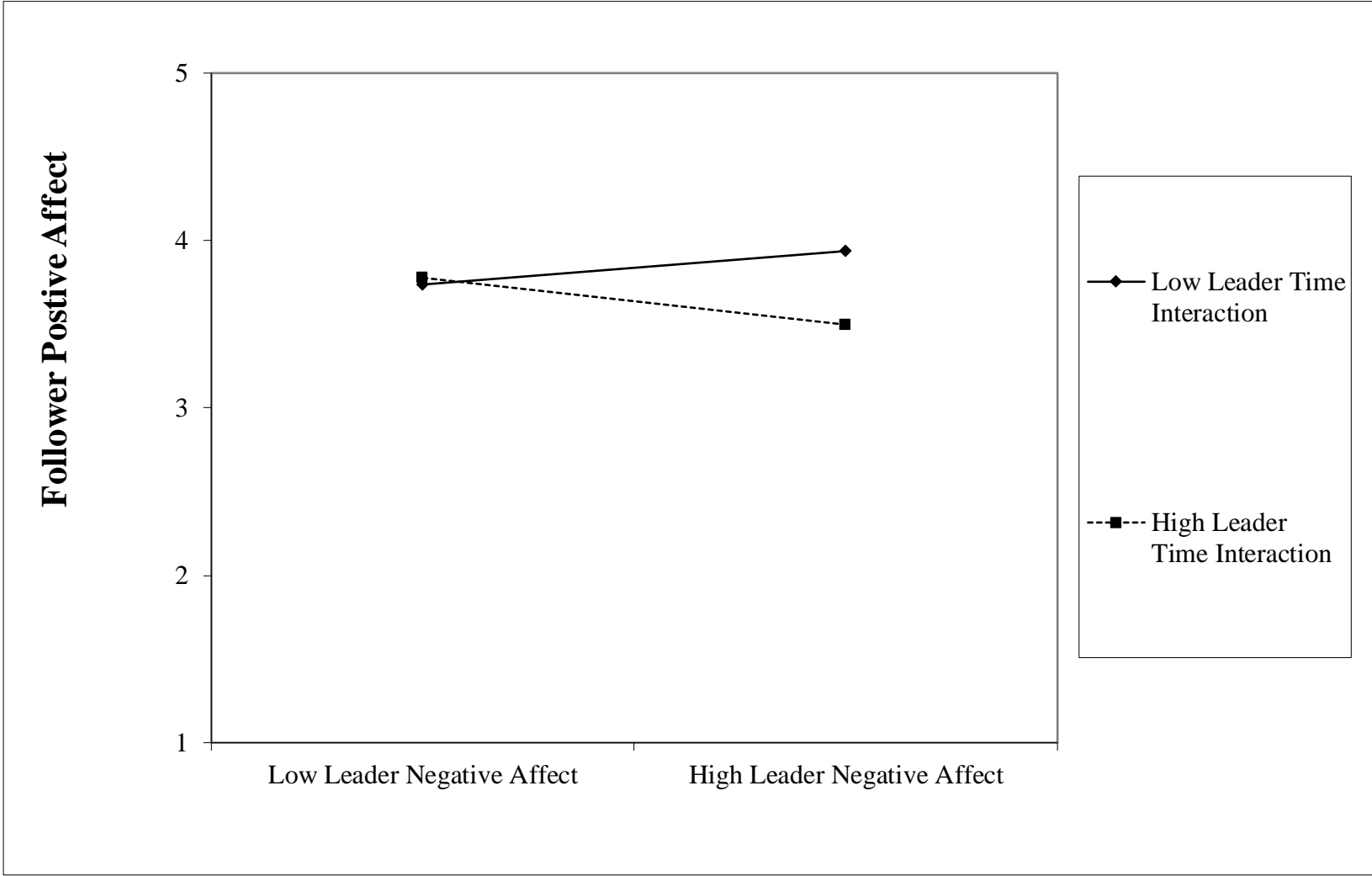


Figure 5.3 *Interaction Effect of Leader NA by Leader Interaction Time towards Follower NA*

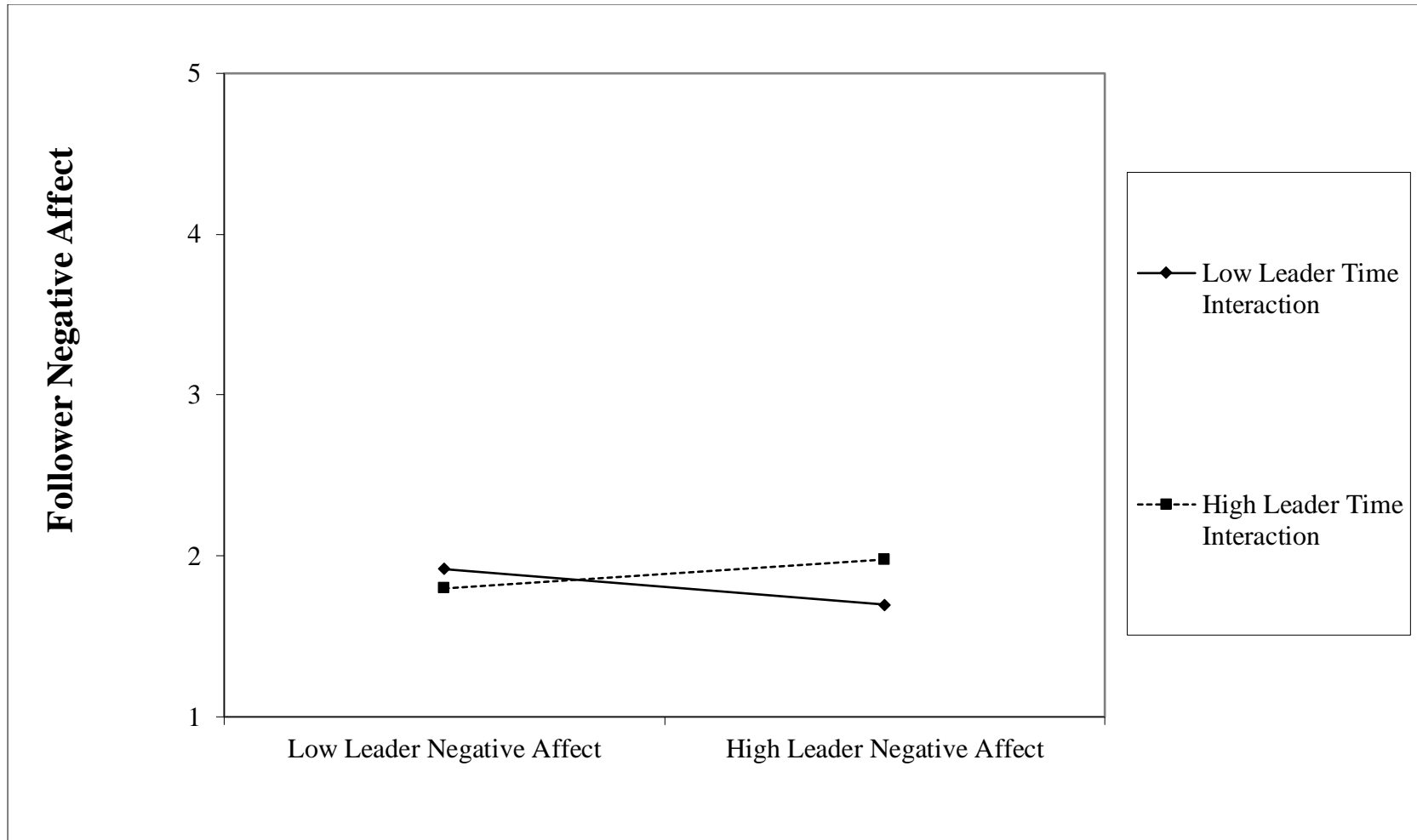


Figure 5.4 Interaction Effect of Leader PA by Follower Emotional Intelligence towards Follower PA

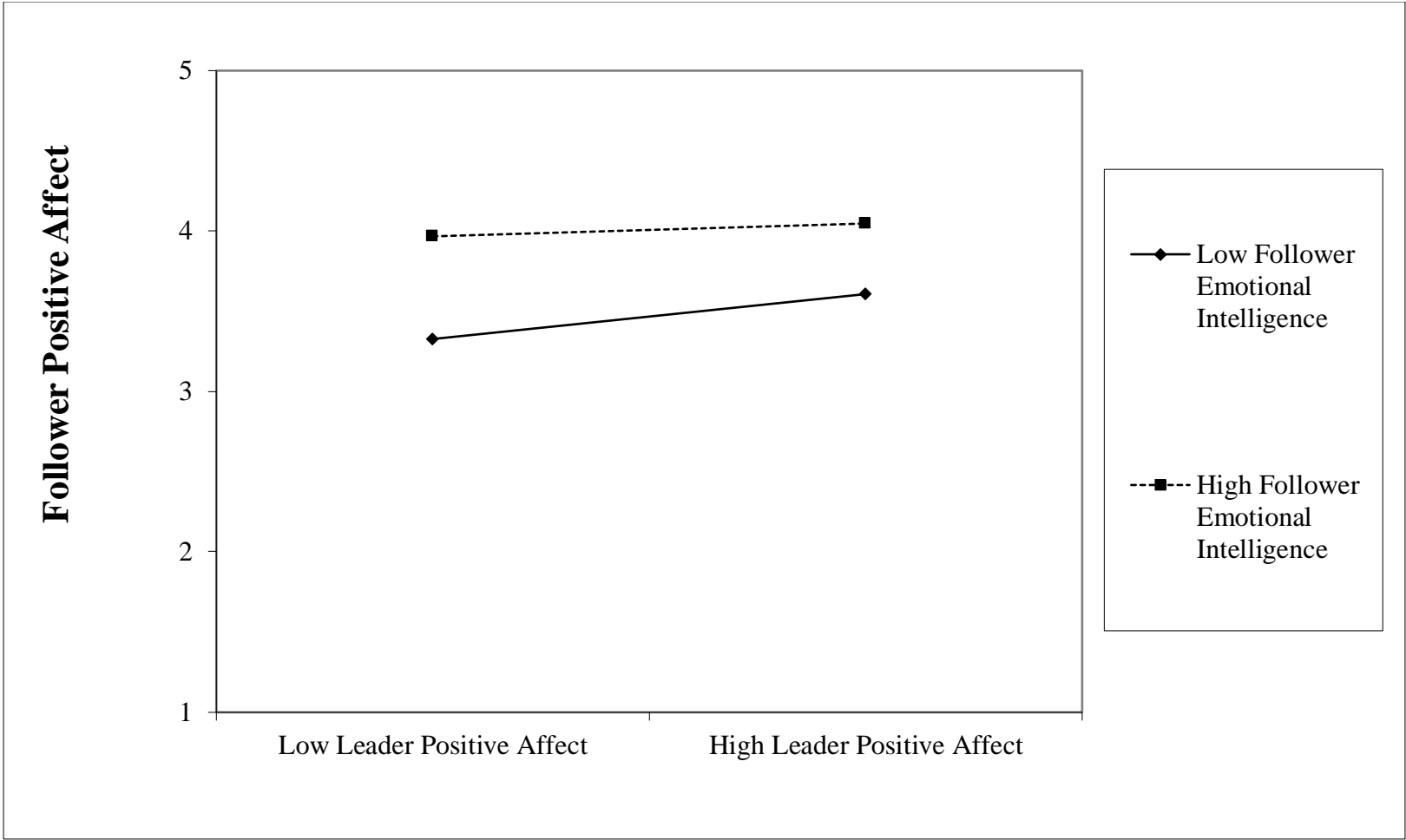


Figure 5.5 Interaction Effect of Leader PA by Follower Emotional Intelligence towards Follower OCBs

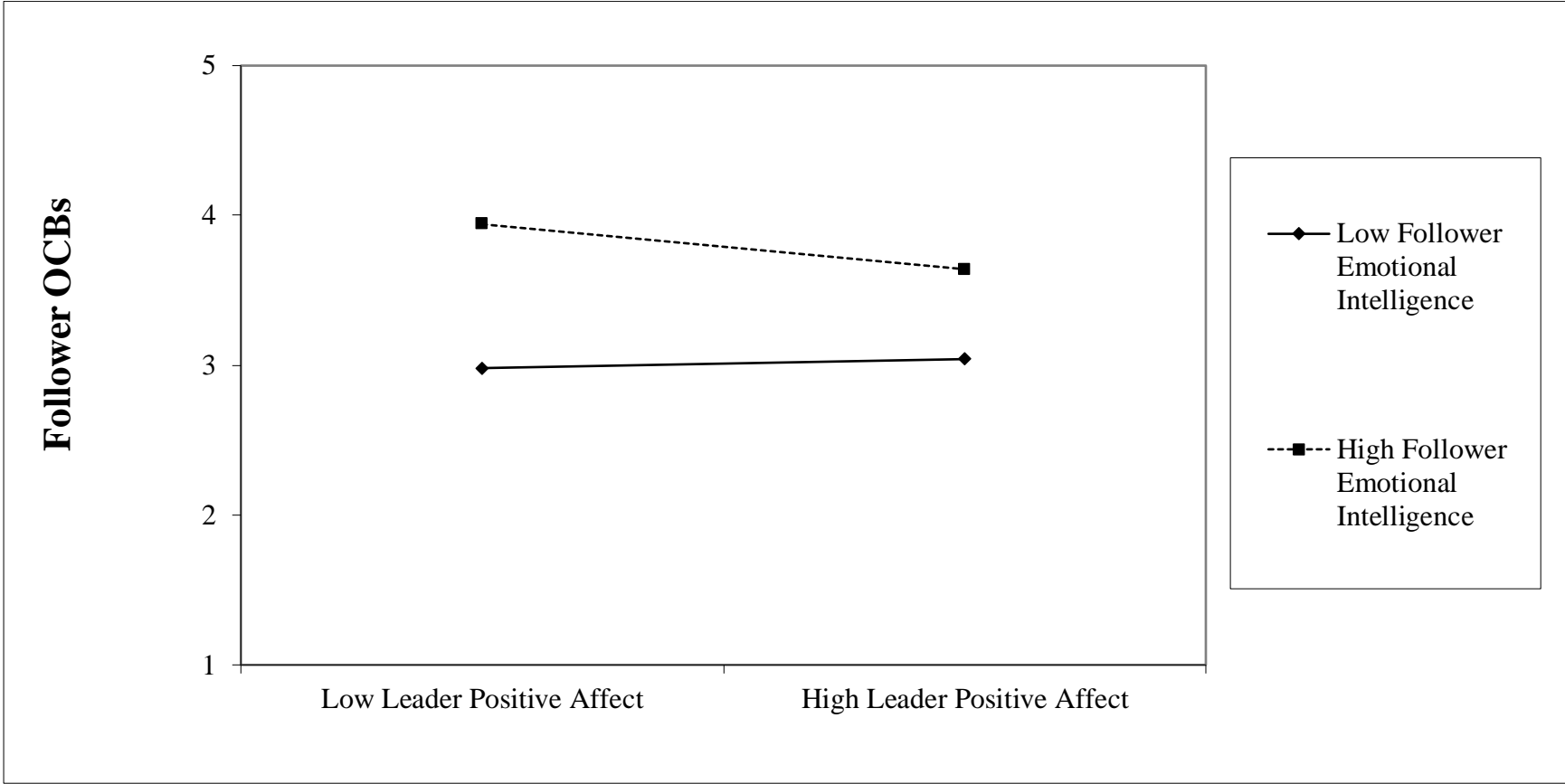
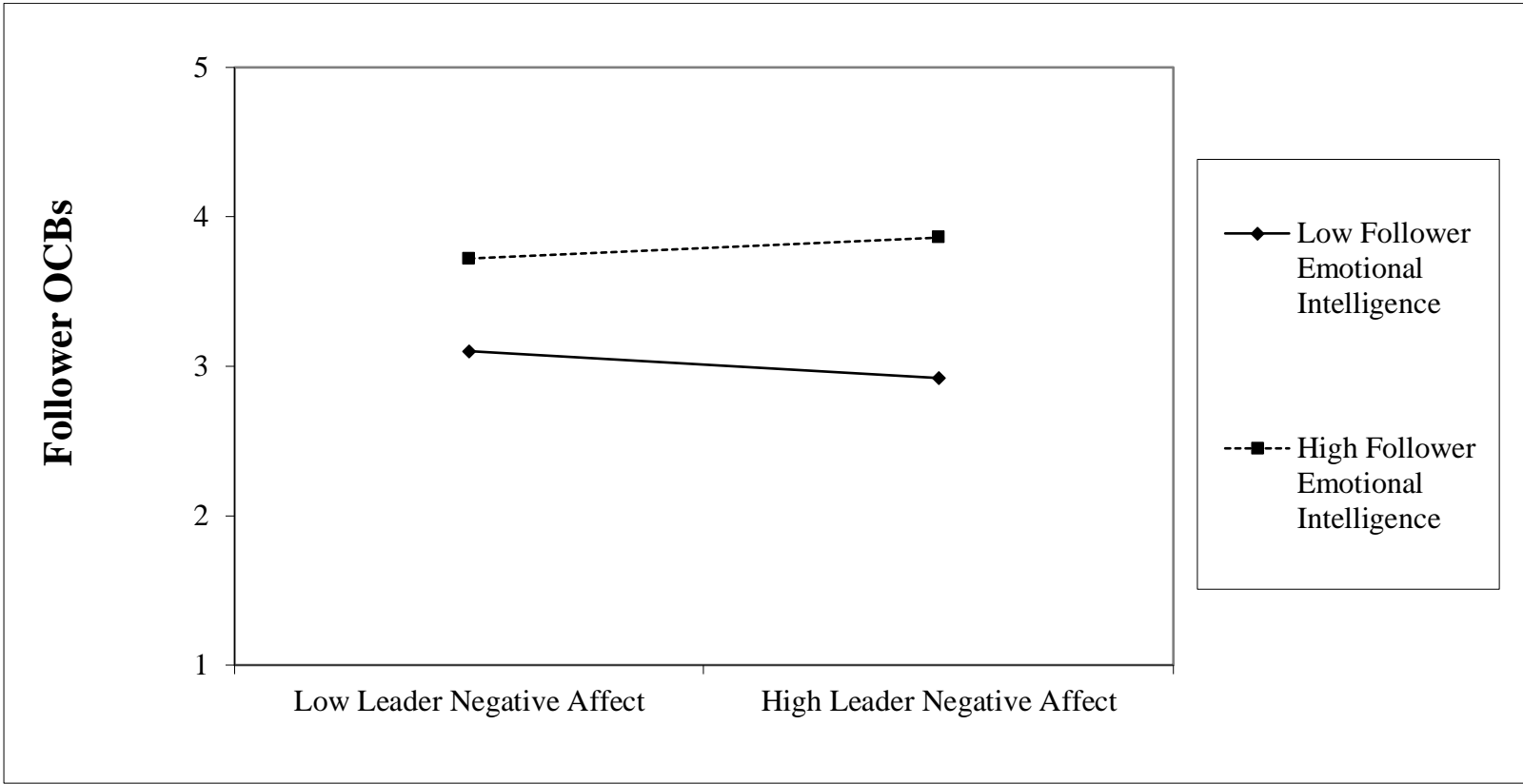


Figure 5.6 *Interaction Effect of Leader NA by Follower Emotional Intelligence towards Follower OCBs*



5.5 Discussion

Researchers have started to acknowledge the importance of affect in organizations, particularly in the leadership processes (Ashkanasy et al., 2017; Van Knippenberg & Van Kleef, 2016). Previous studies evaluating the leader's affective influences on followers (and their work outcomes) noted that the impact of the leaders' affect centers on a positive versus negative focus. Several studies find that leader PA positively influences follower affect and ultimately work attitudes and behaviors (e.g., Eberly & Fong, 2013; Gooty et al., 2019; Moss et al., 2021; Sy et al., 2018). However, a conundrum for researchers has been studies evaluating the effectiveness of leader NA provides conflicting evidence. Some scholars (e.g., Koning & Van Kleef, 2015; Park et al., 2019) found adverse influences on followers, whereas others (e.g., Chi & Ho, 2014) find favorable influences.

Predominantly, most of the research on leadership and affect has been conducted in western countries with low power distance cultures, where leaders and followers may enjoy a relatively equal distribution of power within organizations. Notably, Dickson et al. (2003) argue these findings may not apply to higher power distance cultures, for which little is known. In such cultures, leaders exercise greater power and may be inclined to display NA down the power hierarchy, and followers may be expected or required to show more positive affect up the hierarchy (Daniels & Greguras, 2014). Consequently, scholars have called for research in such settings (Lam et al., 2012; Rowley & Ulrich, 2012). This paper responds to these calls by sampling from Pakistan and exploring how leader PA and NA influence follower PA, NA, and OCB. Further, responding to call from Van Knippenberg and Van Kleef (2016), we examined the moderating role of leader-follower interaction (time) and follower EI to understand better the process of affect transmission between leaders and followers.

The results showed that the leader PA has a significant positive relationship with follower PA, aligning with previous research (Eberly & Fong, 2013; Kock et al., 2019). The

transmission of affect from leader to follower can be explained by the affective reaction's mechanism under EASI theory, in which followers tend to mimic and synchronize their emotions with leaders' by observing nonverbal cues. One unanticipated finding was that leader NA is not directly related to follower NA. This is contrary to previous studies, which have suggested that leader negative affective display translates into followers NA (e.g., Güntner et al., 2021; Johnson 2009). However, significant moderating effects were found of leader NA to followers when interaction time was longer. Here, when the leader displayed higher NA, the longer interaction time significantly increased follower NA and significantly decreased follower PA. These results may be explained by the fact that longer interaction time intensifies the affective reactions (i.e. contagion) mechanism by providing followers more time to observe leaders' negative facial expressions, body movements, and pitch and tone of voice, therefore enabling them to mimic and synchronize affect automatically.

The combination of the above findings may suggest that in higher power distance cultures, followers greatly value positive affect and tend to catch leader PA irrespective of the length of interaction time. This may be because, in higher power distance cultures, followers are expected and required to show positive affect up the power hierarchy. Our study finds that followers do not catch their leader's negative emotions until they spend longer time with leaders. Further, we find that follower PA is positively related to follower OCB, aligned with previous research (Dalal, 2005; Koopman et al., 2016), suggesting that intrapersonal impact of moods and emotions plays a role in shaping work behaviors. For instance, a happy worker appears more willing to help coworkers. Taken in combination, we find that leader PA does not directly influence follower OCBs, but given they do influence follower PA, which in turn influences their own OCBs, this supports an indirect effect from leaders to followers OCBs. Although we did not measure the mediation effect, but we used the affective reaction

mechanism of EASI theory to understand how leaders' positive affect can indirectly shape followers' work behaviors via engendering similar affective states.

Our results also provide support for the direct and moderating role of follower EI. Initially, we found that follower EI has a direct significant positive relationship with follower PA and OCB, and a direct significant negative relationship with follower NA. These findings support the theoretical tenets of EI (Wong & Law, 2002) and suggest that followers with high EI can feel positive, control negative emotions and related distress, and are capable of using the information from emotions to enhance performance. This also provides new support for EI in a unique cultural setting of Pakistan, which has been largely missing from the EI literature. Regarding significant moderating effects, high EI was found to facilitate leader influence on follower factors. Specifically, followers with high EI reported significantly higher positive affect and willingness to perform OCBs at all levels of leader PA.

Interestingly, followers with higher EI were also increasingly willing to perform OCBs even when the leaders expressed negative emotions. This finding may be explained by the inferential process suggested by the EASI theory, in which followers try to extract information from the leader's emotions and use that for guiding work behaviors. For instance, if a leader is upset about missing an important project deadline (and expressing it through negative nonverbal cues), followers with high EI are likely to extract information and comprehend the cause of the leader's negative affect. This inferential process may lead followers to work additionally hard, perhaps expressed through performing more OCBs to help meet deadlines.

5.5.1 Theoretical Implications

Given the findings, this paper offers several theoretical implications for the field of leadership and affect. First, we advanced the EASI theory by testing the leader-follower interaction (time) and follower EI as moderators of affective reactions and inferential processes paths. Previous

studies have mainly focused on direct, and mediation effects of the leader affect on followers (e.g., Johnson, 2009; Van Kleef et al., 2010). Recently, scholars have expressed the need to include situational and individual moderating contingencies for a better understanding of affect transmission mechanism between leaders and followers (Van Knippenberg & Van Kleef, 2016). We responded to these calls and showed that leader-follower interaction (time) moderates the affective reactions path for transmitting leader NA into followers. In addition, follower EI facilitates inferential processes (by increasing information processing regarding moods and emotions), and moderates at two phases from leader affect to (1) follower affect and (2) follower OCBs. Thus, the present study contributes to the EASI theory by providing empirical evidence on situational and individual factors as moderators of affective reaction and inferential processes mechanisms.

Second, we expanded the leadership and affect research by using a non-western setting (Pakistani). We provide evidence that in higher power distance cultures, followers greatly value positivity and appear inclined to catch positive emotions, irrespective of the length of leader interaction time. This aligns with Daniels and Greguras (2014) argument that followers in such cultures are expected to show more positive emotions up the power hierarchy. Notably, followers do not catch negative emotions until they spend a longer time with a leader who displays high negative emotions. Third, this paper extends the generalizability of EASI theory to the field-setting by examining the established leader-follower relationship. Wilhelm and Grossman (2010) content that people behave differently in response to emotional expression in established relationships (i.e., within work settings) than strangers in lab settings. In leadership research, only one prior study (e.g., Wang & Seibert, 2015) has utilized EASI theory in the field settings. Lastly, we advanced the OCB literature by broadening its set of determinants, specifically around follower EI. Moreover, showing that leader affect also plays

an essential role in enacting followers' willingness to perform citizenship behavior when followers have high EI.

5.5.2 Practical Implications

Our findings have implications for practice. First, we call on leaders to acknowledge the explicit benefits of displaying positive emotions towards followers. Leader positive emotions are not only contagious but also provide information that positively influences follower emotions and helping behaviors. Our findings showed that leader PA not only increase follower PA directly but also enhanced followers OCBs through their EI. Moreover, based on our results regarding interaction time, we advise leaders to be careful in expressing high negative affect, especially in a workplace arrangement where leaders interact with followers for large periods daily. A strategy here might be to limit interactions at such negative times. Second, given that OCBs contribute to organizational success (Organ et al., 2006), organizations should acknowledge the steering role of employees' EI in driving their willingness to perform such behaviors. It might be advantageous to conduct training sessions and courses on EI as this may equip employees to appraise their own and others' emotions in the workplace in an effective way. Hence, employees will be better able to experience positive affect and regulate negative affect – their own and infused by the leaders – and use the information from emotions to shape their work behaviors. Lastly, we recommend human resource personnel seek to appraise candidates' EI during the hiring process to enhance the potential contribution of new hires to organizations.

5.5.3 Future Research

The present study extended EASI theory by incorporating new moderators around interaction time (leader-follower) and follower EI. This approach was fruitful, and we encourage studies in western cultures to similarly explore such factors to see whether our findings generalize. Further, previous research (e.g., Koning & Van Kleef, 2015) relates leader affective displays

with follower OCBs, but we did not explore mediating factors, unlike these studies. Future research might extend our model to focus on this by incorporating mediating variables such as followers' liking for the leader (e.g., affective reaction) and followers' attribution of sincerity/manipulation to leaders' affective display (e.g., inferential process). The present study did not link leader affective display with contextual factors as we only measured leader PA and NA. Previous research (e.g., Ten Brummelhuis et al., 2014) documented that leaders' work-life conflict and enrichment experiences shape affective displays. Therefore, future research could account for contextual factors such as organizational change (i.e. restructuring), cognitive workload, and work-life balance (Haar and Brougham, 2020).

5.5.4 Limitations

A primary limitation of the present study was the use of self-report data, although the separation of leader and follower does enhance confidence in our findings. Such an approach is typical of the literature (e.g., Ten Brummelhuis et al., 2014), but future research might extend this design and look at daily fluctuations in leader affective displays to better understand transmission between leader-follower. Further, beyond collecting data from two different sources (i.e. leaders and followers), we applied a one-week time lag to increase the robustness of our leader-follower transmission findings. Again, future research might utilize a longitudinal design to replicate our multilevel model. Finally, although we included a leader-follower sample from Pakistan to understand how leader affect influences follower factors within a collectivist culture (and related power distance), we did not measure power distance in our study. Future studies focused on collectivist cultures (e.g., Pakistan) can explicitly measure and analyze the construct of power distance to get better insights into the leader-follower affective influence within a specific culture.

5.6 Conclusion

We utilized EASI theory to understand how leaders' affective displays (positive and negative) influence followers' affect and ultimately shape their citizenship behaviours in the presence of individual and situational contingencies. The results of our study provide that leader PA is contagious and cast beneficial effects on followers' affect and their OCBs. Distinctively, leader NA does not translate into followers until the leader has a longer interaction time with followers. Furthermore, followers' EI facilitates contagion of PA, and followers with high EI are more willing to perform OCBs on their own and as a result of leader affective display. We aspire for more scholarly interest in this evolving field of research.

5.7 References

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CHAPTER SIX: PAPER 3

Leader Emotional Labor and Follower Work Engagement: Different Pathways Depending on Surface or Deep Acting

Preface

Through the reviews, it is apparent that a majority of the extant literature assumes leadership affective displays as authentic and spontaneous. Since leadership positions may require leaders to engage in emotional labor when interacting with the followers to express suitable moods and emotions, this thesis also focused on understanding interpersonal influences of leader emotional labor on followers directly and through mediation paths. This paper empirically examines the impact of leader surface and deep acting on followers' work engagement via the indirect effects of followers' liking for the leader (e.g., affective path) and followers' attribution of the leader sincerity (e.g., cognitive/inferential path), and in the presence of high (low) level of followers' epistemic motivation. To test these relationships under EASI and attribution theory, mediation and moderation effects are tested. This paper finds support for the interpersonal influence of leader surface/deep acting through underlying mechanisms, which are further contingent on contextual factors.

This paper is under review at the *Journal of Vocational Behavior*. This chapter is formatted in APA style.

Abstract

Based on the theoretical integration of emotions as social information (EASI) theory with attribution theory, we argue that leader use of surface and deep acting influences follower work engagement directly and through different mediation paths (follower liking for the leader and follower attribution of leader sincere intent). Further, we test follower epistemic motivation as a moderator, attenuating the crossover influences from leaders to followers. We extend the literature by exploring these leader-follower relationships in the unique cultural setting of Pakistan. We test these using a sample of 102 leaders and 303 followers using multi-level analysis. We find that leader surface acting has detrimental influences on followers' work engagement. Furthermore, follower liking for the leader fully mediates the significant detrimental influences of leader surface acting on follower work engagement and made it non-significant. While leader deep acting does not have significant direct relationship with followers' work engagement, follower attributions of the leader sincere intent can indirectly transmit positive influence from leader deep acting to follower work engagement. Lastly, the high epistemic motivation of followers produced positive direct and moderated influences on work engagement and crossover, respectively. Implications for theory and practice are discussed, and limitations and future research directions are provided.

Keywords: *leader-follower; surface and deep acting; affective reactions; attributions; epistemic motivation; Pakistan.*

6.1 Introduction

There is a growing body of literature that recognizes workplace affect (see Chapter 2 for definition) as an indispensable part of leadership processes and outcomes (Van Knippenberg & van Kleef, 2016; Liu et al., 2017; Cropanzano et al., 2020). Prior research has established that leaders' affect directly and/or indirectly predict followers' work outcomes such as performance (e.g., Wang & Seibert, 2015), job satisfaction (e.g., Fisk & Friesen, 2012), engagement and burnout (e.g., Ten Brummelhuis et al., 2014), and citizenship behaviors (e.g., Koning & Van Kleef, 2015). In the same vein, leader positive and negative affective displays have been found to enact positive and negative influences on followers (Eberly & Fong, 2013; Koning & Van Kleef, 2015; Gooty et al., 2019; Chi & Ho, 2014).

The research to date has tended to presume that affect displayed by the leaders are authentically felt and spontaneous (Wang & Seibert, 2015). However, there is growing evidence that leaders, on the other hand, often engage in emotional labor to align personal feelings with workplace display rules (McKenzie et al., 2019; Grandey et al., 2020). Emotional labor may be described as the effortful strategies (i.e. surface acting and deep acting) that involve the management of feelings to create an observable facial and bodily display (Hochschild, 1983; Steinberg & Figart, 1999; Grandey et al., 2020). Surface acting is one strategy where employees change outward emotional expression without trying to internally feel the displayed emotions. Whereas, in deep acting, employees try to match internal feelings with external emotional expression (Huang et al., 2014). For example, a leader not feeling well but comes to work and strives to be happy and focused and 'make' these feelings their reality. Notably, surface acting and deep acting are carried out by presenting observable verbal and non-verbal cues to others in the workplace, which are pivotal for crossover influences in the leader-follower relationship.

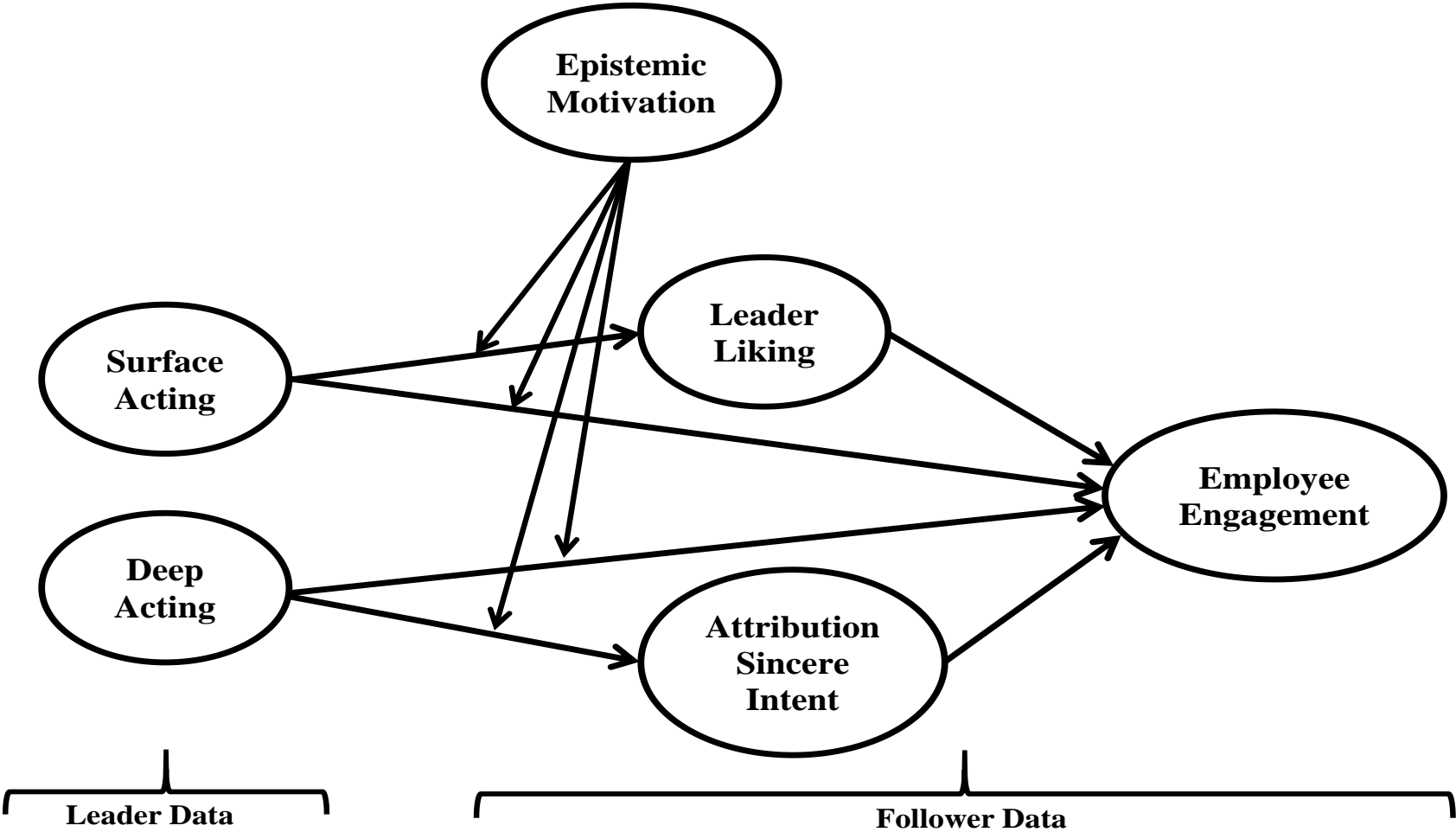
Correspondingly, leaders are perhaps expected to rely on emotional labor, as leadership roles convey meanings by expressing moods and emotions that they may not genuinely feel (Humphrey et al., 2008; Fisk & Friesen, 2012). For instance, Humphrey (2012) documented that leaders do engage in surface and deep acting when they interact with subordinates. Differences have been found around the effectiveness of leader emotional labor. Some researchers (e.g., Humphrey et al., 2008, 2015) found beneficial effects towards followers' performance, while others (e.g., Wang & Seibert, 2015; Fisk & Friesen, 2012) found negative effects. This shows a need to understand how and when a leader's emotional labor may cast positive or negative influences on follower factors.

Moreover, previous research on leader emotional labor has utilized emotions as social information (EASI) theory and related principles of affective reactions and inferential processes to link leader surface and deep acting with follower performance (e.g., Wang & Seibert, 2015; Moin, 2018). However, the mediating mechanisms that underpin this relationship are still unknown. Accordingly, responding to call from Wang and Seibert (2015), and building on theoretical assimilation of EASI theory with attribution theory, we argue that leader surface and deep acting trigger follower liking for the leader (e.g., affective reactions) and follower attribution of leader sincere intent (e.g., inferential processes and attributions) that ultimately shape followers' work engagement. In addition, followers' epistemic motivation (e.g., motivation to process information from emotions) moderates the relationship among these variables.

Overall, the present paper makes three contributions. First, we integrated EASI theory with attribution theory to measure and explain the mediating mechanism in the relationship of leader emotional labor and follower outcomes in combination with moderating influences. Second, we addressed the dearth of leadership and emotions research in non-western countries by sampling Pakistan, providing new empirical insights from higher power distance cultures (Lam

et al., 2012). Third, we addressed methodological issues that stem typically from focusing on laboratory and scenario-based studies, and conduct a field study (Gooty et al., 2010). Our study model is shown in Figure 6.1.

Figure 6.1 Study Model



6.2 Theoretical Approaches: EASI Theory and Attribution Theory

In the leadership context, EASI theory posits that leaders' emotional expression shapes followers' work behaviors through stimulating affective reactions and/or inferential processes (Van Kleef, 2009). Irrespective of whether leaders display genuine or regulated affect, they provide verbal and non-verbal cues to followers through oral/written communication, facial expressions, body language, and pitch and tone of voice. These cues lead to affective reactions when followers automatically mimic and synchronize their emotions with that of the leader. In addition to this, followers also perceive information from leaders' affective displays which can trigger the inferential process in their minds (Van Kleef, 2009, 2017). For example, followers who can detect a discrepancy between the leader's felt and displayed emotions, may start to appraise the authenticity and sincerity of the leader's emotions. Consequently, affective reactions and inferential processes may serve as contextual pathways to shape followers' work behaviors such as work engagement and citizenship behaviors (Koning & Van Kleef, 2015).

Attribution theory complements the inferential processes mechanism of EASI theory. The basic tenet of attribution theory is that individuals tend to understand others' actions and behaviors through causal explanations, more specifically by attributing beliefs, feelings, and intentions to them (Heider, 1958; Fiske & Taylor, 1991). Leadership researchers (e.g., Dasborough & Ashkanasy, 2002, 2004; Wang & Seibert, 2015) have used this theory to study leader-follower relationships, especially the influence of leader affective displays on followers. Attribution theory suggests that when leaders display affect and related behaviors, followers try to make sense of leaders' behavior and in this process attribute beliefs and intentions to such behaviors (Green & Mitchell, 1979). For instance, leaders who provide networking opportunities to their followers (i.e., other-focused behaviors) may be ascribed as leaders with sincere intent. In contrast, self-focused behaviors of leaders such as taking credit of team success could lead followers to attribute manipulative intentions (Dasborough & Ashkanasy,

2004). Thus, attribution theory can help explain the interpersonal influence of leader use of emotional labor (e.g., an affective behavior) on followers.

6.3 Literature Review and Hypothesis Development

6.3.1 Leader Emotional Labor and Influences on Followers

Leadership and affect literature (e.g., Van Knippenberg & van Kleef, 2016; Eberly & Fong, 2013; Koning & Van Kleef, 2015; Gooty et al., 2019) argues that leaders' affect have the ability to influence followers' behaviors positively and/or negatively. For example, Ten Brummelhuis et al. (2014) found leaders' negative affect predicted followers' negative affect. This indicates that the affect a leader displays, such as being irritable (negative affect) or enthusiastic (positive affect) provide cues that followers see, process, and imitate. Therefore, effective leaders regulate their own emotions to aid the way they influence their followers (Fisk & Friesen, 2012; Arnold et al., 2015). Humphrey et al. (2008) noted that leadership roles involve complex emotional labor/regulation in which leaders must experience and express a variety of emotions requiring them to vary the valence, frequency, and intensity of these.

Previously, leadership and affect research assumed that affects displayed by the leaders are genuine and spontaneous (Wang & Seibert, 2015). However, recent evidence (e.g., McKenzie et al., 2019; Grandey et al., 2020) suggests that leaders frequently engage in emotional labor to align their moods and emotions with workplace display rules. Hence, savvy leaders can change and show 'more appropriate' cues to their followers. For example, an angry leader might regulate that emotion to appear more interested in what followers are doing. What is less well known is how leader emotional labor influences followers' affect and work behaviors. Gross (1998) defined emotional labor/regulation as a process by which "individuals influence which emotions they have, when they have them, and how they experience and express [those] emotions" (p. 275). Specifically, emotional labor is based on effortful strategies

(e.g., surface acting and deep acting) that involve the management of feelings to create an observable facial and bodily display (Hochschild, 1983; Grandey et al., 2020).

Surface acting involves changing outward emotional expression without trying to internally feel the displayed emotions. The crux of surface acting is to disguise what the actor (e.g., leader) feels and/or pretend to feel what he/she does not (Hochschild, 1983). This is achieved through changing the physiological sign such as facial and vocal expression and body language. Because of discrepancies between internal feelings and external expression, surface acting may appear deceptive or insincere to observers (e.g., followers) and they may refer to their leader as “acting in bad faith” (Rafaeli & Sutton, 1987, p. 32). In contrast, deep acting involves matching internal feelings with external emotional expression (Huang et al., 2014), and is largely achieved via attention deployment (e.g., focusing on positive aspects and ignoring negative aspects of a situation) and cognitive change (e.g., changing definition and meaning attached to a situation) (Fisk & Friesen, 2012; Grandey et al., 2020). Hence, in the above example, the genuine leaders become interested in their followers to understand why they were feeling angry. Due to the congruence between internal feelings and external expression, deep acting may appear genuine and sincere to observers (e.g., followers) and can be referred to as acting in good faith (Lartey et al., 2019). Although deep acting is imperfect and less authentic compared to genuine emotions, it is still an effective way of aligning internal feelings with organizational display rules (Fisk & Friesen, 2012).

Importantly, surface acting and deep acting is accomplished by providing observable verbal and nonverbal cues to others in the workplace (Hochschild, 1983), with evidence suggesting that individuals can indeed differentiate between different guises of emotional labor (Mo & Shi, 2017; Yam et al., 2016; Wang & Seibert, 2015; Humphrey, 2012). In the leadership context, previous theoretical research proposed that leader deep acting can signal relatively higher of emotional authenticity compared to surface acting (Gardner et al., 2009), which can

result in positive reactions from followers (e.g., Fisk & Friesen, 2012). For instance, Wang and Seibert (2015) conducted a field-survey and found that surface acting functioned as a boundary condition between leader display of positive emotions and followers' performance and hence offset the positive crossover effects. In the same vein, Moin (2018) documented that leader deep acting was associated with a higher level of followers affective, normative, and continuance commitment. Whereas leader surface acting was negatively related to all forms of follower commitment. Thus, leaders who act deep are more likely to secure positive work outcomes from followers, as leaders are considered socially competent, authentic, and interpersonally sensitive (Hunt et al., 2008).

We argue that the use of surface and deep acting by the leader can trigger an inferential and attributional process in followers, causing them to find the discrepancy and/or congruence between leader internal feelings and outward emotional expression, and in turn shape the followers work engagement. We focus on follower work engagement due to two reasons: (1) EASI theory suggests that leader display of emotions can play a considerable role in shaping follower work behaviors (e.g., emotional and behavioral engagement); (2) work engagement is an outcome variable of special importance in organizational behavior and management spheres (Clack, 2020; Kwon & Kim, 2020). Based on the above we predict the following.

Hypothesis 1. *Leader surface acting will be negatively related to follower work engagement.*

Hypothesis 2. *Leader deep acting will be positively related to follower work engagement.*

6.3.2 Followers' Liking for the Leader

Liking is an important aspect of the leader-follower relationship, indeed effective leaders deliberately work to enhance their liking among their followers (Engle & Lord, 1997; Sy, 2012; Martin, 2015). A leader's emotional display plays a key role in shaping followers' liking for

him/her through an affective reaction mechanism. We might expect a leader who is consistently grumpy and angry to be less liked by their subordinates. For example, Koning and Van Kleef (2015) stated that leader expression of positive emotions resulted in enhanced follower liking for the leader, and expression of negative emotions results in reduced liking. However, what is less known is how the authenticity of a leader's emotional display influence followers' liking for the leader. As noted previously, leader affective display provides observable verbal and nonverbal cues to followers, who then can detect discrepancy or congruence between leader internal feelings and outward expression. Accordingly, followers may be able to identify the use of surface acting by the leader, which could be expected to lead followers to attribute the leader's behavior as inauthentic, self-consumed, and manipulative. Consequently, this can result in reduced follower liking for the leader. Based on the above we predict.

Hypothesis 3a. *Leader surface acting will be negatively related to follower liking for the leader.*

Extant research provides that follower liking for the leader results in positive outcomes such as follower job satisfaction (e.g., Sy, 2012), a better quality of leader-follower exchange relationship (Engle & Lord, 1997), and follower ratings of effective leadership (Martin, 2015). These positive outcomes of leader liking may be attributed to an affective reaction from followers. For example, employees may show greater emotional engagement with job and organization while working with a pleasant and friendly manager as opposed to a hostile one. Based on the above, we contend the following:

Hypothesis 3b. *Follower liking for the leader will be positively related to follower work engagement.*

Using the tenets of EASI theory, we further argue that follower liking for the leader can act as a mediator in the relationship of leader surface acting with follower work engagement. EASI theory and its mechanisms of affective reactions and inferential processes have been used

to link leader affective displays (regulated affect) with follower outcomes such as task performance and citizenship behaviors (Wang & Seibert, 2015). However, previous research lacks in measuring the precise mediating pathways of these relationships. As noted earlier, we predict leader surface acting to negatively influence follower liking for the leader, and this reduced liking for the leader can explain decrease in followers' work engagement. Therefore, we contend the following.

Hypothesis 3c. *Follower liking for the leader mediates the relationship between leader surface acting and follower work engagement.*

6.3.3 Followers' Attribution of Leader Sincere Intent

Attribution theory posits that leader affective displays (e.g., authentic and inauthentic) can trigger an inferential process in followers' minds to make sense of the leader's behavior through causal explanations. In this process, followers may attribute intentions of sincerity or manipulateness to such expression of affect (Eberly & Fong, 2013; Dasborough & Ashkanasy, 2002; Green & Mitchell, 1979). Dasborough and Ashkanasy (2004) stated that "followers' affective and behavioral reactions to perceived leader behaviors are determined in part by attributions as to whether the leader is motivated by manipulative motives that are likely to be detrimental to the organization, or sincere motives that are more likely to benefit the organization" (p. 204). Fundamentally, deep acting is associated with higher levels of authenticity compared to surface acting. Leaders who act deep, strive to internally feel the emotions that they need to express during interaction with followers. Such leaders may appear more authentic, socially competent, and interpersonally sensitive. Followers of such leaders may attribute this affect congruence to acting in good faith and hence consider their leader as a sincere person to both themselves and the organization (Dasborough & Ashkanasy, 2002; Hunt et al., 2008; Gardner et al., 2009). Moreover, followers' attribution of leader sincere intent

may cast beneficial influences on follower work behaviors due to the positivity spillover. Based on the above we contend the following.

Hypothesis 4a. *Leader deep acting will be positively related to follower attribution of leader sincere intent.*

Hypothesis 4b. *Follower attribution of leader sincere intent will be positively related to follower work engagement.*

We further argue that follower attribution of leader sincere intent can function as a mediator in the relationship of leader deep acting with follower work engagement. Specifically, when followers think that leader acts in good faith and he/she is sincere to them, such followers may be expected to engage more fully in work. Previous research (e.g., Wang & Seibert, 2015) has utilized EASI and attribution theory to link leader affective expression (e.g., regulated emotions) with follower work outcomes, but no study to date has measured the mediating pathway of this relationship. Therefore, we posit the following.

Hypothesis 4c. *Follower attribution of leader sincere intent will mediate the relationship between leader deep acting and follower work engagement.*

6.3.4 Followers' Epistemic Motivation

Contemporary workplaces involve interaction with lots of information and employee with high or low desire to process information may show different work behaviors. In this connection, epistemic motivation may be described as the individual's desire or need to thoroughly process information with the purpose to grasp meaning behind others' emotions and behaviors (O'Connell, 2009; Kruglanski 1980, 1989). Individuals with high epistemic motivation have the ability to reduce uncertainty around any situation, and they approach new and relevant information with open mind to understand and structure the work environment in a better way (Neuberg & Newsom, 1993). Extant research provides that high desire or need to process information is associated with better performance. For example, Chang and Shih (2019)

documented that high epistemic curiosity is related with enhanced creativity behaviors of employees. Similarly, a study by Reijseger et al. (2017) found that a desire to approach and process new information (e.g., open-mindedness) was positively related to various aspects of work engagement. Based on above, we contend the following:

Hypothesis 5. Follower epistemic motivation will be positively related to follower work engagement.

Importantly, leader-follower workplace interactions involve emotional and social information (Vasquez et al., 2020), but less is known about how individuals' desire to process information can influence the emotional and behavioral crossover from leaders to followers. As noted above, the EASI theory suggests that leaders' affective display (e.g., genuine or regulated) is a source of information and it may trigger an inferential process in followers' mind, which ultimately can shape their emotional/cognitive responses and work outcomes (Van Kleef, 2017). In this connection, Van Knippenberg and van Kleef (2016) outlined that this inferential process perhaps be modulated by followers' motivation to process information from leaders' affect. Earlier research (e.g., Van Kleef, 2009) has examined the moderating influences of team members' epistemic motivation on team performance, assuming that the leader's emotional display is genuine and spontaneous. However, there is a lack of research on the moderating influences of followers' epistemic motivation on their affective/cognitive reactions and work outcomes when leaders regulate (i.e., do emotional labor) their affect to interact with followers. Here, we argue that epistemic motivation can play a key moderating role, with evidence suggesting that followers can recognize the authenticity and/or inauthenticity of leader emotional expression (Hunt et al., 2008). For example, followers with high desire to process information will be able to identify the congruence or discrepancy between leaders' internal feelings and external expression – which ultimately can lead to enhanced or diminished follower liking for the leader, follower attribution of leader sincere or manipulative intent, and

engaged or disengaged followers. Therefore, based on the principles of EASI theory and attribution theory, we expect followers' epistemic motivation to moderate the crossover influences of leader surface and deep acting on followers' affective reaction, inferential process, and work behaviors. We contend the following.

Hypothesis 6a. *Follower epistemic motivation moderates the influence of (i) leader surface acting on follower liking for the leader, and (ii) leader deep acting on follower attributions of leader sincere intent with stronger effects when follower have high epistemic motivation.*

Hypothesis 6b. *Follower epistemic motivation moderates the influence of (i) leader surface, and (ii) leader deep acting on follower work engagement with stronger effects when follower have high epistemic motivation.*

6.4 Method

6.4.1 Participants and Sample

We collected data from managers and their subordinates working in different organizations from various industries in four cities (i.e. Lahore, Faisalabad, Sargodha, and Jhang) of central Pakistan. The data collection was divided into two parts: (a) leaders completed a survey on surface acting and deep acting, and (b) one week later, followers completed a survey on their leader (e.g., liking, attribution of leader sincere intent) and self (e.g., epistemic motivation and work engagement). Managers were recruited via personal and professional networks, and the aim of the survey was explained to them with detailed requirements. Originally, 200 surveys were distributed to leaders and 102 completed surveys were received (51% response rate). Subsequently, using a snowball technique (Avey et al., 2012), we distributed surveys to their immediate subordinates, whose responses were anonymous. In total, approximately 500 surveys were distributed to followers (roughly 3-8 surveys per team, depending on their size), and 303 completed surveys were returned (60.6% response rate).

Overall, our sample showed leaders were mainly male (77.5%), had small-sized teams (6-10 followers), with 68.6% holding a minimum of a master's degree qualification, and 64.7% working more than 40 hours a week. The average age of leaders was in the 26-35 years band (43.1%). Followers were predominantly male (63.0%), with 70.3% holding a master's degree qualification or higher, and the majority (58.4%) worked more than 40 hours a week. The average age of followers was in the 26-35 years band (47.2%). The average tenure of followers working with the same leader was 1-2 years. Participants of this study belong to organizations from a wide range of industries such as textile manufacturing (20%), banking & insurance (32%), sales and marketing (20%), education (15%), and miscellaneous (13%). Overall, our sample characteristics reflects Pakistan industry settings including a high proportion of young people, predominantly male, and highly educated, which signifies participants' professional occupations (e.g., banking, education, sales, and management).

6.4.2 Measures

In addition to demographic information, leaders were asked to report upon their use of surface and deep acting, and followers were asked to report upon their liking for the leader, attribution of leader sincere intent, epistemic motivation and work engagement using the following scales. Surface Acting and Deep Acting was measured among leaders (only) using 11-items (7 items gauging surface acting and 4 items gauging deep acting) from a scale by Diefendorff et al., (2005) modified to measure leader surface and deep acting during interaction with followers, coded 1= strongly disagree, 5= strongly agree. Sample items are "I put an act in order to deal with my subordinates in an appropriate way" (surface acting), "I try to actually experience the emotions that I must show to my subordinates" (deep acting). The scale reliability was sufficient for surface acting ($\alpha = .78$) but less adequate for deep acting ($\alpha = .61$). However, other researchers have shown similar poorer reliability for the deep acting construct (e.g., $\alpha = .65$, Wang et al., 2015; $\alpha = .68$, Yin et al., 2018).

Work Engagement was measured among followers (only) using a 15-items scale by Shuck et al., (2017), coded 1= strongly disagree, 5= strongly agree. Sample items are “I am really focused on my job when working” (cognitive engagement), “I feel a strong sense of belonging to my job” (emotional engagement) and “I really push myself to work beyond what is expected of me” (behavioral engagement). The three dimensions make a composite measure of work engagement ($\alpha = .79$).

Leader Liking was measured among followers (only) using a four items scale adopted from Engle & Lord (1997), coded 1= strongly disagree, 5= strongly agree. A sample item is “Working with my manager is a pleasure” ($\alpha = .85$).

Attribution of Leader Sincere Intent was measured among followers (only) using five items by Dasborough and Ashkanasy (2004), coded 1= not at all, 5= to a large extent. A sample item is “Regarding the general behavior of your manager, to what extent he/she behaves on the basis of moral conviction?” ($\alpha = .76$).

Epistemic Motivation was measured among followers (only) using 10-items PNS scale adopted from Neuberg and Newsom (1993), coded 1= strongly disagree, 5= strongly agree. A sample item is “I enjoy the exhilaration of being in unpredictable situations” ($\alpha = .62$). The scale reliability is less adequate, however other researchers have shown similar reliability for PNS construct ($\alpha = .63$, Elovainio & Kivimäki, 1998).

Control Variables. We controlled for several factors that have been found to influence outcomes in leader and follower studies. We controlled for both leaders and followers demographics on: Age (in bands, 1=18-25 years, 2=26-35, 3=36-45, 4=46-55, 5=56-65 years) and Tenure (in bands, 1=less than 6 months, 2=6 months-1 year, 3=1-2 years, 4=2-3 years, 5=3-5 years, 6=more than 5 years). Prior research has used the similar control variables and there is a meta-analysis supporting employee age and tenure as benefiting work outcomes (Ng & Feldman, 2010a, 2010b). We also took in account Team Size (1=1-5 followers, 2=6-10

followers, 3=11-15 followers, 4=16+ followers) as these are also typically controlled for (e.g., Chi & Ho, 2014; Spell et al., 2011).

6.4.3 Analysis

We followed Ten Brummelhuis et al. (2014) and conducted a multilevel analysis with the MLwiN program because we had multilevel data with followers nested in leaders. We used a two-level model with the first level being followers ($n = 303$) and the second level being leaders ($n = 102$). Leader (level 2) variables were centered on the grand mean due to having no Level-1 variance (Enders & Tofighi, 2007). We followed standard practice and centered predictor variables to the grand mean (e.g., Ten Brummelhuis et al., 2014). We ran a number of models to establish (1) direct crossover effects, (2) mediated effects, and (3) moderation effects.

6.5 Results

Following the approach of Ten Brummelhuis et al. (2014), we determined the proportion of variance attributed to the two levels of analysis towards follower outcomes. The analysis resulted in the amount of variance attributed to the leader level (level 2) as 23.4% for follower engagement, 53.1% for leader liking, and 21.6% for leader attribution sincere intent. Thus, significant amounts of variance are left to be explained by leaders, which justifies our multilevel approach (LeBreton & Senter, 2008). Descriptive statistics for the study variables are shown in Table 6.1.

Table 6.1 shows that amongst the follower data, employee engagement is significantly correlated to leader liking ($r = .46, p < .001$), attribution sincere intent ($r = .44, p < .001$), and epistemic motivation ($r = .42, p < .001$). Further, leader liking is significantly correlated with attribution sincere intent ($r = .62, p < .001$), and epistemic motivation ($r = .39, p < .001$), and attribution sincere intent and epistemic motivation also correlating significantly ($r = .27, p < .001$). When combined with the leader data, we find leader surface acting is significantly correlated with leader deep acting ($r = -.23, p < .001$), follower leader liking ($r = -.21, p < .001$),

follower attribution sincere intent ($r = -.11$, $p = .061$), follower epistemic motivation ($r = -.14$, $p = .013$), and follower employee engagement ($r = -.15$, $p = .008$). Leader deep acting is significantly correlated with follower attribution sincere intent ($r = .13$, $p = .026$), follower epistemic motivation ($r = .11$, $p = .063$), and follower employee engagement ($r = .10$, $p = .073$).

Table 6.1 Correlations and Descriptive Statistics of Study Variables

Variables	M	SD	1	2	3	4	5	6
<i>Followers:</i>								
1. Age	2.17	.85	--					
2. Tenure	3.00	1.34	.36**	--				
3. Leader Liking	3.58	.80	-.06	.02	--			
4. Attribution Sincere Intent	3.51	.65	.02	.00	.62**	--		
5. Epistemic Motivation	3.59	.42	.00	.04	.39**	.27**	--	
6. Employee Engagement	3.72	.42	-.01	.09	.46**	.44**	.42**	--
<i>Leaders:</i>								
1. Age	2.49	1.03	--					
2. Tenure	2.96	1.01	.52**	--				
3. Team Size	2.27	1.14	.45**	.38**	--			
4. Surface Acting	3.28	.67	-.12	-.12	-.07	--		
5. Deep Acting	3.73	.53	.04	.13	.02	-.12	--	
<i>Leader + Follower Combined:</i>								
1. Surface Acting (L)			--					
2. Deep Acting (L)			-.23**	--				
3. Leader Liking (F)			-.21**	.09	--			
4. Attribution Sincere Intent (F)			-.11†	.13*	.62**	--		
5. Epistemic Motivation (F)			-.14*	.11†	.39**	.27**	--	
6. Employee Engagement (F)			-.15**	.10†	.46**	.44**	.42**	--

N=303 followers and N=102 leaders. †p< .1, *p<.05, **p<.01. (L)= Leader, (F)= Follower

6.5.1 Multilevel Models

Results of the multilevel models towards follower employee engagement through leader liking and attribution of sincere intent (as mediators) and epistemic motivation (as the moderator) are presented in Tables 6.2-6.4.

Table 6.2 shows that leader surface acting is significantly related to follower leader liking ($\beta = -.16, p = .007$) and Table 6.3 shows that leader deep acting is significantly related to follower attribution sincere intent ($\beta = .09, p = .028$). Table 6.4 shows that leader surface acting is significantly related to follower employee engagement ($\beta = -.05, p = .049$) while deep acting is not significant. Further, follower epistemic motivation is positively related to follower employee engagement ($\beta = .15, p < .001$). Table 6.4 also shows that towards follower employee engagement, both follower leader liking ($\beta = .08, p < .001$) and follower attribution sincere intent of leader ($\beta = .10, p < .001$) are significantly related. Further, their addition fully mediates the originally significant effect from leader surface acting, which drops to non-significance ($\beta = -.02, p = .170$). Overall, these significant direct effects support Hypotheses 1, 3a, 3b, 4a, 4b and 5, although not Hypothesis 2. The mediation hypotheses of 3c is supported while 4c is not supported.

Regarding the moderation effects (as shown in Table 6.2 and 6.3), epistemic motivation does not significantly interact with leader surface acting towards leader liking, although it does significantly interact with leader deep acting towards follower-rated attribution sincere intent of leader ($\beta = -.07, p = .017$). Towards follower employee engagement, epistemic motivation significantly interacts with leader surface acting ($\beta = .08, p = .002$) although not leader deep acting. This provides support for Hypotheses 6a (ii) and 6b(i).

Table 6.2 Multi-level Results towards Follower Leader Liking

	Follower Leader Liking							
	Null Model		Control Model		Leader Direct Effects Model		Follower Moderator Effects Model	
	β	SE	β	SE	β	SE	β	SE
Intercept	3.582‡	.07	3.582‡	.07	3.583‡	.06	3.582‡	.06
Age (L)			.01	.08	-.00	.08	.00	.08
Age (F)			-.04	.05	-.04	.05	-.04	.05
Tenure (L)			.02	.08	-.00	.08	-.00	.08
Tenure (F)			.04	.03	.03	.03	.04	.03
Team Size (L)			-.01	.07	-.01	.06	-.01	.06
Surface Acting (L)					-.16**	.06	-.16**	.06
Epistemic Motivation (F)							.15‡	.05
Surface Acting (L) x Epistemic Motivation (F)							-.01	.05
Variance level 2 (L)	.34‡ (53.1%)	.06	.34‡	.06	.31‡	.06	.31‡	.06
Variance level 1 (F)	.30‡ (46.9%)	.03	.30‡	.03	.30‡	.03	.28‡	.03
-2 Log Likelihood	643.261		641.509		635.649		624.628	

Note. *p < .05, **p < .01, ‡p < .001. N=303 followers and N=102 leaders. (L)=Leader, (F)=Followers. SE = standard estimate.

Table 6.3 Multi-level Results towards Follower Attribution Sincere Intent of Leader

	Follower Attribution Sincere Intent of Leader							
	Null Model		Control Model		Leader Direct Effects Model		Follower Moderator Effects Model	
	β	SE	β	SE	β	SE	β	SE
Intercept	3.543‡	.05	3.543‡	.05	3.543‡	.05	3.543‡	.05
Age (L)			-.01	.06	.00	.06	-.00	.06
Age (F)			.06	.05	.06	.05	.06	.05
Tenure (L)			.03	.06	.01	.06	.02	.06
Tenure (F)			-.02	.03	-.01	.03	-.01	.03
Team Size (L)			.05	.05	.05	.05	.04	.05
Deep Acting (L)					.09*	.05	.06	.05
Epistemic Motivation (F)							.12*	.05
Deep Acting (L) x Epistemic Motivation (F)							-.07*	.03
Variance level 2 (L)	.11‡ (21.6%)	.04	.11**	.04	.10**	.04	.10**	.03
Variance level 1 (F)	.40‡ (78.4%)	.04	.39‡	.04	.39‡	.04	.37‡	.04
-2 Log Likelihood	638.942		634.796		631.154		619.955	

Note. *p < .05, **p < .01, ‡p < .001. N=303 followers and N=102 leaders. (L)=Leader, (F)=Followers. SE = standard estimate.

Table 6.4 Multi-level Results towards Follower Employee Engagement

	Null Model		Control Model		Leader Direct Effects Model		Follower Moderator Effects Model		Follower Mediator Effects Model	
	B	SE	β	SE	β	SE	β	SE	β	SE
Intercept	3.720 \ddagger	.03	3.720 \ddagger	.03	3.720 \ddagger	.03	3.720 \ddagger	.02	3.720 \ddagger	.02
Age (L)			-.00	.04	-.01	.03	.03	.03	.02	.03
Age (F)			-.04	.03	-.04	.03	-.01	.03	-.01	.03
Tenure (L)			.06*	.03	.05	.03	.01	.03	.02	.03
Tenure (F)			.04*	.02	.04*	.02	.03*	.02	.03*	.02
Team Size (L)			-.00	.03	-.00	.03	-.00	.02	-.01	.02
Surface Acting (L)					-.05*	.03	-.04*	.02	-.02	.02
Deep Acting (L)					.03	.03	.02	.02	.01	.02
Epistemic Motivation (F)							.15 \ddagger	.02	.10 \ddagger	.02
Surface Acting (L) x Epistemic Motivation (F)							.08**	.02	.07**	.02
Deep Acting (L) x Epistemic Motivation (F)							.02	.02	.03*	.02
Leader Liking (F)									.08 \ddagger	.03
Attribution Sincere Intent of Leader (F)									.10 \ddagger	.03
Variance level 2 (L)	.04 \ddagger (23.4%)	.01	.04 \ddagger	.01	.04 \ddagger	.01	.01	.01	.01	.01
Variance level 1 (F)	.13 \ddagger (76.6%)	.01	.13 \ddagger	.01	.13 \ddagger	.01	.13 \ddagger	.01	.11 \ddagger	.01
-2 Log Likelihood	316.447		307.016		302.566		253.522		198.197	

Note. *p < .05, **p < .01, \ddagger p < .001. N=303 followers and N=102 leaders. (L)=Leader, (F)=Followers. SE = standard estimate.

To provide an interpretation of the two-way moderating effects, we present the graphed interactions in Figures 6.2 and 6.3. Figure 6.2 shows that at low levels of leader deep acting there is significantly higher levels of follower attribution sincere intent of leader but only for followers with high epistemic motivation. This effect is largely repeated for followers with leaders with high deep acting, although when leaders are high on deep acting, followers with low epistemic motivation still report increased levels of follower attribution sincere intent of leader, which ultimately are at similar levels across both low and high epistemic motivation. This broadly supports the Hypothesis. Figure 6.3 shows that at low levels of leader surface acting, there is minor difference in follower employee engagement, although those followers with high epistemic motivation report slightly higher levels. When leaders engage in high surface acting, those followers with low epistemic motivation report a drop-in follower employee engagement, as might be expected. However, followers with high epistemic motivation maintain high levels of follower employee engagement. This also largely supports the hypothesised effect.

Figure 6.2 *Interaction Effect of Leader Deep Acting with Follower Epistemic Motivation towards Follower Attribution Sincere Intent of Leader*

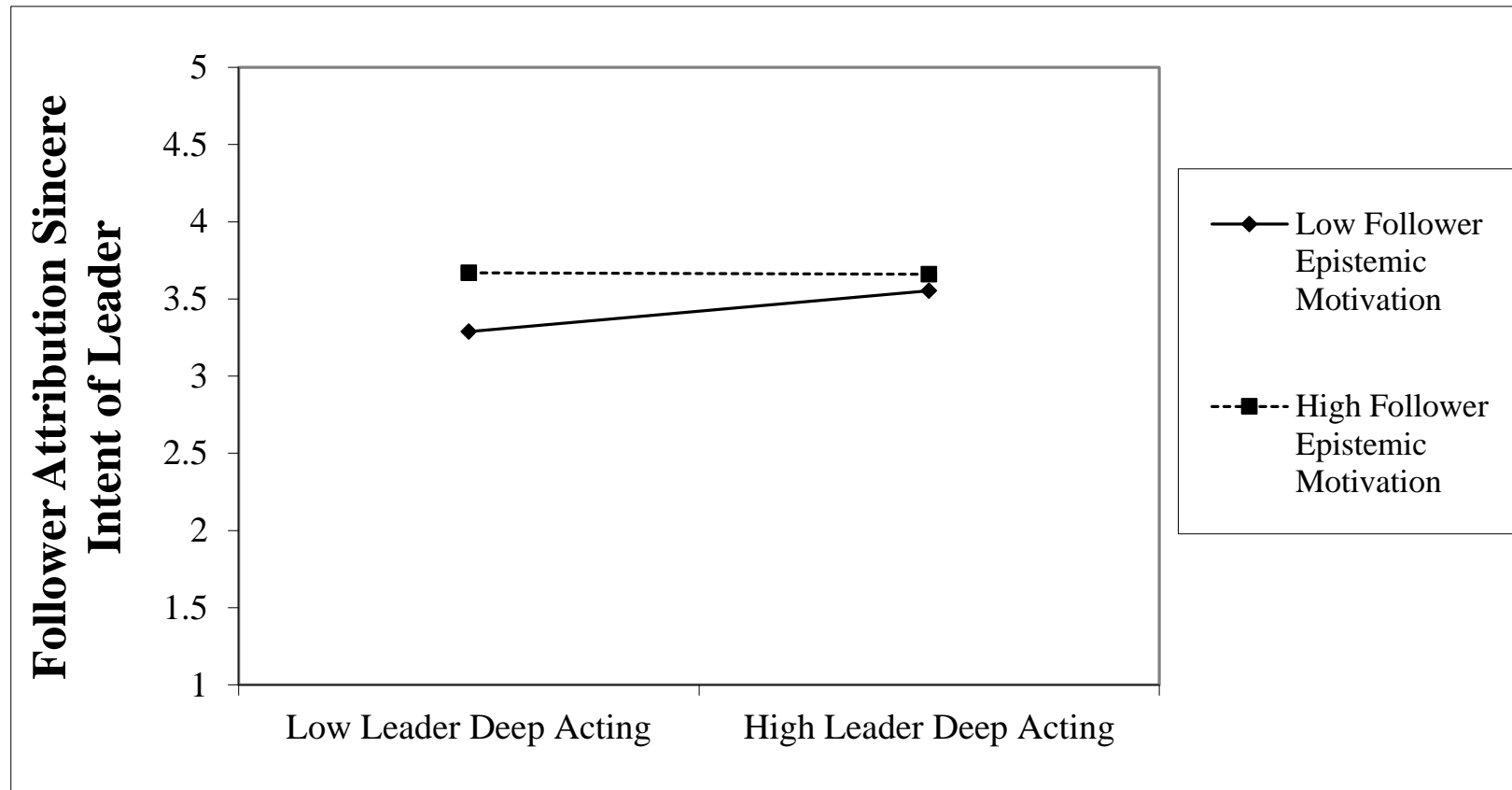
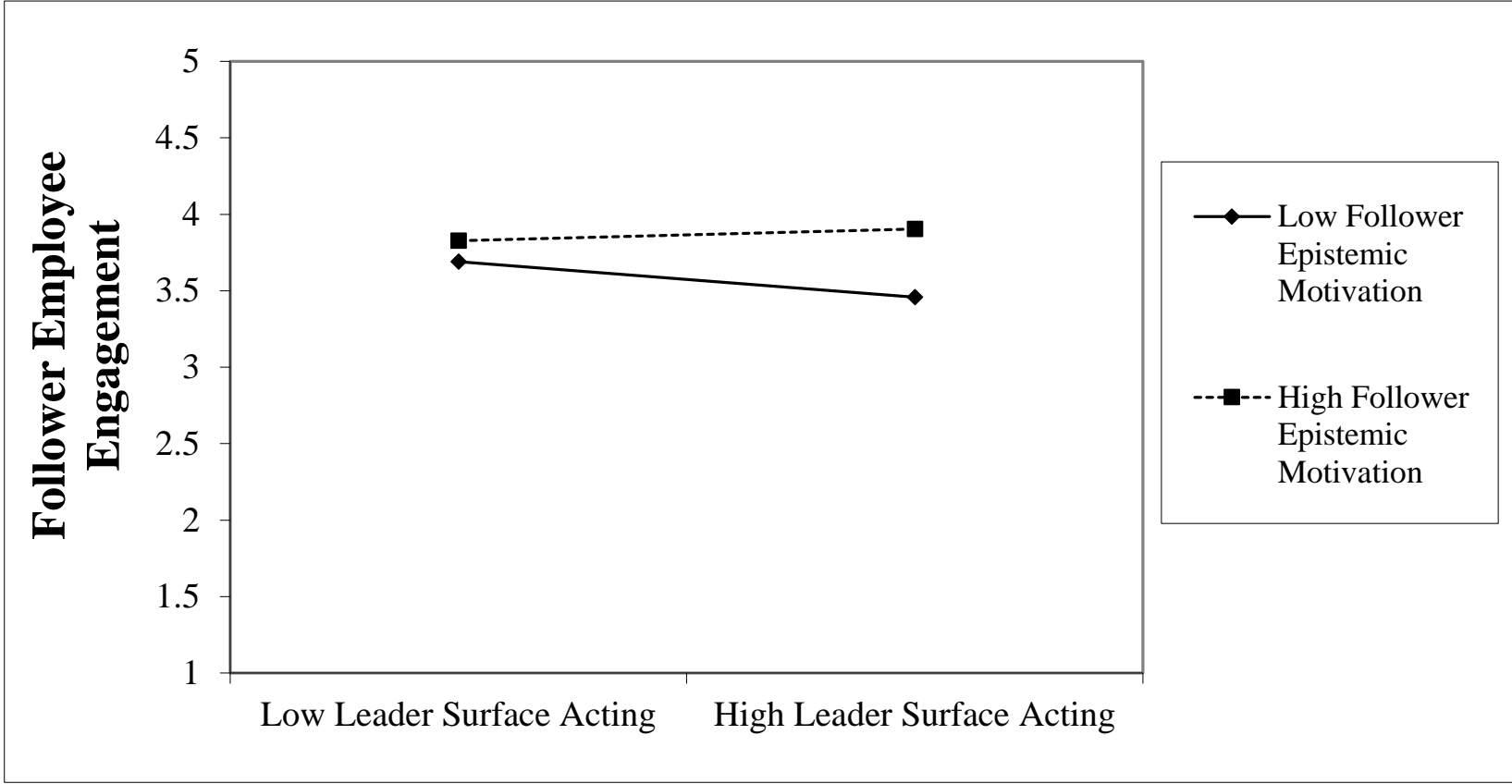


Figure 6.3 *Interaction Effect of Leader Surface Acting with Follower Epistemic Motivation towards Follower Employee Engagement*



6.6 Discussion

In organizational studies, emotional labor has been extensively researched at the individual employee level and found to influence various work outcomes, including employee occupational wellbeing (e.g., Cheung et al., 2018) and performance (e.g., Bouckennooghe et al., 2014). Researchers have recently started to explore the positive and negative crossover influences of emotional labor from one employee to another. This phenomenon may be particularly relevant in the leader-follower work relationship with researchers (e.g., Humphrey, 2012) findings that team leaders engage in surface and deep acting when they interact with members. Prior research has presented contrasting results on the effectiveness of leader emotional regulation. Some researchers (e.g., Humphrey et al., 2008; Humphrey et al., 2015) suggests benefitting effects on followers' work behaviors and performance, while others (e.g., Wang & Seibert, 2015; Fisk & Friesen, 2012) documented adverse effects. These conflicting results show a need to investigate the crossover influences of leader emotional labor thoroughly. Therefore, we incorporated a multi-level approach in this study – using different direct, mediation, and moderation models – to provide a comprehensive examination of whether and how leaders' use of surface and deep acting influence followers.

The results showed that leader use of surface acting has a significant negative relationship with follower work engagement, which aligns with previous research (e.g., Fisk & Friesen, 2012; Moin, 2018). The affective reaction mechanism under the EASI theory can explain this negative relationship, where followers may react negatively (and as a result, reshape work behavior) when observing the discrepancy between leader felt and expressed affect. One unanticipated finding was that leader use of deep acting is not significantly related to follower work engagement. This result is contrary to previous studies, which have suggested that leaders' use of deep acting crossovers positively to followers' work attitudes and behaviors (Fisk & Friesen, 2012; Becker et al., 2018). A possible explanation for this might be that

followers greatly value leaders' genuine emotions instead of emotional acting. Moreover, we may imply that leader use of deep acting has a neutral effect on follower engagement if not significantly positive, but surface acting is most likely to influence negatively.

Further, we find that followers' liking for the leader can play a significant direct and mediation role in leader emotional regulation crossovers to follower work engagement. Firstly, leader use of surface acting is negatively related to follower liking for the leader. The affective reaction mechanism can explain this result under the EASI theory, where followers may react negatively (i.e., reduce liking for the leader) when detecting a leader's emotional discrepancy and attribute it as inauthentic. Secondly, followers' liking for the leader is positively related to follower work engagement, which aligns with previous research (e.g., Sy, 2012; Martin, 2015). We can explain this result by the notion that followers who work with likable leaders are motivated to exhibit engaging work behaviors. Lastly, we also found that followers' liking for the leader fully mediates the negative relationship between leader surface acting and followers' work engagement. A likely explanation of this result is that followers' do not like leaders who express inauthentic affects and may respond with less engagement in work. Contrastively, we could argue that leaders who are less well-liked by the followers may witness more significant negative crossover influences when they surface act. This relationship may partly be explained by employees' high-power distance orientation in countries like Pakistan (Lian et al., 2012), where leaders are more likely to be viewed as role models. Perhaps, this power distance orientation makes leader less likeable when they violate expectations of role models (e.g., Wei et al., 2017) and followers less tolerant of affective manipulation by leaders through surface acting.

Moreover, we found support for the role of follower attribution of leader sincere intent in the leader-follower crossover. Firstly, leader use of deep acting is positively related to follower attribution of leader sincere intent. This result supports tenets of attribution theory

(e.g., Heider, 1958), and may suggest that followers try to make sense of a leader's behaviors through causal explanations and attributions. For instance, when leaders work on their emotions and internally feel the emotions, which they require to display during work interaction, such leaders might be attributed as sincere and authentic by the followers on account of observed emotional congruence. Secondly, follower attribution of leader sincere intent is positively related to follower work engagement, which aligns with previous research (e.g., Eberly & Fong, 2013). The combination of these findings supports the inferential process mechanism of EASI theory (Van Kleef, 2009). It suggests that a leader's (actor) affective display triggers a sense-making process in followers' (observer) mind that ultimately could shape followers' work behavior. For example, during a crisis like Covid-19, a leader may deeply act and alter the meaning attached to a crisis situation to modify its emotional influence on followers. This particular behavior may be inferred as sincere and empathetic by the followers and possibly lead to enhanced work engagement.

Our results also provide support for the direct and moderating role of follower epistemic motivation. Initially, we found that follower epistemic motivation has a direct significant positive relationship with followers' work engagement. This result is consistent with previous research (e.g., Chang & Shih 2019; Reijseger et al., 2017). It suggests that employees with high epistemic motivation (i.e., desire/need to process information) may perform better because of their ability to reduce uncertainty and approach new information with open minds. Regarding significant moderating effects, high epistemic motivation was found to facilitate follower attribution of leader sincere intent and follower work engagement. Firstly, followers with high epistemic motivation reported significantly higher attribution of leader sincere intent at the lower level of leader deep acting since lower deep acting might involve more information to process than higher deep acting. Here, we could assume that low deep acting still consists of

some degree of emotional discrepancy, and it provides followers with more information to process.

Interestingly, at the higher level of leader deep acting, followers with low and high epistemic motivation reported an almost similar attribution of leader sincerity. This may be because high deep acting involves less information to process – as leaders try to match internal feelings with outward emotional expression – and followers may only need to process expressed emotions. Therefore, follower epistemic motivation may not play a critical moderating role. Secondly, followers with high epistemic motivation reported significantly higher work engagement at the high level of leader surface acting compared to lower levels. This interesting finding may be explained by assuming that high surface acting provides substantially more information to process, and epistemic motivation becomes more relevant in this case than low surface acting. Thus, followers with high epistemic motivation can almost certainly reduce uncertainty or discrepancy related to leader's internal feelings and external expression, which helps them maintain or enhance work engagement. Conversely, followers with low epistemic motivation struggle to reduce uncertainty and process information available from leaders' high surface acting, which can ultimately consume their enthusiasm at work.

6.6.1 Theoretical Implications

Our work offers several theoretical implications for the developing field of affective leadership. First, we extended the EASI theory by testing the follower liking for the leader and follower attribution of leader sincere intent as potential mediation pathways in the relationship of leader emotional labor (i.e., surface and deep acting) with follower work engagement. Prior research (e.g., Wang & Seibert, 2015; Fisk & Friesen, 2012) has primarily focused on direct and moderated effects of leader emotional labor towards follower work behavior. Lately, researchers have stated the need to define and measure mediation mechanisms to understand better the complex nature of leader-follower emotional crossover (Wang & Seibert, 2015). In

response to these calls, we demonstrated that follower liking for the leader fully mediates the negative influence of leader surface acting on follower work engagement. Furthermore, follower attribution of leader sincere intent played an indirect role in this relationship. Specifically, leader deep acting is positively related to follower attributions of leader sincere intent, which then positively predicted follower work engagement.

We also advanced this theory by testing the moderating effects of follower epistemic motivation (in response to call from Van Knippenberg & van Kleef, 2016). Our results showed that followers' motivation to process information could help them identify leader surface and deep acting and ultimately shape their work engagement. Thus, this paper contributes to the EASI theory by supplying empirical evidence that confirms the principles of affective reactions and inferential processes in leader-follower emotional crossovers. Further, we showed that the above-mentioned mediation and moderation factors play a vital role in this process. Second, we broadened the application of attribution theory to leadership and emotions research by presenting evidence that leader emotional labor may provide a contextual background to followers for making attributions about their leaders.

Third, we expanded the leadership and emotions research into a non-western setting (Pakistani). We imply that high power distance orientation may lead followers to see them as role models and when leaders violate expectations of role models, followers can respond with negative affective reactions. Fourth, the present study extended the generalizability of EASI theory and attribution theory to the field-setting by investigating the established workplace relationship between leaders and followers. Researchers (e.g., Wilhelm & Grossman, 2010) noted that emotional responses and behaviors tend to differ in established relationships within the workplace compared to strangers in lab-setting. Lastly, we further developed the employee work engagement literature by broadening its set of (i) crossover determinants such as leader

surface and deep acting, and (ii) direct determinants such as follower liking, attributions, and epistemic motivation.

6.6.2 Practical Implications

The findings of this paper also have implications for practice. First, provided that employees' work engagement plays an instrumental role in organizational performance (Gutermann et al., 2016), we recommend that organizations consider the direct and crossover influences of leader affective display on followers, especially around leader use of surface and deep acting. Leaders may need to regulate emotions to match workplace display rules; in this case, organizations can introduce a training program to train leaders to practice deep acting. In this way, leaders may be able to lessen their emotional burden (McKenzie et al., 2019) and develop emotional empathy (Moin, 2018) towards others. Furthermore, followers may perceive such leaders as likable and sincere, which ultimately can lead to engagement and superior performance.

Second, it is crucial to notice that followers are likely to identify leaders' emotional discrepancy and respond with adverse affective reactions, attribution of manipulation, and disengagement. Hence, we advise leaders to be mindful of the harmful effects of deliberate use of surface acting during interaction with followers. Our findings provide an extra layer of evidence on the ineffectiveness of disguising emotions at the surface level. Third, our results also imply that leaders in high power distance cultures are seen as role models and their practice of surface acting may creep into followers, making them emotionally burdened and disengaged. Besides, follower liking for the leader may provide a possible cushion against damaging effects of leader surface acting, but this may not be sustainable and can result in relationship dissonance and emotional disengagement in the long term. Hence, we recommend leaders (both in high and low power distance cultures) to minimize the practice of surface acting to avoid adverse workplace outcomes. Lastly, our results showed that followers' epistemic motivation (i.e., desire to process information and reduce the uncertainty of the situation) played a

significant role in enhancing work engagement and buffering negative crossover of leader emotional labor. Therefore, organizations might find it useful to appraise candidates' epistemic motivation during the hiring process. Further, conducting training sessions to improve existing employees' epistemic motivation.

6.6.3 Future Research

The current study advanced the EASI theory by incorporating mediation pathways in the leader-follower emotional crossover around followers' liking and attributions. We also integrated followers' epistemic motivation as a new moderator of these crossover influences. This approach was useful, and we suggest studies in diverse cultural settings to similarly examine such factors to see whether our results generalize. Furthermore, prior research (e.g., Wang & Seibert, 2015; Eberly & Fong, 2013) relates leader display of positive and negative emotions with followers' work behaviors. Unlike these studies, we did not examine the role of leader positive and negative emotions, along with emotional labor (i.e., surface acting and deep acting) on followers. Future research could extend our model by assimilating leader emotional valence (positive vs. negative focus) and frequency of expressed emotions with leader emotional labor to offer a more comprehensive understanding of the leader-follower affective crossover. Further, our study did not explore the contextual factors linked to leader emotional labor as we only measured the use of surface and deep acting. Past research (e.g., Diefendorff et al., 2005) provided that individual and job-related factors can trigger the use of surface and deep acting. Therefore, future research may be conducted to investigate the role of contextual factors in use of emotional labor including personality type, organizational display rule, and interactional and interpersonal requirements.

6.6.4 Limitations

The major limitation of the current study is that the results are based on self-reported data, even though the split of leader and follower data does increase confidence in our findings. This

approach is predominant in the literature (e.g., Ten Brummelhuis et al., 2014), but future research might flip this approach and source cross-reported data, i.e., leaders and followers report each other's data. Furthermore, apart from collecting data from two different sources (i.e., leaders and followers), we did adopt a one-week time-lag design to enhance the robustness of our leader-follower crossover findings. Future research could adopt a longitudinal design (examining daily or weekly or monthly fluctuation in emotional labor and related crossovers) to replicate our multi-level model.

6.7 Conclusion

We used a theoretical integration of EASI theory with attribution theory to understand how leaders' use of surface and deep acting influence followers' work engagement directly and indirectly through mediation pathways of follower liking for the leader and follower attributions of leader sincere intent. We also explored how followers' epistemic motivation moderates the emotional cross over between leaders and followers. Our study results revealed that leader use of surface acting has a detrimental influence on followers' work engagement, but leader deep acting is not significantly related to followers' work engagement. Interestingly, follower liking for the leader fully mediates the significant detrimental influence of leader surface acting on follower work engagement supporting our study model. Furthermore, followers' attributions of the leader sincere intent perhaps indirectly carried the positive influence of leader deep acting on follower work engagement. Lastly, the high epistemic motivation of followers produced positive direct and moderated influences on work engagement and crossover, respectively. We aspire for greater scholarly attention in this emergent field of research.

6.8 References

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CHAPTER SEVEN: PAPER 4

Leadership Affective and Non-Affective Influences on Followers: A Daily Diary Study

Preface

Based on the suggestions from Paper 1 around combining affective and non-affective leadership behaviors, I was encouraged to look at the combined influence of different facets of leadership on the same follower factors through a daily diary design, which is encouraged in the field-setting research on affect-related phenomena. In particular, I was especially interested in exploring the impact of leadership interpersonal justice in conjunction with leader affective display on followers' affective experiences and job satisfaction, due to the mapping review identifying leadership justice behaviors as an antecedent of follower affect and work outcomes. In this paper, I found that leader affect and leader interpersonal justice behavior complement each other towards follower affective experiences and job satisfaction—both facets of leadership behaviors cast similar influences on followers. Under EASI theory and AET, it is further revealed that leader daily affect not only shape followers' daily affect (e.g., affective reactions through contagion) but also lead followers to make perception of leadership daily interpersonal justice (e.g., daily event and daily cognitive response). These relationships are further studied in the context of leader emotional traits, which shows that a high level of expression of natural emotions can amplify the positivity and buffer the negativity of daily affective and non-affective leadership behaviors on followers. This paper supports the presence of dual mediation mechanisms and contextual contingencies as suggested by the EASI theory to understand interpersonal affective influences (here, leader-follower), which can also hold in a daily approach.

This paper is under review at the *Journal of Business and Psychology*. This chapter is formatted in APA style.

Abstract

The present study explores the affective and non-affective leadership influences on followers. Importantly, the literature typically focuses on cross-sectional studies and the current study remedies this deficiency through using a daily diary study (across five days each) for leaders and followers. We test leaders' positive and negative affect moderated by their use of natural emotions and then focus on transfer to followers' perceptions of interpersonal justice, the followers' positive and negative affect, and ultimately their job satisfaction. We test relationships using a Pakistan sample of 75 leaders and 212 followers using multi-level analysis across three levels (leader, follower, days). We find strong support for our model and highlight the key role that leader use of natural emotions plays as a moderator. Overall, the study provides useful extensions to the literature and provides a robust context for testing relationships.

Keywords: *leader-follower; affective reactions; use of natural emotions; leadership justice; job satisfaction; Pakistan.*

7.1 Introduction

Interpersonal aspects of leadership draw increasing attention from organizational scholars. A considerable amount of literature has been published on the interpersonal facets of leadership. These studies can broadly be classified into affective focus (e.g., Ashkanasy et al., 2017; Van Knippenberg & Van Kleef, 2016; Eberly & Fong, 2013) and non-affective focus (e.g., De Cremer, 2007; Duan et al., 2010; Khaolac & Coldwell, 2019). Affective leadership involves displaying and using affect (moods and emotions) to actuate followers' affective and cognitive responses and eventually elicit superior work outcomes. Previous research has examined affective leadership broadly in terms of leaders' display of positive and negative affect (e.g., Koning & Van Kleef, 2015; Gooty et al., 2019) and their use of emotional regulation strategies (e.g., Fisk & Friesen, 2012; Wang & Seibert, 2015), and subsequent influences on followers.

Alternatively, non-affective leadership does not involve the expression and translation of leaders' affects onto followers, and leaders mainly practice this through justice and support towards followers (Van Knippenberg & Van Kleef, 2016). Interestingly, previous work by De Cremer (2007) and De Cremer and Wuban (2010) documented that leadership justice behaviors such as fairly distributing rewards and treating others with respect lead followers to build the perceptions of leadership justice. These justice perceptions then influence their affective experiences and work outcomes. Thus, there is evidence on the standalone influences of affective and non-affective leadership behaviors on followers, but evidence on combined impact is missing.

Furthermore, the debate on leadership interpersonal influences recently gained new prominence with many scholars (e.g., Kelemen et al., 2020; Diebig & Bormann, 2020; Hetland, 2018) arguing that leadership affective influences on followers are episodic in nature as opposed to being stable. It may be reasonable to presume that leaders' affective experiences and displays fluctuate from one day to another since work demands and challenges can differ

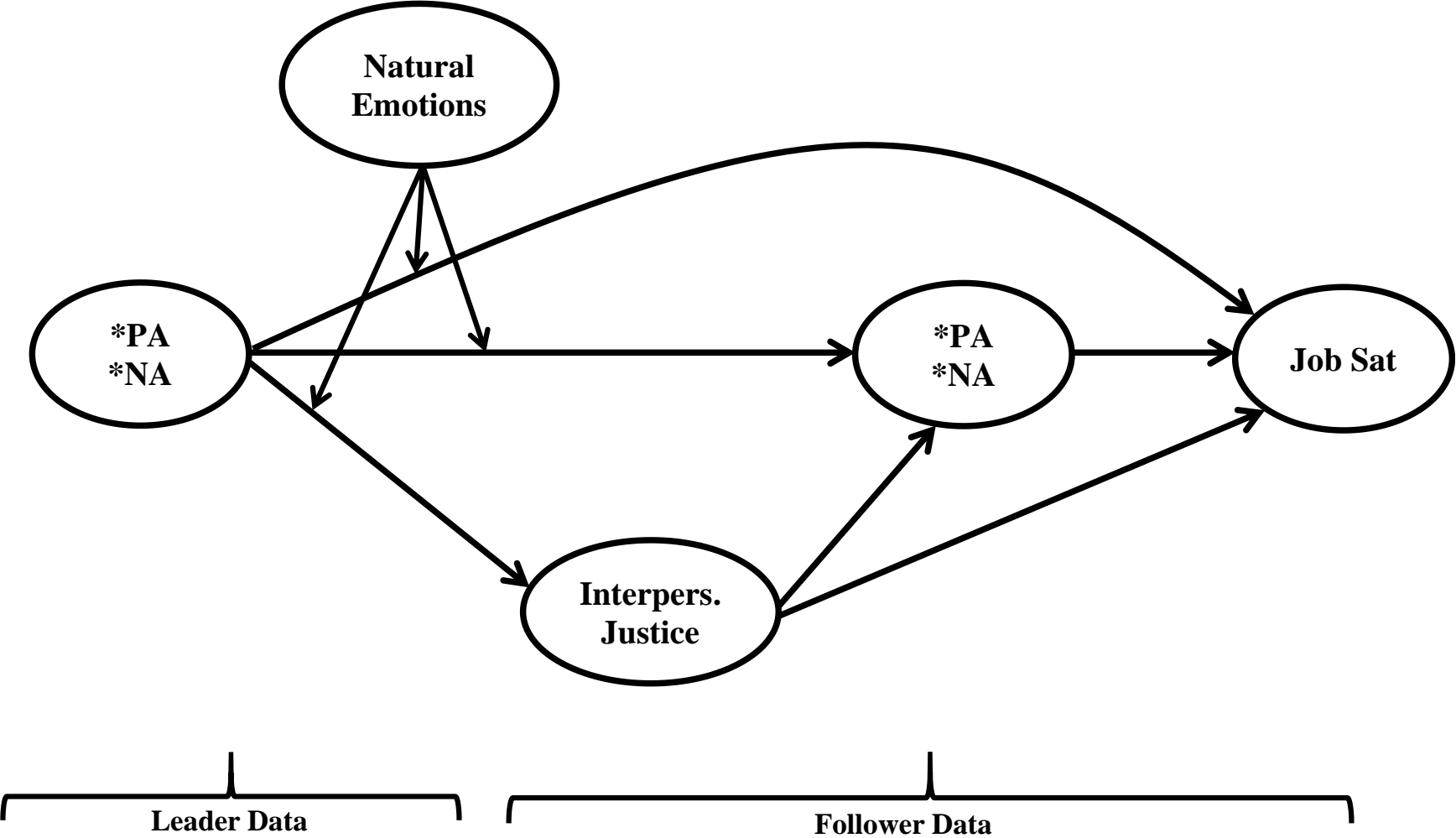
during a particular week. Moreover, prior evidence (e.g., Stone et al., 2012) indicates that different affective profiles are related to different days of a week, with weekends especially associated with positive affective profiles. This episodic approach is particularly needed to investigate the interpersonal affect transfer. That is, how daily changes in leader positive and negative affect transmit to followers' daily affect and ultimately shape their daily work outcomes.

Accordingly, responding to general calls from Van Knippenberg and Van Kleef (2016) and adopting an episodic perspective (daily diary) on affective and non-affective leadership, this paper attempts to show how leaders' daily positive and negative affect and leadership daily interpersonal justice (as perceived by followers) influence followers' daily affect and their daily job satisfaction. Furthermore, this paper argues that leaders expressing naturally felt emotions, which is the expression of genuine and spontaneous emotions, will moderate the influence of leader daily affect and justice behaviors on follower factors since expression of natural emotions could help: (i) leaders to establish their authenticity, and (ii) followers to engage less in information processing to find leader emotional discrepancy (Thiel et al., 2015). Theoretically, this paper draws on Emotional as Social Information (EASI) theory in conjunction with Affective Event Theory (AET) to understand the leader daily affective and interpersonal justice-based influences on followers.

Overall, the present paper makes three contributions. First, we remedied the methodological deficiency of the cross-sectional focus in leader-follower affect transfer studies and utilized a daily diary design to capture the episodic nature of affective transfers. Second, we integrated affective and non-affective models of leadership to measure and explain the effects of leader daily affect and leader daily interpersonal justice behaviors on follower daily job satisfaction directly, and through mediation path of follower daily affect. Lastly, we

advanced the EASI theory by testing moderating influences of leader expressing naturally felt emotions on leader-follower affective transmission. Our study model is shown in Figure 7.1.

Figure 7.1 Study Model



7.2 Theoretical Frameworks

7.2.1 Emotions as Social Information Theory

We use the EASI perspective (Van Kleef, 2009, 2010) to understand the way leaders' daily affective display influences followers' daily affect, and the impact this has on their daily job satisfaction. This perspective is based on the social-functional approach to workplace emotions. It assumes that organizational life involves ambiguity, and employees refer to their leaders' emotions to comprehend the situation and determine their course of action (Van Kleef, 2009). Van Kleef et al. (2012) described the social-functional approach to emotions as "an approach which holds that emotions do influence not only those who experience them but also those who observe them" (p. 313), thus suggesting that affective expressions may have interpersonal social outcomes. For instance, a team member's task performance and citizenship behaviors may be shaped by the emotional style of the team leader (Vasquez, 2019; Koning & Van Kleef, 2015). If we agree to the notion that leaders' affect transmits to followers and a social context underscores this process, the question then arises how these interpersonal affective influences take place. EASI theory posits two mechanisms through which followers may be influenced by their leaders' affective display: (1) affective reactions and (2) inferential processes.

Leaders affective display can elicit affective reactions from followers, consequently shaping their work attitudes and behaviors. The affective reactions could be produced by emotional contagion and complementary emotional experiences. Emotional contagion occurs when followers catch leaders' emotions by observing and mimicking leaders' non-verbal emotional cues (e.g., body language and facial/vocal expressions) and subsequently reciprocate similar affective states (Van Kleef et al., 2012). Further, leaders' affective display may also stimulate complementary emotional experiences in followers. For example, leaders displaying courage and compassion during challenging times such as Covid-19 may elicit hope, while expressions of distress may induce fear. These leader-infused follower emotions then could

shape their work attitudes and behaviors (Van Kleef et al., 2008). Besides the affective reaction mechanism, the inferential process is another way through which leader affective display can exert interpersonal influences on followers. The basic premise here is that leaders' emotions are laden with social information, which can be used by the followers to make inferences about leaders' feelings, intentions and do an appraisal of a particular situation. These interpretations may then shape follower emotional and behavioral responses (Van Kleef et al., 2016; Van Kleef, 2017). For example, a leader expressing sadness and guilt during challenging times such as Covid-19 may be interpreted by the followers as a sign of possible restructuring or redundancy, which may lead them to feel anxious and worried. Thus, leader affective display can influence followers through both affective and cognitive pathways.

7.2.2 Affective Event Theory

This study also uses AET (Weiss & Cropanzano, 1996) because it helps explain the context of leadership daily interpersonal justice influences on followers' daily affect and daily job satisfaction. AET suggests that workplace events trigger employees' moods and emotions, influencing their job satisfaction and performance. Workplace events can be classified into positive and negative inducing events. For example, receiving constructive feedback from the supervisor may be regarded as a positive work event by an employee. Previous research (e.g., Loi et al., 2009; Judge et al., 2009; Keleman et al., 2020) shows that leader behavior is an important workplace event, which may be related to followers' emotional reactions and job attitudes. Perhaps one of the most basic ways followers experience positive or negative inducement from the leader is through interpersonal justice behavior (Cropanzano et al., 2017). Leadership interpersonal justice refers to the extent to which followers are treated with dignity and respect by their leaders (Colquitt, 2001). Within the context of the present study, work interactions during which leaders express respect and dignity towards followers may be

regarded as positive workplace events by the followers, which can help increase their positive feelings and job satisfaction.

Interestingly, recent evidence (e.g., Ford et al., 2018; Keleman et al., 2020) suggests that leader behaviors tend to fluctuate with time since these are relatively less constrained by stable policies and involve personal discretion. For example, on a busy day, leaders may be less willing to help others and more likely exhibit a compliance focus due to work pressure. On days with less work pressure, leaders could be more interested in assisting followers with work problems and mentoring them. The AET framework further posits that workplace events and related emotional outcomes can be short-lived (Cropanzano et al., 2017). Therefore, we can anticipate leader interpersonal justice behavior fluctuate over time and, thus, produce episodic influences on followers' daily affective experiences and their subsequent daily satisfaction with the job.

7.3 Literature Review and Hypotheses Development

7.3.1 Leader Daily Affective Display and Daily Influences on Followers

Affects are embedded in human life, and workplaces are no exception. A variety of factors can trigger employees' affects, including work events and outcomes, interaction with colleagues and customers and leader emotions and behaviors (Van Kleef et al., 2012; Van Kleef & Lange, 2020). These affects can play an essential role in guiding employees' thinking, behaviors and social interactions. Traditionally, organizational researchers (e.g., Fisher & Ashkanasy, 2000; Ashkanasy & Daus, 2002) have examined intrapersonal influences of moods and emotions on employees' work attitudes and behaviors. However, recent evidence (Troth et al., 2018; Parkinson, 2020; Haar & Brougham, 2020) suggests that affects can crossover from one employee to others and influence other employees' emotional experiences, attitudes, and behaviors. Particularly, leadership researchers have started to pay greater attention to leaders' interpersonal affective consequences on followers.

We briefly describe the phenomenon of affect within the context of the current study. Affects can broadly be classified into traits and states. Trait denotes a general tendency to experience particular moods/emotions, whereas state refers to what mood/emotion a person is experiencing at a specific time (Van Knippenberg & Van Kleef, 2016). Since the current study aims to understand the daily affective influences of leaders on followers, we therefore, focused on affective states rather than traits. Furthermore, various terms are used in extant literature to describe individuals' affective experiences, including affect, moods, and emotions (Van Kleef, 2012). We used the term affect, which refers to a combination of feeling states such as emotions and moods (Niven, 2013). Affect is typically grouped into positive affect (PA) and negative affect (NA). PA comprises feeling states of interest, excitement, inspiration, pride, and determination, whereas NA consists of feelings such as distresses, guilt, fear, and jittery (Watson et al., 1988). A person can experience PA and NA simultaneously. For example, a team leader may feel excited about securing a new project and experience some anxiety due to strict deadlines.

Research in affective leadership indicated that leader positive and negative affective display translates into followers positive and negative affect through emotional contagion and cognitive interpretations (Van Knippenberg & Van Kleef, 2016). There is meta-analytical support for emotional contagion effects of leaders on followers (Clarkson et al., 2020). Under EASI theory, leader positive and negative affect can be translated into follower positive and negative affect through mechanisms of affective reactions. Eberly and Fong (2013) showed in a lab experiment that followers share their leaders' emotions through mood contagion. Furthermore, Van Kleef et al. (2012) indicated that followers' response to leader affective display with complementary emotions (e.g., they complement leader anger with distress and fear).

Notably, there is an increasing focus on exploring outcomes of affective leadership behaviors beyond stable settings. Recently, Keleman et al. (2020) reviewed research on daily antecedents and consequences of leader behaviors, and stressed that the episodic view of leader affective and non-affective behaviors could provide a much deeper understanding of leadership processes and outcomes. Using a daily perspective is particularly relevant in the context of interpersonal affective influences. For instance, a leader feeling in a jolly mood yesterday, but today they are feeling grumpy, would provide an interesting case to explore, especially from the perspective of how these daily affective shifts can influence followers' emotions and their work outcomes. We suggest that leader daily positive and negative affect will translate into follower daily positive and negative affect through mechanisms of emotional contagion and complementary emotional responses (as postulated by EASI theory). Therefore, we posit the following:

Hypothesis 1: *Leader daily PA will be (a) positively related to follower daily PA and (b) negatively related to follower daily NA.*

Hypothesis 2: *Leader daily NA will be (a) negatively related to follower daily PA and (b) positively related to follower daily NA.*

In addition to contagious and complementary influences, leader affective display may also prompt followers to develop perceptions of leadership justice. Research provides neuroimaging evidence on activation of emotions-relevant brain structure when making justice perceptions (Barsky et al., 2011). Evidence is also available regarding within-person emotional influences when forming leadership justice perceptions (e.g., Barsky et al., 2011). Since justice perceptions are emotionally laden, therefore, followers' own affective experiences can influence how followers build perceptions about leadership justice. However, missing is the evidence on how leader affective display can shape followers' perception of leadership justice. Theoretically, appraisal theories of emotions (Scherer, 2001) and inferential processes

mechanism under EASI theory (Van Kleef et al., 2012) can help understand this notion. These perspectives imply that individuals appraise others' (here, the leaders') affects to extract information and draw inferences about others' feelings, intentions, and appraisal of a particular behaviour. We suggest that leaders' display of positive affect will lead to positive appraisal and interpretation, resulting in the perception of interpersonal justice. Conversely, leaders' negative affect will negatively influence followers' perception of leader interpersonal justice. This notion is important since the expression of respect and dignity towards followers could be engulfed in their leader's affective display. Again, the daily view of the leaders' affect and its influences on followers' daily perception of leadership interpersonal justice could provide fruitful insights. Based on the above, we posit the following:

Hypothesis 3: *Leader (a) daily PA will be positively related, and (b) daily NA will be negatively related to follower perception of daily interpersonal justice perception.*

Since leaders exercise control over resources and rewards relating to followers' roles (Ford et al., 2018), their affective behavior may relate to follower job satisfaction. Judge and Kammeyer-Mueller (2012) defined job satisfaction as "an evaluative state that expresses contentment with and positive feelings about one's job" (p. 343). It has both affective and cognitive facets – i.e. individuals have good (or bad) feelings about their jobs, and they also cognitively evaluate jobs (Miao et al., 2016). Based on a meta-analysis of over 4,600 employees, Miao et al. (2016) showed that leaders' affect is related to followers' job satisfaction. Similarly, Tepper et al. (2018) found that leaders who actively used strong positive emotions during work interactions, increased follower job satisfaction. While there is adequate evidence on the stable relationship between leader affective expression and follower job satisfaction, a daily perspective is rare. We suggest that leader daily PA will influence followers to enjoy their jobs, and leader NA will produce adverse effects on a daily basis. Consequently, we posit the following:

Hypothesis 4: *Leader (a) daily PA will be positively related, and (b) daily NA will be negatively related to follower daily job satisfaction.*

7.3.2 Role of Follower Daily Affect

Followers' affect could play a significant role in determining work outcomes (Scott et al., 2020). Follower's positive and negative affective experiences could lead them to make affective assessments around job satisfaction (Miao et al., 2016). Nikolaev et al. (2020) analyzed a large panel data set and found that positive dispositional affect was related to higher job satisfaction and vice versa. Also, there is meta-analytical support for affective feelings positively influencing job satisfaction (Miao et al., 2017). However, less is known about how this relationship is shaped in the context of daily fluctuations in affective experiences. We suggest that daily positive affect will enhance daily job satisfaction, and daily negative affect will decrease it and therefore, posit the following:

Hypothesis 5: *Follower (a) daily PA will be positively related, and (b) daily NA will be negatively related to follower job satisfaction.*

Furthermore, there is evidence (e.g., Eberly & Fong, 2013; Van Knippenberg & Van Kleef, 2016) that followers' affect might mediate the influence of leader affect on followers' work outcomes. For example, Johnson (2009) manipulated leader mood in a laboratory experiment through speech and revealed that follower affect mediated the relationship between leader mood and follower task performance. Consistent with this, Visser et al. (2013) found that follower positive affect mediated the influence of leader affective display on followers' creative performance. Under the affective reaction mechanism of EASI theory, we suggest that followers catch leaders' affect through emotional contagion, for which there is meta-analytical support (Holland et al., 2020). This infused follower affect (infused by the leader affect) then can shape their job satisfaction. Based on the above, we posit the following:

Hypothesis 6: *Follower daily affect will mediate the relationship between leader daily affect and follower daily job satisfaction.*

7.3.3 Role of Follower Perception of Leadership Daily Interpersonal Justice

As noted above, leadership involves displaying affective and non-affective behaviors. Interpersonal justice is a non-affective behavior that may not require leaders to use affective displays to influence followers. It refers to the extent to which leaders treat their followers with dignity and respect (Colquitt, 2001). There is evidence that leadership justice behaviors are directly related to followers' affect and work outcomes (Keleman et al., 2020). For example, Barclay and Kiefer (2014) reported that overall justice influenced employees' positive and negative emotions. Relatedly, Judge et al. (2006) found that followers reported enhanced job satisfaction when leaders exhibited interpersonal justice. Under the tenets of AET (Weiss & Cropanzano, 1996), we suggest that leader daily interpersonal justice behavior may be regarded as a daily affective event, which then can elicit affective response and influence job satisfaction. As a result, we posit the following:

Hypothesis 7: *Follower perception of leadership daily interpersonal justice (a) will be positively related to (i) follower daily PA and (ii) follower daily job satisfaction, and (b) will be negatively related to follower daily NA.*

Leadership interpersonal justice (as perceived by followers) may not only influence followers' affective experiences and work outcomes directly, as suggested by the AET. It can also facilitate the transmission of leader affect in followers, as implied by the EASI perspective. Workplace interactions are social in nature, and the affects displayed during these interactions could influence employees' perceptions, judgements and decisions (Van Kleef et al., 2010; Thomas et al., 2013). Leaders' affective display may provide followers with social information which they could use to create interpersonal justice perceptions through cognitive appraisal. In turn, such cognitive appraisals may lead followers to experience good or bad moods. For

example, a leader shows resentment to followers during the morning meeting, which they rightly perceive as disrespectful. In turn, and later in the day, this can cause a negative affective experience in followers, and ultimately, decreased job satisfaction. Based on the above, we posit the following:

***Hypothesis 8:** Followers' perception of daily interpersonal justice will mediate the relationship between leader daily affect and follower daily affect.*

***Hypothesis 9:** Followers' perception of daily interpersonal justice will mediate the relationship between leader daily affect and follower daily job satisfaction.*

7.3.4 Role of Leader Expressing Naturally Felt Emotions

Workplace interactions may require employees to regulate their affective displays. When employees' internal feelings do not match the required affective display, they may engage in surface acting and deep acting. Surface acting includes changing outward affective expression without internal feelings, whereas deep acting involves efforts to internally feel the required affects and then express these (Grandey & Melloy, 2017). Research (e.g., Scott et al., 2020) provides evidence that surface acting is detrimental to employees' well-being and work behaviors, whereas deep acting has beneficial effects on employees. However, there is a third way of displaying emotions at work: the expression of naturally felt emotions. Ashforth and Humphrey (1993) hold that expressing natural emotions is a distinctive strategy that is theoretically different from the surface and deep acting since it involves expressing genuine and spontaneous emotions without any regulation (Walsh, 2019).

Research supports expressing naturally felt emotions, with Hülshager et al. (2015) finding that automatic regulation (i.e., expression of spontaneous emotions that align with workplace display rule) was positively associated with superior performance. This aligns with Scott et al. (2020), who reported that employees' display of natural emotions was related to increased job satisfaction and lower emotional exhaustion and quit intentions. Surprisingly,

there is a lack of research to understand the interpersonal influences of expressing naturally felt emotions in a leadership context. Drawing on the evidence of positive intrapersonal impacts, we can imply that leaders expressing naturally felt emotions (LENFE) could influence followers in two ways. First, when the leader expresses natural emotions, this may lead followers to attribute authenticity to leader affective display, and subsequently, respond with positive affect and interpersonal justice perception. Specifically, authenticity attributions have been theorized to positively influence affective (e.g., Koning & Van Kleef, 2015) and cognitive responses (e.g., Eberly & Fong, 2013). Second, when there is congruence between leaders' internal feelings and outward affective display, followers may not need to actively engage in information processing to find an emotional discrepancy and related intentions of the leader. In particular, human's (here, followers) working memory have limited capacity to hold and process information, which they use to perform job-related tasks. Therefore, the low need for emotional information processing may encourage job satisfaction by reducing the cognitive load (Meyer & Hünefeld, 2018).

Since LENFE could directly positively influence followers, we also expect LENFE to interact with leader daily PA and NA and play a moderating influence on followers' affect, justice perception and satisfaction with the job. Expressing natural emotions could buffer the detrimental consequences of leaders' negative affect on followers because such leaders may be regarded as authentic. For example, if followers know that their leader is not emotionally acting, then leader's distress over performance may be reciprocated with greater effort. Based on the above, we posit the following:

Hypothesis 10: *Leader expressing naturally felt emotions will moderate the influences of (a) leader daily PA on (i) followers daily PA and (ii) followers daily NA, and (b) leader daily NA on (i) followers daily PA and (ii) followers daily NA, with stronger effects when leader expression of naturally felt emotions is high.*

Hypothesis 11: *Leader expressing naturally felt emotions will moderate the influence of (a) leader daily PA and (b) leader daily NA on followers' perception of daily interpersonal justice with stronger effects when leader expression of naturally felt emotions is high.*

Hypothesis 12: *Leader expressing naturally felt emotions will moderate the influence of (a) leader daily PA and (b) leader daily NA on followers' job satisfaction with stronger effects when leader expression of naturally felt emotions is high.*

7.4 Method

7.4.1 Participants and Sample

We collected data from managers and their subordinates working in different organizations from various industries in five Pakistan cities (Lahore, Faisalabad, Rawalpindi, Islamabad, and Karachi). Our participants work in various occupations, including banking and insurance, higher education, sales and marketing, human resource management, information technology, hospitality services, textile manufacturing, and food processing. The data collection was divided into three parts: (a) leaders completed a daily-diary survey for five consecutive days, and (b) followers completed two daily-diary surveys for five consecutive days. We utilized the experience sampling method (ESM) to collect data since this could allow testing relationships in naturalistic settings instead of laboratory experiments (Keleman et al., 2020) and also avoid recall bias in survey responses. In particular, this study relied on the interval-contingent technique of ESM to separate predictors from outcome variables. Leaders and followers started the survey on the same day – leaders were asked to complete the daily survey one and half hours after the start of the working day (i.e., at 10:30 am), and followers were asked to report their daily affect and daily perception of leadership interpersonal at mid-day, and then report their daily job satisfaction at the end of the working day.

Researchers (e.g., Tims et al., 2011; Keleman et al., 2020) have validated this data collection approach around frequency and timings in leadership studies. Given the time-consuming nature of these daily diary studies, the surveys were purposefully short. Managers were recruited via professional networks from the first author, and the aim of the study and requirements (five-days of surveys plus follower teams) were explained. Originally, around 200 managers were approached, and ultimately 150 surveys were distributed to leaders. In total, 75 completed surveys (with all five days) were received, representing a 38% response rate from all contacts and 50% from managers with the survey. Meanwhile, managers provided access to their teams, and we were able to distribute around 400 surveys to their immediate subordinates (approximately 3-8 surveys per team). In total, 212 completed surveys (all five days) were returned from followers, representing a 53% response rate). Notably, we did not include surveys from followers who had no interaction with the leader on any given day. This was done to ensure that followers were able to see and observe their leaders' affective displays.

Overall, our sample showed leaders were more likely to be male (61.3%), hold a master's degree qualification (69.3%), and while 22.7% worked 40 hours/week, the majority worked more than 40 hours/week (62.7%). By age, the majority were in the 36-45 years band (38.7%), and the average tenure was 3-5 years. By team size, 20% had 1-5 subordinates, and 32% had 6-10, while the majority (48%) had 11 or more. Amongst followers, again, they were more likely to be male (60.8%), hold a master's degree qualification (81.1%), with the majority (51.4%) working 40 hours/week. By age, the majority were in the 36-45 years band (45.3%), and the average tenure was 1-2 years.

7.4.2 Measures

Unless noted otherwise, all items were collected across the five days.

PA and NA were measured among leaders and followers, using Watson et al. (1998) 20-items Positive and Negative Affect Schedule (PANAS), coded 1= very slightly or not at all, 5=

extremely. Respondents were asked to rate how they felt that day on a list of 10 verbs for each scale, with sample items being "Interested" and "Excited" (PA) and "Distressed" and "Upset" (NA). The scale reliability was excellent across the five-days for leaders ($\alpha = .88-.91$ for both PA and NA) and followers ($\alpha = .92-.93$ for PA, and $\alpha = .88-.89$ for NA).

Expressing Naturally Felt Emotions was measured among leaders only and only once, using a three-item scale by Diefendorff et al. (2005) modified to reflect leadership context, coded 1= strongly disagree, 5= strongly agree. A sample item is "The emotions I show to my subordinates come naturally". The scale reliability was excellent ($\alpha = .83$). We captured this once because it is unlikely to fluctuate daily.

Interpersonal Justice was assessed with 3-items from Colquitt's (2001) measure of organizational justice — modified to reflect leadership and daily context, coded 1= to no extent, 5= to a great extent. A sample item is "Regarding your manager's behavior today, to what extent your manager treated you in a polite manner?". This construct has been well validated (e.g., Spell et al., 2011; Loi et al., 2009), and the scale had very good reliability across the five-days ($\alpha = .86-.89$).

Job Satisfaction was assessed with five items by Judge et al. (2005), coded 1=strongly disagree, 5= strongly agree. A sample item includes "Today, I find real enjoyment in my work." This construct has been well validated (e.g., Haar, 2013), and the scale had excellent reliability across the five-days ($\alpha = .93-.94$).

Control Variables. We controlled for several factors that have been found to influence outcomes including in leader and follower studies. We controlled for both leaders and followers' demographics on: Age (in bands, 1=18-25 years, 2=26-35, 3=36-45, 4=46-55, 5=56-65 years) and Tenure (in bands, 1=less than 6 months, 2=6 months-1 year, 3=1-2 years, 4=2-3 years, 5=3-5 years, 6=more than 5 years). A meta-analysis supports employee age and tenure as benefiting work outcomes (Ng & Feldman, 2010a, 2010b). We also controlled for Team

Size (1=1-5 followers, 2=6-10 followers, 3=11-15 followers, 4=16+ followers) as these are typically controlled for in similar studies (e.g., Chi & Ho, 2014; Spell et al., 2011).

7.4.3 Analysis

We followed Ten Brummelhuis et al. (2014) and conducted a multi-level analysis with the MLwiN program because we had three levels of data: (1) time (days), (2) followers, and (3) leaders. We used a three-level model, with the first level being followers ($n = 215 \times 5 \text{ days} = 1060$ data points), the second level being leaders ($n = 75 \times 5 \text{ days} = 375$ data points), and the third being time (five days). Leader (level 2) variables were centered on the grand mean due to having no Level-1 variance (Enders & Tofighi, 2007). We followed standard practice and centered predictor variables to the grand mean (e.g., Ten Brummelhuis et al., 2014). We ran a number of models to establish (1) direct crossover effects from leaders to followers, (2) the moderating effects of leaders expressing naturally felt emotions, and (3) mediation effects from follower factors.

7.5 Results

We also followed the approach of Ten Brummelhuis et al. (2014) to determine the proportion of variance that is attributed to the three levels of data towards follower outcomes. The analysis resulted in the amount of variance attributed to the various levels was 48.8% leader, 40.5% follower, and 10.7% time for follower daily interpersonal justice perception, 23.6% leader, 63.4% follower, and 12.9% time for follower daily PA, and towards follower daily NA it was 19.4% leader, 68.1% follower, and 12.5% time. Finally, the variance was accounted for by 42.9% leader, 48.2% follower, and 8.8% time towards follower daily job satisfaction. Overall, the analysis shows that significant amounts of variance are left to be explained across the levels, especially leaders, justifying our multi-level approach (LeBreton & Senter, 2008). Descriptive statistics for the study variables are shown in Table 7.1.

Table 7.1 shows that amongst the leader data, daily PA is significantly correlated to daily NA ($r = -.70, p < .001$) and expressing naturally felt emotions ($r = .60, p < .001$), while daily NA is significantly correlated with expressing naturally felt emotions ($r = -.59, p < .001$). In the follower data, daily interpersonal justice is significantly correlated to daily PA ($r = .69, p < .001$), daily NA ($r = -.55, p < .001$) and daily job satisfaction ($r = .82, p < .001$). Daily PA is significantly correlated with daily NA ($r = -.71, p < .001$) and daily job satisfaction ($r = .73, p < .001$), while daily NA is significantly correlated with daily job satisfaction ($r = -.66, p < .001$). Finally, the combined leader-follower data shows leader daily PA is significantly correlated with follower daily interpersonal justice ($r = .45, p < .001$), follower daily PA ($r = .49, p < .001$), follower daily NA ($r = -.46, p < .001$), and follower daily job satisfaction ($r = .48, p < .001$). Leader daily NA is significantly correlated with follower daily interpersonal justice ($r = -.41, p < .001$), follower daily PA ($r = -.39, p < .001$), follower daily NA ($r = .40, p < .001$), and follower daily job satisfaction ($r = -.49, p < .001$). Finally, leader expressing naturally felt emotions is significantly correlated with follower daily interpersonal justice ($r = .33, p < .001$), follower daily PA ($r = .35, p < .001$), follower daily NA ($r = -.32, p < .001$), and follower daily job satisfaction ($r = .35, p < .001$).

Table 7.1 Correlations and Descriptive Statistics of Study Variables

Variables	M	SD	1	2	3	4	5	6	7
<i>Leader:</i>									
1. Age	2.68	1.16	--						
2. Tenure	2.69	1.06	.28**	--					
3. Team Size	2.41	.98	.25**	.48**	--				
4. Daily PA	3.98	.70	-.15**	.16**	.05	--			
5. Daily NA	1.88	.66	.29**	-.14**	.04	-.70**	--		
6. Expressing Naturally Felt Emotions	4.14	.79	-.25**	.02	-.09**	.60**	-.59**	--	
<i>Followers:</i>									
1. Age	2.46	.94	--						
2. Tenure	2.74	.95	.31**	--					
3. Daily Interpersonal Justice	3.31	1.14	-.10**	.09**	--				
4. Daily PA	3.93	.79	-.13**	.03	.69**	--			
5. Daily NA	1.93	.70	.10**	.08*	-.55**	-.71**	--		
6. Daily Job Satisfaction	3.73	1.05	-.12**	.05	.82**	.73**	-.66**	--	
<i>Leader + Follower Combined:</i>									
1. Daily PA (L)			--						
2. Daily NA (L)			-.70**	--					
3. Expressing Naturally Felt Emotions (L)			.60**	-.59**	--				
4. Daily Interpersonal Justice (F)			.45**	-.41**	.33**	--			
5. Daily PA (F)			.49**	-.39**	.35**	.69**	--		
6. Daily NA (F)			-.46**	.40**	-.32**	-.55**	-.71**	--	
7. Daily Job Satisfaction			.48**	-.49**	.35**	.82**	.73**	-.66**	--

N=212x5 days= 1060 followers and N=75x5 days= 375 leaders. *p<.05, **p<.01. (L)= Leader, (F)= Follower

7.5.1 Multi-level Models

Results of the multi-level models towards follower daily PA, daily NA, daily interpersonal justice, and daily job satisfaction, including moderator and mediation effects, are presented in Tables 7.2-7.5.

Table 7.2 shows that towards follower daily PA, leader daily PA has a significant direct effect ($\beta = .07$, $p = .007$) although leaders daily NA is not significantly related. The inclusion of leader expressing naturally felt emotions has a significant direct effect ($\beta = .15$, $p = .007$) and interacts significantly with leader daily NA towards ($\beta = -.06$, $p = .011$) although non-significantly with leader daily PA. Finally, the addition of follower daily interpersonal justice is found to significantly predict follower daily PA ($\beta = .19$, $p < .001$), and it mediated the direct effect of leader daily affect on follower daily PA (direct effect of leader daily PA is changed from significant to non-significant). Table 7.3 shows that towards follower daily NA, leader daily NA has a significant direct effect ($\beta = .06$, $p = .009$) although leaders daily PA is non-significant. Again, the inclusion of leader expressing naturally felt emotions has a significant direct effect ($\beta = -.09$, $p = .040$) and interacts significantly with leader daily PA towards ($\beta = .05$, $p = .023$) although with leader daily NA, it was non-significant. Further, the addition of follower daily interpersonal justice is found to significantly predict follower daily NA ($\beta = -.11$, $p < .001$), and it mediated the direct effect of leader daily affect on follower daily NA (direct effect of leader daily NA is changed from significant to non-significant).

Table 7.4 shows that leader daily PA and daily NA are not significantly related to follower daily interpersonal justice, despite being significantly correlated. The addition of leader expressing naturally felt emotions has a significant direct effect ($\beta = .26$, $p = .010$) and interacts significantly with leader daily PA towards follower daily interpersonal justice ($\beta = -.08$, $p = .015$) although non-significantly with leader daily NA. Table 7.5 shows that towards follower daily job satisfaction, leader daily NA has a significant direct effect ($\beta = -.06$, $p = .038$)

although leaders daily PA is non-significant. The leader expressing naturally felt emotions has a significant direct effect ($\beta = .25$, $p = .005$) and interacts significantly with leader daily PA towards follower daily job satisfaction ($\beta = -.05$, $p = .047$). There is no significant interaction with leader daily NA. Next, follower daily interpersonal justice is found to significantly predict follower daily job satisfaction ($\beta = .43$, $p < .001$). The inclusion of daily interpersonal justice fully mediates the direct effects of the leader factors (specifically leader NA), which becomes non-significant. Thus, there is evidence of full mediation. Finally, the model then includes the followers own affect and both follower daily PA ($\beta = .24$, $p < .001$) and NA ($\beta = -.22$, $p < .001$) are significant.

Overall, these significant effects support direct hypotheses 1a, 2b, 4b, 5a, 5b, 7a and 7b, and mediation hypotheses 6, 8 and 9. Further, there is support for moderation hypotheses 10 a (ii), 10 b (i), 11a, and 12 a.

Table 7.2 Multi-level Results towards Follower Daily Positive Affect (PA)

	Follower Daily PA									
	Null Model		Control Model		Leader Direct Effects Model		Leader Effects Model		Moderator Follower Effects Model	
	β	SE	β	SE	B	SE	β	SE	β	SE
Intercept	3.932‡	.06	3.930‡	.06	3.931‡	.05	3.932‡	.05	3.932‡	.05
Age (L)			-.11*	.05	-.09*	.05	-.02	.05	-.03	.05
Age (F)			-.12**	.05	-.12**	.05	-.10*	.05	-.09*	.05
Tenure (L)			.00	.06	.02	.06	-.04	.05	-.04	.05
Tenure (F)			.07	.06	.07	.05	.04	.05	.03	.05
Team Size (L)			.05	.07	.06	.06	.06	.06	.05	.06
PA (L)					.07**	.03	.04	.03	.04	.03
NA (L)					-.04	.03	-.00	.03	-.00	.03
ENFE (L)							.15**	.06	.16**	.06
PA (L) x ENFE (L)							-.01	.03	-.01	.03
NA (L) x ENFE (L)							.06*	.03	.07**	.03
Daily Interpersonal Justice (F)									.19‡	.02
Variance level 3 (L)	.15** (23.6%)	.05	.13**	.05	.07*	.03	.04	.03	.08*	.03
Variance level 2 (F)	.39‡ (63.4%)	.05	.38‡	.05	.38‡	.05	.38‡	.05	.29‡	.04
Variance level 1 (D)	.08‡ (12.9%)	.00	.08‡	.00	.08‡	.00	.08‡	.00	.08‡	.00
-2 Log Likelihood	1072.707		1062.985		1055.911		1033.759		977.002	

N=212x5 days= 1060 followers and N=75x5 days= 375 leaders. *p<.05, **p<.01. Expressing Naturally Felt Emotions = ENFE, (D)=Day, (L)=Leader, (F)=Followers. SE = standard estimate.

Table 7.3 Multi-level Results towards Follower Daily Negative Affect (NA)

	Follower Daily NA									
	Null Model		Control Model		Leader Direct Effects Model		Leader Effects Model		Moderator Follower Mediator Effects Model	
	β	SE	β	SE	β	SE	β	SE	β	SE
Intercept	1.935‡	.05	1.935‡	.05	1.935‡	.05	1.931‡	.04	1.933‡	.04
Age (L)			.16‡	.05	.14‡	.04	.08*	.04	.08*	.04
Age (F)			.06	.05	.05	.05	.03	.05	.03	.05
Tenure (L)			-.15**	.05	-.11*	.05	-.08*	.04	-.09*	.04
Tenure (F)			.05	.05	.05	.05	.07	.05	.08	.05
Team Size (L)			.06	.06	.06	.06	.05	.05	.05	.05
PA (L)					-.03	.02	-.00	.03	-.01	.03
NA (L)					.06**	.03	.03	.03	.03	.03
ENFE (L)							-.09*	.05	-.09*	.05
PA (L) x ENFE (L)							.05*	.02	.04*	.02
NA (L) x ENFE (L)							-.03	.02	-.03	.02
Daily Interpersonal Justice (F)									-.11‡	.02
Variance level 3 (L)	.10** (19.4%)	.04	.06*	.03	.02	.03	.00	.02	.02	.02
Variance level 2 (F)	.33‡ (68.1%)	.04	.33‡	.04	.33‡	.04	.33‡	.04	.29‡	.04
Variance level 1 (D)	.06‡ (12.5%)	.00	.06‡	.00	.06‡	.00	.06‡	.00	.06‡	.00
-2 Log Likelihood	797.900		776.205		769.016		769.016		722.648	

N=212x5 days= 1060 followers and N=75x5 days= 375 leaders. *p<.05, **p<.01. Expressing Naturally Felt Emotions = ENFE, (D)=Day, (L)=Leader, (F)=Followers. SE = standard estimate.

Table 7.4 Multi-level Results towards Follower Daily Interpersonal Justice

	Follower Daily Interpersonal Justice							
	Null Model		Control Model		Leader Direct Effects Model		Leader Effects Model	Moderator Model
	B	SE	β	SE	β	SE	β	SE
Intercept	3.316‡	.11	3.317‡	.10	3.317‡	.10	3.320‡	.09
Age (L)			-.07	.09	-.04	.09	.04	.09
Age (F)			-.11*	.06	-.11*	.06	-.10	.06
Tenure (L)			.14	.10	.11	.09	.08	.09
Tenure (F)			.09	.07	.09	.07	.08	.07
Team Size (L)			-.11	.12	-.11	.11	-.09	.11
PA (L)					.05	.04	.02	.04
NA (L)					-.06	.04	-.03	.04
ENFE (L)							.26*	.11
PA (L) x ENFE (L)							-.08*	.04
NA (L) x ENFE (L)							-.01	.04
Variance level 3 (L)	.53‡ (40.5%)	.07	.52‡	.07	.52‡	.07	.52‡	.07
Variance level 2 (F)	.64‡ (48.8%)	.14	.60‡	.13	.51‡	.12	.46‡	.11
Variance level 1 (D)	.14‡ (10.7%)	.01	.14‡	.01	.14‡	.01	.14‡	.01
-2 Log Likelihood	1663.138		1656.212		1651.875		1637.539	

N=212x5 days= 1060 followers and N=75x5 days= 375 leaders. *p<.05, **p<.01. Expressing Naturally Felt Emotions = ENFE, (D)=Day, (L)=Leader, (F)=Followers. SE = standard estimate.

Table 7.5 Multi-level Results towards Follower Daily Job Satisfaction

	Follower Daily Job Satisfaction											
	Null Model		Control Model		Leader Effects Model	Direct Model	Leader Effects Model	Moderator Model	Follower 1 Effects Model	Mediator Model	Follower 2 Effects Model	Mediator Model
	β	SE	β	SE	β	SE	β	SE	β	SE	β	SE
Intercept	3.728 \ddagger	.10	3.731 \ddagger	.09	3.731 \ddagger	.09	3.733 \ddagger	.08	3.731 \ddagger	.05	3.732 \ddagger	.04
Age (L)			-.13	.08	-.10	.08	-.02	.08	-.03	.05	-.00	.04
Age (F)			-.13*	.06	-.13*	.06	-.12*	.06	-.07	.04	-.04	.04
Tenure (L)			.16*	.08	.14*	.08	.11	.08	.07	.05	.06	.04
Tenure (F)			.09	.07	.09	.07	.06	.07	.02	.05	.03	.04
Team Size (L)			-.14	.11	-.13	.10	-.12	.09	-.08	.06	-.09*	.05
PA (L)					.04	.03	.01	.03	.03	.03	.02	.03
NA (L)					-.06*	.04	-.04	.04	-.05	.03	-.06*	.03
ENFE (L)							.25**	.10	.09	.06	.04	.05
PA (L) x ENFE (L)							-.05*	.03	-.02	.03	-.01	.03
NA (L) x ENFE (L)							.01	.03	.02	.03	.01	.03
Daily Interp. Justice (F)									.43 \ddagger	.02	.36 \ddagger	.02
PA (F)											.24 \ddagger	.04
NA (F)											-.22 \ddagger	.04
Variance level 3 (L)	.48 \ddagger (42.9%)	.11	.42 \ddagger	.10	.34 \ddagger	.09	.28 \ddagger	.08	.06*	.03	.03*	.02
Variance level 2 (F)	.54 \ddagger (48.2%)	.07	.53 \ddagger	.07	.53 \ddagger	.07	.53 \ddagger	.07	.27 \ddagger	.03	.18 \ddagger	.02
Variance level 1 (D)	.10 \ddagger (8.8%)	.01	.10 \ddagger	.01	.10 \ddagger	.01	.10 \ddagger	.01	.09 \ddagger	.00	.09 \ddagger	.00
-2 Log Likelihood	1353.936		1342.486		1337.883		1323.146		1080.336		944.190	

N=212x5 days= 1060 followers and N=75x5 days= 375 leaders. *p<.05, **p<.01. Expressing Naturally Felt Emotions = ENFE, Interp.= Interpersonal, (D)=Day, (L)=Leader, (F)=Followers. SE = standard estimate.

To provide an interpretation of the two-way moderating effects, we present the graphed interactions in Figures 7.2-7.5. Figure 7.2 shows that at low levels of leader daily PA there is a significant difference with the highest follower daily interpersonal justice being recorded when leaders are also high in leader expressing naturally felt emotions. Followers report the lowest daily interpersonal justice when their leader is low on daily PA and low on expressing naturally felt emotions. The high level of follower daily interpersonal justice is supported at high leader daily PA but again, only for those with a leader high on expressing naturally felt emotions. This supports the hypothesized effect. Figure 7.3 shows that at low levels of leader daily NA there is only modest difference in follower daily PA, although the highest is when leaders are also high in leader expressing naturally felt emotions. Followers report lower follower daily PA when their leader is low on daily NA and low on expressing naturally felt emotions. At high levels of leader daily NA there is actually a slight increase in follower daily PA but only for followers with a leader high on leader expressing naturally felt emotions. For those with a leader high on daily NA and low on leader expressing naturally felt emotions, they report the lowest follower daily PA. This supports the hypothesized effect.

Figure 7.4 shows that at low levels of leader daily PA, there is a significant difference with the lowest follower daily NA being recorded when leaders are high in leader expressing naturally felt emotions. Followers still report the lowest daily NA when their leader is high on daily PA and high on leader expressing naturally felt emotions, although for those with a leader low on expressing naturally felt emotions, they actually report a slight dip in follower daily NA. Largely, the effects are as hypothesized. Finally, Figure 7.5 shows that at low levels of leader daily PA there are significant differences in follower daily job satisfaction, with the highest satisfaction reported when their leader is high on leader expressing naturally felt emotions. These effects are retained amongst follower respondents at high leader daily PA and support the hypothesized effect.

Figure 7.2 *Interaction Effect of Leader Daily PA with Leader Expressing Naturally Felt Emotions towards Follower Daily Interpersonal Justice*

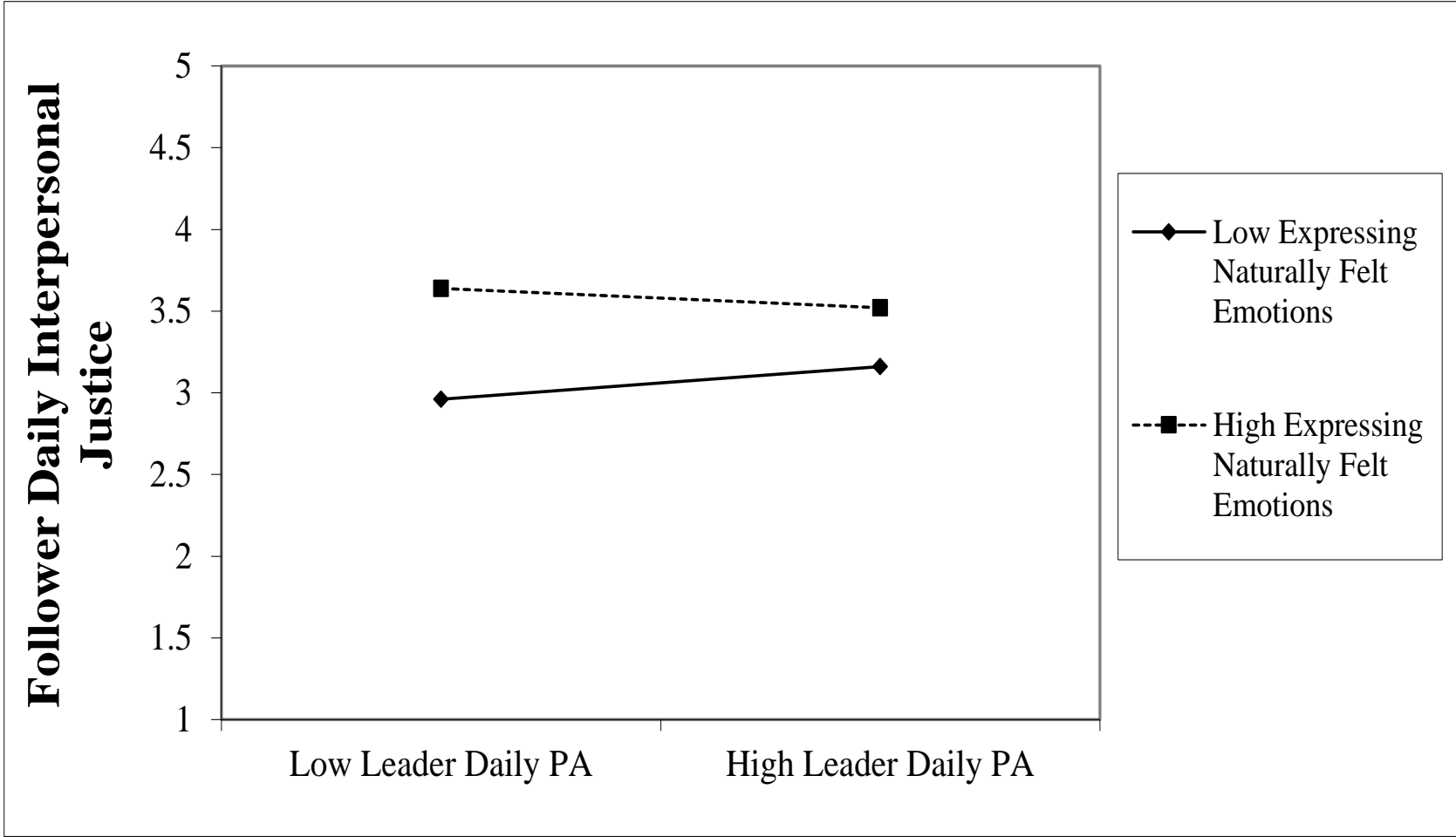


Figure 7.3 *Interaction Effect of Leader NA with Leader Expressing Naturally Felt Emotions towards Follower PA*

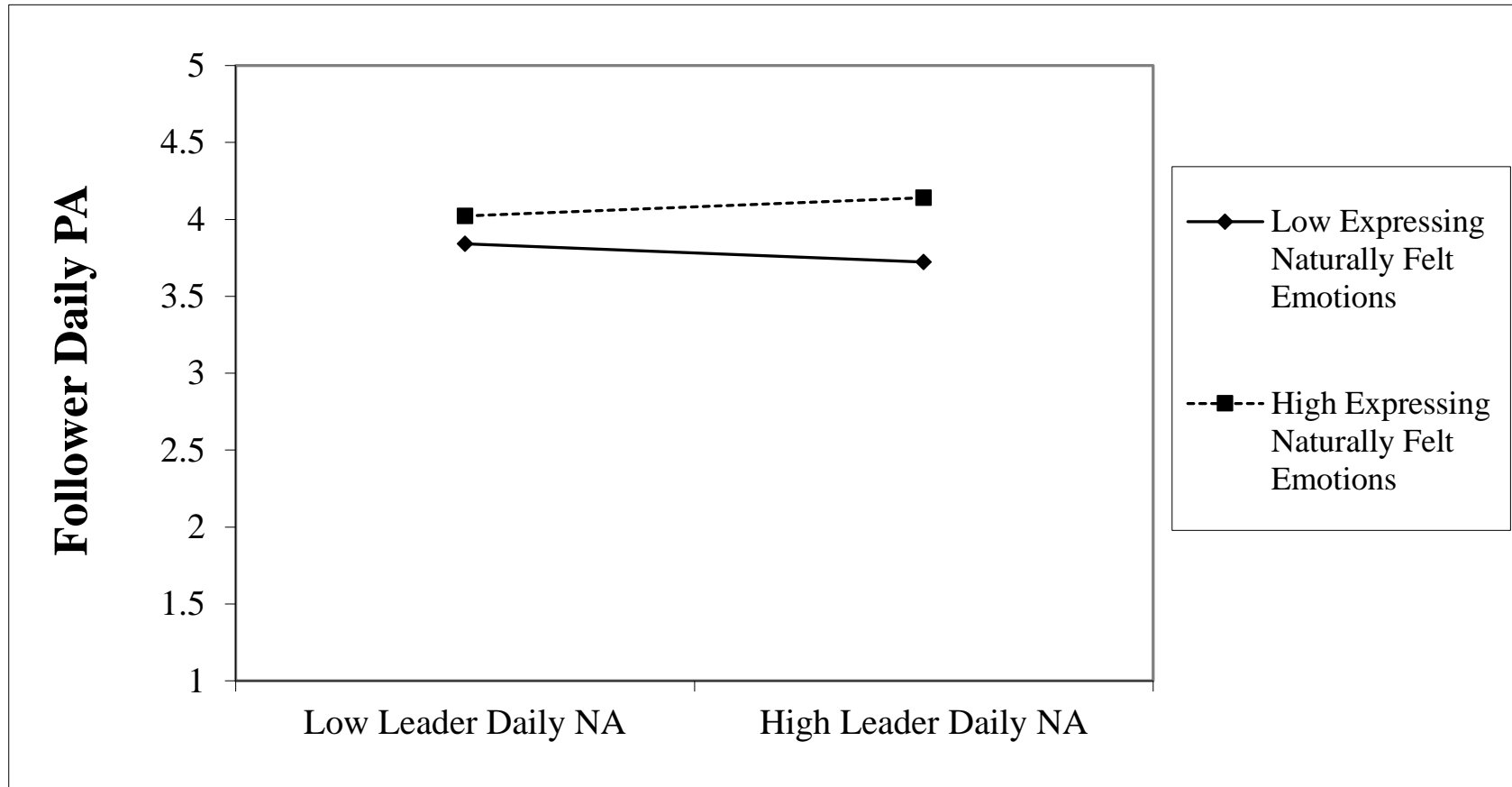


Figure 7.4 *Interaction Effect of Leader Daily PA with Leader Expressing Naturally Felt Emotions towards Follower Daily NA*

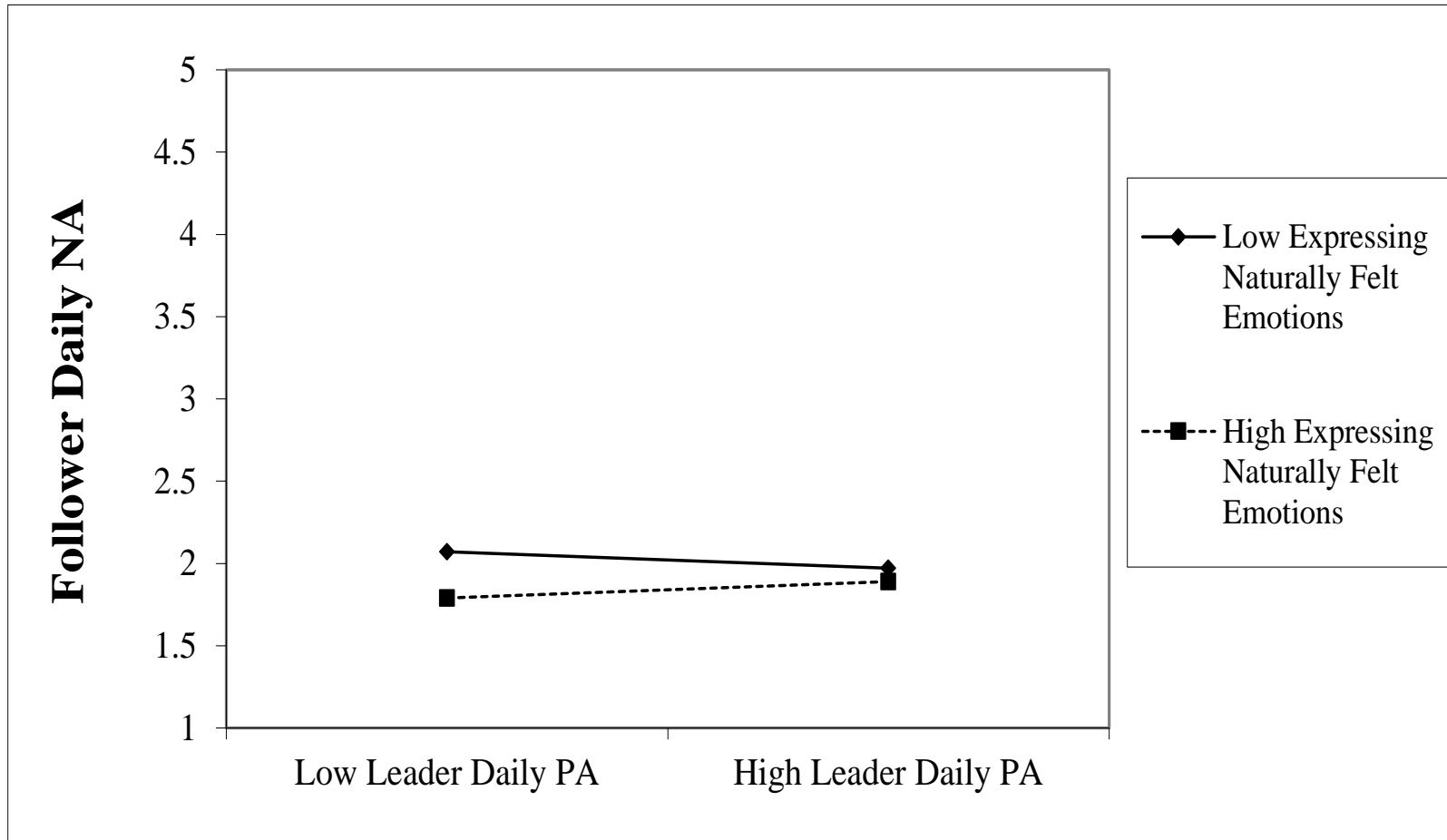
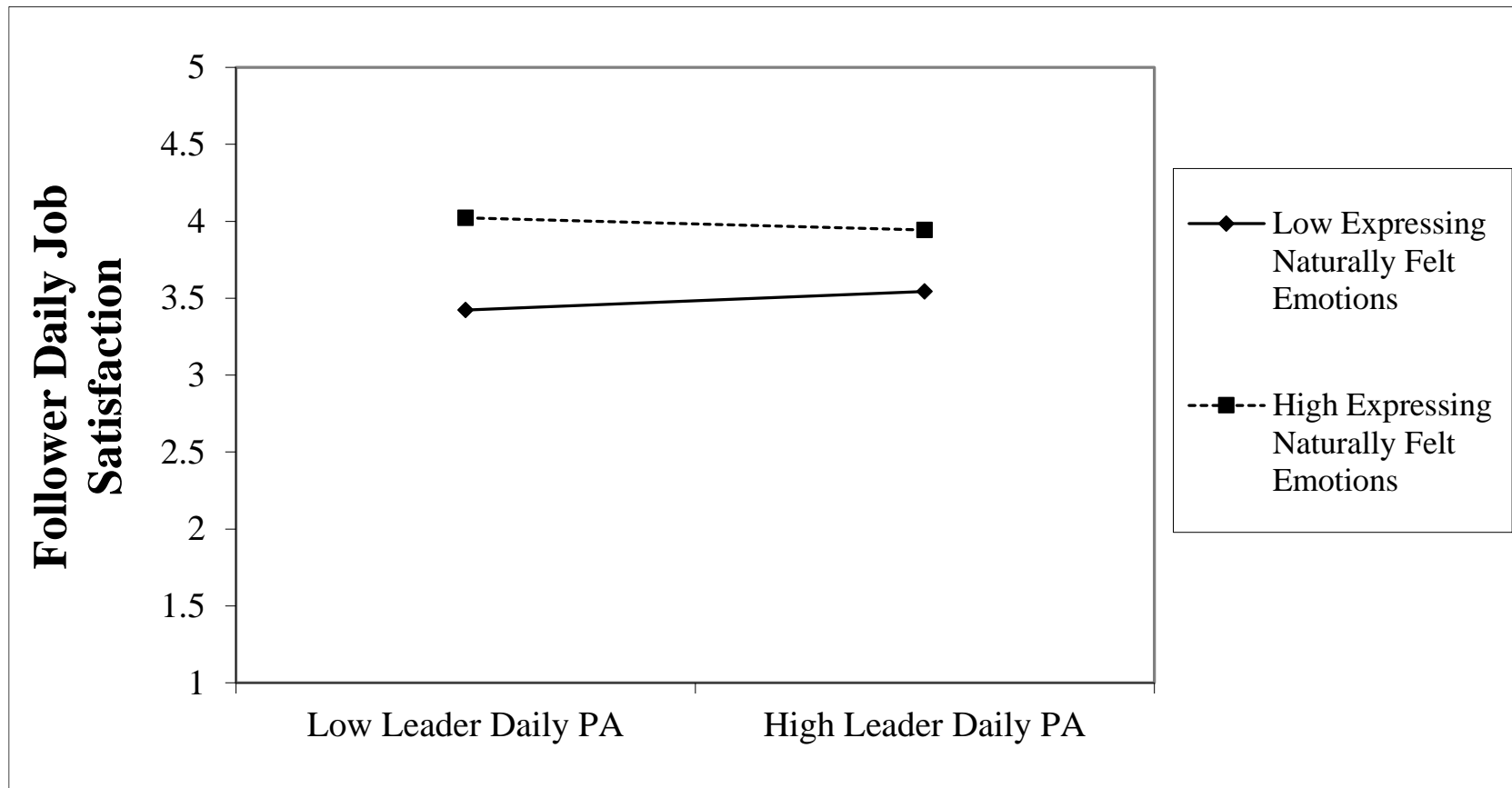


Figure 7.5 *Interaction Effect of Leader Daily PA with Leader Expressing Naturally Felt Emotions towards Follower Daily Job Satisfaction*



7.6 Discussion

While leadership interpersonal influences have been supported, researchers (e.g., Gooty et al., 2010; Barnes et al., 2015; Van Knippenberg & Van Kleef, 2016; Kelemen et al., 2020) highlighted the two limitations explaining affective and non-affective leadership. First, leadership behaviors have been viewed as static factors, subliminally presuming that some leaders display positive affect and treat followers with fairness and others do not. But researchers fail to explore whether these behaviors fluctuate across time. In a recent review, Kelemen et al. (2020) concluded that daily fluctuations in leadership behaviors provide new insights into leadership processes and outcomes. Second, as Van Knippenberg and Van Kleef (2016) noted, theory and empirical research in leadership has taken independent views of the affective and non-affective leadership behaviors and resultant influences on followers, despite the need for holistic leadership theory. Fundamentally, the mutual influence of these leadership behaviors is unclear when they influence the same follower outcomes. Thus, the present study aimed to address these constraints by utilizing a daily diary design to understand how leaders' daily affect and daily justice behavior (as perceived by followers) influence followers' daily affect and job satisfaction. The findings largely supported our hypotheses concerning leader to follower affective and non-affective influences.

Leader daily negative affect was associated with follower daily job satisfaction, aligning with previous research (Miao et al., 2016; Tepper et al., 2018). This suggests that the expression of negative affect by a leader has the potential to adversely influence followers through emotional contagion. However, leader positive affect was not associated with follower job satisfaction. A possible explanation may be that negative affect is more salient than positive affect, as implied in the critical positivity ratio (Fredrickson & Losada, 2013). This suggests that leaders would have to express more positive emotions to offset the influence of their negative emotions. Therefore, negative affect could be more noticeable and thus detrimental.

Further, we showed that leader daily affect transfers to follower daily affect, which aligns with prior evidence (e.g., Koning & Van Kleef, 2015; Eberly & Fong, 2013) examining the static view of the leader to follower affect transfer. However, our study is novel in that it demonstrates the affect transmission process is dynamic, and it accounts for daily fluctuations. This means that outcomes of affective display could be short-lived, and the positivity infused by the leader on a particular day is effective for that day. It may not be sufficient to elicit positive affect in followers on the following days. Affective reactions mechanism under EASI theory could be used to explain these daily relationships in a social context, where followers observe and catch leaders' positive and negative affect through automatic mimicry and respond via complementary emotional expressions. Our work advanced EASI theory by employing it to understand daily affective influences in leadership. Specifically, we demonstrated that daily fluctuations in leader affective display cause daily changes in follower affective experiences because of the underlying social influence as suggested by the EASI theory.

Interestingly, the daily approach could not account for the proposed reverse relationship between leader and follower positive and negative affect. Previous research documented that leader positive affect helps decrease follower negative affect, and leader negative affect cast a detriment influence on follower positive affect. One plausible explanation for this contradictory finding could be that the reverse effects of leader affect are more related to stable factors. For instance, a leader who seeks to decrease daily negative emotional experiences of followers may need to display positive affect on a daily basis, as well as maintain a stable and consistent positive display. These results perhaps indicate a theoretical combination of stable and fluctuating leadership factors. The tenets of EASI could be used to incorporate these factors and better understand the daily affect transfer from leaders to followers. For instance, leaders' general tendency to express positive or negative affect could be examined as a contextual factor to explore leadership daily affective influences on followers.

Despite this finding regarding leader affects influencing follower affect, followers' own affect was associated with their job satisfaction daily, aligning with Nikolaev et al. (2020) and Scott et al. (2020). This shows that daily affect fluctuations can influence daily job satisfaction, where satisfaction with the job being a daily affective assessment. We capitalized on the theoretical illustration of daily fluctuations in work factors by Xanthopoulou et al. (2012), and added to the literature by providing empirical evidence that job satisfaction tends to fluctuate on a daily basis along with its antecedents (here, leader and follower affect). Since modern working lives are characterized by change and associated challenges, this can result in employees experiencing fluctuations in feelings and related changes in work behaviors within a short period. For instance, our results show that job satisfaction can possibly fluctuate daily. Thus, theory and empirical research in leadership should focus on exploring the varying nature of work factors (and their antecedents) instead of examining stable patterns, which is a typical focus in literature.

In addition, we find a partial mediation effect of follower affect in the relationship of leader affect and follower job satisfaction. Affective reactions mechanism (Van Kleef, 2010) may underscore this phenomenon since leader daily affective displays can engender similar affective experiences in followers (via automatic mimicry). Consequently, these emotional experiences can lead followers to make affective assessments about the job (Damen et al., 2008). The partial mediation here may imply that other factors such as leader daily interpersonal justice could be involved in explaining the influence of leader affect on follower job satisfaction, in addition to follower daily affect. Meaning that leadership affective influences could pass through affective as well as non-affective mediation pathways. These mediation pathways can run in parallel to facilitate affective influences, and the strength of each pathway may depend on various personal and situational contingencies (Van Kleef, 2010). Moreover, since EASI theory describes leader-followers affective influences from a social

perspective, social exchange factors such as leader interpersonal justice (Leineweber et al., 2020) and related perceptions of the followers can facilitate affect transfer and subsequently influence work outcomes.

Regarding the direct influence of leadership justice behavior on followers, our study stands in line with prior evidence (Barclay & Kiefer, 2014; Judge et al., 2006). Our findings revealed that justice treatment and related perceptions could trigger affective responses and influence job satisfaction. We provided a different perspective on the dynamic nature of these relationships since leader treatment of respect and dignity can vary (Loi et al., 2009). While previous research on leadership and affect has mainly relied on the emotional contagion theory to explain leader to follower affect transfer (e.g., Ten Brummelhuis et al., 2014), our study demonstrated an unconventional pathway. Notably, we show the leader daily interpersonal justice could also mediate the leader affective transfer to followers' affect and their work outcomes. Inferential processes mechanism (Van Kleef, 2010) and attributions theories may explain this social phenomenon, which suggests that leaders affective display provide social information to followers. Followers use that information to comprehend leaders' behaviors and create attributions about them (Dasborough et al., 2009). Consequently, these perceptions and attributions predict followers' affect and work outcomes. For instance, leader expression of interest (a positive affect) in followers' ideas could be perceived as interpersonal justice since respect and dignity may be weaved into positive affective displays.

Expressing naturally felt emotion is an emotional regulation strategy (Diefendorff et al., 2005), with research (e.g., Kobylińska et al., 2020) finding that individuals' tendency to regulate emotions in a certain way is mainly stable because of the underlying personality traits. Our approach to blending stable leadership factors with fluctuating factors proved fruitful and found significant moderating influences from leader expressing naturally felt emotions (LENFE). It buffered the negative consequences of leader daily negative affect on followers,

and relatedly augmented the positive influences of leader daily positive affect. A plausible explanation here may be that when leaders express naturally felt emotions (both positive and negative), such leaders are interpreted as authentic leaders, and their followers positively respond, even if this is a negative expression. Similarly, genuine emotional expression brings congruence between leaders' internal feelings and outward affective display. Followers of such leaders may not need to actively engage in information processing to find an emotional discrepancy and related social intentions of the leader. This low need for social information processing could lead followers to focus and enjoy job tasks by reducing their cognitive load (Meyer & Hünefeld, 2018).

From a theoretical viewpoint, we added to the leadership literature by showing that leadership stable (trait-like) factors can be weaved with state factors to understand the daily affective influences of leaders on followers. Further, our study advanced attribution theory (Dasborough et al., 2011) by suggesting that the extent to which followers make daily attributions and perceptions about their leaders' interpersonal behaviors is also dependent on the leadership static factors such as leaders' inclination to express genuine emotions. Authentic leaders, in this way, stimulate their followers to experience positive affects and job satisfaction. Thus, attributions in the leader-follower relationship are complex phenomena involving variability and stability at the same time.

7.6.1 Theoretical Implications

Our results have several theoretical implications for the evolving field of leadership, especially around daily leadership. First, we extended leadership theory by taking a different approach from the typical viewpoint, which supposes that leadership factors are static in nature – e.g., leaders either display positive affect or negative affect. While most research has taken leader affective display and its influences on followers as stable factors, our work suggests these factors vary daily. There is considerable daily variance in each of the follower factors we

studied: leadership daily interpersonal justice perception (10.7%), daily follower PA (12.9%), daily follower NA (12.5%), and daily follower job satisfaction (8.8%). We added to the literature by demonstrating that day-to-day variation in leaders' affect, directly and indirectly, influences followers' daily affect, daily justice perception, and daily job satisfaction. Further, our study takes a novel approach by applying EASI theory in daily/episodic settings and moves forward the research on leadership by providing new knowledge illustrating the dynamics of daily leadership in organizations (Kelemen et al., 2020; McClean et al., 2019).

Second, we included two parallel mediation pathways to explore the underlying mechanisms of leader affective influences on followers, namely follower affect and leader interpersonal justice (perceived by follower). While previous research argues that justice perceptions shape individuals' emotional experiences (e.g., Barclay & Kiefer, 2014), our study adds to the literature by indicating that daily leadership justice perceptions run as a parallel mechanism along with followers' affect to transfer influence of leader affective expression. Particularly, we demonstrated that leader affect does not only transmit to followers via automatic mimicry, but followers' conscientious attributions and perceptions regarding leader's behaviors can also help determine their job satisfaction, as conceptualized by Van Knippenberg and Van Kleef (2016).

Third, we also advanced the EASI theory by testing the moderating effects of LENFE on followers' affect and job satisfaction. Prior research has tested for moderating effects of various follower factors such as follower emotional intelligence (Dasborough, 2019), leader-follower daily interaction (Diefendorff et al., 2005), and follower susceptibility to emotional contagion (Johnson, 2008). However, we included a leader factor as a moderator. Our results show that LENFE interacts with leaders' daily affect and daily interpersonal justice to cast beneficial moderating influences on followers' daily affect, perceptions, and job satisfaction. Thus, our research introduced a new moderator of affective reactions and inferential processes

mechanisms of EASI theory. In the same vein, we test Kelemen et al. (2020) arguments around combining leaders' general tendency to express natural emotions with their daily affect and daily interpersonal justice behaviors. This strategy was fruitful in providing a comprehensive view of how leadership stable factors play out with fluctuating behaviors. Future research can follow the same lead and further explore the possibilities of joining chronic leadership elements with acute aspects.

7.6.2 Practical Implications

Our findings contribute to practice in several ways. First, by exploring affective and non-affective leadership behaviors, we offer essential guidelines for the leaders interested in controlling their negative influences. Leaders should carefully ponder and strategize the total impact of their behaviors on followers since non-affective factors (e.g., justice and support) can complement affective factors (e.g., affective display). For example, leaders who show interest in followers' ideas and work, but did not provide them with timely information and feedback required for effective functioning, can offset the fruits of positive affect and may induce negativity in followers and their work outcomes.

Second, our daily perspective of leadership behaviors and their impacts on followers offer momentary management suggestions. The results demonstrated that followers' emotions and job satisfaction fluctuate daily because of the daily variation in antecedents, i.e., leader daily affect and daily interpersonal justice behavior. On the contrary, stable approaches operate on the assumption that leaders and followers are consistent in their affect expressions and behaviors. For instance, followers who are unsatisfied with their jobs will be unsatisfied and low performers (Judge et al., 2001) indefinitely, and perhaps dismissal is the only effective way to deal with such employees. Nonetheless, our research provides that the rate of variation in follower factors is related to daily leadership factors. Leaders could display positive affect and do interpersonal justice daily, to elicit positive emotions and job satisfaction in followers.

Perhaps, addressing a dissatisfied follower on a particular day will be more manageable and less intimidating than precluding all dissatisfaction instances.

Third, since job satisfaction is directly related to performance (Judge et al., 2001), managing daily job satisfaction is vital for employees and organizations. We show that when the leader expresses negative affect on a given day, resultantly followers are less satisfied with their jobs. Addressing job satisfaction is important, since even if a follower is dissatisfied and underperforms for a single day, it accounts for roughly one-half percent of annual employee performance (by workdays). We suggest leaders monitor their affective display. For example, when they feel upset and irritated, they can delay or limit the interaction with followers. Also, organizations can conduct leadership training to help leaders understand the relationships we observed in this study. This can help leaders join the dots between their affective display and their interpersonal justice behavior and subsequent influence on followers' affect and work attitudes. Our findings are also helpful for followers – we suggest they avoid doing behaviors that can trigger a negative episode and delay or limit interactions if they know that their leader is not in a pleasant mood on a given day/moment. Lastly, we recommend leaders express naturally felt emotions without surface/deep regulation if they want to establish their authenticity in followers' minds, and free them from cognitive load associated with social information processing. Our results suggest that the expression of naturally felt emotions could augment positive influences and buffer negative consequences towards followers.

7.6.3 Limitations and Future Research

This paper is based on the data collected over time from different sources of leaders and followers with the purpose to avoid common method bias usually found in similar-source data (Podsakoff et al., 2003), despite these methodological strengths, our paper has some limitations. We depend on the theory and time separated nature of daily predictor and outcome variables to examine the directional relationship and test our hypotheses. However, we did not

utilize variable manipulation techniques and subjective measures typically used in laboratory settings, which can help draw more clear causal relationships (Barnes et al., 2015). Future research could examine our model and observed causal relationships in a typical laboratory setting by manipulating leader affective display and gauging the impact on followers' affect and job satisfaction. Furthermore, since our focus was to explore antecedents of follower affect and job satisfaction, we did not include antecedents of leader affect despite some theoretic possibilities. Future studies could explore possible antecedents of the leader positive and negative affective display (e.g., daily work demands, daily sleep, organizational change/restructuring etc.).

Our study is focused on exploring daily downstream influences of leaders' affect on followers' affect and their work outcome. Future researchers can switch the lens to explore daily upstream effects of followers' affect on leaders' affect and their support towards followers. We used LENFE as the moderator of the relationship between leader affective/non-affective behaviors and follower outcomes. Future researchers could use other theoretically possible moderators such as follower emotional intelligence, follower epistemic motivation, leader-follower interdependence, follower liking for the leader, follower attributions of the leader sincerity, leader use of surface and deep acting, and frequency and consistency of the leader affective display. Another possibility for future research could be to combine leader/follower static factors with fluctuating behaviors since this approach can provide a complex but more precise view of leadership. For example, leaders' general tendency to use surface or deep acting could be linked with daily affective display and its influences on followers.

We investigated leader daily affective influences on followers' daily job satisfaction, but future research could extend our model by including other work outcomes such as task performance, organizational citizenship behaviors, work engagement, counterproductive work behaviors, absenteeism and turnover intentions. Interestingly, leader behaviors can be observed

by all followers working with that leader. Therefore, leadership daily behaviors could be related to team/unit level work outcomes. Future research can take this emerging approach to explore whether and how leader daily affective display is related to team/unit level outcomes such as daily team job satisfaction. Finally, we inspire future scholars to test our model and observed relationships in different countries, such as in Western organizations. A possible addition to our model may be the inclusion of the power distance dimension of culture.

7.7 Conclusion

The present study combined daily affective and non-affective leadership behaviors, which consequently influenced followers' affective experiences and job satisfaction on a daily basis. Leaders who are interested in creating daily positive influences on followers and avoiding negative episodes should consider that their daily affective display can determine followers' daily affective experiences (both positive and negative) and shape followers' perception of justice or injustice. These infused affective experiences and justice (injustice) perceptions, in turn, determine their satisfaction with the job. Moreover, leaders should consider expressing naturally felt emotions since this could augment positivity and buffer negative influences. Our daily approach to leadership and its impacts on followers provide a complex but relatively in-depth depiction for leadership researchers and practitioners.

7.8 References

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CHAPTER EIGHT: PAPER 5

Reversing the Leadership Lens: Exploring Followers' Affective Influences on Leaders

Preface

Based on the consistent calls for follower-centric leadership research and gaps identified through the mapping review around theory and evidence on followership affective influences, this thesis also focused on exploring whether and how followers can influence their leaders via expression of affect. In this paper, I looked at the influence of follower positive and negative affect on leader support behaviors directly and through the mediation paths of leader affective experiences (infused by the follower affect) and leader social mindfulness, along with the moderation effect of leader emotional empathy. Using a two-sample study design (Pakistan and New Zealand) allowed me to explore upward affective influences (follower-leader) in two culturally diverse settings. Across both samples, findings show that followers possibly infuse leader affect through the emotional contagion process, and can shape leader social mindfulness by triggering inferential processes, ultimately determining the leader support towards followers. In addition, leader emotional empathy (sample two only) can lessen the detrimental effects of follower negative affect, which signals the importance of context in affective influences. While there is only modest support for the mediation processes, but notably, the findings of this paper strengthen the argument that followers play an active role in leadership and their affective expression has the potential to shape leader affective/cognitive responses and determine the leader work factors. This paper supports the dual mediation process and the role of contextual factors in interpersonal affective influences, and notably employed EASI theory to understand the upward affective influences, which is rare in the literature.

This paper is under review at *The Leadership Quarterly*. This chapter is formatted in APA style.

Abstract

This paper explores the followers' affective influences on leaders. Leadership research typically focuses on downstream influences from leaders to followers, and we remedy this deficiency by asking whether and how followers' affect can influence leadership behaviors? Using two diverse samples (Pakistan and New Zealand), we focus on positive and negative affective (PANA) and test follower PANA influences on leader support behaviors. We include leader PANA and social mindfulness as potential mediators. Further, we test the moderating effect of leader emotional empathy on the follower to leader affective influences. We examined these relationships using a Pakistani sample of 130 leaders and 330 followers and a New Zealand sample of 73 leaders and 226 followers employing multilevel analysis across two levels (leader and follower). Across both studies, we find strong support for direct effects and moderation effects (study 2 only), but modest support for mediation effects. Overall, the study provides valuable extensions to the leadership literature and provides a robust context for testing follower-centric affective influences.

Keywords: *follower-leader; upstream affective influences; emotional contagion, social mindfulness; leader support behaviors; Pakistan; New Zealand.*

8.1 Introduction

Effective leadership not only requires using cognition and rationale (Tee et al., 2013a), but also involves understanding and expressing moods and emotions. There is a growing realization that affect underpin various leadership processes and outcomes (Ashkanasy & Humphrey, 2011). For example, task performance (e.g., Liang & Chi, 2013; Tee et al., 2013a), work attitudes (e.g., Wong & Law, 2002) and helping behaviors (e.g., Koning & Van Kleef, 2015) of leaders and followers are shaped through affective processes. A typical approach in leadership research is to explore leader affective influences on followers (Van Knippenberg & Van Kleef, 2016; Gooty et al., 2010), emphasizing the downstream perspective. Much evidence suggests that leader display of positive and negative affect translates into followers' affect through an emotional contagion mechanism (e.g., Eberly & Fong, 2013; Clarkson et al., 2020). Subsequently, this infused affect determines follower work outcomes. Similarly, leaders' affective influences have been found to pass through followers' cognitive processes to ultimately shape their work attitudes and behaviors (Visser et al., 2013; Dasborough et al., 2011). Surprisingly, much less theory and evidence are available on the followers' affective influences on leaders, despite the growing calls for more follower-centric research in leadership (e.g., Kelemen et al., 2020; Rajah et al., 2011; Gooty et al., 2010).

Recently, Van Knippenberg and Van Kleef (2016), in a review, noted that evidence relating to follower affective impacts is limited, and more research is needed to understand how followers' affect transmits to leaders and what are the related downstream consequences. So far, only two studies have provided evidence on how followers' affect could influence leaders' affect and their work performance. First, Hsee et al. (1990), in a laboratory study, manipulated the extent of power between experiment groups and observed that individuals with greater control were more susceptible to emotional influences from individuals with lesser control. Second, Tee and colleagues (2013a) manipulated followers' moods in two laboratory

experiments and examined how these moods affected leader mood and task performance. They concluded that follower positive and negative moods influenced the leader mood, and subsequently shaped leader task performance through the emotional contagion process. Notably, Tee et al. (2013a) endeavored to provide comparatively conclusive evidence on followers' affective influence by using multiple raters and replicating results across two studies.

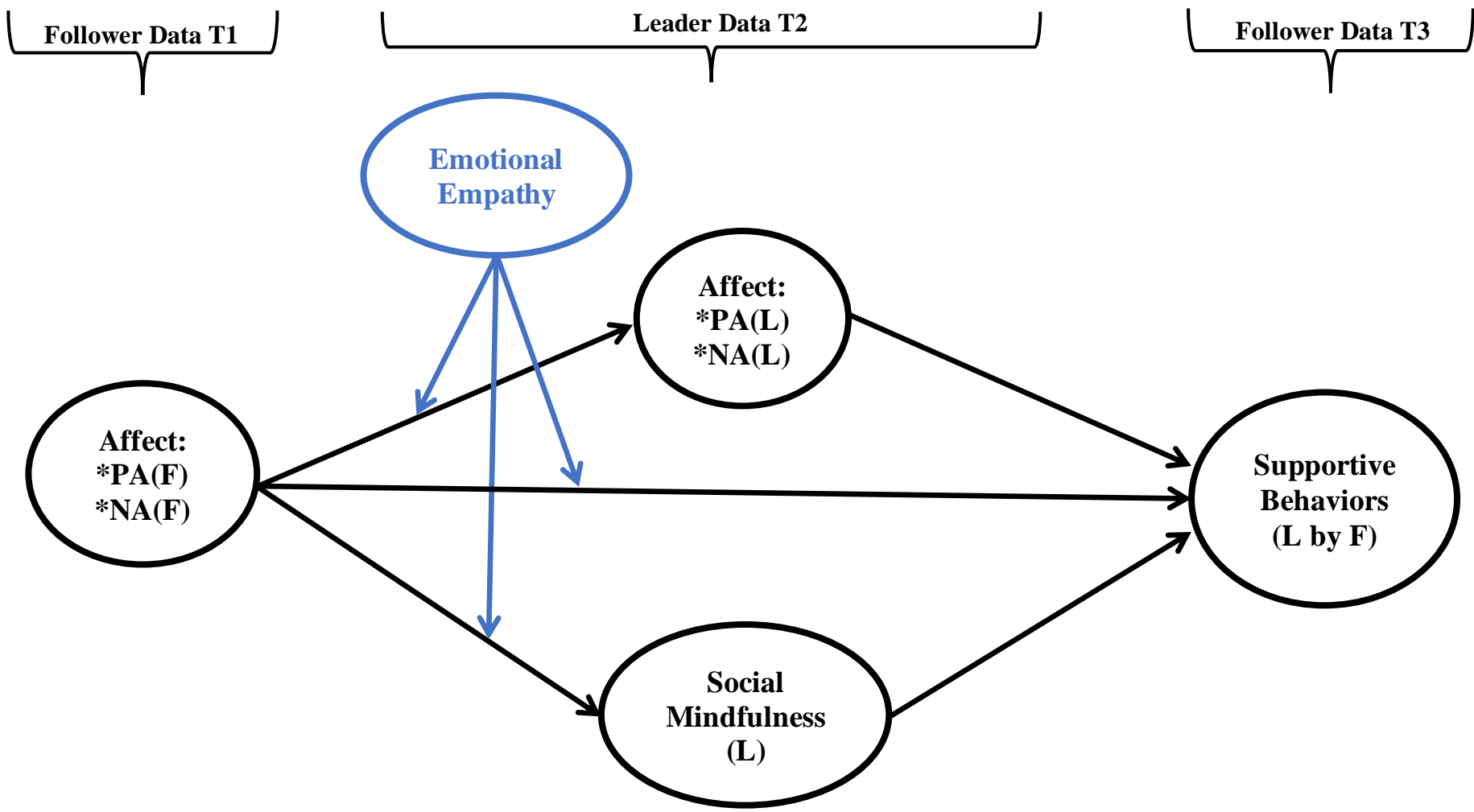
Overall, this initial evidence suggests that affective experiences and displays appear powerful enough to enable individuals at lower organizational ranks to influence peoples at higher levels. Our inference is tied with previous research (e.g., Dasborough et al., 2009; Hannah et al., 2008), which provided that leader-follower affective influences and related outcomes are reciprocal and bidirectional. This paper focuses on the follower-centric approach to affective influences since this area has not been studied in great detail before. Specifically, this paper adopts an upstream approach to affective influences in leadership, and inquire followers' affective display impact the way leaders support their followers. These ideas were tested in two field studies. In study 1, we examined how follower PANA influence leader support behavior, and we test this through leaders' PANA and social mindfulness. In study 2, we attempted to repeat the result from study 1 and advanced our model by including leader empathy as a moderator, which is a trait factor.

Our theorizing is based on the emotions as social information perspective (EASI; Van Kleef, 2009, 2010), which has been previously used in leadership and emotions research (see Koning & Van Kleef, 2015; Van Kleef et al., 2019). EASI theory assumes the leader-follower relationship exists in a social context; therefore, leaders and followers can socially influence each other by displaying moods and emotions (Van Kleef, 2012). We reversed the theoretical lens of the EASI theory and expect that follower display of affect will elicit affective reactions from leaders via unconscious mimicry and convergence, ultimately shaping their support behaviors. We include leaders social mindfulness, which may be described as the leaders'

motivation to consider followers' needs and wishes before making decisions (Van Lange & Van Doesum, 2015). Leader social mindfulness involves deliberate cognitive and empathetic efforts to extract information from followers' affect for understanding underlying intentions and issues.

Overall, this study make four contributions. First, we adopted an atypical approach in leadership and affect research to explore upstream affective influences from followers to leaders. In doing so, we advanced follower-centric affect-based research in leadership literature. Second, we broadened the EASI theory application by demonstrating that individuals with lower organizational status can socially influence higher-status individuals by expressing affect at workplaces. Third, we show that leader trait empathy moderates the follower to leader affect transmission. Finally, we uses two distinct samples, including in a seldom explored setting (Pakistan) to enhance confidence in these processes cross-culturally. Our study model is shown in Figure 8.1.

Figure 8.1 Study Model



Note: blue is only in study 2.

8.2 Theoretical Frameworks

8.2.1 *Emotions as Social Information Theory*

We use EASI theory (Van Kleef, 2009) to understand how followers' affective display influences leaders' affect and social mindfulness, and the impact this has on their support towards followers. This perspective takes a functional approach to interpersonal effects of affect and assumes that one individual's affects can influence other individuals' emotions, attitudes, cognition and behaviors (Van Kleef et al., 2011). Since the leader-follower relationship is characterized by social interaction and exchanges, therefore, leaders and followers can socially influence each other through emotional displays (Van Kleef et al., 2012). EASI theory suggests that interpersonal emotional influences can travel through affective reactions and/or inferential processes to shape people's attitudes and behaviors ultimately. Affective reactions are underpinned by the emotional contagion process, where individuals catch others' emotions via unconscious mimicry of nonverbal cues and converging into similar emotional states. In contrast, inferential processes are based on a deliberate assessment of others' emotions to extract information and understand the underlying reasons and intentions.

Prior research in leadership and affect has utilized the EASI perspective to understand leader affective influences on followers' affect, cognition and work outcomes (e.g., Van Kleef & Koning, 2015; Van Kleef et al., 2019). However, follower-centric affective influences remain unexplored using this theoretical lens. Based on the tenets of EASI theory, we expect that follower PANA can engender similar PANA in leaders through an implicit process of affect contagion and accordingly can impact leader support behaviors. For example, followers who are excited and determined in their work tasks are likely to provoke analogous affect in leaders. In addition, follower PANA can shape leaders social mindfulness through a deliberate process of information extraction and making inferences. For instance, when followers show interest in leaders' work suggestions (showing interest represents displaying positive affect),

the leaders could interpret such display as taking others' perspective. This interpretation of the followers' affect display can motivate leaders to take followers' perspective when making work decisions.

8.2.2 Reciprocal Affect Theory

This study also uses the reciprocal affect theory of leadership (Dasborough et al., 2009; Hareli & Rafaeli, 2008) because this further helps explain affective influences upward from followers to leaders. This theory suggests that leadership involves reciprocal and bidirectional affective exchanges. Specifically, leaders can influence followers through affect display and also get impacted by the emotional expression of their followers. For instance, team members expressing curiosity and imagination can make a leader more creative in their work tasks. Therefore, we expect that leaders' affective experiences and behaviors can, in part, be determined by the process of affective responses to their followers.

8.3 Literature Review

8.3.1 Follower-Leader Affective Influences

Employees experience and display affect, and these affective displays at work crossover and influence others (Wang et al., 2017; Parkinson, 2020). For example, Ten Brummelhuis et al. (2014) found leaders affectivity influenced follower affectivity and ultimately their burnout and engagement. Theory and evidence suggest that affective processes are weaved into the creation and functioning of leadership (Van Knippenberg & Van Kleef, 2016). Leadership researchers have primarily studied the downstream influences of the affective display from leaders to followers. The convergence of leader PANA into follower affective experiences via emotional contagion have been theorized and examined in several studies (e.g., Visser et al., 2013; Clarkson et al., 2020). However, recent theoretical research (e.g., Dasborough et al., 2009) provides that affective transfers are reciprocal and bidirectional. That is, leaders can

influence followers through affective displays and might be affected by the emotional displays of their followers.

Interestingly, empirical evidence on upstream affective influence from followers to leader is scarce, and at present, only two studies have researched this phenomenon. Tee et al. (2013a) examined the impact of follower mood on the leader mood and task performance in two laboratory studies. They found that follower positive and negative moods affected the leader moods, consequently determining their task performance through the mood contagion mechanism. Also, they found that leaders high in neuroticism were more prone to catch the negative moods of followers. Similarly, Hsee et al. (1990) observed that individuals with greater power (e.g., leaders) were more susceptible to emotional influence from individuals with lesser power (e.g., followers) compared to vice versa influences. Hence, there is initial evidence that followers do have the ability to influence their leaders.

8.3.2 Leader Support Behaviors

While previous research has noted the follower's affective influences on leadership factors such as emotional contagion susceptibility and task performance, the downstream consequences of follower PANA are still not explored. One of the downstream outcomes could be an improvement (or deterioration) in leader support behaviors. Leader support behavior falls under the umbrella of helping behaviors and can be explained in terms of availability, encouragement of growth and noninterference (Feeney & Thrush, 2010). *Availability* support refers to the extent to which leaders are readily available when followers need guidance, assistance and troubleshooting in work-related tasks. *Encouragement for growth* represents the degree to which leaders endorse their followers' decisions and motivate them to grow through attaining personal goals. Finally, *noninterference* support indicates the extent to which leaders refrain from unwarranted involvement in followers' decisions and actions. These distinct

behaviors constitute the overall support behaviors of a leader directed towards followers (Wu & Parker, 2017).

Since organizational settings require leaders and followers to work interdependently, therefore, leader support behaviours are important to ensure that followers perform effectively (Cheung & Wong, 2011). For example, Wu and Parkers (2017) noted that leader support behaviors determine employees' self-efficacy, autonomous motivation and proactive work behaviors. Similarly, Amabile et al. (2004) found that leader instrument and socioeconomic support was positively related to a creative work environment in teams. Interestingly, prior research explored various antecedents of leaders support behavior. These factors include biographical characteristics (e.g., Paustian-Underdahl et al., 2013), leadership styles (e.g., Cheung & Wong, 2011) and overall psychological safety climate (e.g., Dollard & Idris, 2017). However, interpersonal antecedents of leader support behavior are less well researched, especially, it may be interesting to explore what follower factors can determine leader support. We speculate that followers' affective display may, in part, determine leader support behaviors.

8.4 Hypotheses Development

8.4.1 Follower Affect, Leader Affect and Leader Support Behavior

Interpersonal transfer of affect has been theorized and found to shape individuals' work behaviors (e.g., Van Kleef et al., 2011; Parkinson, 2011). In the leadership context, Koning and Van Kleef (2015) noted that a leader's expression of happiness encouraged followers to perform citizenship behaviors, and expression of anger discouraged similar behaviors. Little and colleagues (2016) reported comparable effects of leaders' affect management on followers' work behaviors. Plausibly, followers may find leader positive affect more intriguing and socially acceptable when followers perform behaviors which are not required by formal job description and reward structure. Drawing on this evidence, we reverse the focus and expect that follower affect can transfer to leaders and shape their willingness to provide support. For

example, followers' who actively participate in work meetings and show enthusiasm via offering new ideas can enthuse leaders to experience the same level of fervor. These positive feelings can result in increased work-related support from leaders to such followers. Based on above, we hypothesize the following:

Hypothesis 1a: *Follower PA will be positively related to leader support behaviors.*

Hypothesis 1b: *Follower NA will be negatively related to leader support behaviors*

In addition, consistent with ideas of reciprocity of affect transfer (Dasborough et al., 2009) and using the tenets of EASI theory (Van Kleef, 2010), we suggest that followers' affective display can, in part, determine leader affective experiences via the affective reactions mechanism. That is, followers' verbal and nonverbal affective cues are picked and unconsciously mimicked by the leaders, ultimately leading them to feel the same way as their followers do. Thus, followers who are happy and joyful in the workplace are likely to transfer these affects to their leaders. Alternatively, if employees are grumpy and gloomy, these negative moods can also leave a leader feeling gloomy. Our central idea is that affective displays are powerful enough to enable people at the lower levels of organizational hierarchies to influence people at higher levels. Thus, we hypothesize the following:

Hypothesis 2a: *Follower PA will be (i) positively related to leader PA and (ii) negatively related to leader NA.*

Hypothesis 2b: *Follower NA will be (i) negatively related to leader PA and (ii) positively related to leader NA.*

8.4.1.1 Influence of Leader Affect on Leader Support Behavior

In addition to followers' affect, leaders' own affect is likely to determine the extent of leader support toward followers. Affective experiences have been noted to influence many aspects of supporting and helping behaviors. For instance, Armenta et al. (2017), using the broaden-and-built theory, concluded that positive emotions allow individuals to accumulate

psychological, intellectual, and social resources. In turn, they use these resources to help and support others. In their study of leaders and followers, Ten Brummelhuis et al. (2014) found that leader supportive behaviors were negatively related to follower burnout and positively related to follower engagement. Relatedly, Aarrestad et al. (2015) found that positive emotions stimulate help-giving behaviors. There is also meta-analytical support for positive emotions predicting helping and citizenship behaviors (e.g., Miao et al., 2017; Carlson et al., 1988).

In the same vein, negative emotions were found to discourage support and helping behaviors towards others (e.g., Van Kleef & Koning, 2015). Again, there is meta-analytical support for this claim, (Chang et al., 2007). A plausible explanation may be that when leaders feel gloomy, they tend to avoid interaction with followers and temporarily cease availability support. Similarly, experiencing negative affect may cause leaders to adopt a prevention focus as postulated in regulatory focus theory (Falomir-Pichastor & Gabarrot, 2011) whereby leaders experiencing negative affect may micro-manage details of work tasks and exert more control, which can result in unnecessary interference in what followers are doing. Based on the above, we posit the following:

Hypothesis 3: *Leader (a) PA will be positively related to leader support behavior, and (b) NA will be negatively related to leader support behavior.*

8.4.1.2 Mediating Role of Leader Affect

Based on the research studies explaining the transmission of affect (e.g., Tee et al., 2013a; Eberly & Fong, 2013) and related influences on support behaviors (Armenta et al., 2017; Chang et al., 2007). We suggest that follower affective displays will translate into leader affective experience, ultimately shaping their support behaviors towards followers. Thus, leader affect will play a mediation role between the relationship of follower affective display and leader support behavior. This proposed mediation process is also consistent with the affective reaction mechanism of EASI theory, which (in this context) suggests that follower

positive and negative affective displays can elicit similar affective experiences in leaders via unconscious mimicry and affect convergence. Consequently, these infused feelings can determine the extent to which leaders are ready to extend support to their followers. Notably, EASI theory has been used to theorize and examine the mediation role of follower affect in the relationship of leaders' affective displays and followers' helping behaviors (e.g., Koning & Van Kleef, 2015). However, our study took a novel approach to apply EASI theory to study followership affective influences. Based on the above, we hypothesize the following:

***Hypothesis 4:** Leader affect will mediate the influence of follower affect on leader support behavior.*

8.4.2 Follower Affect, Leader Social Mindfulness and Leader Support Behavior

In addition to the affective reactions explained above, followers' affect may also travel through a more deliberate and conscious mechanism to impact leaders. We expect that followers can shape leaders' social mindfulness when they express PANA. Social mindfulness represents individuals' motivation to consider others and is defined as "being thoughtful of others in the present moment, and considering their needs and wishes before making a decision" (Van Lange & Van Doesum, 2015, p. 18). It comprises perspective-taking and empathetic concern. Perspective-taking involves a deliberate cognitive process aiming to understand others' behaviors and underlying psychological states. It implies that socially mindful people distance themselves from their viewpoints and appraise the situations through others' perspectives. Empathic concern is the motivation to feel for others and having an inner drive to improve their situation. Specifically, it involves expressing other-oriented emotions such as sympathy and compassion, and subsequently taking action to solve the issues (Van Doesum et al., 2018; Gerpott et al., 2020). Overall, these cognitive and affective aspects constitute the social mindfulness of an individual.

Leadership is a social phenomenon (Bohl, 2019) whereby followers and leaders can socially influence each other. Presumably then, leader social mindfulness could play an essential role in leadership processes and outcomes. For instance, leaders can use their social mindful lens to understand and respond to followers' behaviors and affective displays. Gerpott et al. (2020) studied the influence of respectful leadership on followers' willingness to share knowledge through mediation paths of followers' perspective-taking and empathetic concerns. Since social mindfulness indirectly supports the others benefitting behavior i.e. knowledge sharing, therefore we expect the leader social mindfulness will help leaders to be more supportive and helpful towards followers. However, follower factors that influence leader social mindfulness still need to be explored.

We argue that followers' affective display can, in part, shape leader social mindfulness. Followers' positive affective display could enhance a leader's social mindfulness since expressing positive affect perhaps signals concern for others. For instance, a follower paying attention (a positive affect) to a leader's work-related suggestions may signal that they attempt to look at things from others' perspectives. Plausibly, a leader may take over the followers' tendency to show concern for others and resultantly start taking followers' perspective when making decisions. Importantly, this response to followers' positive affect is more likely to be cognitive and deliberate in nature (Israelashvili et al., 2020) compared to spontaneous and affective, which is suggested by emotional contagion (Hatfield, 1994). In contrast, follower negative affective display can be detrimental to leader social mindfulness since expressing negative affect could indicate the lack of concern for others. Resultantly, leaders may start ignoring followers' perspectives and start showing less empathetic concerns towards them. Based on the above, we posit the following:

Hypothesis 5(a): Followers PA will be positively related to leader social mindfulness.

Hypothesis 5(b): Follower NA will be negatively related to leader social mindfulness.

8.4.2.1 Influence of Leader Social Mindfulness on Leader Support Behavior

Leader support is crucial for followers' work performance and well-being. Leaders can support followers by being available, providing growth opportunities, and avoiding unnecessary involvement (Wu & Parker, 2017). These behaviors are primarily discretionary and assist followers in thriving at work. Leader support behaviors can be conceptualized as socially mindful behaviors since they increase the followers' opportunities (Gerpott et al., 2020). Accordingly, we argue that socially mindful leaders will be more willing to provide support to their followers. For instance, leaders' perspective-taking may facilitate specific growth opportunities to a particular follower keeping in view their career needs, because leaders who take others' perspectives are more likely to understand followers' thinking processes and related needs. Similarly, leaders' empathetic concerns can facilitate availability support to followers. Empathetically motivated leaders are likely to take a genuine interest in followers' seeking work-related assistance and are determined to take action (Kock et al., 2019). For example, this may be the case when followers are feeling anxious because of a potential delay in project delivery and want to seek their leader's opinion on this. In this situation, a leader who is readily available to respond to followers' queries and help them getting the deadline extension may be perceived as a socially mindful leader. Moreover, there is meta-analytical support for our argument that individuals' social mindfulness predicts their support and helping behaviors (Longmire & Harrison, 2018). Thus, we posit the following:

Hypothesis 6: *Leader social mindfulness will be positively related to leader support behavior.*

8.4.2.1 Mediating Role of Leader Social Mindfulness

Building on the above details illustrating how followers' affect can shape leaders' social mindfulness and prior evidence on social mindfulness influencing support behaviors (e.g., Gerpott et al., 2020; Longmire & Harrison, 2018), we also posit that followers' affective

displays will induce leader social mindfulness and determine their support towards the followers. Hence, leader social mindfulness will mediate the influence of follower affect on leader support behavior. Previous research (Tee et al., 2013a) has documented this mediation relationship between follower affect and leader task performance using emotional contagion as an underlying mechanism.

However, we suggest that social mindfulness processes are different from emotional contagion processes. These are based on a deliberate (Israelashvili et al., 2020) social approach to process information from others' emotions (Van Kleef, 2009, 2010). We speculate that the tenets of EASI theory (Van Kleef, 2009) explain the proposed mediation pathway of leader social mindfulness. Specifically, the inferential process suggests that followers' affective displays are laden with social information. Leaders can interpret and make inferences about their followers' feelings, behaviors, and intentions using this information. Since extracting social information from followers' affect and making inferences involve cognitive processes, this phenomenon may underscore leaders' perspective-taking and empathic concerns, ultimately shaping leader support towards followers. Hence, we posit the following:

***Hypothesis 7:** Leader social mindfulness will mediate the influence of follower effect on leader support behavior.*

8.4.3 Role (moderating) of Leader Emotional Empathy

Finally, in study 2, we extend our original model by testing an additional moderation effect. Here, we suggest leader empathy might be a key individual difference, which may facilitate follower to leader affect transfer and shape leader social mindfulness. Although there has been a surge of studies exploring state factors of leadership and associated influences on leaders and followers (Keleman et al., 2020), the trait-based approach is still relevant to understanding leadership behavior and its antecedents (Holmes Jr et al., 2021). Previous research (e.g., Judge et al., 2002; Tee et al., 2013) suggest that innate trait differences such as personality can

determine leaders' work behaviors and outcomes. Empathy is a vital trait factor determining individuals' responses and actions towards work colleagues (Clark et al., 2019). Melchers et al. (2016) indicate that individuals' empathy is linked to their personality type. Specifically, they found that individuals high in agreeableness were more empathetic than others. Thus, empathy appears to be a stable and trait-like factor of individuals.

Spreng et al. (2009) defined empathy as "one's ability to understand and respond adaptively to others' emotions, succeed in emotional communication, and promote prosocial behavior" (p. 18). For instance, empathetic leaders are likely to respond with compassion when followers display sadness. Further, they are more likely to offer support to remedy the underlying reasons for such display. Notably, empathy is different from emotional contagion since it goes beyond just feeling for others and sharing their emotions – it ultimately results in understanding and action (Spreng et al., 2009). Moreover, Kock et al. (2019) indicated that leaders' proactivity in understanding issues and providing emotional and practical support improves followers' job performance. In this context, we argue that empathy makes the leader more responsive, both emotionally and socially. Specifically, leaders high in empathy will be more motivated to pick verbal and nonverbal cues and respond to followers' affective display (positive and negative) than leaders low in empathy. Thus, we expect leader empathy to be an essential moderating factor to explain the follower affective influences on leaders. Since the leader-follower relationship involves a certain degree of power distance (De Hoogh et al., 2008), leaders without a high level of empathy may simply ignore followers' affective expressions. Similarly, a high level of empathy will be conducive to leader social mindfulness because the other-oriented nature of empathy (Gerpott et al., 2020) will enable leaders to take perspective underlying followers' affective display and show empathic concerns. Based on the above, we posit the following:

Hypothesis 8: *Leader empathy will moderate the influence of follower affect on leader affect with beneficial effects when leader empathy is high.*

Hypothesis 9: *Leader empathy will moderate the influence of follower affect on leader social mindfulness with beneficial effects when leader empathy is high.*

Hypothesis 10: *Leader empathy will moderate the influence of follower affect on leader support behavior with beneficial effects when leader empathy is high.*

8.5 Method

8.5.1 Participants and Sample

We considered two important factors in our methodology. First, Nuzzo (2014) argued the importance of replication to provide more substantial confidence for findings. Second, we followed recommendations by Podsakoff et al. (2003) and used time-lagged data to strengthen relationships tested. Hence, and after ethics approval, we conducted two studies of leaders and their followers in Pakistan (study 1) and New Zealand (study 2). Study 1 explored the mediation model, and study 2 extended this by including a leader moderator. We used our professional networks in various industries in both countries and recruited a diverse sample to enhance generalization across different industries and occupations. We contacted managers and explained the purpose of the surveys. Later, those interested were contacted, and data collection via surveys was conducted (anonymously) on subordinates. Participants were only included if they work for a minimum of 20 hours a week and have daily face-to-face interaction with their leader.

Both studies had data collection divided into three parts: (a) followers completed a survey on their demographic information, affective experiences and displays, and emotional acting, (b) one week later, leaders completed a survey on demographic details, affective experiences, and social mindfulness, (c) then one week later, followers again filled a survey regarding their leaders' support behaviors. Purposefully, the surveys were short and easy to

complete (less than 5 minutes). Study 1 had 150 surveys distributed to leaders, and 106 surveys were completed (70.7% response rate). Approximately 5 surveys were distributed to followers in teams (500 in total), and 330 completed surveys were received (66% response rate). Study 2 had 110 surveys distributed to leaders, and 73 surveys were completed (67% response rate). Again, approximately 5 surveys were distributed to followers in teams (385 in total), and 226 completed surveys were received (58.7% response rate).

Respondents came from various industries including banking and insurance, higher education, retail and e-commerce, food processing, sales and marketing, and government services. Specific to Pakistan, we also captured respondents from textile manufacturing. Leaders were slightly more likely to be male in both study 1 (55.8%) and study 2 (57.1%) but were more educated (minimum master's degree) in Pakistan (83.1%) than New Zealand (27.9%). Leaders were similar in age bands (both 36-45 years on average) and worked less hours in Pakistan (47.3% more than 40 hours/week) compared to New Zealand (69.9%). Followers were more likely to be male in Pakistan (59.1%) but the opposite in New Zealand (61.5% females). Like leaders, Pakistan followers were much more educated, with only 1.2% having a high school diploma compared to 47.3% amongst New Zealand respondents. Followers were younger in New Zealand (26-35 years on average) compared to Pakistan (average 36-45 years). Pakistan followers also worked much higher hours, with 51.5% working more than 40 hours/week compared to only 12.3% in New Zealand.

8.5.2 Measures

All measures include a symbol for Leader=(L) and Follower(F). For study 1 (Pakistan), we used a shorter survey with fewer items to reduce the burden on respondents. Study 2 used more extended versions of the scales and included an additional leader construct to extend our model. Study 1 assessed follower (F) affect using 3-items each for PA and NA using Watson et al. (1988) Positive and Negative Affect Schedule (PANAS), coded 1= very slightly or not at all,

5= extremely. Respondents were asked to indicate what extent they feel and express affect, such as "proud" and "inspired" (PA), and "distressed" and "jittery" (NA). The scale reliability was adequate: $\alpha=.74/.82$ for PA/NA. Study 2 used the same scales but extended these to 5-items each for PA and NA and achieved sufficient reliability: $\alpha=.75/.77$ for PA/NA.

At time 2, leader affect was measured using the same scale used for follower affect above (3-items in Pakistan and 5-items in New Zealand). The scale reliability was adequate in Pakistan: $\alpha=.77/.82$ for PA/NA and New Zealand: $\alpha=.84/.74$ for PA/NA.

Social Mindfulness was measured at time 2 among leaders only using 4-items (Pakistan), and 8-items (New Zealand) adopted from Koller and Lamm (2014), coded 1= strongly disagree and 5= strongly agree. Sample items are "I try to look at everyone's side of a disagreement before making a decision" and "When I see someone being taken advantage of, I feel kind of protective towards them". The scale reliability was adequate in Pakistan ($\alpha=.87$) and New Zealand ($\alpha=.76$).

Study 2 (time 2) included the leaders Emotional Empathy, measured using the 16-item scale by Spreng et al. (2009), coded 1=. A sample item is "When someone else is feeling excited, I tend to get excited too" ($\alpha=.81$).

Finally, at time 3, Leader Support Behavior was measured among followers (only) using the nine-item scale adopted from Wu and Parker (2017), coded 1=strongly disagree and 5= strongly agree. Sample items are "My manager is sympathetic and supportive when I am worried or upset about something" and "My manager allows me to take a strong hand in setting my own performance goals". The scale showed excellent reliability in Pakistan ($\alpha=.97$) and New Zealand ($\alpha=.87$).

Control variables. We controlled for both leaders and followers' demographics on: Age (in bands, 1=18-25 years, 2=26-35 years, 3=36-45 years, 4=46-55 years, 5=56-65 years) due to meta-analytic support for employee age benefiting work outcomes (Ng & Feldman, 2010a,

2010b; Pinquart, 2001). We also controlled for Team Size (1=1-5 followers, 2=6-10 followers, 3=11-15 followers, 4=16+ followers) as these are typically controlled for (e.g., Chi & Ho, 2014; Spell et al., 2011). Finally, we controlled for follower (only) Emotional Acting using the 4-item scale from Diefendorff et al. (2005) because we understand that followers with a greater tendency to regulate emotions may not express what they genuinely feel, therefore affecting the quality of affect transfer. Such influences have been revealed in previous research (e.g., Wang & Seibert, 2015). The sample item is "I make an effort to actually feel the emotions that I need to display towards my leader" ($\alpha=.94$).

8.5.3 Analysis

We followed Ten Brummelhuis et al. (2014) and conducted the multilevel analysis with the MLwiN program because we had followers nested in teams with a leader. We used a two-level model, with the first level being followers (n=330 Pakistan, n=226 New Zealand) and the second level being leaders (n=106 Pakistan, n=73 New Zealand). Leader (level 2) variables were centered to the grand mean, as they have no Level-1 variance (Enders & Tofighi, 2007). We followed standard practice and centered predictor variables (e.g., follower PA and NA) to the grand mean (e.g., Ten Brummelhuis et al., 2014).

Both studies had leader supportive behaviors rated by the follower as the dependent variable. Follower affect predicted this, and we tested potential mediation effects via leaders affect and social mindfulness. Study 2 included leaders' emotional empathy as a moderator (time 2) of followers affect (time 1).

8.6 Results

Following Ten Brummelhuis et al. (2014), we determined the proportion of variance attributed to the two levels of analysis, and results showed that the amount of variance attributed to the leader level (level 2) was 57.8% for Pakistan (study 1) and 73.2% for New Zealand (study 2). Thus, significant amounts of variance were left to be explained by leaders justifying our

multilevel approach (LeBreton & Senter, 2008). Descriptive statistics for the study variables are shown in Table 8.1A and 8.1B.

Table 8.1A shows that amongst the follower data, leader supportive behaviors are significantly correlated to emotional acting ($r = -.53, p < .001$), PA ($r = .83, p < .001$), and NA ($r = -.73, p < .001$). Emotional acting is significantly correlated to PA ($r = -.50, p < .001$) and NA ($r = .54, p < .001$), and PA and NA correlate significantly as well ($r = -.62, p < .001$). Regarding leader data, team size is significantly correlated with age ($r = .55, p < .001$), NA ($r = -.30, p < .001$), and PA is significantly correlated with NA ($r = -.46, p < .001$) and social mindfulness ($r = .72, p < .001$), and NA and social mindfulness correlate significantly as well ($r = -.66, p < .001$).

Table 8.1B shows that amongst followers, data hours worked is significantly correlated to age ($r = .37, p < .001$). PA is significantly correlated to hours worked ($r = .18, p < .001$), emotional acting ($r = .19, p < .001$) and NA ($r = -.48, p < .001$). Leader support behavior is significantly correlated with PA ($r = .52, p < .001$) and NA ($r = -.52, p < .001$). Regarding leader data, age significantly correlated to PA ($r = .21, p < .001$), NA ($r = -.21, p < .001$) and emotional empathy ($r = .18, p < .001$). Hours worked and team size significantly correlated to NA ($r = -.14, p < .001, r = -.17, p < .001$, respectively). PA significantly correlated to NA ($r = -.43, p < .001$), social mindfulness ($r = .21, p < .001$) and emotional empathy ($r = .47, p < .001$). NA significantly correlated to emotional empathy ($r = -.49, p < .001$), and social mindfulness significantly correlated to emotional empathy ($r = .55, p < .001$).

Table 8.1A Correlations and Descriptive Statistics of Study 1 (Pakistan) Variables

Variables	M	SD	1	2	3	4	5
<i>Followers:</i>							
1. Age(T1)	2.78	1.17	--				
2. Emotional Acting(T1)	2.04	1.08	-.05	--			
3. PA(T1)	4.06	.79	-.09	-.50**	--		
4. NA(T1)	1.87	.88	.02	.54**	-.62**	--	
5. Leader Supportive Behaviors(T3)	4.10	.82	-.05	-.53**	.83**	-.73**	--
<i>Leaders:</i>							
1. Age(T2)	2.72	.94	--				
2. Team Size(T2)	2.62	1.13	.55**	--			
3. PA(T2)	4.23	.77	-.05	.02	--		
4. NA(T2)	1.98	.83	.08	-.30**	-.46**	--	
5. Social Mindfulness(T2)	4.05	.83	-.10	.04	.72**	-.66**	--

N=330 followers and 106 leaders. *p<.05, **p<.01. Note: T1=Time 1, T2=Time 2, and T3=Time 3.

Table 8.1B Correlations and Descriptive Statistics of Study 2 (New Zealand) Variables

Variables	M	SD	1	2	3	4	5	6	7
<i>Followers:</i>									
1. Age(T1)	1.67	.74	--						
2. Hours Worked(T1)	1.69	.69	.37**	--					
3. Emotional Acting(T1)	3.25	.57	-.01	.04	--				
4. PA(T1)	4.11	.47	.04	.18**	.19**	--			
5. NA(T1)	1.48	.32	.01	.03	-.07	-.48**	--		
6. Leader Supportive Behaviors(T3)	4.23	.45	-.01	.09	.06	.52**	-.52**	--	
<i>Leaders:</i>									
1. Age(T2)	2.98	.93	--						
2. Hours Worked(T2)	2.63	.61	.32**	--					
3. Team Size(T2)	2.41	1.15	.19**	.35**	--				
4. PA(T2)	4.14	.36	.21**	.10	-.02	--			
5. NA(T2)	1.49	.33	-.21**	-.14**	-.17*	-.43**	--		
6. Social Mindfulness(T2)	4.05	.34	.04	.05	-.02	.21**	-.09	--	
7. Emotional Empathy(T2)	4.09	.31	.18**	-.03	-.03	.47**	-.49**	.55**	--

N=226 followers and 73 leaders. *p<.05, **p<.01. Note: T1=Time 1, T2=Time 2, and T3=Time 3.

8.6.1 Multilevel Models

Results of the multilevel models towards leader factors are presented in Tables 8.2A and 8.2B (study 1) and 8.3A and 8.3B (study 2). Table 8.2A shows that towards leader PA, follower PA is significantly related ($\beta=.48, p<.001$) as is follower NA ($\beta=-.16, p=.003$). Similarly, towards leader NA, follower PA is significantly related ($\beta=-.38, p<.001$) as is follower NA ($\beta=.28, p<.001$). Finally, towards leader social mindfulness, again, both follower PA is significantly related ($\beta=.50, p<.001$) as is follower NA ($\beta=-.30, p<.001$).

Table 8.2B shows that towards leader supportive behaviors (follower-rated), follower PA is significantly related ($\beta=.53, p<.001$) as is follower NA ($\beta=-.32, p<.001$). The addition of leader mediators shows that leader PA is significantly related ($\beta=.19, p<.001$), although leader NA is not. The second model included social mindfulness as a mediator, which was significant ($\beta=.11, p=.002$). In the mediation models, the influence of followers affect on their rating of leaders supportive behavior was only modestly changed, with follower PA dropping from $\beta=.53$ to $\beta=.48$ in mediation model 1 (leader affect) and $\beta=.50$ in mediation model 2 (social mindfulness). Follower NA dropped modestly from $\beta=-.32$ to $\beta=-.31$ /.30 in models 1 and 2, respectively. This provides modest support for the mediation effect. In model 3, we included all three mediators, and here the only significant predictor is leader PA ($\beta=.17, p=.008$). Again, mediation effects are modest. Overall, the model supports direct effects towards leader support behaviors from both followers and leaders, although the mediation hypotheses are only modestly supported. Specifically, these significant effects supports direct hypotheses 1a, 1b, 2 a (i and ii), 2 b (i and ii), 3a, 5a, 5b, and 6. Further there is only modest support for mediation hypotheses 4 and 7.

Table 8.3A is on the New Zealand data and shows that follower PA is significantly related to leader PA ($\beta=.35, p<.001$) and leader NA ($\beta=-.13, p<.008$), although follower NA is not significantly associated. Towards leader social mindfulness, both follower PA is

significantly related ($\beta=.12$, $p=.011$) as is follower NA ($\beta=-.16$, $p<.001$). Table 8.3B shows that towards leader support behaviors (follower-rated), follower PA is significantly related ($\beta=.26$, $p<.001$) as is follower NA ($\beta=-.44$, $p<.001$). The moderator model shows leader emotional empathy does not have a significant direct effect but does interact with follower NA ($\beta=-.05$, $p=.012$). The first mediator model shows that leader PA and NA are non-significant, although in the second mediator model, leader social mindfulness is significant ($\beta=.34$, $p<.0012$). Model 3 (with all three mediators) confirms leader social mindfulness as the significant predictor ($\beta=.36$, $p<.001$). This model provides modest evidence of mediation effects on follower affect (PA drops from $\beta=.26$ to $\beta=.22$ and NA from $\beta=-.44$ to $\beta=-.43$).

Table 8.2A Multilevel Results towards Leader Outcomes (Self-Rated) – Study 1 (Pakistan)

	Leader Outcomes (Self-Rated)					
	Direct Effects Model to PA(L)		Direct Effects Model to NA(L)		Direct Effects Model to Social Mindfulness (L)	
	β	SE	β	SE	β	SE
Intercept	4.407‡	.04	1.862‡	.04	4.055‡	.04
Age(F)	.01	.03	-.02	.03	-.01	.03
Age(L)	-.03	.04	-.17‡	.04	-.01	.04
Team Size(L)	.02	.04	-.29‡	.04	.00	.04
Emotional Acting(F)	.00	.04	-.03	.04	-.05*	.04
PA(F)	.48‡	.06	-.38‡	.06	.50‡	.06
NA(F)	-.16**	.06	.28‡	.05	-.30‡	.06
Variance level 1 (F)	.44‡	.03	.40‡	.03	.45‡	.04
-2 Log Likelihood	663.033		629.826		676.113	

Note. *p < .05, ** p < .01, ‡ p < .001. N=330 followers and 106 leaders. (L)=Leader, (F)=Followers. SE = standard estimate.

Table 8.2B Multilevel Results towards Leader Supportive Behaviors (Follower-Rated) – Study 1 (Pakistan)

	Leader Supportive Behaviors (Follower-Rated)											
	Null Model		Control Model		Direct Effects Model (F)		Mediators Model 1 (L)		Mediators Model 2 (L)		Mediators Model 3 (L)	
	β	SE	β	SE	β	SE	β	SE	β	SE	β	SE
Intercept	4.102‡	.07	4.103	.06	4.101‡	.03	4.103‡	.03	4.102‡	.03	4.103‡	.03
Age(F)			-.04	.03	-.01	.02	-.01	.02	-.01	.02	-.01	.02
Age(L)			-.12*	.06	-.01	.03	-.02	.03	-.01	.03	-.02	.03
Team Size(L)			.08	.06	.01	.03	.02	.04	.00	.03	.03	.04
Emotional Acting(F)			-.32‡	.03	-.06*	.03	-.06*	.03	-.05*	.03	-.05*	.03
PA(F)					.53‡	.04	.48‡	.05	.50‡	.04	.48‡	.05
NA(F)					-.32‡	.04	-.31‡	.04	-.30‡	.04	-.31‡	.04
PA(L)							.19‡	.05			.17**	.06
NA(L)							.07	.05			.08	.05
Social Mindfulness(L)									.11**	.04	.09	.06
Variance level 2 (F)	.40‡ (57.8%)	.07	.25‡	.05	.04‡	.01	.04‡	.01	.04‡	.01	.03**	.01
Variance level 1 (L)	.29‡ (42.2%)	.03	.25‡	.02	.16‡	.02	.15‡	.02	.14‡	.02	.15‡	.02
-2 Log Likelihood	706.990		625.346		390.449		375.049		383.700		374.331	

Note. *p < .05, ** p < .01, ‡ p < .001. N=330 followers and 106 leaders. (L)=Leader, (F)=Followers. SE = standard estimate.

Table 8.3A Multilevel Results towards Leader Outcomes (Self-Rated) – Study 2 (New Zealand)

	Leader Outcomes (Self-Rated)					
	Direct Effects Model to PA(L)		Direct Effects Model to NA(L)		Direct Effects Model to Social Mindfulness (L)	
	β	SE	β	SE	β	SE
Intercept	4.200‡	.02	1.571‡	.02	4.054‡	.02
Age(F)	.01	.03	-.07**	.03	-.06	.03
Age(L)	.09‡	.03	-.02	.03	.01	.03
Team Size(L)	-.02	.02	-.07‡	.02	-.01	.02
Emotional Acting(F)	.05	.04	-.05	.04	.00	.04
PA(F)	.35‡	.05	-.13**	.06	.12*	.05
NA(F)	-.09	.06	.04	.07	-.16‡	.06
Variance level 1 (F)	.11‡	.01	.12‡	.01	.11‡	.01
-2 Log Likelihood	147.450		165.028		132.078	

Note. * $p < .05$, ** $p < .01$, ‡ $p < .001$. N=330 followers and 106 leaders. (L)=Leader, (F)=Followers. SE = standard estimate.

Table 8.3B Multilevel Results towards Leader Supportive Behaviors (Follower-Rated) – Study 2 (New Zealand)

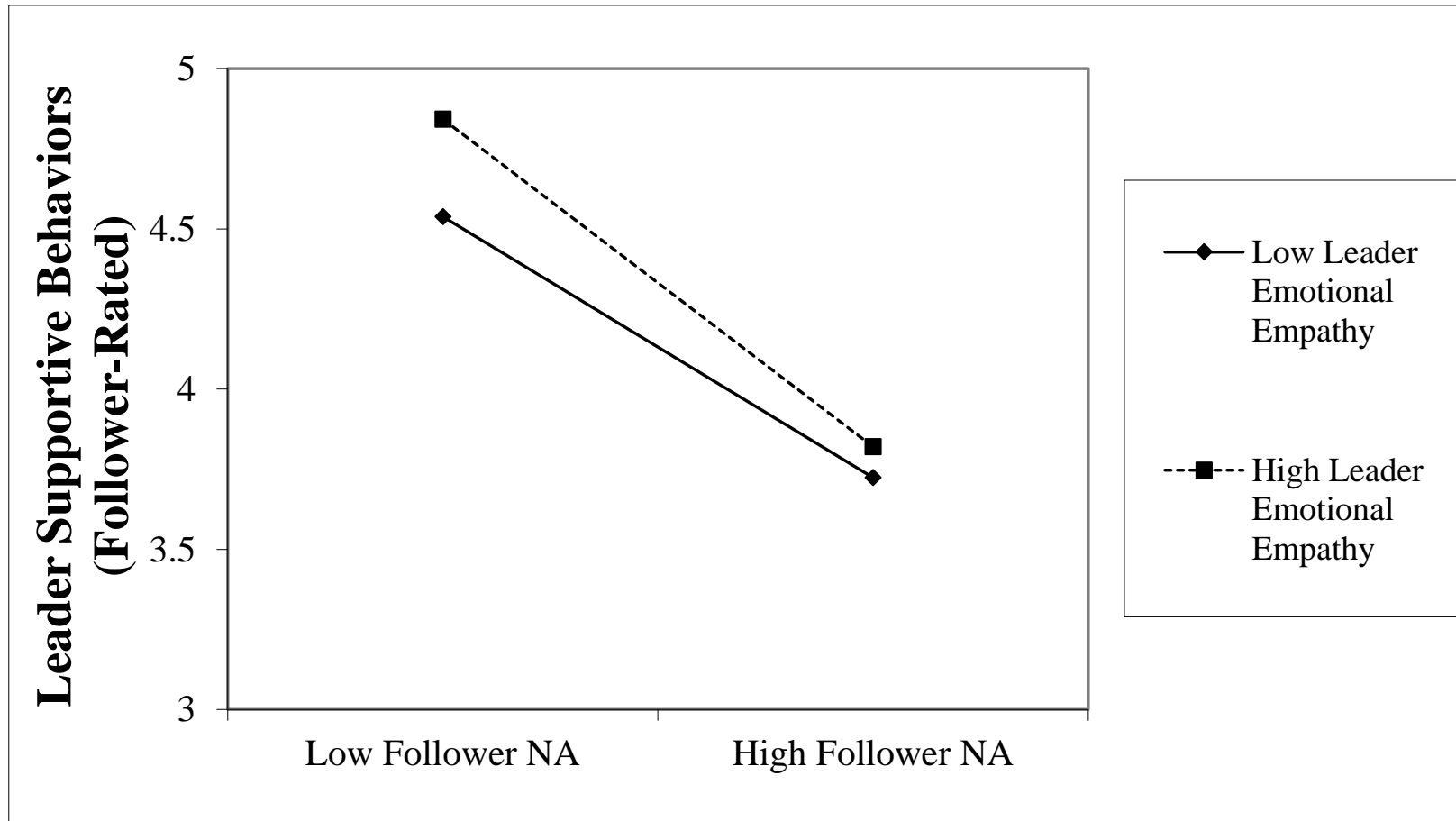
Leader Supportive Behaviors (Follower-Rated)														
	Null Model		Control Model		Direct Effects Model (F)		Moderator Model (F+L)		Mediators Model 1 (L)		Mediators Model 2 (L)		Mediators Model 3 (L)	
	β	SE	β	SE	β	SE	β	SE	β	SE	β	SE	β	SE
Intercept	4.229‡	.04	4.230	.04	4.231	.03	4.231	.03	4.232	.03	4.232	.03	4.232	.03
			‡		‡		‡		‡		‡		‡	
Age(F)			-.04	.04	-.05	.04	-.05	.04	-.05	.04	-.03	.04	-.04	.04
Age(L)			.10**	.04	.06*	.03	.04	.03	.03	.04	.05	.03	.04	.03
Team Size(L)			.01	.03	.01	.03	.02	.03	.02	.03	.02	.03	.01	.03
Emotional Acting(F)			.01	.05	-.03	.05	-.04	.05	-.04	.04	-.02	.04	-.03	.04
PA(F)					.26‡	.06	.22‡	.06	.20**	.07	.24‡	.06	.22‡	.06
NA(F)					-.44‡	.07	-.46‡	.07	-.46‡	.07	-.43‡	.07	-.43‡	.07
EE(L)							.10	.11	.00	.13	-.12	.12	-.22*	.13
PA(F) x EE(L)							-.04	.03	-.04	.03	-.04	.03	-.04	.03
NA(F) x EE(L)							-.05*	.02	-.05*	.02	-.05*	.02	-.05*	.02
PA(L)									.11	.11			.06	.10
NA(L)									-.07	.09			-.12	.09
S-Mindfulness(L)											.34‡	.10	.36‡	.10
Variance level 2 (F)	.06** (26.8%)	.02	.05**	.02	.03**	.01	.03**	.01	.03**	.01	.02*	.01	.02*	.01
Variance level 1 (L)	.15‡ (73.2%)	.02	.15‡	.02	.12‡	.01	.11‡	.01	.11‡	.01	.11‡	.01	.11‡	.01
-2 Log Likelihood	268.435		262.532		195.997		188.863		186.692		178.490		175.259	

Note. *p < .05, ** p < .01, ‡ p < .001. N=226 followers and 73 leaders. (L)=Leader, (F)=Followers. EE= Emotional Empathy, S-Mindfulness=Social Mindfulness. SE = standard estimate.

Overall, we found support for direct effects towards leader support behaviors from both followers and leaders, although the mediation hypotheses are only modestly supported. Specifically, these significant effects supports direct hypotheses 1a, 1b, 2 a (i and ii), 5a, 5b, and 6. Mediation hypotheses 4 and 7 were only modestly supported. Further, there is partial support for moderation hypotheses 10 (leader empathy only interacted with follower NA to cast benefitting effects on leader support behavior).

To provide an interpretation of the two-way moderating effects, we have graphed the interaction effect (see Figure 8.2). Figure 8.2 shows that leader supportive behaviors (follower-rated) are significantly higher when followers have low NA as opposed to high NA. The graph shows that leaders with high emotional empathy report the highest supportive behaviors at low follower NA. Compared to the high NA group, leaders are rated significantly lower on supportive behaviors, although again, those with high emotional empathy were reported to have higher supportive behaviors.

Figure 8.2 *Interaction between Follower NA and Leader Emotional Empathy towards Leader Supportive Behaviors (Follower-Rated) in Study 2 Model (New Zealand)*



8.7 Discussion

Much research focuses on the leaders as a source of affective influences on followers' affect and work outcomes. While theoretical understanding of the role of followers' affect is increasing (e.g., Dasborough et al., 2009; Oc & Bashshur, 2013; Tee et al., 2013b), only a few studies have empirically tested followers as a source of affective influences on leaders. This paper adopted an atypical approach, examining upward affective influences in leadership, and argued that followers' affective display could shape leaders' support behaviors, as well as their affective experiences and social mindfulness. We explored direct and mediation effects. Across two studies, we found strong support for our core hypothesis that leader support behaviors, as well as leader affect and social mindfulness can be directly impacted by followers' display of PANA. Notably, while we expected mediation effects through leader affect and social mindfulness, these were only modestly supported in both studies. In addition, we found moderating effects of leader emotional empathy in study 2, such that negative-affect followers were less detrimental for leader support behaviors at a high level of leader empathy.

8.7.1 Theoretical Implications

Our findings have several theoretical implications for the relatively new research domain of upward affective influences. First, we add to the leadership and affect literatures by demonstrating that affective influences are strong enough to surpass organizational hierarchies. That is, people at lower levels of the hierarchies can influence people at the higher levels by displaying moods and emotions during work interactions. In doing so, we complemented follower-centric affect-based leadership models (e.g., Dasborough et al., 2009; Tee et al., 2013b), and provided empirical support on the role of followers' affect as an antecedent of leadership factors. Our work suggests that an integrated model of affect and social influence could provide key mechanisms to understand how followers can impact leaders.

Not only do we provide employee workplace data (as opposed to lab experiments), but we also tested this across two distinctive cultural settings. We also add to this literature by showing the downstream consequences of upward affective influences, i.e. leader support behavior towards followers was impacted by follower affect. Prior research only supports the upward consequence towards leaders (e.g., Tee et al., 2013a). In addition, we attempted to extend emotional contagion literature by providing empirical support on upward emotional contagion – i.e. where leaders automatically mimic emotional cues from their followers and resultantly emotionally converge with them.

Second, we introduced the EASI theory (Van Kleef, 2009) to follower-centric affect research and showed that the EASI perspective could explain downward as well as upward affective influences through the mechanisms of affective reactions and inferential processes (this paper focus on upward impacts only). Despite the theoretical possibilities of other underlying mechanisms such as leadership cognitive and social factors (see Uhl-Bien et al., 2014; Oc & Bashshur, 2013; Tee et al., 2013b), previous empirical research has primarily utilized emotional contagion as the core mechanism to explain how followers' affect can shape leader factors. Since EASI proposes dual mediation mechanisms of interpersonal affect transmission, therefore, we included leader affect and leader social mindfulness as indirect mechanism. While leader affect is plausibly based on automatic and unconscious affective reactions, leader social mindfulness (Van Doesum et al., 2018) is a more conscious and cognitive mechanism to explain followers' affective influences on leader support behavior.

Interestingly, we found that leader affect and leader social mindfulness only modestly mediated the direct influence of followers' affective displays on leader support behaviors across both studies. A possible reason for the modest mediation effects could be not accounting for relevant individual and situational moderating variables that set the follower-leader affect transfer boundaries. One of these factors could be the leader-follower exchange relationship

(LXM; Liu et al., 2017), which may amplify the mediation effects (more on this in the future research section on this paper). Nevertheless, our research provides evidence on the direct impact of followers' PANA on leader affect and leader social mindfulness across both samples. These findings add to leadership and affect theory by positioning followers' affect as a possible antecedent of leadership affective and social-cognitive factors.

Third, we also contributed to EASI (Van Kleef, 2009) and reciprocal affect (Dasborough et al., 2009) theory by testing the moderating effects of leader emotional empathy in attenuating the impact of followers' affect. Prior research in this domain has tested for moderating effects of leader personality type (e.g., Tee et al., 2013a). However, we included a leadership factor more closely related to emotional contagion and interpersonal affect transfer (Tee, 2015). Our results show that leader emotional empathy interacted with followers' negative affect to buffer the detrimental effects on the leader support behaviors. Thus, our research introduced a new moderator of the follower to leader affect transfer and provides new directions for researchers.

8.7.2 Limitations and Future Research Directions

The methodological strength of our work comes from the multi-source time-lagged research designs of study 1 and 2, and the replication of our study model using leader-follower samples from two different countries. Following the suggestions from Podsakoff et al. (2003), we collected time-lagged data (across three points of time) from different sources of leaders and followers to separate measurement of predictor and outcome variables. Overall, the purpose was to minimize common method bias usually found in similar-source data. Nevertheless, as with all research, our work is subject to limitations that future researchers can address.

First, we relied on the theory and time-lagged data to establish the directional relationship between predictor and outcome variables and test our hypotheses. We acknowledge the challenges to capture the dynamic and transient nature of affect in field

studies since reporting through field surveys may involve recall bias (Raphael, 1987). Our studies, therefore, used contextualized measurement of affect near the affective event rather than capturing the general feelings – i.e. our surveys required leaders and followers to report their positive and negative affect during the last week. However, future research on follower-leader affect transfer can utilize more robust research designs such as daily diary studies and experience sampling techniques (see, Kelemen et al., 2020). These designs are capable of measuring the transient nature of moods and emotions around their occurrence and reduce the recall bias. In addition, our study models can be used in laboratory settings to manipulate predictor variable (here, follower affect) to draw more clear causal relationships.

Second, we only examined leader emotional empathy as the moderator of proposed relationships in our study model (study 2). We acknowledge that other individual and situational factors can moderate the extent to which followers' affect impact leader affect and leader social mindfulness at the first stage. In addition, these factors can also moderate the extent to which leader affect and leader social mindfulness shape leader support behavior at the second stage. For example, the LXM theory of leadership (see, Liu et al., 2017) suggests that leaders and followers are more effective at influencing each other when they enjoy a high-quality exchange relationship characterized by affective attachment, trust, and support. Plausibly then, followers can greatly impact leader affective experience and cognitive factors within a high-quality exchange relationship. Future research can also include other theoretically possible moderators such as leader emotional intelligence, leader epistemic motivation, leader-follower interdependence, leader attributions of followers' intent, leadership style (e.g., servant leadership, despotic leadership), follower/leader use of surface and deep acting, and follower emotional arousal. Admittedly, we included samples from two different countries but could not find any significant difference in our direct and mediation results across both studies. One reason could be not accounting for the cultural factors such as power distance

in Pakistani and New Zealand organizations. Future scholars can also investigate the role of culture and related power distance in facilitating (hindering) follower to leader affect transfer. Perhaps, in low power distance cultures, followers can openly display affect towards leaders. It will also be interesting to see how followers' emotional valence and arousal functions within different cultures. For instance, in high power distance cultures, followers may be expected to only express positive emotions towards leaders.

Third, we theorized the mediation effects of leader affective and social factors. However, future research can include other mediation mechanisms involving leaders' cognitive factors, such as leader attribution of followers' sincere/manipulative intentions (e.g., Eberly & Fong, 2013). For example, a follower displaying sadness on losing a project bid may lead a leader to attribute sincerity to such expression. Leader emotional intelligence (i.e., others' emotional appraisal) can be another cognitive mechanism to explain how followers can influence leaders through affective expressions (e.g., Wong & Law, 2002). In addition, we found weak mediating effects and acknowledge that our time 3 outcome (leader supportive behaviors) was rated by the follower. So, the weak mediation effect might be due to same source bias, although we did separate this by time. Future studies perhaps can collect data of such outcome variables from both followers and leaders to corroborate the strength of relationships.

Finally, we tested follower affective influences on leaders' support behaviors, but future researchers could extend our model by including a broader spectrum of leadership outcomes such as task performance (e.g., Tee et al., 2013a), citizenship behaviors towards other managers, decision making (Wang, 2020) and stress (e.g., Pindek et al., 2020). Future studies might also have leaders assess their own supportive behaviors to explore similarities and differences between followers and leaders perceptions of such behaviors.

8.7.3 Practical Implications

Our work also provides practical implications. First, since followers play an active role in the creation and operations of leadership (Uhl-Bien et al., 2014), therefore, followers' affective expressions can influence workplace leaders. Across both studies, the consistent relationship between followers' PANA and leader factors suggest that leaders should be aware of the affective processes that underlie workplace interactions, especially when followers can transcend the formal hierarchies to shape leaders' own affective experiences and support behaviors. In this respect, organizations can train leaders to not only understand this process but perhaps enhance their emotional intelligence to aid them in responding to follower affect and manage their own affective experiences. Perhaps emotional intelligence is essential for leadership positions since leaders are expected to be cognizant of their own and followers' moods and emotions, and manage these emotions in effective ways to aid smooth work functioning. Organization can nurture emotional intelligence in leaders via educating them on stress management, effective listening and empathy. In addition, we recommend followers consider the detrimental impact of negative affect on leaders and resultant support from leaders. For instance, when followers feel upset and irritated, they can avoid the negative episode by limiting or delaying interaction with the leader.

Second, leader support behaviors are essential for the followers to perform effectively and ultimately aid organizational success. Followers, in part, exert their influence on leader support behaviors directly through affective expression and indirectly via shaping leader affect and leader social mindfulness. Considering the beneficial effects of leaders' positive affect and leaders' social mindfulness on leaders' support behaviors, we suggest organizations may not solely rely on followers to shape these leader factors. Organizations aiming to nurture leader support behaviors should educate leaders on the benefits of social mindfulness. In addition, they can implement leadership building interventions/exercises, where leaders get the chance

to link their experiences with reflections regarding perspective-taking and empathetic concerns.

Third, our results from study 2 suggest that leader emotional empathy can buffer the detrimental effects when leaders interact with followers negative-affect. Although individuals inherit trait factors such as empathy (Clark et al., 2019), new evidence suggests that the ability and skill to empathize can be trained and developed (Paakkanen et al., 2020). Organizations aiming to foster a positive affective climate can conduct training sessions to build leaders' empathy skills such as authentic listening, sensitivity to others and open-mindedness. In this respect, retreats and periodic outings can help employees to foster togetherness and encourage them to build relationships, which perhaps are essential for creating empathy. Finally, we recommend leaders recognize upward affective influences and resultant downstream consequences, and consider ways through which they can effectively manage their followers' and own affect.

8.8 Conclusion

We utilized EASI and reciprocal affect theory to understand how followers' affective display can influence leaders' support behavior directly and indirectly through mediation pathways of leader affect and leader social mindfulness. We also explored how leader emotional empathy moderates the affect crossover from followers to leaders (study 2). Results of our studies revealed that follower PANA are contagious and cast beneficial/detrimental effects on leader mindfulness and support. In addition, leader emotional empathy is beneficial for buffering the detrimental effects of follower NA on leaders. We hope our work helps theory and practice to recognize the importance of upward affective influences and how followers' affective displays can transcend the formal organizational hierarchies to influence leaders. We aspire for greater scholarly attention in this emergent field of research.

8.9 References

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CHAPTER NINE: DISCUSSION AND IMPLICATIONS

Leadership can be seen as a process of influencing followers to achieve individual performance and organizational goals. Leaders who are good at motivating and guiding followers may be regarded as more effective leaders than others. The management literature outlines various ways through which leaders can exert influence, including leadership styles (e.g., Van Knippenberg & Sitkin, 2013; Van Dierendonck, 2011), leadership behaviors (e.g., Kelemen et al., 2020; Ten Brummelhuis et al., 2014) and leadership traits (e.g., Walumbwa & Schaubroeck, 2009). The central idea of this thesis is that leader affect – which represents the experience and expression of moods and emotions by a leader during work interactions (see chapter 2 for the full definition) – plays a pivotal role in influencing and motivating followers to exhibit effective work attitudes and behaviors. This thesis also argues the reverse, that followers can influence their leaders through affect display. There is increasing recognition that affect cast intrapersonal and interpersonal effects on employees (Ashkanasy & Dorris, 2017). Since leaders and followers work in close coordination in organizational settings, their work interactions arguably involve expressing and observing each other's moods and emotions. Therefore, it is important to research the role of affect in leadership/followership processes and outcomes.

The research reported in this thesis has predominantly focused on understanding the different processes and factors involved in leadership/followership affective influences, especially how leaders' and followers' positive and negative affect impact various work outcomes. It also focuses on leader emotional labor and non-affective behaviors (e.g., leadership interpersonal justice) since research and practice on leadership can be advanced by exploring and using holistic models of leadership influences (Tse et al., 2021; Van Knippenberg & Van Kleef, 2016). Overall, findings of this thesis revealed that leader and

follower affective influences are not straightforward, but often indirect through affective (e.g., emotional contagion) and cognitive (e.g., inferences and attributions) processes, and can be conditional on various individual and contextual factors. In the following section, I outline the key findings of this thesis (Paper 1-5, Chapter 4-8) and highlight the contributions of individual papers to the leadership and affect literature. Next, I present the overall theoretical and practical implications of this thesis. This chapter concludes with a critical analysis of EASI theory in the leadership context, focusing on what we already know and what next to explore.

9.1 Summary of Thesis, Key Findings and Contributions

This thesis explored the leadership affective influence on followers' affective experiences, cognitive interpretations and various work outcomes. Moreover, the other focus was to explore followers' affective influences on leaders. In order to achieve these aims, three broadly defined research questions are proposed:

1. What is the role of leaders' affect in influencing followers?
2. Whether and how followers influence their leaders through the affective display?
3. Regarding leader-follower and follower-leadership affective relationships, do distinct methodologies provide new insights?

Overall, this thesis included one review paper (Paper 1, Chapter 4) and four empirical papers (Paper 2-5, Chapter 5-8) in an attempt to lay the foundation of a research line that can help answer these research questions. Based on the mapping review (Paper 1, Chapter 4) and overall literature review, these broader research questions are further dissected into four specific areas of leadership and affect research:

- leaders' affect, followers' affect and followers' work outcomes
- leadership and emotional labor
- affective influences of non-affective behaviors of leadership
- followers' affective influences on leaders

Specifically, Paper 1 (Chapter 4) helped identify and define the above-mentioned specific areas of research through a mapping of review and theoretical articles. Then four empirical studies (Paper 2-5, Chapter 4-8) were conducted to address the specific gaps within the research areas and answer the broader research questions of this thesis. In this regard, paper 1 provided the direction and guidance that raised research questions which were subsequently tested empirically.

Paper 1 (Chapter 4) is based on a mapping review to understand the current state of research in the area of leadership and affect and identify research gaps for encouraging future empirical research. Drawing on 20 published reviews and theoretical articles (between 2005 and 2020) on leadership and affect, four running themes were identified: (1) leaders' affect and followers' outcomes, (2) leadership and emotional labor, (3) affective influences of non-affective leadership, and (4) affect reciprocity and follower affective influences. The review article also highlighted frequently used theoretical lenses and research approaches in this research domain. This was an important contribution, because the leader-follower literature often utilizes theoretical approaches that lack consistency or completeness. Eventually, I proposed an overarching theoretical lens and two broader integrative frameworks to encourage future researchers to develop and test specific models of leader-follower affect transfer. This paper contributes to the leadership and affect field by synthesizing the existing theoretical and empirical research into specific focuses (i.e., running themes) and highlighting the research gaps. Further, this paper helped identify deficiencies related to theoretical frameworks and methodologies used in the literature to explore affective influence in leadership settings and also suggested remedies for future research.

The main settings for this thesis was Pakistan, not only because of my ties to that country, but because the country is very much underrepresented in the leadership literature. Predominantly, most of the research on leadership and affect has been conducted in western

countries (e.g., all the major reviews and majority of base studies therein are from western countries), which are characterized by low power distance cultures. Leaders and followers in these countries may enjoy a relatively equal distribution of power with the work organizations. Notably, Dickson et al. (2003) argue that these findings may not entirely apply to high power distance cultures, for which little is known. In such cultures, leaders may exercise greater power and tend to display negative affect down the power hierarchy, and followers may be expected to show more positive affect up the hierarchy (Daniels & Greguras, 2014). Recently, researchers are also calling for greater research attention to non-western countries, especially around leadership influences on followers (e.g., Rowley & Ulrich, 2012). In order to address the dearth of leadership research in non-western countries, I primarily included leader-follower samples from Pakistan (except one from New Zealand in Paper 5) for exploring leadership/followership affective influences within a collectivist culture. Although, samples for this thesis are sourced from Pakistan but I did not measure the construct of power distance within empirical studies. Future studies focused on collectivist cultures (e.g., Pakistan) can explicitly measure and analyze the construct of power distance and other cultural elements to get better insights into the leader-follower affective influences.

Paper 2 (Chapter 5) is based on the empirical testing of leadership affective influences. With regard to empirical investigations, this thesis started with a straightforward approach of testing leader to follower affective influences through direct and moderated effects. More specifically, I explored how leaders' positive affect (PA) and negative affect (NA) influence followers' affective experiences and their willingness to perform organizational citizenship behaviors (OCBs). Moreover, how leader-follower interaction time and followers' emotional intelligence (EI) moderates these direct influences. This is important because the review paper (Paper 1, Chapter 1) identified the need for greater tests of moderators, thus contributing empirically to the literature. The results of this paper revealed that leader PA evoked positive

affective experience in followers, perhaps through an emotional contagion process. However, leader NA translated into negative feelings of followers only when there was high leader-follower interaction time. This result suggests that leader to follower affect transfer is partly contingent on followers' observability of the leader's emotional cues, which is plausibly dependent on the length (time duration) of work interaction.

Interestingly, leader affect did not directly predict followers' OCBs, but followers' EI interacted with leader positive and negative affect to influence followers' OCBs. This result points to the importance of inferential processes in leader-follower affect transfer since EI represents the individuals' ability (here, followers) to understand and process the moods and emotions of others (here, leaders). Overall, results align with previous research on emotional contagion (e.g., Johnson, 2008; Eberly & Fong, 2013). Although popular literature suggests the detrimental influences of leader negative affect on followers, but this was different in Paper 2. Here, I found that leader NA might lead followers to perform more OCBs (not less), provided followers have a high ability (i.e., high EI) to understand and process others' affective displays. Therefore, Paper 2 (Chapter 5) contribute to the theory and evidence by identifying and testing two moderators of leader-follower affective influences. I also contributed by showing potential effectiveness of leader negative affect. Still, these results should be interpreted with caution as only survey data and theory was used to establish the directional relationships. Future researchers can replicate these results in laboratory experiments to determine a clearer causal relationship. It will be also important to explore discrete emotions, to look at how particular negative affect of leader can potentially benefit follower outcomes.

Paper 3 (Chapter 6) covered interpersonal influences of leader emotional labor. Specifically, the paper explored the impact of leader surface acting and deep acting on followers' work engagement through the mediation pathways of followers' liking for the leader (e.g., affective path) and followers' attribution of the leader's sincere intent (e.g., cognitive

path). The testing of both affective and cognitive paths was identified in Paper 1 as a common limitation in leader-follower studies. These dual pathways approaches are much less common, despite strong theoretical support. Thus, the paper makes a useful contribution by including both pathway approaches. In addition, how followers' epistemic motivation moderates these relationships was included, to further develop the literature around the role of moderators.

The results revealed that when leaders do surface acting (e.g., their internal feelings do not match with outward expression), followers' can decrease their liking for the leader, which can result in reduced engagement with work. In contrast, leader deep acting (e.g., when leader aligns internal feelings with outward expression) lead followers to see such efforts favorability and make sincerity attribution to the leader intent. This aligns well with the emotional labour literature (e.g., Humphrey et al., Gardner et al., 2009). Moreover, a high level of epistemic motivation can help followers to identify the efforts put by the leaders to do deep acting (i.e., efforts for matching internal feelings with display) and lead followers to attribute sincerity to their leaders. The findings imply that whether leaders express positive or negative affect to influence followers, they should preferably use deep acting (or genuine emotions) to convey affect legitimately and congruently. Overall, these findings align with the previous theoretical research (e.g., Gardner et al., 2009) that propose detrimental effects of leader surface acting on followers and benefitting effects of leader deep acting. Also, these findings provide support to the limited empirical evidence relating to leader emotional labor influence (e.g., Wu et al., 2020), which suggest detrimental intrapersonal and interpersonal effects of leader surface acting on leaders and followers, respectively. Overall, paper 3 contributes to the leadership and affect research literature by testing affective and cognitive mediators of leader emotional labor influence and identifying a new follower factor as moderator of such influences.

Paper 4 (Chapter 7) capitalized on the findings of paper 2 (Chapter 5) and tested an advanced model of leadership influences, including two mediation mechanisms along with

moderating effects of leader factor utilizing a daily diary design. This was a conscious decision to explore a daily diary design because again, the review paper (paper 1) identified this as a needed aspect for the literature to evolve. Further, both affective and non-affective leadership factors were combined in this paper. Specifically, I explored the impact of leaders' daily PA and NA on followers' daily job satisfaction through two mediation pathways: (1) followers' daily affective experiences and (2) followers' daily perception of leadership interpersonal justice. Moderation effects of leaders' tendency to express genuine emotions were also tested. It is important to account for relevant individual and situational contingencies when exploring interpersonal affect-based influences, since leader-follower relationship and interactions occur within complex contexts.

The findings of this paper revealed that leader daily PA evoked positive feelings into followers, and leader daily NA engendered daily negative feelings in followers and produced negative influences on followers' daily job satisfaction. Followers' perception of daily interpersonal justice, which is a non-affective leadership behavior, was also found to predict follower daily PA and NA. Furthermore, followers' daily perception of leadership interpersonal justice fully mediates the impact of leader affect (daily NA) on followers' daily job satisfaction. Overall, these findings suggest that leader affective and non-affective (e.g., interpersonal justice perception) complements each other. For instance, the expression of positive affect by a leader not only evokes positive feelings in followers but also leads them to make interpersonal justice perceptions. Thus, it is important to theoretically combine and empirically test various facets of leadership in order to develop a holistic theory of leadership influence on followers.

Moreover, leaders who reported a high tendency to express genuine emotions helped amplify the positive effects of leader affective display on followers' affective experiences, justice perceptions and job satisfaction. I also found that leader daily NA might positively influence followers only if leader has a general tendency to express genuine emotions. This

finding indicates the potential effectiveness of leader negative expression but only in a given context, which in this case is leaders' general tendency to express genuine emotions. Theoretically, it signals that importance of contextual factors to understand the leadership positive and/or negative influences on followers. Future studies should look for new and theoretical relevant contextual factors for better understanding of affect-based influences in leadership settings.

Overall, the results in paper 4 align with standalone evidence on leadership affective influences (e.g., Liu et al., 2017) and affective outcomes of non-affective leadership (e.g., De Cremer & Wubben, 2010). However, Paper 4 (Chapter 7) significantly contributes to leadership research by providing a holistic view of leadership, in which affective and non-affective behaviors of leaders can complement each other to cast similar influences on follower outcomes (e.g., job satisfaction). It also identified a new leader factor as a moderator of these relationships. This paper also added to the literature by showing that leadership affect and their related influences on followers can be viewed as dynamics processes, which can even fluctuate on a daily basis. Overall, paper 4 makes a number of important theoretical, empirical and methodological contributions to the literature.

Paper 5 (Chapter 8) focus on research question relating to follower affective. Here, I argue that affective influences seem powerful enough to enable followers to influence leaders. Specifically, I conducted two empirical studies to explore the impact of followers' positive and negative affect on leaders' support behaviors through two mediation pathways of leader affect and leader social mindfulness along with moderating influence of leader emotional empathy. Again, the review paper (paper 1) identified most leadership studies are focused on a single cultural context, and here I purposefully sought to advance the literature by including not only Pakistan but also New Zealand samples. Findings of the first study (i.e., Pakistani sample) show that followers' positive and negative affect likely infused similar feelings in leaders and

also shaped their social mindfulness. Further, followers' effect has a direct influence on leader support behaviors. The results of second study (e.g., New Zealand sample) largely replicated findings of the first study, with the addition of leader emotional empathy as moderator.

Across both studies, findings provided only modest support for the mediation roles of leader affect and leader mindfulness in the relationship of follower affect and leader support behaviour. Interestingly, I found that a high level of emotional empathy help leader control adverse effects of follower NA on them and not decrease support to a great extent. The findings of this paper partly confirm the theoretical assertions (e.g., Tee et al., 2013a; Oc & Bashshur, 2013) regarding followers' affective influences on leaders and add a new layer of support on already scant empirical evidence (e.g., Tee et al., 2013b). This paper contributes to the leadership and affect research by putting multiple underlying mechanisms (e.g., emotional contagion, cognitive and social interpretations) of follower affective influences and related downward consequences (e.g., leader support towards followers) on the agenda. This paper also added to the literature by replicating results related to follower affective influence using two distinct samples (e.g., Pakistan and New Zealand).

Relating to the research question on using distinct methodologies to examine the leader-follower affective relationship in natural settings. The thesis findings revealed that using improved methodologies such as daily diary designs, two-sample designs and multilevel lagged measurement provides new insights into established and novel relationships. For example, although we found similar effects of leader affective display on followers' emotions, cognition and workout come, it appears that such influences have a relatively shorter life and fluctuate on a daily basis. Therefore, understanding the daily affective influences is important for the theory and practice of leadership. Moreover, the approach of combining leadership fluctuating factors with more stable factors helped paint a more holistic picture of leadership influences. That is, although it is important to consider leaders' personality characteristics, their daily

behavior is also equally important when studying leader-follower influences. Then, by surveying both leaders and followers and conducting multilevel analysis of the relationships, this thesis reinforced the notion that leadership studies would provide more robust findings if both parties' data were included along with temporal segregation of the predictor and outcomes variables. Finally, using a two-sample design (especially two culturally different samples) provides greater confidence in findings by replicating the same study variables.

Overall, the findings of this thesis revealed that it is essential to consider multiple facets of leadership affective influences (e.g., positive and negative affective display, emotional labor, and affective influences of non-affective behaviors). Notably, all of these facets of leadership affective influences are not straightforward, but operates through affective and cognitive processes, and can be contingent on the individual (leader and follower) and contextual factors of the leader-follower relationship. Similarly, follower affective influences can travel through direct and indirect pathways to influence leaders, and this influence is also contingent on contextual factors.

This thesis included four empirical papers to reach these general conclusions. Within the empirical papers, various theorization and operationalization of affective reactions path (e.g., follower affect, follower liking and leader affect) and cognitive interpretations path (e.g., follower attributions, follower perception of leadership justice and leader social mindfulness) were utilized to uncover the underlying mechanisms of leader-follower affective influences. In addition, a number of individual and situational contingencies (e.g., leader-follower interaction time, follower emotional intelligence, follower epistemic motivation, leader tendency to express genuine emotions and leader emotional empathy) are tested to gain our understand around the influence of contextual factors. The confidence in thesis findings is further reinforced by the use of diverse methodologies, including multilevel time-lagged data from leaders and followers, daily diary designs and two-sample design.

9.2 Theoretical Implications

It is worthwhile for researchers and practitioners to understand the role of affective influences in leadership/followership processes and outcomes. That is, affective experiences and expression might help leaders and followers to influence each other during work interactions and attain effective outcomes. The main findings of this thesis show that individuals' affective display can have beneficial and/or detrimental impacts on a range of work attitudes and behaviors of others. This includes helping behaviours through OCBs, important job attitudes like job satisfaction, as well as wellbeing indicators like follower affectivity. In specific, leaders' and followers' positive and negative affect can feed into different mechanisms (e.g., affective and cognitive processes) to influence outcomes variables, which is also contingent on individual and contextual factors. Overall, the results of this thesis provide additional empirical support and help advance the dominant paradigm that affect (moods and emotions) play an essential role in organizational working (Ashkanasy & Dorris, 2017) at large, and leadership in particular (Van Knippenberg & Van Kleef, 2016; Tse et al., 2021).

This thesis contributes to the literature on leadership and affect in several ways. It strengthens the growing research around leadership affective influences in specific and interpersonal affect transfer in general. The findings of this thesis are mainly in line with an earlier statement that leadership affective influences travel through multiple indirect pathways to influence followers, and these impacts are also contingent on individual and situational factors (see Van Knippenberg & Van Kleef, 2016 for a review). Previous research has extensively demonstrated that leader positive and negative affect engender similar affective experiences in followers through an unconscious process of emotional contagion (see Clarkson et al., 2020 for a review), and these infused feelings then shape followers' work outcomes. However, this thesis also focused on a conscious mechanism and included both emotional contagion and cognitive interpretation paths to understand how leaders' affect can influence

followers' affect and work outcomes. Results supported both paths and implied that leader affective displays could evoke similar affective states in followers as well as trigger inferential processes in followers' minds leading them to make attributions and perceptions. Thus, both mediation paths are empirically tested and confirmed. This suggests the theoretical implications are supported and provide encouragement to researchers to apply multiple pathways more often more readily.

Based on the thesis findings, it can be implied that emotional contagion and cognitive interpretations can produce similar and/or dissimilar impacts on followers, which is further contingent on the characteristics of individuals and situations. For example, the result of Paper 2 (Chapter 5) shows that leader NA can engender negative feelings in followers only at high level of leader-follower interaction time, and leader NA might enhance followers' willingness to perform OCBs only when followers have high level of emotional intelligence. Thus, a similar affective display from a leader can differently impact followers depending on moderating factors. In contrast, different affective displays (e.g., leader surface and deep acting, see Paper 3, Chapter 6) can take different pathways to influence followers. Overall, this thesis added to leadership and affect research by theorizing and testing that leadership affective influences are complex. These relationships necessitate the inclusion of parallel mediation of affective and cognitive processes along with accounting for relevant individual and situational factors, which moderates the affect transfer through the mediation pathways.

Theoretically, this thesis advances the understanding and applicability of EASI theory (Van Kleef, 2009) by testing different facets of leadership affect (e.g., positive/negative, emotional labor) on followers' affect, cognition, and various work outcomes. Literature have utilized various theoretical frameworks to explore leadership affective influences (see Chapter 2 for more detailed discussion). But these theoretical lenses appear to lack underpinnings to capture the complexities of leader-follower affect transfer, perhaps because of their focus on

either affective/cognitive processes or positive emotions only. In contrast, EASI not only incorporates different facets of affective displays (e.g., positive and negative), but also suggest dual mediation via affective reactions and cognitive interpretations paths along with contextual contingencies of leader-follower affective influences. Therefore, EASI theory was utilized as an overarching theoretical lens to capture the entirety of affective display and related influences. This thesis also contributed to EASI theory by theorizing and testing different operationalizations of affective reactions and cognitive interpretations. Further, new individual and situational moderating factors are introduced throughout the empirical papers, which help provide new insights into leader-follower affect transfer and encourage holistic examination of such relationships.

One interesting implication of the thesis findings is related to the effectiveness of leader negative affect. While most of this thesis's results provide consistent support for the positive role of leader positive affect, some of the results also highlight the potential effective role of leader negative affect. For example, the results of Paper 4 (Chapter 7) likely suggest that leader negative affect can positively influence followers, but only when leaders have a high tendency to express genuine emotions. These results add to the limited empirical evidence (Chi & Ho, 2014) and imply that leaders' negative affect is perhaps not always detrimental, but its influence mainly depends on the characteristics of individuals involved and the situation at hand. It also provides the first empirical evidence from pakistan. This further encourages the examination of simultaneous influence of leaders' positive and negative affect on followers under different contexts, since individuals (here, leaders) can experience and express both positive and negative affect at the same time.

Another theoretical addition through this thesis is the understanding of interpersonal influences of leader emotional labor on followers. The findings imply that it is not only the leaders' positive and negative affect that influence followers, but the authenticity of the leaders'

affective display (e.g., surface and deep acting) can also trigger affective and cognitive responses from followers. Previous empirical research has predominately taken leader affective displays as authentic and spontaneous, but this thesis subscribed to the notion that leadership positions require leaders to do emotional labor when interacting with followers (Humphrey et al., 2008). The findings of Paper 3 suggest that when leaders do emotional acting during work interactions, followers perhaps can identify such emotional efforts, and they are most likely to react leader surface with an unfavourable response and deep acting with a favourable response. Further, these interpersonal influences are not straightforward but travel through affective and cognitive processes and are contingent on contextual factors. This further encourages the integrative examination of valence (e.g., positive and negative focus) of leader affective display and authenticity of such display to shed more light on the role affect in leadership.

By combining the affective and non-affective leadership behaviors, this thesis has empirically tested the understanding that some leadership behaviors, which are not based on the experience and expression of moods and emotions, can still complement the influence of leader affective display towards follower outcomes. Findings of the Paper 4 suggest that both leader affect and leadership interpersonal justice perceptions shaped followers' affective experiences and influenced their job satisfaction. This indicates that leadership theory can be further extended by integrating leadership affective behaviors with other facets of leadership behaviors (e.g., support and sacrifice) and leadership styles (e.g., servant and despotic). This approach can be fruitful to develop and test a holistic theory of leadership behaviors and related interpersonal influences on followers.

Moreover, this thesis adds to leadership and affect literature by providing evidence on followers' affective influences on leaders, which is rarely explored. Based on the findings from paper 5, it seems plausible that followers (who typically work at lower levels of organizational hierarchies and have relatively less power than leaders) can influence their leaders through

positive and negative affect display. It implies that emotional contagion does not only occur downward (i.e., leaders to followers) but can also operate upward (i.e., followers to leaders). In addition to upward emotional contagion, findings on the role of followers in shaping leaders' social mindfulness, implies that followers' affect can also trigger inferential processes in leaders' minds. This is an important contribution because the workplace setting is distinct from the few studies on follower-leader, which typically occur in laboratory settings (e.g., Tee et al., 2013b). Collectively, this highlights that followers' play an active role in leadership processes and their affective expression, in part, can impact leaders' feelings, cognition and behaviors. These findings extend popular literature on leadership and affect – that predominantly assume that only leaders have the power and leverage to influence followers through affective displays – and inspires future research on building and testing theory around follower-centric affective models of leadership.

Finally, this thesis extends the literature by conceptualizing and empirically testing the dynamic nature of affective displays and their related influences within leadership settings. The daily diary approach used in this thesis (Paper 4, Chapter 7) to examine leadership affective influences implies that leaders' positive and negative experiences/expressions vary on a daily basis and resultantly cast daily positive and negative influences on followers. This approach is fruitful to explore interpersonal affective influences in the established leader-follower relationships within the organizational settings. It can help researchers capture the affective displays and their influences around the occurrence, which could be useful in building theory on daily leadership. It also supports the methodological suggestions of Kelemen et al. (2020), and the use of daily diary across leader-follower relationships that begins to provide improved methodological approaches to the field.

9.3 Practical Implications

The essence of leadership is to influence others, and leaders' affective displays are argued to be instrumental in motivating and guiding followers to achieve effective performance (Visser et al., 2013). Following this thesis, this can be argued that leaders who express positive and negative affects during work interactions will be more effective in influencing followers than showing no affect at all. Moreover, affective displays and related influences seem strong enough that followers can also influence leaders by expressing positive and negative affect. Therefore, leaders and followers should be made aware that their experience and display of affect can have an interpersonal influence on how others feel, think and act. This thesis poses implications for leaders, followers and organizations.

9.3.1 Leaders

The present thesis implies that leaders may benefit from a stronger focus on experience and expression of positive affect when interacting with followers. The thesis findings revealed that leader positive affect not only engenders similar positive feelings in followers, but also positively influence a range of followers' outcomes including OCBs, work engagement and job satisfaction. Leaders can improve their ability to experience and express positive affect by participating in leadership development programs that focused on nurturing positive factors such as emotional intelligence. These programs can help leaders to identify, understand, use and manage their own affects and related influences on others. It is also implied that leaders use negative affect with caution and only after understanding the context. Although some of the thesis findings support the effectiveness of leader negative affect (that is, having the potential to benefit follower outcomes), these effects were only found under certain contextual factors. For example, a leader's distress over suboptimal performance can lead followers to put greater effort and improve performance only if the leader has a high tendency to express genuine emotions. Thus, the display of negative affect necessitates leaders to consider the

context and situation at hand. Due to the greater complexity required to turn leader's negative emotions into beneficial effects, it is likely that simply focusing on positive emotions will be simplest and most beneficial for managers.

Leadership positions sometimes require leaders to engage in emotional labor, and the current findings imply that leaders should put a stronger focus on deep acting than surface acting. Leader deep acting can garner favorable affective reactions from followers when they can see the emotional efforts put by the leaders. Similarly, leader deep acting can free followers from cognitive loads related to social information processing of leaders' affective display, which can result in greater time and mental energy to focus on work tasks. During management retreats, leaders can share and reflect upon their personal experiences relating to emotional labor and learn more effective ways of expressing affect from their colleagues. From a leadership development perspective, affective skills such as the use of deep acting can be trained through role-play exercises.

Further, by exploring affective and non-affective leadership behaviors, this thesis offers essential guidelines for leaders interested in positively influencing followers and controlling their adverse impacts. Leaders should carefully ponder and strategize the total impact of their behaviors on followers since non-affective factors (e.g., justice and support) are likely to complement affective factors (e.g., affective display). If these leadership behaviors contradict each other, then their benefits can be offset. For example, leaders who show interest in followers' ideas and work, but do not provide them with timely information and feedback required for effective functioning, can offset the fruits of positive affect and may induce negativity in followers and their work outcomes. Therefore, leaders should view their holistic impact on followers.

Leaders can also benefit by realizing that their affective displays and related influences on followers can be short-term and fade away quickly. For example, positivity infused by the

leader through positive affect on a particular day may only be helpful for that day and not sufficient to produce positive interpersonal influences on the following days. Therefore, leaders should consider how their daily affective behaviors can motivate (or demotivate) followers to perform effectively. This approach can also help leaders integrate daily practices with a more static approach of leadership (e.g., leadership traits and style) to influence followers effectively. Finally, thesis findings suggest leaders be mindful of their followers' affective influences on them and manage them accordingly. Again, leaders can improve their emotional intelligence (see Mattingly & Kraiger, 2019) and empathy to understand particular affective displays of followers and act accordingly.

9.3.2 Followers

Leaders make conscious or unconscious influence attempts through affective displays, and followers knowingly or unknowingly grant these influence attempts. This thesis also has implications for followers to consider, highlighting that the leaders are the proximal contextual factor influencing followers' affective experiences, work attitudes and behaviors. Leader positive affect can instill positivity in followers and can produce beneficial effects on their various work outcomes. However, followers' ability and motivation to process emotional information can help them better understand different affective displays of a leader and respond accordingly. This is particularly relevant in the case of leader negative affect. For example, followers having the ability to recognize and understand others' emotions (i.e., emotional intelligence) and motivation to reduce the uncertainty of the situation (i.e., epistemic motivation) can understand the reason for leader negative affect and may respond with positive efforts. Therefore, followers with low epistemic motivation may consider limiting or delaying interaction with a leader who is apparently expressing negative affect; this can help reduce negative feelings creeping into the followers.

Importantly, followers should also acknowledge that their positive and negative affect possibly influence leaders, which ultimately can result in enhanced (or decreased) support towards them. Followers are recommended to display positive affect, such as excitement and determination, to infuse positivity into leaders and trigger favorable inferences in their minds, which can result in enhanced leader support. The ability to experience and use positive affect can be improved by participating in training, such as targeting emotional intelligence (see Mattingly & Kraiger, 2019). Moreover, followers may be cautious in using highly negative affect (e.g., anger and irritation) when interacting with the leaders since this can detriment relationship and result in adverse outcomes. Perhaps, only leaders with high emotional empathy can sustain followers' negative affect; therefore, followers may also ponder whether their leader is more or less empathetic.

9.3.3 Organizations

Leaders' and followers' affective influences and related outcomes play an important role on organizational functioning. The thesis findings imply that organizations can place value on assessing employees' (here, leaders and followers) affect-related abilities and/or skills at the time of selection and developing such characteristics through training interventions. Emotional intelligence, which denotes the ability to identify, understand, use and manage emotions, can be an essential factor in this respect. Recruiters may use competency-based interview questions (Dulewicz & Higgs, 2000), enabling them to appraise candidates' previous experience involving affective interactions and exchanges. They can also benefit from using ability-based emotional intelligence tests for selection purposes (Daus & Ashkanasy, 2005). In particular, when hiring for leadership positions, role-play exercises can be used to select leaders who are comparatively better at recognizing others' emotions and showing empathy. Thus, selecting emotionally intelligent individuals (especially leaders) perhaps can help organizations to ensure that both leaders and followers are aware of the interpersonal affective impacts, and

they are equipped to navigate through positive and negative affective experiences and influences productively.

Moreover, organizations can introduce training interventions to develop emotional intelligence in employees and managers (Mattingly & Kraiger, 2019; Groves et al., 2008). Specifically, organizations can use an ability-based model for training emotional intelligence, which is based on educating employees on identifying, understanding, using and managing emotions of self and others through role-play exercises, lectures, and case studies. In addition, organizations can use a mix-model of emotional intelligence for training purposes, based on improving competencies and attitudes such as coping, social skills, and motivation (to process emotional information). A recent meta-analysis (Mattingly & Kraiger, 2019) confirms that intervention for developing emotional intelligence, irrespective of the model used, can increase employees' emotional intelligence. The selection and development of emotionally intelligent employees may also help organizations identify emerging leaders, since the ability to manage self-affect (moods and emotions) and influence others by expression of affects could be essential characteristics of the future leaders.

Findings also imply that organizations should consider the fluctuating nature of leadership and followership factors. It seems that daily change in leaders' affective display can cause a corresponding daily change in followers' affective experiences and job satisfaction. In contrast, stable leadership approaches operate on the assumption that leaders and followers are consistent in their affect expressions and behaviors. For instance, employees (here, followers) who are unsatisfied with their jobs will be unsatisfied and low performers for an extended period, and perhaps dismissal is the only way to deal with such individuals. However, current findings suggest organizations look at the short-term influences and perhaps introduce regular interventions to help leaders and followers manage their affective displays and resultant influences in a less chronic manner. Finally, since positive affective experiences and

expressions are beneficial for both leaders and followers, therefore, organizations should strive to build a positive affective climate to make leaders more effective and followers more productive.

9.4 EASI Theory and Affective Leadership – What We Know and What is Next

Van Kleef (2009, 2010) introduced Emotions as Social Information (EASI) theory. The EASI framework is grounded in the social-functional approach to affect. This approach argues that affect (moods and emotions) provides information to self, and affective display provides information to observers, which might influence how they feel, think and act. Thus, affect can have intrapersonal and interpersonal influences on individuals. EASI theory explains this general notion of affect-based social influence by specifying two psychological mechanisms: affective reactions and inferential processes. First, the affective reaction mechanism is based on the logic that affective display (of individuals/groups) can trigger similar affective reactions from observers (other individuals/other groups) and ultimately shape their behaviors. This mechanism is mainly facilitated by the emotional contagion process (automatic mimicry of verbal/non-verbal cues and emotional convergence) and complementary emotional responses. Research evidence supports the symmetrical effects of the affective display through affective reaction – e.g., positive affect can instill positive feelings into observers and vice versa.

Second, the inferential processes mechanism is grounded in appraisal/attribution theories of emotions and suggest that affective display are laden with emotional information, which observers can use to make attributions/perception about the expresser and situation (via backtracking process). Research on inferential processes suggest both symmetrical and asymmetrical influences of affective displays through this mechanism – e.g., negative affect can garner favorable outcomes in certain contexts. Furthermore, the choice of a particular underlying mechanism and its relative strengths/weaknesses depends on various individual-

related and situation-related factors. Thus, EASI theory provides a comprehensive theoretical grounding to understand the complexities of interpersonal affective influences.

EASI theory has been used in various research areas, including conflict, negotiation and leadership. Leadership positions require leaders to express affect (genuine and/or acted) to influence followers, and perhaps this theory is vital in accounting for underlying mechanisms and important contextual factors of leader-follower affective interactions. Leadership researchers are primarily interested in interpersonal affective influences (crossover effects), and they have drawn on the EASI model to examine different affect-related processes and outcomes at individual and group levels. Studies mainly focused on exploring the influence of leaders' positive and negative affect on followers' affective experience, cognition, attitudes and behaviors (e.g., Johnson, 2008; Eberly & Fong, 2013; Koning and Van Kleef, 2015; Liu et al., 2017). Recently, researchers have started to move from the valence approach (positive and negative affect) and include other dimensions such as emotional arousal (e.g., Silard & Dasborough, 2021), discrete positive and negative emotions (Peng et al., 2019), frequency of displaying certain emotions (Wang & Seibert, 2015), inconsistency of emotional display (Stollberger, 2017), and emotional acting (Moin et al., 2021). Thus, EASI theory and leadership research can be further developed by examining different aspects of leader affective displays.

In addition to the predictor variables as mentioned above (different conceptualization and operationalization of leader affective display), the mediation mechanism under EASI theory needs future research attention. Most frequently, studies have utilized affective reaction mechanism to hypothesize and examine the indirect influence of leader affective display on followers' work outcomes. Then, fewer studies examined inferential processes as an underlying mechanism to explain indirect relationships of leader-follower affect transmission. During this thesis's literature review and design phase, I noted continuous calls from researchers (e.g., Van Knippenberg & Van Kleef, 2016) to focus more on inferential processes. This thesis has

included new operationalizations of inferential processes such as attribution of sincerity/manipulations (Paper 3, Chapter 6), perception of interpersonal justice (Paper 4, Chapter 7) and leader social mindfulness (Paper 5, Chapter 8) to understand better the influence of affective displays through cognitive pathways. Still, there is a lack of evidence on this particular mediation pathway, and future researchers are encouraged to explore this. Future studies should also include both mediation mechanisms in parallel to fully understand the affective influences.

Moreover, previous research has examined a modest set of moderating variables to understand the leader-follower affect transmission through affective reaction and inferential processes. Examination of these individual-related (e.g., leader personality, follower emotional intelligence) and situation-related (e.g., work-load, crisis) moderating variables is important since such factors can dictate the choice of a particular pathway to carry (indirect) affective influences, and also determine the strength/weakness of chosen pathway. This thesis has included a variety of moderating factors such as leader-follower interaction time (Paper 2, Chapter 5), follower emotional intelligence (Paper 2, Chapter 5), follower epistemic motivation (Paper 3, Chapter 6), leader expression of natural emotions (Paper 4, Chapter 7), and leader emotional empathy (Paper 5, Chapter 8) to shed light on the boundary conditions of direct and indirect affective influences. However, there are still several factors that future studies can include, such as leader and follower personality type, LXM quality (in-group and out-group members), leader and follower emotional acting, among others (please see Chapter 10 for more details). In summary, EASI theory posit that leaders' affective influences are indirect and are contingent on moderating factors. Therefore, future studies should include both mediation mechanisms along with theory-driven moderating factors to unlock the complexities of such relationships. As discussed above, the inferential processes and moderating factors need more research attention.

Interestingly, new theoretical development (e.g., Tee et al., 2013a; Coyle & Foti, 2021) argues the notion of followers' affective influences on leaders, but empirical evidence on this phenomenon is limited. In leadership and affect research, the EASI model has been used to explain downward affective from leaders to followers, but the reverse is less focused. This thesis addressed the research gap and drew on EASI theory to hypothesize indirect influences of followers' affective display on leaders' support behaviors through leader affective experiences (affective reactions) and leader social mindfulness (inferential processes). Also, the moderating role of leader emotional empathy was examined. Findings largely supported assertions regarding upward affective influences and indicated that EASI theory is equally applicable to explore follower-leader affect transmission. Future researchers are encouraged to develop theory around followership affective influences and provide more empirical evidence using EASI theory as an overarching theoretical lens to explore indirect mechanisms and boundary conditions of such relationships. This would be a useful addition to EASI theory and leadership affect-related research.

Finally, the EASI theory is important for the methodological design of research studies on leadership and followership affective influences. In particular, the indirect mechanisms (affective reactions and inferential processes) and moderating contingencies provide researchers with theoretical reasoning to introduce temporal (time-based) segregation between predictor, mediating, moderating, and outcome variables. Such designs are rooted in interpersonal influence theory and help establish clear causal relationships and mitigate common-method bias. Thus, EASI theory is well suited as a theoretical lens for leadership affect-related studies and also benefits research designs.

9.5 Summary

This chapter overviews the thesis findings, key contributions to theory and implications for the practice. The first section outlined key findings of the individual papers and used these to address the general research questions of this thesis. It is evident from key findings that affective influences in leader-follower relationships are complex, and these influences travel through two parallel but different underlying mechanisms of affective reaction and inferential processes. Also, a particular underlying mechanism's choice and strength/weakness depend on various individual and situational factors that serve as context/boundary conditions of such influences. Additionally, using improved methodologies such as daily diary design, two-sample design, and lagged measurement provides new insights into leader-follower affective influences.

Organizations, leaders and followers should consider the important role of affect (moods and emotions) in their work settings. Leaders and followers should realize that affect has social-functional power, and they can influence each other by affective displays. Overall, positive affect is beneficial for all parties, but negative affect can also be effective in certain contexts. Through emotional intelligence training, leaders and followers can enhance their ability to navigate through affect-based situations effectively. Organizations can use selection tools capable of predicting employees' (leaders' and followers') emotional intelligence and use training interventions to develop such capabilities further.

EASI theory can be used as an overarching theoretical lens to understand leadership and followership affective influences through (indirect) underlying pathways of affective reactions and inferential processes, which are further contingent on various boundary conditions. Further, the EASI model can help design studies to introduce temporal segregation of predictor and outcome variables.

CHAPTER TEN: STRENGTHS/ LIMITATIONS, FUTURE RESEARCH AND CONCLUSION

While leadership and affect literature is broad, some areas need more research attention. There are research gaps in theoretical and methodological streams of this literature, such as the lack of focus on leader negative affect, leader emotional labor, affective influence of non-affective behaviors of leadership, followership affective influences, and a lack of leadership studies on non-western countries. In addition, there are continuous calls for using improved methodologies such as daily diary, longitudinal, two-sample, and lagged-measurement designs in the field-settings research to provide ecological validity to the findings and conclusions drawn. This thesis assumes that knowledge grows linearly. It took already known pieces of theory and evidence and added new mechanisms and contexts to examine leader-follower and follower-leader affective relationships within a different cultural setting (non-western culture). As with all research, the present thesis has certain strengths and limitations attached to its theoretical framing and methods used. The following sections outline this thesis's overall strengths and limitations along with future research avenues that can foster new scholarly work in leadership and affect research. This chapter is then concluded with an overall conclusion to this thesis.

10.1 Strengths and Limitations

This thesis is based on field settings research and has key strengths attached to the methodologies. A frequently identified issue related to field settings research is common method bias (CMB), which represent the inflated relationships between predictor and outcome variables because of single administrated cross-sectional data (Podsakoff et al., 2003). All samples of the current thesis collected from work organizations (field settings); therefore, it was essential to consider CMB and strategies to mitigate it. There are two types of strategies to minimize CMB effects in research results: methodological and statistical (Jordan & Troth,

2020). Since CMB fundamentally relates to methods and procedures used in data collection, I took methodological remedies at the design and data collection phases of individual papers.

Accordingly, the methodological strengths of this thesis lie in multisource data and the temporal segregation of variables. Specifically, data on predictor measures were collected from leaders (paper 2-4, and from followers in paper 5) and on criterion measures from followers. This strategy of collecting multisource data might have helped reduce acquiescence tendencies and social desirability in survey responses, which are typical in the single-source data. In addition, a time-lagged approach was employed to introduce temporal segregations between the measurement of predictor, mediator, moderator and outcome variables, which help reduce CMB (see, Ten Brummelhuis et al., 2014). Initially, these approaches were used in Paper 2-3 (Chapter 5-6), and subsequently strengthened by employing a daily diary design and collecting three-waved daily data using an interval contingent experience sampling technique (see Paper 4, Chapter 7). I believe these different methodologies help partly avoid the CMB issues. Different methods provided the same conclusions regarding the hypothesized effects, indicating the consistency of results. Therefore, confidence in the findings is bolstered by the use of robust and distinct methodologies. Moreover, large sample sizes and the use of diverse samples (from various industries across Pakistan and New Zealand) increase the robustness and reliability of the thesis findings and related conclusions.

No research is without limitations. This thesis also has few limitations tied with the methods used. First, the survey design used in all studies had leaders and followers self-report data on affective experiences and work outcomes (followers only), which can potentially introduce CMB. The rationale of using self-report measures for affective experiences and expressions lies in the fact that individuals' positive/negative feelings and use of emotional labor can be invisible to others and perhaps best captured via self-reports. While the literature encourages the use of peer and supervisor reports, these are still based on perceptual data and

can involve social desirability bias. In addition, supervisor reports can be problematic when the maintaining followers' anonymity is important. There are objective measures of affective experiences (see future research section for more details), but these are perhaps unsuitable to use in the field settings. Therefore, self-report measures of affective experiences were included in the studies, and robust methodologies are used to possibly mitigate CMB.

Dependent variables are also measured through self-reports. In particular, the assessment of followers' citizenship behaviors, work engagement and job satisfaction could be better reflected through self-reports, since individuals perhaps are more aware of affective and cognitive events of working lives, which may be fundamental in understanding and reporting these work outcomes. The use of self-report measures for dependent variables is also supported by Spector (2019), who suggest that using alternative data sources for measuring construct is not always clear and may produce inaccurate results in some cases. That article further suggests that, in some instances, behavioral and attitudinal outcomes show better discriminant validity when measured through self-reports. Moreover, there is meta-analytical support on the minimal difference between self-reported and other-reported behavioral outcomes (Carpenter et al., 2014). A further reason to include self-report measures of followers' work outcomes was to maintain the anonymity of followers, since leaders were unaware of which followers completed the survey.

Second, another potential limitation is the presence of recall bias in survey responses. Recall bias can cause leaders and followers to report what they think they felt/expressed rather than their actual feeling/expression. Since the current thesis is focused on exploring affect phenomenon which can occur and quickly vanish, it was essential to measure affect and related influences close to their occurrence. The interval contingent experience sampling technique was used to capture the fluctuating nature of affective experiences and expression on a daily basis (Paper 4, Chapter 7). This approach was based on three-waved data collection (e.g., start,

mid and end of the day) in an attempt to reduce the gap between affective experiences/expression and measuring. More robust experience sampling techniques such as event-contingent sampling can be used in leader-follower affect studies to further reduce recall bias, since this technique can help record whenever an affect is felt or expressed.

I acknowledge that other studies could not use experience sampling techniques (daily diary designs), which was outside the ability of this thesis due to limited time and financial resources. Nevertheless, I used an alternative strategy for other studies and contextualized the measurement of affect near the affective event rather than capture general feelings. Specifically, leaders and followers were requested to report their positive and negative affect during the last working week. Although this approach is less robust and dynamic than daily diary design, it is still plausibly better than capturing general/static feelings when capturing transient phenomena like moods and emotions. Overall, the consistent use of multiple sources, and multiple waves of data, and large samples of respondents, do provide strong confidence in the analyses and associated results presented here.

Then, there is a limitation attached to the measurement of affect (moods and emotions). Since the interpersonal influence of affect depends on the observability of the others' moods and emotions, it is important to differentiate the affect experience and expression. While experienced affect could be different from displayed affect (of leaders and followers), a recent review (e.g., Van Knippenberg & Van Kleef, 2016) provide that it may not be unreasonable to interpret that affective experience covaries with affective displays, and underlie such interpersonal affective influences. In this thesis, I measured leader and follower affect through self-reports using PANAS (Watson et al., 1988), a widely used measurement scale in the literature. Furthermore, I included only those leader-follower dyads that had daily face-to-face interactions. The interaction time allows followers to observe their leaders' verbal and non-verbal cues. However, future studies could use such research methods that can facilitate the

precise measurement of affect displays and affective experiences. For example, followers can be requested to report their leader's displayed emotions on a particular day or during the last week. This strategy would help to draw a comparison between leader's reported affect of him/her-self and followers' reported affect of their leader. Moreover, objective measures (typically suited to be used in laboratory studies) can measure affective display with more precision.

10.2 Directions for Future Research

Future research is essential to unearth new processes and outcomes regarding the role of affect in leadership and followership. It can also help confirm and strengthen the established relationships to enhance our understanding of affective influences and ultimately improve leadership and organizational effectiveness. Following are some theoretical and methodological research opportunities for future researchers to add to this research stream, which can also help guide practice.

First, future studies can test the two proposed frameworks from Paper 1 (chapter 4) by identifying new operationalizations of affective and cognitive mediation mechanisms, which can help develop theory around indirect affective influences. In particular, more research attention is needed to theorize and test inferential/cognitive pathways of downward and upward affective influences. Further, I have investigated a modest number of individual and contextual factors as moderators of leader-follower affect transfer, but additional factors such as cognitive load, leader-member exchange (in-group and out-group members), and personality type might be included in future studies. In doing so, future studies should use complex study designs to avoid/mitigate CMB and recall bias issues. Research based on field settings (where data is to be collected from employees) might use longitudinal and daily diary designs. Longitudinal study design can include data collection across three time periods, which can explain how affective influences shape work outcomes through mediation and moderation processes over

time (see Peters & Haslam, 2018). Daily diary design can use event-contingent experience sampling technique to collect affect-related data from leaders and followers (see, Kelemen et al., 2020 for a review) Such approach is capable of reducing recall bias to the minimum and record affect phenomena whenever it occurs.

That said, it may be challenging for future researchers to secure ongoing engagement from respondents, which is essentially required in longitudinal and daily diary studies. To minimize respondent attrition, I encourage future scholars sell the importance of their research to organizations and participants – especially leaders – by explaining how understanding around the under-examination phenomenon (e.g., affective influences) can help improve the functioning of the organizations and its employees. Furthermore, future studies can combine different methodologies such as laboratory experiments, scenario experiments and field surveys. This approach can be fruitful by establishing more clear causal relationships in laboratory experiments and then further testing these relationships through field surveys to increase the ecological validity of the results and related conclusions. Future scholars should also acknowledge that the multi-method approach can be lengthy and complex to administer. Therefore, they should consider keeping their data collection instruments short and simple. The above-mentioned research designs rely on matched surveys of leader-follower dyads and overtime, which could be a challenge to administer when collecting data. However, future researchers can use advanced statistical methods to deal with missing values in data sets (Lavrakas, 2008).

Second, this thesis mainly focused on exploring the influence of leadership affective display on individual followers. Future studies can subscribe to the notion that leaders' affective displays are not only important for individual followers, but can influence groups, teams and organizations as a whole. Theoretical research proposes the multilevel influence of leadership affective display (see Dasborough et al., 2009; Tse et al., 2018), but empirical evidence is

limited. Since all team members can be exposed to leader behavior, it will be interesting to explore how leader affective display and/or use of emotional labor can shape a team's affect and trust climate. Also, how team-level affective climate can transcend at the organizational level. Nevertheless, it is important to consider that individual-level constructs are different from the team and organization-level, and using individual-level constructs to compose higher-level constructs may not suffice. Therefore, future researchers should look to develop and utilize higher-level constructs to examine affective influences at the team and organization levels (see Tse et al., 2021 for recent theoretical and methodological challenges and opportunities).

Third, since we know so little about how followers can influence their leaders through affect display, this research area needs greater attention. While this thesis examined followers' affective influences directly and through indirect processes, only modest support for the mediation process was found. One obvious focus for future research would be to theorize and test new indirect pathways of followership affective influences on leader outcomes (especially work outcomes related to downward consequences towards followers, such as leader support behavior and in-group/out-group construction). It will also be interesting to explore various contingencies of upward affect transfer. For example, it can be examined whether leaders get more influenced by the affective display of ingroup members or outcome group members? Based on the theory and initial evidence on the interpersonal influence of leader emotional labor, future work can also explore how followers' surface and deep acting influence their leaders?

Furthermore, future studies can examine the role of emotional arousal and discrete emotions in upward affective influences. Discrete emotions (e.g., happiness, sadness, anger, fear, disgust) and emotional arousal (e.g., high and low) has been researched in the context of affective leadership influences (e.g., Visser et al., 2013, Damen et al., 2008), but less is known

about their role in followership. It will be interesting to explore how a particular discrete emotion triggers affective and cognitive responses from leaders, and whether leaders are more attentive to followers' high or low arousal emotions? A suitable research methodology to understand discrete emotions would be laboratory experiments, which typically involve collecting multilevel data from leaders, followers and observers (see Tee et al., 2013). In order to overcome subjectivity and perceptual errors, future studies can use more objective measures of affects and related influences. These objective measures, which can be conducted in laboratory settings, include eye-tracking, skin conductance, heart rate, brain activity and facial expressions (Marín-Morales et al., 2018; Balters & Steinert, 2017).

Fourth, most of the leadership and affect research is conducted in western countries, and little is known about these phenomena in non-western countries. Also, there is a debate the cultural values can shape affective displays and related responses (Lim, 2016). While all empirical papers in this thesis were set in Pakistan or included a Pakistan sample, there is still researcher implications. Future studies might explore leadership and followership affective influences in different cultural settings and shed light on the affect-related process globally. In particular, the power distance factor between leaders and followers can be included in affect-transfer studies, which can help gain our understanding of the affective and cognitive outcomes of workplace affective displays. For example, power distance orientation may help explain how much leverage followers have in influencing their leaders through positive and/or negative affect display.

Fifth, the relationship between leaders and followers is perhaps more dependent on trust (Lux et al., 2019; Caza et al., 2015). In the leadership context, trust may be defined as the followers' faith in the abilities and/or words of the leader (Legood et al., 2021). Findings of this thesis also imply the importance of trust in interpersonal affective influences. Especially, results of Paper 3 (Chapter 6) regarding followers' liking for the leader and followers'

attributions of the leader behavior in response to leader emotional acting perhaps signaled the interplay of trust climate. In addition, the potential effectiveness of the leader's negative affect, as found in different papers of this thesis, may also be attributed to trust. While the present thesis did not include any specific trust variable in the study models, future research might look to include different operationalizations of affective (Samian, 2021) and cognitive trust (Fischer et al., 2020). This can be used to examine how leaders use their affective displays (positive/negative affect and manufactured affect) to influence their followers. Previously trust has been mainly studied as an outcome of leader affect-related behaviors (e.g., Caza et al., 2015; Chughtai et al., 2015); however, less is known about the mediation and moderation effects of trust when leaders deliberately show affect to influence followers. Perhaps, trust is especially relevant in negative situations where it can help in emotional repair (Monzani et al., 2015), thus having a beneficial moderating effect? Future scholars can use EASI theory to hypothesize and explain the underlying trust-related mechanism in the relationship of leader affect and follower outcomes, while also accounting for moderating role of individual and situational variables. For example, inconsistency in the leader affective display can lead to the more creative performance of the followers via affective/cognitive trust, and this relationship can be further weakened or strengthened by followers' epistemic motivation.

Finally, in addition to the above-mentioned future directions, I would like to briefly outline a few other research areas of current interest. Since Covid-19 lockdown required most employees to work from home and interact with colleagues (e.g., including leaders and followers) through video and e-mail communication, future research can explore the processes of affect transfer in such virtual settings. In recent times, employees also use emoticons in work communications. It will be interesting to look at the role of emoticons (see Skovholt, 2015), which are used in emails and other digital mediums (e.g., WhatsApp), to engender affective states and trigger inferential processes in others (here, leaders and followers). In the wake of

rapid technological advancement, emotionally intelligent robots could be working among humans in future (see Brougham & Haar, 2020). While existing organization research mainly focuses on emotional intelligence in human interactions, future researchers in the area of workplace emotions can collaborate with other fields (especially artificial intelligence and machine learning) to see how employees can effectively interact with emotionally intelligent machines. I imagine that this type of research effort is highly ambitious and challenging, but at least researchers should start to think about it.

10.3 Conclusion

Inspired by the research on leadership and affect, suggesting exploring processes and contexts of affective influences in leadership and followership, this thesis through a mapping review, identified four research themes and related gaps in the literature: leaders' affect and followers' outcomes, leadership and emotional labor, affective influences of non-affective leadership, and affect reciprocity and followers' affective influences. This mapping review, aligned with future research gaps around understanding complexities of affective influences using robust methodologies and overarching theoretical lens, also proposed two frameworks related to the role of affect. Using these frameworks as the base, the leadership and followership affective influences were investigated through four empirical studies. This thesis makes theoretical contributions by testing the EASI theory, especially dual mediation pathways involving affective and inferential processes in affect transfer, in conjunction with moderating influence of individual and contextual factors. Through empirical studies, the complex influence of leadership affect (e.g., affective display and emotional labor) on followers through indirect processes and contextual contingencies is well supported. In addition, followers' affective influences were also found to influence leader factors through direct and indirect paths.

This thesis also made some methodological contributions using five diverse samples (Paper 5 included two samples) and robust research approaches such as multilevel time-lagged

design and daily diary design. Specifically, by testing mediation and moderation effects it showed that leadership/followership affective influences are not straightforward but operates through different but parallel affective and cognitive processes, and are contingent on the individual (leader and follower) and contextual factors of the leader-follower relationship. This supports the affective reactions and inferential mechanism under EASI theory (Van Kleef, 2009). Notably, upward affective influences (from followers to leaders) were also explored through indirect processes and under the impact of contingencies, providing new insights and understanding around the active role of followers in leadership processes. Methodologically, this thesis reports consistent conclusions regarding the hypothesized effects using diverse samples and methodologies, which provides confidence in findings and improve generalizability.

In addition, this thesis provides implications for researchers to focus attention on exploring new operationalizations of indirect processes and contextual factors to better understand the complex nature of affective displays (e.g., positive/negative and emotional labor) and related influences in leadership settings. Future research should also focus on simultaneously examine both affective and non-affective leadership behaviors since both are part of leader-follower interactions. Moreover, looking at various facets of followership affective displays such as discrete emotions, emotional arousal and surface/deep acting can be vital in understanding the active role of followers in shaping how leaders feel, think and act.

For leaders and followers, this thesis provides implications around displaying positive and authentic affect (e.g., expressing genuine affect and using deep acting) to engender positive feelings and encourage favorable cognitive responses from others, ultimately improving various work attitudes and behavior that are directly related to individual and organizational performance. Negative affective display was found to be effective in some instance, such as where followers have high emotional intelligence. But great care should be taken in not

expressing negative affect without thoroughly understanding the context, which include characteristics of individuals (e.g., leader emotional empathy) and situation at hand (e.g., crisis). Further, leaders and followers are encouraged not to use surface acting due to the adverse direct and indirect influences on self and others. Keeping in the view that affect plays important role in effective functioning of leadership and followership roles, organizations should consider assessing candidates' emotional intelligence (e.g., the ability to understand and use emotions) at the selection phase, and further develop these emotional characteristics through training interventions.

I hope this thesis was able to provide new insights into the role of affect in leadership settings. During the last year of this thesis, the world was rattled by Covid-19 pandemic which was an emotionally challenging time involving fears, social isolation and anxieties. Leaders across the world stood up and infused hope in their peoples through displaying strength and alertness. This also signal the fundamental relevance of affective influence in organizational leadership, and I think researchers and practitioners should pay greater attention to this phenomenon.

CHAPTER ELEVEN: REFERENCES AND APPENDICES

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Appendix 1: Definitions of Key Constructs and Measurement Items with Sources

Table: Construct Definition, Sample Items and Source for Measure

Positive Affect (PA) Positive affect (PA) is defined as “the extent to which a person feels enthusiastic, active and alert. High PA is a state of energy, full concentration and pleasurable engagement, whereas low PA is characterized by sadness and lethargy” (Watson et al., 1988, p. 1063).

Sample items: “Excited”, “Determined” and “Active”

10-items from:

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: the PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063-1070.

Negative Affect (NA) Negative affect (NA) is defined as “a general dimension of subjective distress and unpleasurable engagement that subsumes a variety of aversive mood states, including anger, contempt, disgust, guilt, fear, and nervousness, with low NA being a state of calmness and serenity” (Watson et al., 1988, p. 1063).

Sample items: “Distress”, “Nervous” and “Hostile”

10-items from:

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: the PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063-1070.

**Emotional
Intelligence (EI)**

Emotional intelligence (EI) may be defined as the individuals' ability to assess and appraise personal and others' moods and emotions, differentiate among these moods and emotions, and use that information to guide their cognition and actions. EI can be categorized into four key dimensions: self-emotional appraisal, others' emotional appraisal, regulation of emotions and use of emotions (Mayor & Salovey, 1997).

Sample items: "I have good understanding of my emotions" (self-emotions appraisal), "I am good observer of others' emotions" (others' emotions appraisal), "I always tell myself I am a competent person" (use of emotions), and "I am quite capable of controlling my own emotions (regulation of emotions).

16 items (composite measure) from:

Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243-274.

**Leader-Follower
Interaction (time)**

Leader-follower interaction (time) can be described as the length of daily work interaction between managers and their direct reports.

Sample item: “Regarding the length of time I interact with my subordinates is...”

1-items (modified) from:

Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, 66(2), 339-357.

**Organizational
Citizenship Behavior
(OCB)**

Organizational citizenship behavior (OCB) can be defined as the voluntary behaviors that are not a part of an employee's job requirements and do not fall under formal reward structures, but that nevertheless helps the effective working of organizations. For example, it includes training new employees, offering suggestions for work improvement, and volunteering for an extra work assignment (Organ 1988).

Sample item: “I help co-worker learn new skills and share job knowledge”

10-items from:

Spector, P. E., Bauer, J. A., & Fox, S. (2010). Measurement artifacts in the assessment of counterproductive work behavior and organizational citizenship behavior: Do we know what we think we know? *Journal of Applied Psychology*, 95(4), 781-790.

Surface Acting

Surface acting is defined as a strategy of emotional labor/regulation which involves changing outward emotional expression without trying to internally feel the displayed emotions. The crux of surface acting is to disguise what the actor (e.g., leader) feels and/or pretend to feel what he/she does not (Hochschild, 1983).

Sample item: “I put an act in order to deal with my subordinates in an appropriate way”.

7-items from:

Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, 66(2), 339-357.

Deep Acting

Deep acting is defined as a strategy of emotional labor/regulation which involves matching internal feelings with external emotional expression and is largely performed through attention deployment and cognitive change ((Hochschild, 1983).

Sample item: “I try to actually experience the emotions that I must show to my subordinates”.

4-items from:

Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, 66(2), 339-357.

Followers’ Liking for the Leader

Followers’ liking for the leader may be defined as the favorable and friendly image of the leader that followers have in their minds (Engle & Lord, 1997).

Sample item: “Working with my manager is a pleasure”.

4-items from:

Engle, E. M., & Lord, R. G. (1997). Implicit theories, self-schemas, and leader-member exchange. *Academy of Management Journal*, 40(4), 988-1010.

Followers’ Attribution of Leader Intent

Followers’ attributions of leader intent is defined as followers’ inference and causal attributions of the leader behavior. Positive attributions may lead followers to understand leader behavior as sincere, whereas negative attributions can lead them to understand leader behavior as manipulative. (Dasborough & Ashkanasy, 2004).

Sample item: “Regarding the general behavior of your manager, to what extent he/she behaves on the basis of moral conviction?”.

5-items from:

Dasborough, M. T., & Ashkanasy, N. M. (2004). Follower attributions of leader manipulative and sincere intentionality: A laboratory test of determinants and emotional covariates. In M. Martinko (Ed.), *Attribution theory in the organizational sciences: Theoretical and Empirical Contributions* (pp. 203–224). Information Age publishing.

Epistemic Motivation

Epistemic motivation is defined as the individual’s desire or need to thoroughly process information with the purpose to grasp meaning behind others’ emotions and behaviors. Individuals with high epistemic motivation have the ability to reduce uncertainty around any situation, and they approach new and relevant information with open mind to understand and structure the work environment in a better way (O’Connell, 2009).

Sample item: “I enjoy the exhilaration of being in unpredictable situations”

10-items (PNS Scale) from:

Neuberg, S. L., & Newsom, J. T. (1993). Personal need for structure: Individual differences in the desire for simpler structure. *Journal of Personality and Social Psychology*, 65(1), 113-131.

Work Engagement

Employee engagement is defined as “an active, work-related positive psychological state operationalized by the intensity and direction of cognitive, emotional, and behavioral energy (Shuck et al., 2017, p.954).

Sample items: “I am really focused on my job when working” (cognitive engagement), “I feel a strong sense of belonging to my job” (emotional engagement) and “I really push myself to work beyond what is expected of me” (behavioral engagement).

15 items (composite measure) from:

Shuck, B., Adelson, J. L., & Reio Jr, T. G. (2017). The employee engagement scale: Initial evidence for construct validity and implications for theory and practice. *Human Resource Management*, 56(6), 953-977.

**Leadership
Interpersonal Justice**

Leadership interpersonal justice reflect the extent to which followers are treated with dignity and respect by their leaders (Colquitt, 2001).

Sample item: “Regarding your manager's behavior today, to what extent your manager treated you in a polite manner?”.

3-items from:

Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386-400.

**Expression of
Naturally Felt
Emotions (ENFE)**

Expression of naturally felt emotions (ELFE) can be defined as the act/tendency to display genuine and spontaneous emotions that comply with organizational display rule.

Sample item: “The emotions that I express to followers are genuine”.

3-items from:

Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, 66(2), 339-357.

**Daily Job
Satisfaction**

Daily job satisfaction is defined as daily contentment and positive feelings associated with different facets of the job such as work tasks and supervision (Ilies et al., 2009).

Sample item: “Today, I find real enjoyment in my work”.

5-items from:

Ilies, R., Wilson, K. S., & Wagner, D. T. (2009). The spill over of daily job satisfaction onto employees' family lives: The facilitating role of work-family integration. *Academy of Management Journal*, 52(1), 87-102.

Emotional Empathy

Emotional empathy is defined as “one's ability to understand and respond adaptively to others' emotions, succeed in emotional communication, and promote prosocial behavior” (Spreng et al., 2009, p. 18).

Sample item: “When someone else is feeling excited, I tend to get excited too”

16-items from:

Spreng, R. N., McKinnon, M. C., Mar, R. A., & Levine, B. (2009). The Toronto Empathy Questionnaire: Scale development and initial validation of a factor-analytic solution to multiple empathy measures. *Journal of Personality Assessment*, 91(1), 62-71.

Social Mindfulness

Social mindfulness is defined as ““being thoughtful of others in the present moment, and considering their needs and wishes before making a decision” (Van Lange & Van Doesum, 2015, p. 18).

Sample item: “I try to look at everyone's side of a disagreement before making a decision”

8-items from:

Koller, I., & Lamm, C. (2014). Item response model investigation of the (German) interpersonal reactivity index empathy questionnaire. *European Journal of Psychological Assessment*, 31(3), 211–221.

Leader Support Behavior

Leader support behavior reflects the helping behaviors of leaders towards follower and can be categorized into availability, encouragement and noninterference support (Wu & Parker, 2017).

Sample item: “My manager is sympathetic and supportive when I am worried or upset about something”

9-items from:

Wu, C. H., & Parker, S. K. (2017). The role of leader support in facilitating proactive work behavior: A perspective from attachment theory. *Journal of Management*, 43(4), 1025-1049.

Appendix 2: Ethics Approval, Participant Information Sheet and Surveys

2.1 Ethics Approval



Auckland University of Technology Ethics Committee (AUTEC)

Auckland University of Technology
D-88, Private Bag 92006, Auckland 1142, NZ
T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

17 June 2019

Jarrold Haar
Faculty of Business Economics and Law

Dear Jarrold

Re Ethics Application: 19/178 The role of affect in understanding leaders' influence on followers and how followers can influence leaders.

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 17 June 2022.

Standard Conditions of Approval

1. A progress report is due annually on the anniversary of the approval date, using form EA2, which is available online through <http://www.aut.ac.nz/research/researchethics>.
2. A final report is due at the expiration of the approval period, or, upon completion of project, using form EA3, which is available online through <http://www.aut.ac.nz/research/researchethics>.
3. Any amendments to the project must be approved by AUTEC prior to being implemented. Amendments can be requested using the EA2 form: <http://www.aut.ac.nz/research/researchethics>.
4. Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.

Please quote the application number and title on all future correspondence related to this project.

AUTEC grants ethical approval only. If you require management approval for access for your research from another institution or organisation, then you are responsible for obtaining it. If the research is undertaken outside New Zealand, you need to meet all locality legal and ethical obligations and requirements. You are reminded that it is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

For any enquiries, please contact ethics@aut.ac.nz

Yours sincerely,

A handwritten signature in black ink, appearing to read 'K O'Connor'.

Kate O'Connor
Executive Manager
Auckland University of Technology Ethics Committee

Cc: qpw7063@autuni.ac.nz; Peter McGhee

2.2 Participant Information Sheet



Participant Information Sheet

24-June-2019

Project Title

The Role of Affect in Understanding Leaders' Influence on Followers and How Followers Can Influence Leaders

An Invitation

I am Muhammad Salman Rashid, currently a PhD candidate at the Auckland University of Technology, New Zealand. I am conducting a research project for my PhD thesis on managers (leaders) and their subordinates (followers) working in Pakistan and New Zealand based organizations, under the supervision of Professor Jarrod Haar and Dr. Peter McGhee from School of Management, Auckland University of Technology. You are being invited to take part in this research study. Before you decide on whether you would like to participate, it is important for you to understand why this research is being conducted and what it will involve. Please take time to read the below information carefully and discuss it with others if you wish, or contact the researcher on the details provided, should you have any questions. Take time to decide whether or not you would like to participate.

What is the purpose of this research?

This research project is based on the exploration of upward and downward affective influences in leader-follower relationship. Firstly, it aims to examine that how leaders' moods and emotions can influence followers' work outcomes. Secondly, it aims to examine that how followers' moods and emotions can influence leaders' emotions and their support behaviours. This research is being carried to complete a PhD thesis at the Auckland University of Technology. In addition, the findings of this research will be used for academic publications and presentations.

How was I identified and why am I being invited to participate in this research?

You have been identified as a manager (leader) or a subordinate (follower) working in Pakistan/New Zealand based organization. You are invited to participate if:

- Your age is 18 years and above
- You are working 20 hours or more in a week (full-time or part-time)
- You have minimum one year of experience as manager/team leader (for leaders' survey).
- You have minimum six months experience as team member (for followers' survey).

How do I agree to participate in this research?

Your participation in this research is voluntary (it is your choice) and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at anytime before the submission of printed questionnaire. Once the questionnaire is submitted it would become impractical to extract and remove individual data because of the anonymous nature of data collection. Please note that consent to participate is implied by you completing and submitting the printed questionnaire.

What will happen in this research?

You will be requested to complete a printed questionnaire. There will be separate questionnaires for managers/ leader and their subordinates/followers. Please ensure you only complete your version (either leader or follower) of questionnaire. The questionnaire for managers should take approximately 10-12 minutes to complete, and questionnaire for subordinates should take approximately 12-15 minutes. After collection of surveys, the researcher will enter survey data into SPSS files for data analysis purposes.

How will my privacy be protected?

Please note that data from questionnaires will only be accessible to researcher and his supervisors. All data is anonymous and no personal, or identifiable information is required as part of this study. Please ensure you do not disclose either your own or a third party's personal information anywhere on the questionnaire. Data from questionnaires will be entered in data analysis software (i.e. SPSS and R) and stored on the password protected personal computers and private memory devices of the researcher and his supervisors. The data related to this research will be stored for the next six years in case the information is required for further research. After six years the data will be destroyed by using confidential and secure document destruction processes.

Will I receive feedback on the results of this research?

Yes, all the participants of this research project will be able to get summary of the findings and related research outputs. You can get these documents (once available) from the following weblink:

https://www.researchgate.net/profile/Muhammad_Salman_Rashid

Moreover, you can also contact researcher at his e-mail addresses provided below to request a summary of findings and related research outputs.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisors.

Professor Jarrod Haar (Chief Supervisor)

e-mail: jarrod.haar@aut.ac.nz

Dr. Peter McGhee (Secondary Supervisor)

e-mail: p.mcgee@aut.ac.nz

Whom do I contact for further information about this research?

Please keep a copy of this Information Sheet for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Muhammad Salman Rashid

PhD Candidate

Department of Management (AUT Business School)

E-mail: muhammad.salman.rashid@aut.ac.nz

Project Supervisor Contact Details:

Professor Jarrod Haar

Professor of Human Resource Management

Department of Management (AUT Business School)

E-mail: jarrod.haar@aut.ac.nz

Dr. Peter McGhee

Professor of Human Resource Management

Department of Management (AUT Business School)

E-mail: p.mcgee@aut.ac.nz

2.3 Surveys (All empirical studies)



LEADERS' SURVEY (PAPER 2)

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@aut.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz.

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the researcher as instructed. Many thanks for your participation.

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Matriculation Certificate
- ☐ Intermediate Certificate
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work?

- ☐ Less than 40 hours

- ☐ 40 hours
- ☐ More than 40 hours

5. How many subordinates directly reports to you?

- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ More than 15

6. How long you have been in managerial position?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1)

Section A: Affective Experiences and Expressions

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt and expressed this way over the PAST WEEK at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
1. Interested	1	2	3	4	5
2. Distressed	1	2	3	4	5
3. Excited	1	2	3	4	5
4. Upset	1	2	3	4	5
5. Strong	1	2	3	4	5
6. Guilty	1	2	3	4	5
7. Scared	1	2	3	4	5
8. Hostile	1	2	3	4	5
9. Enthusiastic	1	2	3	4	5
10. Proud	1	2	3	4	5
11. Irritable	1	2	3	4	5
12. Alert	1	2	3	4	5
13. Ashamed	1	2	3	4	5
14. Inspired	1	2	3	4	5
15. Nervous	1	2	3	4	5
16. Determined	1	2	3	4	5

17. Attentive	1	2	3	4	5
18. Jittery	1	2	3	4	5
19. Active	1	2	3	4	5
20. Afraid	1	2	3	4	5

Section B: Leader-Follower Interaction

This section entails statements regarding your daily interaction with subordinates working directly under you. Read each statement and select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

1. I have a face-to-face interaction with my subordinates on a daily basis.

- ☐ Always
- ☐ Usually
- ☐ Sometimes or less

2. Regarding the length of time, I interact with my subordinates

- ☐ Usually a very brief time commitment
- ☐ Usually a short-time commitment
- ☐ Usually a moderate time commitment
- ☐ Usually a long-time commitment
- ☐ Usually a very long-time commitment

----- Thank you so much for your cooperation and time-----

FOLLOWERS' SURVEY (PAPER 2)

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@autuni.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the researcher as instructed. Many thanks for your participation.

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Matriculation Certificate
- ☐ Intermediate Certificate
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How long have you been working under your current manager/supervisor?

- ☐ Less than 6 months
- ☐ 6 months – 1 year
- ☐ 1 year – 2 years
- ☐ 2 years – 3 years

- ☐ 3 years – 5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1_F1)

Section A: Affective Experiences

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt this way over the PAST WEEK at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
21. Interested	1	2	3	4	5
22. Distressed	1	2	3	4	5
23. Excited	1	2	3	4	5
24. Upset	1	2	3	4	5
25. Strong	1	2	3	4	5
26. Guilty	1	2	3	4	5
27. Scared	1	2	3	4	5
28. Hostile	1	2	3	4	5
29. Enthusiastic	1	2	3	4	5
30. Proud	1	2	3	4	5
31. Irritable	1	2	3	4	5
32. Alert	1	2	3	4	5
33. Ashamed	1	2	3	4	5
34. Inspired	1	2	3	4	5
35. Nervous	1	2	3	4	5
36. Determined	1	2	3	4	5
37. Attentive	1	2	3	4	5
38. Jittery	1	2	3	4	5
39. Active	1	2	3	4	5
40. Afraid	1	2	3	4	5

Section B: Regarding You

This section entails statements regarding your understanding and handling of emotions. Please indicate to what extent you agree or disagree with the following statements. Read each statement and select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5
2. I have a good understanding of my own emotions.	1	2	3	4	5
3. I really understand what I feel.	1	2	3	4	5
4. I always know whether or not I am happy.	1	2	3	4	5
5. I always know my co-workers' emotions from their behavior.	1	2	3	4	5
6. I am a good observer of others' emotions.	1	2	3	4	5
7. I am sensitive to the feelings and emotions of others.	1	2	3	4	5
8. I have a good understanding of the emotions of the peoples around me.	1	2	3	4	5
9. I always set goals for myself and then try my best to achieve them.	1	2	3	4	5
10. I always tell myself I am a competent person.	1	2	3	4	5
11. I am a self-motivated person.	1	2	3	4	5
12. I would always encourage myself to try my best.	1	2	3	4	5
13. I am able to control my temper and handle difficulties rationally.	1	2	3	4	5
14. I am quite capable of controlling my own emotions.	1	2	3	4	5
15. I can always calm down quickly when I am angry.	1	2	3	4	5
16. I have good control of my own emotions.	1	2	3	4	5

Section C: Regarding Your Job

This section includes statements regarding your helping behavior at work. Please indicate how often you have been involved in these behaviors. Read each statement and select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

	Never	Once or twice	Once or twice in a month	Once or twice in a week	Every Day
1. I take time to advise, coach or mentor a co-worker.	1	2	3	4	5
2. I help co-worker learn new skills or shared job knowledge.	1	2	3	4	5
3. I help new employees get oriented to the job	1	2	3	4	5
4. I lent a compassionate ear when someone had a work-problem.	1	2	3	4	5
5. I offered suggestions to improve how work is done.	1	2	3	4	5
6. I helped a co-worker who had too much to do.	1	2	3	4	5
7. I volunteered for extra work assignments.	1	2	3	4	5
8. I worked late hours or on weekend to complete a task.	1	2	3	4	5
9. I volunteered to attend meetings during my own time.	1	2	3	4	5
10. I gave up meal and other breaks to complete work.	1	2	3	4	5

----- Thank you so much for your cooperation and time-----

LEADERS' SURVEY (PAPER 3)

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@autuni.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the researcher as instructed. Many thanks for your participation.

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Matriculation Certificate
- ☐ Intermediate Certificate
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work week?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How many subordinates directly report to you?

- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ More than 15

6. How long you have been in managerial position?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1)

Section A: About You

This section includes statements regarding your display of moods and emotions, when you interact with your followers. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
41. I put on an act in order to deal with my subordinates in an appropriate way.	1	2	3	4	5
42. I fake a good mood when interacting with subordinates.	1	2	3	4	5
43. I put on a "show" or "performance" when interacting with subordinates.	1	2	3	4	5
44. I just pretend to have the emotions I need to display for my job.	1	2	3	4	5
45. I put on a "mask" in order to display the emotions I need for the job.	1	2	3	4	5
46. I show feeling to subordinates that are different from what I feel inside.	1	2	3	4	5
47. I fake the emotions I show when dealing with subordinates.	1	2	3	4	5
48. I try to actually experience the emotions that I must show to subordinates.	1	2	3	4	5
49. I make an effort to actually feel the emotions that I need to display towards my subordinates.	1	2	3	4	5
50. I work hard to feel the emotions that I need to show to subordinates.	1	2	3	4	5

51. I work at developing the feelings inside of me that I need to show to subordinates.	1	2	3	4	5
52. The emotions I express to subordinates are genuine.	1	2	3	4	5
53. The emotions I show subordinates come naturally.	1	2	3	4	5
54. The emotions I show subordinates match what I spontaneously feel.	1	2	3	4	5

Section B: Leader-Follower Interaction

This section entails statements regarding your daily interaction with subordinates working directly under you. Read each statement and select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

1. I have a face-to-face interaction with my subordinates on a daily basis.

- ☐ Always
- ☐ Usually
- ☐ Sometimes or less

2. Regarding the length of time, I interact with my subordinates

- ☐ Usually a very brief time commitment
- ☐ Usually a short-time commitment
- ☐ Usually a moderate time commitment
- ☐ Usually a long-time commitment
- ☐ Usually a very long-time commitment

----- Thank you so much for your cooperation and time-----

FOLLOWERS' SURVEY (PAPER 3)

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@autuni.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the researcher as instructed. Many thanks for your participation.

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
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3. What is your highest level of education?

- ☐ Matriculation Certificate
- ☐ Intermediate Certificate
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How long have you been working under your current manager/supervisor?

- ☐ Less than 6 months
- ☐ 6 months – 1 year
- ☐ 1 year – 2 years
- ☐ 2 years – 3 years

- ☐ 3 years – 5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1_F1)

Section A: About Your Leader

This section includes statements regarding your manager/supervisor. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	None at all	A little	A moderate amount	A lot	A great deal
17. How much do you like your manager?	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18. I get along well with my manager.	1	2	3	4	5
19. Working with my manager is a pleasure.	1	2	3	4	5
20. I think my manager would make a good friend.	1	2	3	4	5
	Not at all	To a small extent	To some extent	To a moderate extent	To a large extent
21. Regarding the general behavior of your manager, to what extent he/she behaves on the basis of moral conviction?	1	2	3	4	5
22. Regarding the general behavior of your manager, to what extent he/she behaves on the of his/her true beliefs?	1	2	3	4	5
23. Regarding the general behavior of your manager, to what extent he/she acts sincerely?	1	2	3	4	5
24. Regarding the general behavior of your manager, to what extent he/she behaves on the ethical consideration?	1	2	3	4	5
25. Regarding the general behavior of your manager, to what extent he/she acts to benefit the organization?	1	2	3	4	5

26. Regarding the general behavior of your manager, to what extent he/she uses emotions to manipulate you?	1	2	3	4	5
27. Regarding the general behavior of your manager, to what extent he/she acts in a self-serving manner?	1	2	3	4	5
28. Regarding the general behavior of your manager, to what extent he/she behaves on the basis of potential rewards that he/she may gain?	1	2	3	4	5

Section B: Regarding You

This section entails statements regarding your tendency to deal with the unclear situations. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It upsets me to go into a situation without knowing what I can expect from it.	1	2	3	4	5
2. I'm not bothered by things that interrupt my daily routine.	1	2	3	4	5
3. I enjoy having a clear and structured mode of life.	1	2	3	4	5
4. I like to have a place for everything and everything in its place.	1	2	3	4	5
5. I find that a well-ordered life with regular hours makes my life tedious.	1	2	3	4	5
6. I don't like situations that are uncertain.	1	2	3	4	5
7. I hate to change my plans at the last minute.	1	2	3	4	5
8. I hate to be with people who are unpredictable.	1	2	3	4	5
9. I find that a consistent routine enables me to enjoy life more.	1	2	3	4	5
10. I enjoy the exhilaration of being in unpredictable situations.	1	2	3	4	5
11. I become uncomfortable when the rules in a situation are not clear.	1	2	3	4	5

Section C: Regarding Your Work

This section includes statements regarding your work experiences. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. I am really focused on my job when I am working.	1	2	3	4	5
12. I concentrate on my job when I am at work.	1	2	3	4	5
13. When working, I think a lot about how I can give my best.	1	2	3	4	5
14. At work, I am focused on my job.	1	2	3	4	5
15. When I am at work, I give my job a lot of attention.	1	2	3	4	5
16. Working at my current organization has a great deal of personal meaning to me.	1	2	3	4	5
17. I feel a strong sense of belonging to my job.	1	2	3	4	5
18. I am proud to tell others that I work for my current organization.	1	2	3	4	5
19. I believe in the mission and purpose of my company.	1	2	3	4	5
20. I care about the future of my company.	1	2	3	4	5
21. I do more than is expected of me.	1	2	3	4	5
22. I really push myself to work beyond what is expected of me.	1	2	3	4	5
23. I am willing to put in extra effort without being asked.	1	2	3	4	5
24. I often go above what is expected of me to help my team be successful.	1	2	3	4	5
25. I work harder than expected to help my company be successful.	1	2	3	4	5

----- Thank you so much for your cooperation and time -----

LEADERS' DAILY DIARY SURVEY (PAPER 4)

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@autuni.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the researcher as instructed. Many thanks for your participation.

----- **DAY 1** -----

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Matriculation Certificate
- ☐ Intermediate Certificate
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How many subordinates directly report to you?

- ☐ 1-5
- ☐ 6-10

- ☐ 11-15
- ☐ More than 15

6. How long you have been in managerial position?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1)

Section A: Daily Affective Experiences and Expressions

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt and expressed this way TODAY at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
55. Interested	1	2	3	4	5
56. Distressed	1	2	3	4	5
57. Excited	1	2	3	4	5
58. Upset	1	2	3	4	5
59. Strong	1	2	3	4	5
60. Guilty	1	2	3	4	5
61. Scared	1	2	3	4	5
62. Hostile	1	2	3	4	5
63. Enthusiastic	1	2	3	4	5
64. Proud	1	2	3	4	5
65. Irritable	1	2	3	4	5
66. Alert	1	2	3	4	5
67. Ashamed	1	2	3	4	5
68. Inspired	1	2	3	4	5
69. Nervous	1	2	3	4	5
70. Determined	1	2	3	4	5
71. Attentive	1	2	3	4	5
72. Jittery	1	2	3	4	5
73. Active	1	2	3	4	5
74. Afraid	1	2	3	4	5

Section B: Leader-Follower Interaction

This section entails statements regarding your daily interaction with subordinates working directly under you. Read each statement and select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

1. I have a face-to-face interaction with my subordinates on a daily basis.

- ☐ Always
- ☐ Usually
- ☐ Sometimes or less

2. Regarding the length of time, I interact with my subordinates

- ☐ Usually a very brief time commitment
- ☐ Usually a short-time commitment
- ☐ Usually a moderate time commitment
- ☐ Usually a long-time commitment
- ☐ Usually a very long-time commitment

Section C: About You

This section includes statements regarding your display of moods and emotions, when you interact with your followers. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The emotions I express to subordinates are genuine.	1	2	3	4	5
2. The emotions I show subordinates come naturally.	1	2	3	4	5
3. The emotions I show subordinates match what I spontaneously feel.	1	2	3	4	5

----- DAY 2-5 -----

Daily Affective Experiences and Expressions

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt and expressed this way TODAY at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
1. Interested	1	2	3	4	5
2. Distressed	1	2	3	4	5
3. Excited	1	2	3	4	5
4. Upset	1	2	3	4	5
5. Strong	1	2	3	4	5
6. Guilty	1	2	3	4	5
7. Scared	1	2	3	4	5
8. Hostile	1	2	3	4	5
9. Enthusiastic	1	2	3	4	5
10. Proud	1	2	3	4	5
11. Irritable	1	2	3	4	5
12. Alert	1	2	3	4	5
13. Ashamed	1	2	3	4	5
14. Inspired	1	2	3	4	5
15. Nervous	1	2	3	4	5
16. Determined	1	2	3	4	5
17. Attentive	1	2	3	4	5
18. Jittery	1	2	3	4	5
19. Active	1	2	3	4	5
20. Afraid	1	2	3	4	5

----- Thank you so much for your cooperation and time -----

FOLLOWERS' DAILY DIARY SURVEY (PAPER 4)

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@autuni.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the researcher as instructed. Many thanks for your participation.

----- DAY 1 -----

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Matriculation Certificate
- ☐ Intermediate Certificate
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How long you have been working under your current manager/supervisor?

- ☐ Less than 6 months

- ☐ 6 months – 1 year
- ☐ 1 year – 2 years
- ☐ 2 years – 3 years
- ☐ 3 years – 5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1_F1)

Section A: About You

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt this way over the TODAY at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
75. Interested	1	2	3	4	5
76. Distressed	1	2	3	4	5
77. Excited	1	2	3	4	5
78. Upset	1	2	3	4	5
79. Strong	1	2	3	4	5
80. Guilty	1	2	3	4	5
81. Scared	1	2	3	4	5
82. Hostile	1	2	3	4	5
83. Enthusiastic	1	2	3	4	5
84. Proud	1	2	3	4	5
85. Irritable	1	2	3	4	5
86. Alert	1	2	3	4	5
87. Ashamed	1	2	3	4	5
88. Inspired	1	2	3	4	5
89. Nervous	1	2	3	4	5
90. Determined	1	2	3	4	5
91. Attentive	1	2	3	4	5
92. Jittery	1	2	3	4	5
93. Active	1	2	3	4	5
94. Afraid	1	2	3	4	5

Section B: About Your Leader

This section entails statements regarding your manager's behavior TODAY. Please indicate to what extent you agree with the following statements by choosing the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
29. Regarding your manager's behavior today, to what extent did your manager treat you in a polite manner?	1	2	3	4	5
30. Regarding your manager's behavior today, to what extent did your manager treat you with dignity and respect?	1	2	3	4	5
31. Regarding your manager's behavior today, to what extent did your manager refrain from improper remarks and comments?	1	2	3	4	5

Section C: About Your Job

This section entails statements regarding your DAILY job experiences. Please indicate to what extent you agree or disagree with the following statements. Read each statement and then select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. Right now, I find real enjoyment in my work.	1	2	3	4	5
27. During most of the past hours, I felt enthusiastic about my work.	1	2	3	4	5
28. At this moment, I feel fairly satisfied with my job.	1	2	3	4	5
29. Right now, each minute of work seems like it will never end.	1	2	3	4	5
30. At the present time, I consider my job rather unpleasant.	1	2	3	4	5

----- DAY 2-5 -----

Section A: About You

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt this way over the TODAY at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
1. Interested	1	2	3	4	5
2. Distressed	1	2	3	4	5
3. Excited	1	2	3	4	5
4. Upset	1	2	3	4	5
5. Strong	1	2	3	4	5
6. Guilty	1	2	3	4	5
7. Scared	1	2	3	4	5
8. Hostile	1	2	3	4	5
9. Enthusiastic	1	2	3	4	5
10. Proud	1	2	3	4	5
11. Irritable	1	2	3	4	5
12. Alert	1	2	3	4	5
13. Ashamed	1	2	3	4	5
14. Inspired	1	2	3	4	5
15. Nervous	1	2	3	4	5
16. Determined	1	2	3	4	5
17. Attentive	1	2	3	4	5
18. Jittery	1	2	3	4	5
19. Active	1	2	3	4	5
20. Afraid	1	2	3	4	5

Section B: About Your Leader

This section entails statements regarding your manager's behavior TODAY. Please indicate to what extent you agree with the following statements by choosing the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent

1. Regarding your manager's behavior today, to what extent did your manager treat you in a polite manner?	1	2	3	4	5
2. Regarding your manager's behavior today, to what extent did your manager treat you with dignity and respect?	1	2	3	4	5
3. Regarding your manager's behavior today, to what extent did your manager refrain from improper remarks and comments?	1	2	3	4	5

Section C: About Your Job

This section entails statements regarding your DAILY job experiences. Please indicate to what extent you agree or disagree with the following statements. Read each statement and then select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Right now, I find real enjoyment in my work.	1	2	3	4	5
2. During most of the past hours, I felt enthusiastic about my work.	1	2	3	4	5
3. At this moment, I feel fairly satisfied with my job.	1	2	3	4	5
4. Right now, each minute of work seems like it will never end.	1	2	3	4	5
5. At the present time, I consider my job rather unpleasant.	1	2	3	4	5

----- Thank you so much for your cooperation and time-----

LEADERS' SURVEY (PAPER 5)----- **PAKISTAN** -----

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@aut.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz.

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the researcher as instructed. Many thanks for your participation.

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Matriculation Certificate
- ☐ Intermediate Certificate
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work week?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How many subordinates directly report to you?

- ☐ 1-5

- ☐ 6-10
- ☐ 11-15
- ☐ More than 15

6. How long you have been in managerial position?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1)

Section A: Affective Experiences (Time 2)

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt this way over the PAST WEEK at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
95. Interested	1	2	3	4	5
96. Distressed	1	2	3	4	5
97. Jittery	1	2	3	4	5
98. Inspired	1	2	3	4	5
99. Proud	1	2	3	4	5
100. Upset	1	2	3	4	5

Section B: About You

This section includes statements regarding your consideration from your direct reports. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I try to look at everybody's side of a disagreement before I make a decision.	1	2	3	4	5
2. I believe that there are two sides to every question and try to look at them both.	1	2	3	4	5

3. When I'm upset at someone, I usually try to "put myself in his shoes" for a while.	1	2	3	4	5
4. Before criticizing somebody, I try to imagine how I would feel if I were in their place.	1	2	3	4	5
5. I often have tender, concerned feelings for people less fortunate than me.	1	2	3	4	5
6. When I see someone being taken advantage of, I feel kind of protective toward them.	1	2	3	4	5
7. I am often quite touched by things that I see happen.	1	2	3	4	5
8. I would describe myself as a pretty soft-hearted person.	1	2	3	4	5

----- Thank you so much for your cooperation and time-----

LEADERS' SURVEY (PAPER 5)

----- NEW ZEALAND -----

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@aut.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the research as instructed. Many thanks for your participation.

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Less than a high school diploma
- ☐ High school degree or Equivalent
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How many subordinates directly report to you?

- ☐ 1-5

- ☐ 6-10
- ☐ 11-15
- ☐ More than 15

6. How long you have been in managerial position?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1)

Section A: Affective Experiences (Time 2)

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt this way over the PAST WEEK at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
1. Inspired	1	2	3	4	5
2. Afraid	1	2	3	4	5
3. Alert	1	2	3	4	5
4. Upset	1	2	3	4	5
5. Excited	1	2	3	4	5
6. Enthusiastic	1	2	3	4	5
7. Nervous	1	2	3	4	5
8. Determined	1	2	3	4	5
9. Sacred	1	2	3	4	5
10. Distressed	1	2	3	4	5

Section B: About You

This section includes statements regarding your consideration from your direct reports. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I try to look at everybody's side of a disagreement before I make a decision.	1	2	3	4	5

2. I believe that there are two sides to every question and try to look at them both.	1	2	3	4	5
3. When I'm upset at someone, I usually try to "put myself in his shoes" for a while.	1	2	3	4	5
4. Before criticizing somebody, I try to imagine how I would feel if I were in their place.	1	2	3	4	5
5. I often have tender, concerned feelings for people less fortunate than me.	1	2	3	4	5
6. When I see someone being taken advantage of, I feel kind of protective toward them.	1	2	3	4	5
7. I am often quite touched by things that I see happen.	1	2	3	4	5
8. I would describe myself as a pretty soft-hearted person.	1	2	3	4	5
	Never	Rarely	Sometimes	Usually	Always
9. When someone else is feeling excited, I tend to get excited too.					
10. Other people's misfortunes do not disturb me a great deal.					
11. It upsets me to see someone being treated disrespectfully.					
12. I remain unaffected when someone close to me is happy.					
13. I enjoy making other people feel better.					
14. I have tender, concerned feelings for people less fortunate than me.					
15. When a co-worker or friend starts to talk about his/her problems, I try to steer the conversation towards something else.					
16. I can tell when others are sad even when they do not say anything.					
17. I find that I am "in tune" with other people's moods.					
18. I do not feel sympathy for people who cause their own serious problems.					
19. I become irritated when someone cries.					
20. I am not really interested in how other people feel.					
21. I get a strong urge to help when I see someone who is upset.					

22. When I see someone being treated unfairly, I do not feel very much pity for them.					
23. I find it silly for people to cry out of happiness.					
24. When I see someone being taken advantage of, I feel kind of protective towards him/her.					

----- Thank you so much for your cooperation and time-----

FOLLOWERS' SURVEY (PAPER 5)----- **PAKISTAN** -----

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@aut.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the researcher as instructed. Many thanks for your participation.

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Matriculation Certificate
- ☐ Intermediate Certificate
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How long you have been working under your current manager/supervisor?

- ☐ Less than 6 months

- ☐ 6 months – 1 year
- ☐ 1 year – 2 years
- ☐ 2 years – 3 years
- ☐ 3 years – 5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1_F1)

Section A: Affective Experiences (Time 1)

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt and expressed this way over the PAST WEEK at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
101. Interested	1	2	3	4	5
102. Distressed	1	2	3	4	5
103. Jittery	1	2	3	4	5
104. Inspired	1	2	3	4	5
105. Proud	1	2	3	4	5
106. Upset	1	2	3	4	5

Section B: Leader-Follower Interaction (Time 1)

This section entails statements regarding your daily interaction with manager. Read each statement and select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

1. I have a face-to-face interaction with my manager on a daily basis.

- ☐ Always
- ☐ Usually
- ☐ Sometimes or less

2. Regarding the length of time, I interact with my manager

- ☐ Usually a very brief time commitment
- ☐ Usually a short-time commitment
- ☐ Usually a moderate time commitment
- ☐ Usually a long-time commitment
- ☐ Usually a very long-time commitment

Section C: Regarding Your Leader (Time 3)

This section includes statements regarding your leader behavior. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
32. My manager is sympathetic and supportive when I am worried or upset about something.	1	2	3	4	5
33. My manager gives me encouragement and support when I have a difficult and stressful task or responsibility.	1	2	3	4	5
34. My manager offers to provide advice or assistance when I need help with a difficult task or problem.	1	2	3	4	5
35. My manager encourages me to live up to my potential.	1	2	3	4	5
36. My manager allows me to take a strong hand in setting my own performance goals.	1	2	3	4	5
37. When I tell my manager about something new that I would like to try, he/she encourages me to do it.	1	2	3	4	5
38. My manager delegates me the authority to take important decisions and implement those without his/her prior approval.	1	2	3	4	5
39. My manager encourages me to determine for myself the best way to carry out an assignment or an objective.	1	2	3	4	5
40. My manager encourages me to take initiative to resolve problems on my own.	1	2	3	4	5

----- Thank you so much for your cooperation and time-----

FOLLOWERS' SURVEY (PAPER 5)----- **NEW ZEALAND** -----

Dear Participant:

This survey is for my PhD research at the Auckland University of Technology (AUT). Your responses are anonymous and confidential. You can email any survey queries at: muhammad.salman.rashid@aut.ac.nz. If you may have any queries about the study or confidentiality, you can email my chief supervisor, Professor Jarrod Haar, at jarrod.haar@aut.ac.nz.

Please be noted that your completion of this survey is also your consent to provide your information and take part in this research. Please put your completed survey back into the envelope, seal and return it to the research as instructed. Many thanks for your participation.

Demographic Data

1. What best describes your gender?

- ☐ Female
- ☐ Male

2. What is your age?

- ☐ 18-25 years
- ☐ 26-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56-65 years

3. What is your highest level of education?

- ☐ Less than a high school diploma
- ☐ High school degree or equivalent
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate (e.g., PhD)

4. How many hours do you work during a typical work?

- ☐ Less than 40 hours
- ☐ 40 hours
- ☐ More than 40 hours

5. How long have you been working under your current manager/supervisor?

- ☐ Less than 6 months

- ☐ 6 months – 1 year
- ☐ 1 year – 2 years
- ☐ 2 years – 3 years
- ☐ 3 years – 5 years
- ☐ More than 5 years

8. Please write the unique survey code provided to you (e.g., L1_F1)

Section A: Affective Experiences and Expressions (Time 1)

This section consists of a number of words that describe different feelings and emotions. Please read each item and then select the appropriate answer in the columns to the right. Indicate to what extent you have felt and expressed this way over the PAST WEEK at your workplace.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
11. Inspired	1	2	3	4	5
12. Afraid	1	2	3	4	5
13. Alert	1	2	3	4	5
14. Upset	1	2	3	4	5
15. Excited	1	2	3	4	5
16. Enthusiastic	1	2	3	4	5
17. Nervous	1	2	3	4	5
18. Determined	1	2	3	4	5
19. Sacred	1	2	3	4	5
20. Distressed	1	2	3	4	5

Section B: Leader-Follower Interaction (Time 1)

This section entails statements regarding your daily interaction with manager. Read each statement and select the appropriate answer from the options provided. Please be sure to provide an answer for each statement.

1. I have a face-to-face interaction with my manager on a daily basis.

- ☐ Always
- ☐ Usually
- ☐ Sometimes or less

2. Regarding the length of time, I interact with my manager

- ☐ Usually a very brief time commitment
- ☐ Usually a short-time commitment
- ☐ Usually a moderate time commitment

- ☐ Usually a long-time commitment
- ☐ Usually a very long-time commitment

Section C: About You

This section includes statements regarding your display of moods and emotions, when you interact with your followers. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. I put on an act in order to deal with my subordinates in an appropriate way.	1	2	3	4	5
10. I fake a good mood when interacting with subordinates.	1	2	3	4	5
11. I put on a "show" or "performance" when interacting with subordinates.	1	2	3	4	5
12. I just pretend to have the emotions I need to display for my job.	1	2	3	4	5
13. I put on a "mask" in order to display the emotions I need for the job.	1	2	3	4	5
14. I show feeling to subordinates that are different from what I feel inside.	1	2	3	4	5
15. I fake the emotions I show when dealing with subordinates.	1	2	3	4	5
16. I try to actually experience the emotions that I must show to subordinates.	1	2	3	4	5
17. I make an effort to actually feel the emotions that I need to display towards my subordinates.	1	2	3	4	5
18. I work hard to feel the emotions that I need to show to subordinates.	1	2	3	4	5
19. I work at developing the feelings inside of me that I need to show to subordinates.	1	2	3	4	5

Section D: Regarding Your Leader (Time 3)

This section includes statements regarding your manager's behavior. Please indicate to what extent you agree or disagree with the following statements. Please be sure to provide an answer for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My manager is sympathetic and supportive when I am worried or upset about something.	1	2	3	4	5

2. My manager gives me encouragement and support when I have a difficult and stressful task or responsibility.	1	2	3	4	5
3. My manager offers to provide advice or assistance when I need help with a difficult task or problem.	1	2	3	4	5
4. My manager encourages me to live up to my potential.	1	2	3	4	5
5. My manager allows me to take a strong hand in setting my own performance goals.	1	2	3	4	5
6. When I tell my manager about something new that I would like to try, he/she encourages me to do it.	1	2	3	4	5
7. My manager delegates me the authority to take important decisions and implement those without his/her prior approval.	1	2	3	4	5
8. My manager encourages me to determine for myself the best way to carry out an assignment or an objective.	1	2	3	4	5
9. My manager encourages me to take initiative to resolve problems on my own.	1	2	3	4	5

----- Thank you so much for your cooperation and time-----

Role of Affect in Leadership and Followership Influences

Leadership is one important element that organizations enact to garner effective behaviors and superior performance from employees. Researchers continuously look for the ways through which leaders can influence their followers. During the last couple of decades, much research has focused on the role of leaders' affect (e.g., experience and expression of moods and emotions) in influencing followers' work outcomes. However, the complexities of leadership affective influences, which is likely to involve multiple underlying mechanisms and contextual factors facilitating (hindering) leader-follower affect transfer, are not well understood. Since followers play an essential role in the creation and operations of leadership, there are theoretical possibilities of followers' affective influences on leaders, but empirical evidence is scant. This thesis research explores the role of leader-follower and follower-leader affective influences through the affective and cognitive mechanisms on various outcome variables.

This thesis comprises one theory paper and four empirical papers regarding the leadership and followership affective influences on various work attitudes and behaviors (of leaders and followers). Affective influences are conceptualized and operationalized as positive and negative affect, surface and deep acting, affect-based perception of leadership justice, emotional intelligence and social/emotional mindfulness. Notably, survey data was collected from leaders and followers using multilevel time-lagged designs and experience sampling methodologies to capture the complexities of affect occurrence and related influence in field settings.

All studies together demonstrate that the experience and expression of affect (moods and emotions) play a deep-seated role in leadership and followership influences. Affective experiences and expressions take multiple profiles such as valence (positive and negative), emotional labor (surface and deep acting) and affect-based influence of non-affective leadership behaviors (leadership justice). Such affective influences are rather complex and occur through multiple parallel pathways (affective, cognitive and social) in conjunction with various boundary conditions (individual and situational factors). Therefore, researchers and practitioners are encouraged to pay greater attention towards understanding affect-based processes and outcomes in leadership and organizational effectiveness.