

**THE ROLE OF LEADERS' AMBIVALENT ATTITUDES  
ON HIGH PERFORMING EMPLOYEES' ATTITUDES AND PERFORMANCE**

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March, 2018

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**THESIS SUMMARY**

This study aimed to explore the relationship between leaders and top performers. This research based on Self-Evaluation Maintenance Theory (SEM) and contributed to theory in this area and aimed to inform organisational practices in effectively fostering the relationship between leaders and their subordinates. To achieve this purpose, this study used mixed methodology, with both qualitative and quantitative studies were conducted. As the central aspect of this project, the assumption that leaders can experience both positive and negative emotions in relation to high performers is quite novel. It was important to start initially with a qualitative study which allowed to validate the initial assumptions and obtained more information that enabled fine tuning the research model. In the first stage a qualitative study consisting of 80 interviews involving eight managers in 10 different pharmaceutical companies. The qualitative study was completed and allowed validating initial assumptions drawn on previous literature and informed how a research model accounting for the effects of leaders' experience of ambivalent attitudes towards their high performance employees can be best defined. In line with Qualitative Study, it was explored how leaders identify high performing employees in their team, how leaders are influenced by high performing employees and it was examined how leaders feel in relation to high performing employees, how leaders behave in relation to high performing employees which factors influence the extent to which leaders are more or less supportive of high performing employees. Then, the quantitative study examined how high performing employees might enable the emotions of envy and pride of leaders to influence their performance. In the stage of quantitative study consisting of 304 questionnaires were circulated between managers and employees in 8 different multinational pharmaceutical companies. A set of hypotheses was developed which predicted the effect of ambivalent feelings of leaders towards their employees. The findings showed that overlapping skills of leader and employees moderates the relationship between High Performing Employees' (HPE's) performance and leader's envy/pride. Hierarchical distance between leader and employee moderates the relationship between HPE's performance and leader's envy/pride. Leader envy mediates the effect of the interaction of HPE's performance and overlapping skills of employees and managers on turnover intention. The interaction of perceived leader support and employee agreeableness mediates the effect of the interaction of HPE' performance and hierarchical distance on employee job involvement. In sum, the studies conducted provide internal and external validity to the proposed research model.

*Keywords:* Self-evaluation maintenance model (SEM), Leader-Member Exchange Theory, Envy, Pride, High Performing Employees

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Researches have shown (Brotheridge and Lee, 2008; Härtel, Ashkanasy, and Zerbe, 2011) that emotions are an essential part of the business lives and need a special attention for emotion management. In organisational perspectives, emotions can be spread as an infection by employees who continually understand the emotional expressions of their leaders (Brotheridge and Lee, 2008; Newcombe and Ashkanasy, 2002). On this point, leaders are seen as a constantly resource of any irritations or lift at job by employees (Bach and Fisher, 2000; Newcombe and Ashkanasy, 2002). Regarding this, there are important gaps in the current literature about emotion management. One of the gaps is, the absence of empirical studies related with the leaders and employees in terms of ego and emotion management concerns. And the second gap is, the lack of literature for Non-Western countries. Most of the literatures come from Western countries and it causes difficulties in identify the management problems in cross – cultural perspectives.

Yukl (2010) claimed that leadership a common communication in which a leader speaks or acts or leaves untold or undone has an impact on their employees. Aside from these common interactions between leaders and employees, leaders confront the extra contests of efficiently managing emotions at the workplace. Earlier, emotions were ignored at the workplace and employees were supposed to behave in a passionately neutral performance stand (Sutton and Rafaeli, 1988), but now, emotions are recognised as a cornerstone at work and are researched as related conjecturers of outcome (Brief and Weiss, 2002).

So, more research is required to discover emotion management in terms of leadership in a developing and energetic settings shaped by globalisation, violent competition and new technology (Avey, Wernsing, and Luthans, 2008; Ottenbacher and Harrington, 2010).

### **1.2 Rationale of the Study**

Several researches have been conducted in exploring how emotions can affect studies have been done in discovering how emotions can impact related consequences such as efficiency, job satisfaction (Arvey, Renz, and Watson, 1998) and aiding manners (Ilies, Fulmer, Spitzmuller, and Johnson, 2009). Former assessments on leadership have largely

focused on linked intellectual and thinking factors while disregarding the function of emotions in leadership manner.

The main purpose of this research is to concentrate on essential matters in the sense of emotion management and leadership field. There is high degree level of researches tend to the emotional intelligence and emotional regulation. They play crucial role to affect leadership, inherently. This research will provide one more aspect like ego to the growing interests to test these relationships empirically. Through this research, I expect to identify the aspects in this field of research, and present suggestions to lead forthcoming studies.

Besides, this research will also define the underlying facts of emotion management in terms of emotional intelligence, emotion regulation, ego management and the consequences of such management. Specifically, I will intend to reveal connections between ego and emotion management aspects. So, it will also comprise thoroughly reviewing and integrating earlier studies on ego and emotion management linked with leadership, from both leaders' and employees' perspectives. This research will aim to extend the knowledge in this area of research and to provide a framework to guide empirical efforts in investigating the nature and correlates of leaders' ego and emotion management in cross culturally.

### **1.3 Research Aim and Objectives**

The aim of this research is to provide a better consideration of the role of leaders' ego and emotions in managing emotions of employees. Particularly, this study aims to achieve the following objectives:

1. To examine how employees are affected by emotion management.
2. To identify the role of ego management in moderating the relationship between leaders and employees.
3. To address the effects of emotions on leadership in the cross-cultural context.
4. To make recommendations for effective management of emotion.

Thus, some of the questions this research will seek to address include:

How will a theoretical model be developed to represent the role of organisational leaders in employee' emotional experiences?

What factors trigger leader' emotions?

What factors affect employee' emotions?

### **1.4 Research Approach**

This research will be handled into two major stages. The first stage will provide a better consideration of the role of leaders' emotions in managing emotions of employees. And

the second stage of this study will examine the role of ego management in facilitating the linkage between leaders and employees. In managing this research, interviews and questionnaires will be handled 4 times (approximately every three months) throughout the year. The data will be obtained from Turkey. The participants will be managers and employees working in the 5 leading pharmaceutical companies, in Turkey. Thus, this research will present a considerable contribution with respect to expanding the conceptual framework, classifying dependent and independent variables and explaining the research methodology further in order to assess these variables and yield new findings on ego management.

### **1.5 Structure of Thesis**

The thesis is divided into four chapters.

Chapter 1 reviews the background of the research, rationale of the study, research objectives, research approach and the structure of the remaining chapters.

Chapter 2 examines the relevant literature in emotion management, emotional intelligence, emotion regulation, ego management, leadership behaviours, leadership knowledge and skills, and cross - cultural context. The chapter starts with the perception and theoretical sources of emotion management, followed by a review of the emotion regulation, emotional intelligence, ego, leadership behaviours, leadership knowledge and skills, and cross - cultural context. This chapter also includes a critical review of the relevant literature, especially concentrating on the relationships between emotions and leadership. Besides, it also considers the gaps in former researches in the field on emotions and leadership.

Chapter 3 presents the conceptual framework. It demonstrates conceptual model of the issue by clarifying reasons behind this and significant descriptions are also underlined. The attention of this chapter is to emphasise the contributions.

The methodology of the study is highlighted in chapter 4, which clarifies the research methodology, theoretical model, research procedure and measures required in data collection. This chapter begins with the explanation of the qualitative data analysis. Then it is followed by the participants, pilot study, reliability and validity of the data, limitations and ethical issues during both stages of data collection throughout the research are examined.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Introduction**

This chapter concentrates on the relevant literature underpinning the study. The emotion management will first be reviewed, followed by emotional intelligence, emotion regulation and ego. Next, the main review of the chapter which is related to emotion management, cross - cultural context and leadership knowledge and skill is presented. Finally, it is ending with the summary of the chapter.

### **2.2 Emotion Management**

Research has shown that work is an emotional experience (Ashforth and Humphrey, 1995). Besides, it also involves feelings such as anger, distress, frustration, and embarrassment. On the other side, it is a basis of pride, belongingness, fulfilment and excitement (Boudens, 2005). These emotions arise from job-related incidents and from the unrelated sensations that employees carry with them to the work (Barsade and Gibson, 2007). The results of these emotions are further going, influencing both well – being and also personal, group and organisational performance (Elfenbein, 2007).

It is as much a serious administrative role as controlling markets or finance, to control one's own emotions and also employees' emotions (Leavitt and Bahrami, 1988). Likely, emotion management is a management's work. In recent years, number of researches working on leader emotion management, has been increasing because leaders has a major influence job - related emotions of employees (Ashkanasy and Tse, 2000; Humphrey, 2008; Humphrey, Pollack, and Hawver, 2008; Pescosolido, 2002).

#### **2.2.1 Emotion Management and Leadership**

A consistent theme that has emerged from the literature on workplace emotions is that organisational leaders have a great deal of influence over the emergence, management, and consequences of organisational affective experiences (Gooty, Connelly, Griffith, and Gupta, 2010). Leaders can certainly help shape employees' perceptions of affective events in ways that minimise or prevent emotional reactions in employees that may be counterproductive. When such emotional reactions do occur, leaders can also play an important role in helping employees to regulate their emotions (George, 2000).

Emotion management has been shown to be a central characteristic of effective leaders (Erez, Misangyi, Johnson, LePine, and Halverson, 2008; Gaddis, Connelly, and Mumford, 2004, George, 2000; Pescosolido, 2002). Therefore, providing leaders with additional knowledge and skills regarding emotion regulation strategies may be crucial to effective leadership and sustained performance. However, few studies have investigated how leaders manage emotions, and even fewer have identified specific techniques for managing ego and emotional experiences.

The common approach of this research is to conceptualise leader emotion management as closely entwined with a characteristic of the leader. Studies in this vein usually address the question of how well emotional intelligence (EI) predicts a particular leadership construct (e.g., transformational leadership or charismatic leadership) and/or a measure of leader emergence or effectiveness (e.g. Côté, Lopez, Salovey, and Miners, 2010; Harms and Credé, 2010; Wolff et al., 2002). Although research on emotional intelligence has been useful in understanding leadership (e.g., George, 2000, Antonakis, Ashkanasy, and Dasborough, 2009; Kaplan, Cortina, and Ruark, 2010), the focus of this study here is more so on the behavioural nature of leader emotion management.

For the most part, studies investigating EI with respect to leadership treat EI as a unitary and stable predictor construct (Harms and Credé, 2010) of a given index of leader effectiveness. Although Mayer and Salovey (1997) describe four branches of EI (accurately perceiving emotions in oneself and others, using emotions to facilitate thinking, understanding emotional meaning, and managing emotions of oneself and others), studies rarely address these separate components. Also, the branches themselves are quite broad and represent sets of mental abilities, not leader behaviours. As such, studies examining EI generally do not address or tease apart “what about EI” and/or “what parts of it” are related to what aspects of emotional leadership behaviour (see Jordan, Dasborough, Daus, and Ashkanasy, 2010 for similar recognitions and point).

Juxtaposed with this work on EI are various streams of research relevant to leaders as emotion managers. This work includes research on diverse topics such as: the effects of leader emotional displays (Connelly and Ruark, 2010; Dasborough, Ashkanasy, Tee, and Tse, 2009; Sy, Côté, and Saavedra, 2005); the emotional consequences of leader decision-making (De Cremer, 2007) and communication (Dasborough, 2006), and the role of leaders in establishing emotional norms (Ashforth and Humphrey, 1995) and providing emotional support (Viswesvaran, Sanchez, and Fisher, 1999). Studies on these topics are important because they offer a more nuanced view of the role of leaders in emotion management. However, because

these studies examine different processes and variables, it would be useful to have a framework that brings them together.

There have been some other recent models attempting to bring some clarity to this literature. In an important paper on organisational emotion management behaviour, Williams (2007) integrated several theoretical models in explicating the interpersonal processes and behaviours that allow for the development of trust. In a paper especially relevant to the current one, Humphrey and colleagues (2008) forwarded a model suggesting that leaders can be the original source of an affective event and also can help or hinder employees' ability to cope with affective events at work. These authors also describe the key role of empathy, emotion recognition, and emotional expressiveness in emotionally intelligent leadership. Also, Ashkanasy and colleagues have discussed leader emotion management across various levels of analysis (e.g., Ashkanasy and Jordan, 2008), providing important insights into leadership and emotions. Additionally, van Knippenberg and co-authors (2008) provide a summary of leaders as sources of employee emotions, integrating work from various areas. In a different context, Little and colleagues drew from theories of emotion regulation and coping in investigating how employees respond to customer emotions (Little, Kluemper, Nelson, and Ward, 2013).

To summarize, what is lacking, and what this research will attempt to provide here, is a thorough explication of 1) the nature of leader ego and emotion management, 2) examining emotions in leadership cross-culturally and 3) the specific predictors of those particular dimensions.

### **2.3 Emotion Regulation (ER)**

Emotional regulation is especially important for leaders, as studies found that leaders tend to suppress and fake emotions more, as they are expected to act deliberately and rationally (Ladkin and Taylor, 2009; Putnam and Mumby, 1993). On top of that, employees tend to recall more negative emotional displays from leaders more strongly and rate them as being less effective, further incentivizing leaders to engage in emotional labour and regulate their displayed emotions (Dasborough, 2006; Lewis, 2000). To overcome this, leaders need to possess emotional intelligence, which requires them to identify and display the appropriate emotions, as well as regulate their emotions in line with the needs of their employees (Mayer and Salovey, 1997).

Another reason why emotional regulation proves to be relevant to leaders is because of the social and psychological processes that employees undergo when making attributions

about their leader's intentions. In the social interactions between leaders and employees, leaders typically display emotions as well as attempt to invoke emotions in their employees (Dasborough and Ashkanasy, 2002). From the employees' perspective, emotions play a role in forming attributions about the authenticity of leaders' intentions – whether they are sincere or manipulative. Dasborough and Ashkanasy (2002) proposed that employees attribute leaders' intentions as more sincere when leaders are in a positive mood as opposed to a negative mood. It is important to note at this juncture the role of employees' emotions when leaders' behaviours are cognitively evaluated, interpreted, and labeled. In particular, the mood or state affect the employees are in, as well as how accurately they are able to perceive the leaders' intentions, operate in tandem in forming attributions regarding the leaders' authenticity (Ferris, Bhawuk, Fedor, and Judge, 1995). Newcombe and Ashkanasy (2002) found that leaders were rated more positively when their facial affect were congruent with the message they were delivering during the performance appraisal process e.g. positive feedback delivered with positive facial affect. They found that leaders who were less congruent with the tone of their feedback and the emotions they displayed received the least favourable ratings.

This relates to the point earlier on emotions affecting employees' perceptions of leaders' authenticity and effectiveness, emphasizing the importance of leaders being wary of their emotions. At the same time, employees' own emotional capacities play a role in forming perceptions in leader–employee relationships which can affect the quality and outcomes of their social exchanges (Ashkanasy and Tse, 2000). These studies on emotional expressiveness and emotional regulation have important implications in research concerning authentic leadership. While emotional expressiveness is likely to enhance perceptions of authentic leadership (Avolio and Gardner, 2005), emotional regulation, when seen and recognised by employees, may weaken perceptions of the leaders' authenticity (Newcombe and Ashkanasy, 2002). When leaders' attempts to regulate their emotions are detected by employees, despite the conscious display of positive affect, the resultant lack of perceived sincerity may undermine perceptions of authentic leadership.

To this end, future work on authentic leadership could possibly focus more effort on linking authenticity with emotional competencies of leaders such as emotional intelligence (EI) because emotional regulation, when executed in such a manner perceived to be fake, may be negatively related to some supposedly positive forms of leadership.

Conceptualisations of ER vary across and within a range of research fields (Côté, 2005; Gross and Barrett, 2011; Lawrence et al., 2011). In the present review, ER refers

particularly to Gross's (1998a) working definition of ER, developed and extended within industrial organisational psychology (Lawrence et al., 2011). Gross (1998b) defined ER as "the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions" (p. 275). Because Gross's (2002) conceptual understanding in this review is extended to application within an organisational context, this research has included regulating emotional expression through surface acting, deep acting, and display of naturally felt emotions (Diefendorff and Gosserand, 2003; Hochschild, 1983). These ER strategies operate along a continuum from conscious, effortfully controlled regulation of emotions to unconscious, effortless, and automatic regulation (Bargh and Williams, 2007; Grandey, 2000; Gross and Thompson, 2006).

ER refers to strategies used to control or manage the experience of emotions, while focusing on their temporal nature in the process of regulating one's emotions (Gross, 1998a; Gross and Thompson, 2006). Gross's (1998a) model of ER distinguishes between antecedent-focused and response-focused regulation strategies (Gross, 1998a, 1998b). The antecedent-focused strategy (i.e., cognitive reappraisal) is a conscious attempt to reduce the aversive nature of an event prior to its occurrence by changing the way it is evaluated (e.g., to reduce the threat of an event by minimizing its importance). Conversely, response-focused strategy (i.e., suppression) involves a conscious attempt to inhibit one's ongoing stream of emotional experiences, whether they are covert, overt, or both (Gross, 1998a, 2007; Lazarus and Alfert, 1964). Evidence from experimental laboratory research exploring the outcomes of using reappraisal and suppression showed that people using the reappraisal strategy controlled their emotions by changing the way they thought about a situation (John and Gross, 2004, 2007). By reinterpreting what they found stressful, they experienced and expressed more positive emotions and were considered to have greater self-esteem and life satisfaction (John and Gross, 2004). Although reappraisal has been positively associated with interpersonal functioning and well-being, it is more difficult to execute, because it requires a high degree of consciousness and personal effort to change emotionally charged situations (Grandey, 2000). Suppression, on the other hand, is associated with less desirable consequences, such as decreased interpersonal functioning and well-being and increased physiological reactivity (Côté, 2005; John and Gross, 2004). Suppressors focus more on changing their emotional displays rather than changing their true feelings (Grandey, Foo, Groth, and Goodwin, 2012). Suppressors experience and express fewer positive emotions; indeed, they experience themselves as inauthentic, misleading others about their true selves, and often deal with stressful situations by masking their inner feelings (Gardner et al., 2009; John and Gross,

2004). Reappraisal and suppression strategies are often conceptualised as deep acting and surface acting (Diefendorff and Gosserand, 2003; Grandey, 2000). In an organisational context in which interactional emotions emerge, individuals often use deep acting or surface acting as ER strategies (Grandey, 2000; Hochschild, 1983). Both deep and surface acting involve expressing a publicly observable facial and bodily display in order to align an individual's emotional displays with the rules the organisation has established regarding emotional displays (Elfenbein, 2007; Hochschild, 1983). Surface actors fake or hide desired emotions, and their felt emotions are thus distinguished from their displayed emotions, which involves ER and norms of behaviour. Being forced to comply with organisational display rules can therefore cause harmful psychological effects and is associated with undesired work outcomes, such as increased stress, emotional exhaustion, lower job satisfaction, and reduced life dissatisfaction (Grandey, 2000). On the other hand, the term deep acting refers to the process of modifying inner feelings to express appropriate emotions, and naturally felt emotions refers to the process of expressing authentic, genuine emotions. Both deep acting and naturally felt emotions are associated with an increased sense of personal accomplishment and desirable work outcomes (Gardner et al., 2009; Liu, Prati, Perrewé, and Ferris, 2008).

### **2.3.1 Emotion Regulation and Leadership**

Leadership is therefore often described as a social interaction in which everything a leader says or does or leaves unsaid or undone has an effect on their employees (Yukl, 2010). Leaders who are excited, enthusiastic, and energetic are more likely to create a positive emotional environment, thus energizing their employees (Barsade, 2002). Furthermore, leaders who are able to express and display positive emotions to their employees are considered better leaders, whether they give positive or negative feedback (Connelly and Ruark, 2010; Lewis, 2000; Zapf, 2002). Experience of positive emotions can, in this regard, build resources and may predict employees' well-being from a long-term perspective (Tugade and Fredrickson, 2004, 2007). On the contrary, leaders who feel distressed and hostile can display bad or negative moods and influence their employees negatively (Newcombe and Ashkanasy, 2002; Sy, Côté, and Saavedra, 2005). Leaders with negative emotions toward employees can also unconsciously display negative emotions, even while expressing a positive message, thus creating dissonance (Côté, 2005). In this regard, leaders who react negatively and irrationally to organisational challenges may enhance frustration, disappointment, and decreased well-being among their employees, rather than creating a positive organisational culture (Dasborough, 2006; Zapf, 2002). Leaders differ in their

abilities to regulate emotion, with some choosing more effective strategies than others (Lopes, Salovey, Beers, and Côté, 2005). The effectiveness of leaders in terms of ER depends also on their context, suggesting that a particular regulation strategy can be adaptive in one work situation and maladaptive in another (Côté, 2005; Gross, 2007). This concept challenges the abilities of both leaders and employees to facilitate constructive work relationships and positive teamwork, which indeed requires conscious ER (Boss and Sims, 2008; Brotheridge and Lee, 2008; Gardner et al., 2009).

Leaders have the potential to help employees manage their emotions (Ashkanasy and Tse, 2000; Bono and Ilies, 2006). It has been suggested that emergent leaders often possess an implicit ability to manage the emotions of others (Avolio and Hannah, 2008; Pescosolido, 2002; Riggio and Lee, 2007) and research has demonstrated that leader emotional displays influence employee emotions through mood contagion (Bono and Ilies, 2006).

Essentially, researchers suggest that leaders should be able to recognise and manage the emotions of their employees (Bono and Ilies, 2006). However, leaders can also take a more direct approach by suggesting appropriate emotions regulation strategies to employees. Managing emotions, however, is a difficult and complex task, which may require some additional knowledge and training.

Leaders should be aware of what types of techniques or strategies to employ when managing the emotions of employees. It may not be enough to generally recognise emotions in employees. Leaders may find that general strategies for minimizing emotion may be inappropriate for some discrete emotional states. Ostell (1996) suggested that leaders need to go beyond managing feelings, but, rather, manage specific emotional states. He suggested that different leader-facilitated emotion regulation strategies are required for different emotional states. Therefore, leaders may need to become familiar and competent with a range of emotion regulation strategies. Gross (1998) defined a number of specific regulation strategies, but more generally stated that emotion regulation is “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (p. 275).

Research involving the application of these strategies has found that they do in fact help to minimize emotional reactions (Gross and John, 2003; Kennedy-Moore and Watson, 2001; Larsen, 2000; Wegner, 1994). One set of strategies in particular, cognitive change strategies, has consistently been shown to lead to successful management of emotions and improved performance (John and Gross, 2007; Gross and John, 2003). Two particular

cognitive change strategies of interest for the current study are Reappraisal and Downward Social Comparison (DSC) (Gross, 1998). These strategies are compelling because they both fall under the cognitive change dimension of Gross' taxonomy, but are distinctly different in terms of process and cognitive resources required for execution. Cognitive change strategies, moreover, have received much attention in the emotion regulation literature (Gross, 2001) and have demonstrated considerable effects (John and Gross, 2007; Gross and John, 2003). Individuals also report a greater intention to use cognitive change strategies over other emotion regulation techniques for managing emotions for the self (Loewenstein, 2007). The features of each of these strategies are easily transferred across other taxonomies of emotion regulation, including the emotional labor literature (Grandey, 2000), which conceptualises reappraisal as deep acting.

Finally, these strategies are of practical interest, given that many of the other regulation strategies proposed by Gross (1998) may be less applicable to organisational settings. For example, in organisational settings, employees may not have the choice of selecting in or out of situations or may not be able to modify the situation. Two particular cognitive change strategies of interest for the current study are Reappraisal and Downward Social Comparison (DSC) (Gross, 1998). These strategies are compelling because they both fall under the cognitive change dimension of Gross' taxonomy, but are distinctly different in terms of process and cognitive resources required for execution. Additionally, Diefendorff, Richard, and Yang (2008) found that individuals may even prefer certain regulation strategies depending upon the felt emotion.

Today, we live in a world with a high degree of uncertainty and unpredictability, ER is considered a key competence associated with effective and good leadership and is essential in relation to how people deal with negative emotions in order to reduce potentially adverse outcomes (Boss and Sims, 2008; Côté, 2005; Humphrey, 2002; Tugade and Fredrickson, 2007). This is significant with regard to enhancing competitive advantages and adaptable healthy organisations (George, 2000; Lawrence, Troth, Jordan, and Collins, 2011). Leaders who use ER effectively may be able to improve their affect, the quality of their relationships, and organisational outcomes (Brundin, Patzelt, and Shepherd, 2008; Humphrey, 2012; John and Gross, 2004; Tugade and Fredrickson, 2007). This requires leaders to emphasize and enhance employees' enthusiasm, optimism, and resilience and to display confidence and pleasant emotions in way that helps employees cope with negative emotions (Gardner, Fischer, and Hunt, 2009; Humphrey, 2002; Pescosolido, 2002; Van Kleef, Homan, Beersma, and Knippenberg, 2010). This point reflects the important aspects of emotional

intelligence (EI; Côté and Hideg, 2011; Elfenbein, Marsh, and Ambady, 2002; Lawrence et al., 2011).

Leaders cannot perform ER efficiently if they do not possess EI, considered the ability to perceive, learn, and adjust behaviour in order to fulfill organisational goals (Lawrence et al., 2011; Opengart, 2005).

There is a variety of possible mechanisms for ER in the workplace (Côté and Morgan, 2002; Grandey, 2000; Van Kleef et al., 2010) that are substantial and meaningful (Gross and John, 2003). The extent to which people utilize reappraisal or suppression (or both) or exercise surface acting, deep acting, and naturally felt emotions is therefore of interest, because these individual differences seem to have implications for their affect, the quality of their relationships, and their well-being (Brundin et al., 2008; John and Gross, 2004).

## **2.4 Emotional Intelligence (EI)**

Emotional Intelligence (EI) and its effects on leadership have made growing attention in terms of developing organisational efficiency (Sosik and Megerian, 1999; Zhou and George, 2003). Researches are arising to see the link between EI and ER approaches (Lawrence et al., 2011). According to the researchers, there is relation between controlling emotions and comprehending the regulation and demonstration of emotions (Côté and Hideg, 2011; Lawrence et al., 2011). In this sense, the concept of EI was firstly improved and portrayed as an intellectual skill, defined as intelligence in the conventional meaning (Mayer, Caruso, and Salovey, 1999; Salovey and Mayer, 1990). This presented skill-based model was consequently improved as a fourth arm of the skill-based EI model by Mayer and Salovey (1997) to comprise awareness of emotions, emotional knowledge, use of emotions and emotion management. Cherniss (2010) stated that EI has been defined as a set of integrated models, traits and skills, which has generated widespread polemic, specially about measurement problems (Conte, 2005; Grewal and Salovey, 2005).

### **2.4.1 Emotional Intelligence and Leadership**

The theory of emotional intelligence enticed interest from both academics and practitioners which is promoted by Goleman (1995). There is plenty of researches that study on the link between emotional intelligence and leadership, since EI has drawn much interest from managers all around the world (Ashkanasy and Daus, 2005; Ciarrochi and Mayer, 2007; Gardenschwartz, Cherbosque, and Rowe, 2010; Romanelli, Cain, and Smith, 2006). EI can be conceived as the group of aptitudes both verbal and non-verbal which allows an individual to create, identify, articulate, consider, and assess their own and others' emotions intended for

handling assessment and movement that effectively tackle with environmental requirements and tensions (Van Rooy and Viswesvaran, 2004, p. 72). However, EI has numerous changing explanations, besides the expressions have been used in various ways (Goleman, 1995; Mayer and Salovey, 1993; Picard, Vyzas, and Healey, 2001).

According to Mayer and Salovey (1997), EI is fundamentally a group of aptitudes oriented with managing emotions and emotional knowledge. Salovey and Grewal (2005) claimed that EI has been counted as both an attribute and an aptitude. At the attribute level, EI involves behavioural tempers and self-perceived facilities, and is studied under the field of characteristic (Bar-On, 1997; Bar-On, Brown, Kirkcaldy, and Thomé, 2000; Petrides and Furnham, 2000; 2001). As an aptitude, EI includes genuine facilities and should be evaluated accurately beyond self-reports, more appropriately examined in the perspective of psychometric intelligence (Mayer, Caruso, and Salovey, 2000; Salovey and Mayer, 1990). As an aptitude EI is respected to be critical. Since, it better explains the intellectual procedures that are comprised in comprehending and managing emotions (Harms and Credé, 2010).

## **2.5 Ego**

According to Freud (1923), the ego is the part of character which is liable for being interested in actuality. It arises from the identity and guarantees that the instincts of the identity can be stated in a suitable way in the actual world. In other words, the ego is an personality of our own interpretation. Ego is the combined structure of the character, aptitudes, and skills. These aptitudes, abilities and features of our character will be aspects of our skills, but the intellectual concept of our personality is man-made (Block, 2002). So while this explanation may create the ego look like a constant thing, it is not. Contrary, it is an energetic and vigorous part of our characters. Besides, it has a massive role in generating emotional performance in our lives (Baldoni, 2009) For this reason, if ego is mishandled, then it can be everything from a minor obligation to majorly haughty.

### **2.5.1 Ego and Leadership**

Ego is one of the key assets of leaders which have also a significant impact on emotion management. Leaders are required to discover their dark side and be able to control their ego in terms of managing employees' emotions (Baldoni 2009). According to Freed (2013), the secret is to hold the ego under-control, but leaders can only succeed this, when they see the ego is winning. The shadow side of the ego generally show itself in bad manners like defensiveness, interfering, and jealousy (Block, 2002). This research will seek to find the answers for the following questions to discover the relations between ego and emotions.

1. How do leaders manage their egos?
2. Do they realise the power of ego and how ego can take the control over?
3. When they feel the ego capture them and what are they doing?

Besides, in the parallel perspective, I propose to ask to employees similar questions to understand how they feel themselves when working with leaders who let their ego win.

Throughout this research, ego measure scale may be developed to understand at which point ego starts tending to the dark side.

## **2.6 Leaders' Knowledge and Skill Factors**

Right along with the influences of the behaviours, there is need to mention about the characteristics of people have definitely impacts on emotion management. But, at this point the literature is utterly jumbled. Some studies consider characteristics of people as basically similar with emotion management behaviour. For instance, emotion management is one of Mayer and Salovey's, 1997 four parts of EI. And the others address particular competence knowledge and abilities like emotion recognition in separation, without showing any effort to consign the premises or linkages beneath research into a launched or further extensive study. Therefore, one of the purposes of this research is to bring some clearness, accuracy, and consistency to this field by suggesting these more particular and detailed connections.

According to Campbell (1990), the emphasis is on impressionable knowledge and skills, not on constant, dispositional leader attributes such as character attributes and mental abilities. He claimed that these more constant personalities are thought exterior of the present study.

It focuses on knowledge and skills for numerous causes. Primarily, knowledge and skills are the further close forecasters of behaviour. Then, concentrating on them offers a superior impact to the researches, because it is not well-known, in relation to positional features, like forecasters of leader emotion management, about knowledge and skills (Gooty et al., 2010).

Especially, this attention more malleable feature signifies an indicated divergence from the literature of emotional intelligence. So, the attention commonly has been also on groups of manners such as personality ones (Petrides and Furnham, 2003) or on groups of moderately steady intellectual aptitudes (Mayer and Salovey, 1997). To conclude, Zaccaro (2007) claimed that these knowledge and skills are more adaptable, and consequently disciplinable, than are constant personal disparities. Additionally, it is considerable that these knowledge and skills apparently do not function in separation with respect to leader emotion

management, although they detachedly. According to Kellet et al. (2006), during the classes of leader emotion management include different traits, effective implementation of the complete class entails tenure of the features facilitator of every trait (Rubin, Munz, and Bommer, 2005). Hence, it should not been forgotten that the influences of these features may frequently be reliant interdependent.

Lastly, numerous of these knowledge and skills have certain linkage to all aspects. At this point, the concentrations only on those relations are most significant and possibly will need clarification. It is described two knowledge factors. Campbell (1990), defined the knowledge is as a explainer knowledge or knowledge about actualities and objects.

### **2.6.1 Self-Emotion Management**

Leaders are not able to control their emotions, probably see it hard to control their employees' emotions (Beal et al., 2005; Humphrey, 2008). For instance, a leader may have the ability required to control relations between employees. However, if that leader is not able to manage his/her own anger and concern in relations with these employees, therefore those endeavours are not likely to have their envisioned results.

Luthans and Avolio (2003) claimed that authentic leadership manners are unpredictable with preceding manners or with formerly defined consequences frequently perceived as dishonest. According to Reichard and Riggio (2008), similar manners can have contrary of the impact planned, even if implemented by a leader who is otherwise accomplished.

Self – emotion management has also vital significance from a modelling perception. Leastwise, employees learn normative attitude by watching the attitude of leaders (Diefendorff and Richard, 2003). According to Ashforth and Humphrey (1995, if leaders respond to unforeseen problems with irritation and undesirable influence, therefore employees are similarly to act the same, in spite of the leader's endeavour to persuade them to do otherwise.

### **2.6.2 Employee Attitudes toward Emotion Management**

It can be understood whether emotion management is successful or not by looking employees' attitudes. Employees who are not replied with positive emotion management, they generally act in negative manner to the board (Deelstra et al., 2003). Besides from attitudes toward the board, specifically possible inconsistency in attitudes toward emotion management is also expected. Some employees tend to desist from pursuing emotional support or would be

offended attempts to affect their emotions. On the other hand, others will hold support and eagerly seek an emotional way that the leader inspires.

At some points, one of the leader's skills may ensue in efficient emotion management for one employee and inefficient for another. Similarly, one of the leader's behaviour may ensue in positive consequences for one employee and negative consequences for another.

## **2.7 Cross – Cultural Context and Leadership**

Managing a research on leadership is a complicated effort. Several researches have stated (Bass, 1997; Chemers, 1997), there is no reliably agreed description of leadership. In addition, the borders of the concept have not well-defined identification. All the same, leadership is definitely not surpassing title in the organisational sciences. Enhancing a cross-cultural factor to this complex in leadership research crafts the whole procedure even more complicated. There is similarly to be slight consistency to the research being managed without a practical structure to assist tight and drive cross-cultural leadership research.

Geert Hofstede is one of the leading persons in the improvement of literature on cultural differences and the dimensions based approach; to examine and categorising the cultures. His book *Cultures' Consequences* (1980; 2001) was a main progress in the implication of the culture concept to organisations.

Hofstede (1998), among others, emphasizes that cultural differences are primarily encountered as differences in shared values, with values being defined as "broad tendencies to prefer certain states of affairs over others."

According to Hofstede (1998), researches have not frequently used the culture in a proper way in research contexts, for the reason that there is not adequate theoretical explanation for anticipating cultural differences, besides no model to classify what differences should be supposed. Briefly, Hofstede (1998) states that in all cross-cultural research, three main questions are required to be focus on;

1. What are we contrasting?
2. Are countries appropriate items for this contrast?
3. Are the incidents we explore operationally comparable?

Likewise, Drenth and Den Hartog (1998) suggest that there are two essential questions to be concentrated on cross-cultural context in organisational psychology;

1. If the organisations in different countries have constantly distinctive features or models of employee behaviour (or if features and behaviour models act together constantly inside cultures and inversely amongst cultures).

2. If these discrepancies are naturally originated from diversities between the cultures, and this is mainly decided by whether there is theoretical justification for anticipating the diversities.

In this sense, these researchers commonly agree with Hofstede (1998) about the significance of theory and pure model in cross-cultural context studies. They also discussed that in the field of leadership, the awareness should be increased on relationship between leaders and employees but the cross-cultural context had been almost entirely disregarded while leadership is endorsed (p. 435).

Similarly, this claim was supported by Block (2003). He indicated that regardless of several citations to a relationship between leadership and cross – cultural context in the scholar and accepted literature, there is slight systematic studies have been handled to investigate the little systematic research has been conducted to examine the detailed feature of this relationship (p. 319)

This research will contribute to reveal the relationship between cross – cultural context and leadership in the context of pharmaceutical industry. The outcomes of the interviews and questionnaires will be examined and supportive empirical evidence will be discovered to verify the theories which claim that leadership and culture are related.

On the other side, cross – cultural context towards non-Western groups are not generally represented in international journals. One of the contributions of this research will pursue and expand this line of analysis by investigating the influences of leadership in a cross - cultural context on ego and emotions in non-Western groups and cultures by taking Turkey as a case study. Furthermore, the previous researches have not systematically investigated the influences of leadership across the culture on emotions of employees in the context of pharmaceutical industry, nor in Turkish context. Therefore, the findings will support the exertions in the pharmaceutical industry in order to understand behaviours among the concepts of ego and emotion management, leadership and culture. And future researches should tend to investigate this area in different national cultures and across different types of organisations.

## **2.8 Chapter Summary**

The initial investigations on emotions management starts with the social aptitude concept. This theoretical view signifies to the capability of people to consider, interrelate and cope with societies. Therefore, this construct encouraged many researchers to manage

experimental studies within an organisational framework. The reason is, organisations are contexts that need social communication.

A huge and increasing frame of sources has examined the linkage between emotion management and leadership. Most of the knowledge was described by researches benefiting from mixed model measures of emotional intelligence (Barling, Slater and Kelloway 2000; Brown, Bryant and Reilly 2006; Butler and Chinowsky 2006; Mandell and Pherwani 2003; Sivanathan and Fekken 2002; Muller and Turner 2007).

Several experimental researches have presented that the concept of emotional intelligence can be applicable in many important fields. Currently, arguments have concentrated on how significantly emotional intelligence takes part in affecting the consequences of leadership manners. Regardless of numerous discussions and debates on the influences of emotions within the leadership domain, experimentally the amount of researches on the relationship between emotions, ego and leadership is little, however increasing.

On the other hand, researchers have lately started to examine the ego concerns toward the leadership field, which need grown consideration. The main aim of this research is to provide a better consideration to the relation between ego and emotions from both leaders' and employees' perspectives. Besides, to develop a scale to trait and measure ego and so these findings will lead for the prospective researches.

## **CHAPTER THREE**

### **CONCEPTUAL FRAMEWORK**

The manners and activities included in supporting employees in controlling their emotional experiences and then to ease the achievement of organisational objectives can be explained as leader emotion management (Toegel, Kilduff, and Anand, 2013). Throughout this research, the relation between ego and emotions will be revealed from both leaders' and employees' perspectives.

Another point is, there is lack of knowledge that clearly showing the influences of emotions on leadership in cross-cultural context (Dickson, Den Hartog, and Mitchelson, 2003). So, there would be possible in investigating emotions in the cross-cultural context. Regarding this point, this research will be handled in Turkey. Even though a meta-analysis indicated that emotions are identified across the world at better than occasions (Elfenbein and Ambady, 2002); the latest contrary study by Huang and et al. (2010) possibly will encourage researchers to re-investigate this matter. Besides, Elfenbein and Ambady (2002) suggested that identifications of emotions lean to be more precise in in-group settings where the emotion is described and identified by an individual of the similar ethnic, national and regional group. Furthermore, there is a scarce of empirical research in this field and they are not updated. So, it might be a attracting to research emotionality in leadership across cultures for the future research.

In addition, this research will expand the theory on ego and emotions; and also considering their roles in the leadership field.

On the other hand, researching on emotions and leadership will aid to better consideration of the common and energetic relations at the workplace, which exceed proposed positions and routine activities. Emotion, is a vital part of an individual, is in reality more worthy in the workplace than what its face value suggests. The findings from this research will make to another contribution, which is more practicable. Specially, these extended knowledge on emotions in the workplace can provide precedent recommendations to leaders; on what leaders can do to improve the quality of leader-employee relationships, for instance, through means such as ego and emotion management.

Throughout the implications of these findings will make possible enhancements to the business studies and other similar frameworks. Methodological procedures and additional

prospective studies will be engendered from the outcomes of this research, provide a useful influence to practice, academia, consultancy and the broader professional society.



Figure 3-0-1 Schematic Diagram of Theoretical Framework

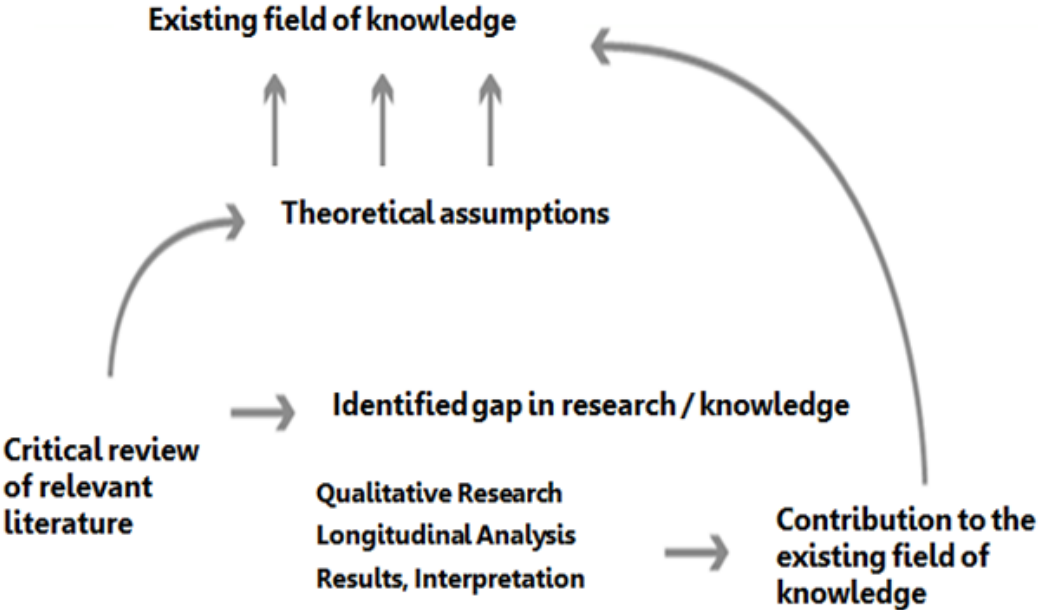


Figure above represents conceptual framework of this study.

Figure 3-0-2 Schematic Diagram of Research Model

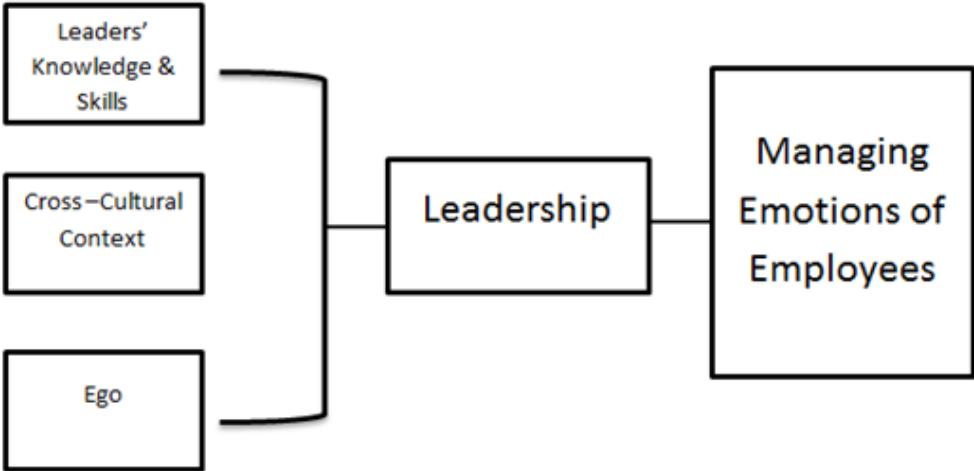


Figure above represents research model of this study.

## **CHAPTER FOUR RESEARCH METHODOLOGY**

### **4.1 Introduction**

This chapter focuses on the detail of the research method, procedure, structure. It explains how will the research operationalise the conceptual framework and how will it be related to the research objectives.

### **4.2 Research Method**

This research will be completed by using qualitative analysis. Main approach will be qualitative but it will be supported with quantitative analysis to discover the links in terms of emotions management. Throughout this research, primary data will be used.

Qualitative methodology is more concentrated on emotions of people, individuals' ideas and the underlying reasons beyond their decisions (Burns, 2000). Delamont (1992) suggested that the researcher can reveal problems that are generally omitted like difficulties and nuances by applying qualitative methodology. Furthermore, qualitative research inclines to concentrate on discovering potential details, slighter amount cases that are perceived as being attracting and targets to succeed deepness instead of extensiveness (Blaxter, Hughes and Tight, 1996). Qualitative explanations can have a crucial significance of proposing potential links, reasons, impacts and active procedures.

### **4.3 Research Strategy**

This research will use longitudinal design. Today it is accepted that longitudinal information is necessary especially for causal studies on individual behaviour. This acceptance rests on the understanding that longitudinal studies can show the nature of growth, trace patterns of change, and possibly give a true picture of cause and effect over time. Social processes have become increasingly complex and if we would like to grasp this complexity, we need longitudinal data for establishing temporal order, measuring change and making stronger causal interpretations. While discussing the progress made in social science research, it is stated longitudinal data are important for studying individual transitions and the cumulative effects of life cycle transitions on later life outcome and for studying cultural differences and changes (Smith and Torrey, 1996).

There are several advantages of longitudinal data is that we generally have more observations, due to the repeated sampling, and greater efficiency of estimators compared to a purely cross-sectional regression design. The danger of this philosophy is that generally observations from the same subject are related. Thus, although more information is obtained by repeated sampling, researchers need to be cautious in assessing the amount of additional information gained (Frees, n.d.)

#### **4.4 Research Procedure**

Self-administered interviews (See Appendix 1) and questionnaires (See Appendix 2) will be used in this research. Before that, I will get in touch with the Human Resource Management departments of the 5 pharmaceutical companies to give information about the research and clarify the objectives of the research. Thus, the confirmations will be provided to manage the interviews and questionnaires among the companies.

The first stage of interview question and questionnaire questions will be adapted from the theory of trait emotional self-efficacy questions from London Psychometric Laboratory at UCL. For the following stages, the questions will be taken shape in terms of developing ego measure scale.

During this research, interviews will be recorded with topics even if the results will successively be made anonymous. Therefore, the provisions of the data will fulfil with Data Protection Act. Especially, it will be guaranteed that the issues present enough authority and that the personal data will be appropriately kept, for an agreed period of time. Furthermore, confuting the ethical issues, a fact file will be attached to each copy of the questionnaire to entirely inform the prospective participants about the procedure of the research and comprised results. The research will strictly stick to the confidentiality agreement. Through the evaluation process, the collected data will transfer in a file. Thus researcher will not identify the participants. To prevent the misunderstanding, the collected data will be assessed scrupulously. Otherwise it might have a critical impact on the results. The ethical approval will be used for this research will follow the values upheld by Aston University.

#### **4.5 Pilot Study**

Pilot study will be organised before the real interviews and questionnaires are presented.

According to Polit, Beck and Hungler (2001), a pilot study indicates the achievability of the research, with the application of small-scale versions, provide basis for the actual research. In addition, a specific research instrument can also be pretested by a pilot study (Baker, 1994). Wilson (1985) claimed that a pilot study can be conducted to decide the length of time to conclude the instrument, ascertain whether the guidelines are clear and detect whether the participants discovered anything inappropriate or prejudicial about the instrument.

Hence, this research will apply a pilot study in order to achieve following motives:

1. To define the clearness of the questions used
2. To control that the guidelines given to participants are understandable
3. To define the amount of time required to answer the questions
4. To monitor any technological problems with the website
5. To reveal any missing instruments on the questionnaire.

A sample of 10 employees and 5 managers in the 5 companies will be randomly selected for the pilot study. They will be asked to provide feedback regarding the above mentioned issues.

#### **4.6 Participants**

5 leading multinational pharmaceutical company from Turkey (See Figure 4-1) will take part in this study. Individuals occupying senior supervisory roles, usually heading teams, will be defined as leaders for the basis of this study. A total number of 300 sets of employee questionnaires will be circulated to the field employees and interviews will be conducted with 60 managers and 5 General Managers (See Figure 4-2).

#### **4.7 Reliability**

The reliability of the data has a vital role for the whole research. It is one of the cornerstones which indicate as whether the results of the research are appropriate or not. The reliability reveals to the consistency on the results of the research that are evaluated by several spectators or by the constant observer on various events (Hammersley, 1992). As stated by Davis and Bremner (2006), reliability is assessed by repeating the constant research, to obtain the same outcomes are achieved on following events.

#### **4.8 Validity**

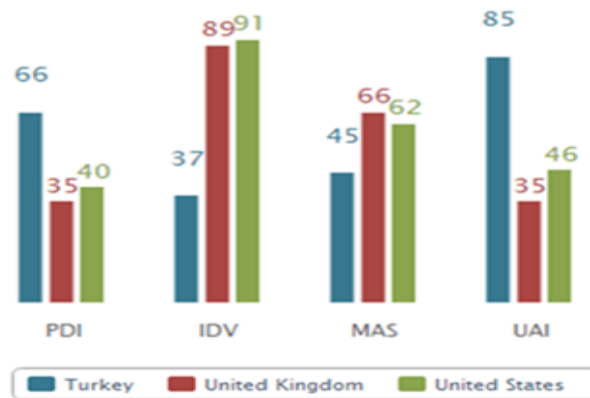
Validity is used to conclude if research appraises what it expected and estimate the accuracy of the results (Saunders et al., 2003). Validity is related to the facts (Silverman, 2000), providing a precise justification to the communal trends (Hammersley, 1992). On the

other hand, having reliable results is not ascribable to convincing findings for all the time (Davis and Bremner, 2006). In this study, validity was ensured through pre-testing the data collection instruments.

#### **4.9 Ethical Issues**

Babbie (2007) stated that one of the significant ethical issues in social sciences studies is the fact that it comprises real people in real situations and this causes ethical queries like confidentiality concerns for the topic, the relationship between the researcher and the topic and the questions about the manipulation of the topic. This research will not be exempted from these ethical concerns. Therefore, for the duration of the research, all participants will read a statement of agreed facts and issues to have been given detailed information about the research. Besides, participants will also be notified that all data would be firmly confidential and the answers will be anonymous.

Figure 4-0-1 Schematic Diagram of National Cultural Dimensions



PDI: Power Distance IDV: Individualism MAS: Masculinity / Femininity UAI: Uncertainty avoidance

\* Retrieved from the WWW on 28 May 2013 from <http://geert-hofstede.com/turkey.html>

Figure above represents comparison of National Cultural Dimensions for three country. According to the above values, the research expect that Turkey is an efficient country to get valuable data for this research.

Research has shown that when power distance is low, people prefer leadership that is more egalitarian, while leaders tend to be more authoritative and directive in contexts where power distance is high (Dickson et al., 2003). As such, in high power distance societies, leaders may be viewed to be more effective when they display little or no emotions

Figure 4-0-2 Schematic Diagram of Participants

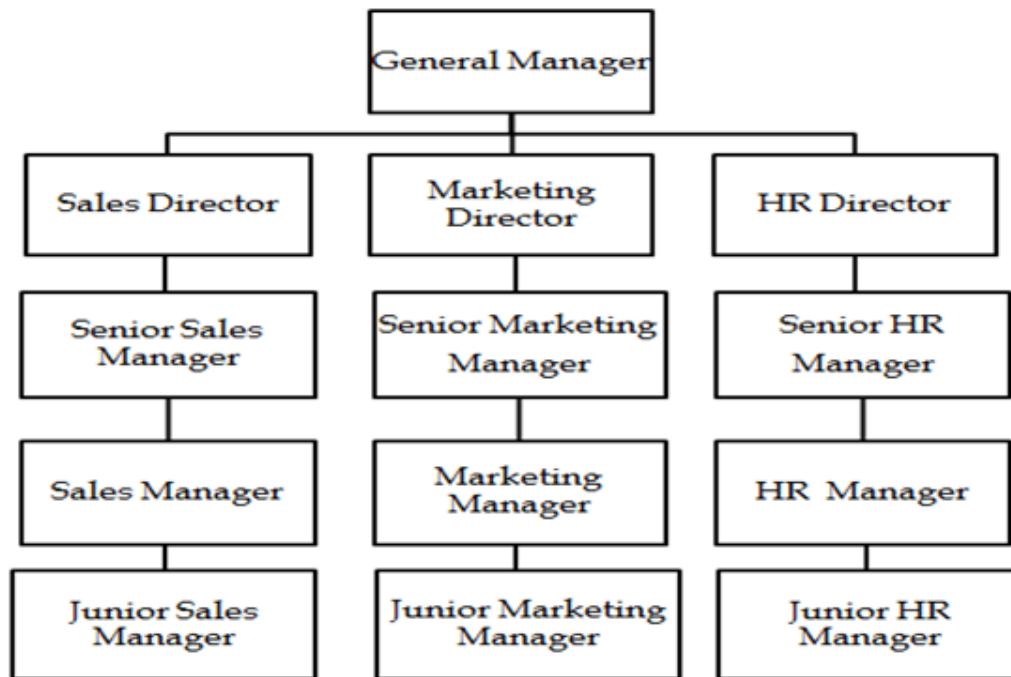


Figure above represents the participants of interviews for this research. Interviews will be conducted with managers based on the above organisation charts for each company.

#### **4.10 Limitations**

The study will be based on self-reports and longitudinal data analysis.

Self-reported answers may be overstated; participants may feel uncomfortable to disclose their personal details; several biases may affect the answers, such as social desirability bias. Self-report studies are naturally influenced by the individual's moods during the time they answer the questionnaire. For instance, a participant who feel a good mood during the time s/he answer the questions, the results may be more positive. Or the contrary, a participant who feels bad mood during the time s/he answer the questions, the results may be more negative.

Longitudinal studies are empirical. They examine the situation of the area without influencing it, so it has been argued that they may have less power to reveal casual relationships than do experiments (Frees, n.d.). On the other hand, longitudinal studies repeat and monitor the research at the personal level, and so, they have more power than cross-sectional studies, by feature of being able to exclude time-invariant unobserved personal differences, and by feature of examining the temporal order of events. One of the disadvantages of longitudinal studies is, it takes a plenty of time and as a consequence of this, they are very expensive.

The study will be conducted in Turkey. It might limit the generalisability of the findings across other sectors and areas. So, future research should focus on exploring this topic in different national cultures and across different types of organisations.

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## APPENDIX 1 – INTERVIEW QUESTIONS

How do you know if your words or behaviours have a positive impact on others?

Tell me about a time when you did or said something and it had a positive impact on a co-worker or an employee.

How do you know if your words or behaviours have a negative impact on others?

Tell me about a time when you were surprised about the positive impact your behaviour or words had on a co-worker or an employee. How did you learn this information? What did you do when you learned this information?

Tell me about a time when you were surprised about the negative impact your behaviour or words had on a co-worker or an employee. How did you learn this information? What did you do when you learned this information?

Describe a time when you knew you did or said something that caused a problem for a co-worker or an employee. How did you know it caused a problem?

Can you think of a time when someone interpreted something you said or did in a negative way, even though you didn't intend for it to be negative?

Tell me about a time when you were surprised about the positive impact your behaviour or words had on a co-worker or an employee. How did you learn this information? What did you do when you learned this information?

Tell me about a time when you were surprised about the negative impact your behaviour or words had on a co-worker or an employee. How did you learn this information? What did you do when you learned this information?

Describe a time when you knew you did or said something that caused a problem for a co-worker or an employee. How did you know it caused a problem?

Can you think of a time when someone interpreted something you said or did in a negative way, even though you didn't intend for it to be negative?

Tell me about a time when you did or said something and it had negative impact on co-worker or an employee.

Have you ever been in a situation where you thought you needed to adjust or modify your behaviour? How did you know?

Describe some things that make you angry or frustrated at work. Tell me what you do in those situations.

Describe some situations where you are likely to get annoyed at work. What do you do when you get annoyed?

Tell me about a time you were angry with someone at work. What did you do?

Has there ever been a situation at work where you said something and later regretted saying it?

Tell me about a time when you lost your temper at work. What did you do?

Tell me about a time when there was a dispute between two co-workers. What did you do?

Tell me about a time when you had a conflict with an employee. What did you do? How was it resolved?

Describe a time when someone felt that you were unfair. What did you do?

Relate an incident when someone verbally attacked you about something you said or did. What did you do?

Describe the climate or culture of your present department.

What specific steps do you take to set the tone within your department?

How is the climate within your department different from that of other areas within your company?

What evidence do you have that you have created positive climate?

Describe the ideal climate of a department. What actions do you think a leader must take to create an ideal climate?

Tell me about a time when your co-worker or employee was not very energized. What did you do?

Tell me about a time when someone expressed concerns about the working climate of your department. What did you do?

Describe a situation when an employee was disrupting the climate you were trying to establish. What did you do?

## APPENDIX 2 – QUESTIONNAIRE

### Instructions

---

- Please complete this questionnaire on your own and in quiet conditions.
  - Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. *There are no right or wrong answers.*
  - Work quickly, and don't think too long about the exact meaning of the statements.
  - You have seven possible responses, ranging from 1=Completely Disagree to 7=Completely Agree
  - Many thanks for your time and interest
- 



## Instructions

- Please complete this questionnaire on your own and in quiet conditions.
- Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. *There are no right or wrong answers.*
- Work quickly, and don't think too long about the exact meaning of the statements.
- You have seven possible responses, ranging from 1=Completely Disagree to 7=Completely Agree
- Many thanks for your time and interest

		DISAGREE COMPLETELY					AGREE COMPLETELY	
1.	I'm usually able to control other people	1	2	3	4	5	6	7
2.	Generally, I don't take notice of other people's emotions	1	2	3	4	5	6	7
3.	When I receive wonderful news, I find it difficult to calm down quickly	1	2	3	4	5	6	7
4.	I tend to see difficulties in every opportunity rather than opportunities in every difficulty	1	2	3	4	5	6	7
5.	On the whole, I have a gloomy perspective on most things	1	2	3	4	5	6	7
6.	I don't have a lot of happy memories	1	2	3	4	5	6	7
7.	Understanding the needs and desires of others is not a problem for me	1	2	3	4	5	6	7
8.	I generally believe that things will work out fine in my life	1	2	3	4	5	6	7
9.	I often find it difficult to recognise what emotion I'm feeling	1	2	3	4	5	6	7
10.	I'm not socially skilled	1	2	3	4	5	6	7
11.	I find it difficult to tell others that I love them even when I want to	1	2	3	4	5	6	7
12.	Others admire me for being relaxed	1	2	3	4	5	6	7
13.	I rarely think about old friends from the past	1	2	3	4	5	6	7
14.	Generally, I find it easy to tell others how much they really mean to me	1	2	3	4	5	6	7
15.	Generally, I must be under pressure to really work hard	1	2	3	4	5	6	7
16.	I tend to get involved in things I later wish I could get out of	1	2	3	4	5	6	7
17.	I'm able to "read" most people's feelings like an open book	1	2	3	4	5	6	7
18.	I'm usually able to influence the way other people feel	1	2	3	4	5	6	7
19.	I normally find it difficult to calm angry people down	1	2	3	4	5	6	7
20.	I find it difficult to take control of situations at home	1	2	3	4	5	6	7
21.	I generally hope for the best	1	2	3	4	5	6	7
22.	Others tell me that they admire me for my integrity	1	2	3	4	5	6	7
23.	I really don't like listening to my friends' problems	1	2	3	4	5	6	7
24.	I'm normally able to "get into someone's shoes" and experience their emotions	1	2	3	4	5	6	7
25.	I believe I'm full of personal weaknesses	1	2	3	4	5	6	7
26.	I find it difficult to give up things I know and like	1	2	3	4	5	6	7
27.	I always find ways to express my affection to others when I want to	1	2	3	4	5	6	7
28.	I feel that I have a number of good qualities	1	2	3	4	5	6	7
29.	I tend to rush into things without much planning	1	2	3	4	5	6	7
30.	I find it difficult to speak about my intimate feelings even to my closest friends	1	2	3	4	5	6	7
31.	I'm not able to do things as well as most people	1	2	3	4	5	6	7
32.	I'm never really sure what I'm feeling	1	2	3	4	5	6	7
33.	I'm usually able to express my emotions when I want to	1	2	3	4	5	6	7
34.	When I disagree with someone, I usually find it easy to say so	1	2	3	4	5	6	7
35.	I normally find it difficult to keep myself motivated	1	2	3	4	5	6	7
36.	I know how to snap out of my negative moods	1	2	3	4	5	6	7
37.	On the whole, I find it difficult to describe my feelings	1	2	3	4	5	6	7
38.	I find it difficult not to feel sad when someone tells me about something bad that happened to them	1	2	3	4	5	6	7
39.	When something surprises me, I find it difficult to get it out of my mind	1	2	3	4	5	6	7
40.	I often pause and think about my feelings	1	2	3	4	5	6	7
41.	I tend to see the glass as half-empty rather than as half-full	1	2	3	4	5	6	7
42.	I often find it difficult to see things from another person's viewpoint	1	2	3	4	5	6	7

		DISAGREE COMPLETELY					AGREE COMPLETELY		
43.	I'm a follower, not a leader	1	2	3	4	5	6	7	
44.	Those close to me often complain that I don't treat them right	1	2	3	4	5	6	7	
45.	Many times, I can't figure out what emotion I'm feeling	1	2	3	4	5	6	7	
46.	I couldn't affect other people's feelings even if I wanted to	1	2	3	4	5	6	7	
47.	If I'm jealous of someone, I find it difficult not to behave badly towards them	1	2	3	4	5	6	7	
48.	I get stressed by situations that others find comfortable	1	2	3	4	5	6	7	
49.	I find it difficult to sympathize with other people's plights	1	2	3	4	5	6	7	
50.	In the past, I have taken credit for someone else's input	1	2	3	4	5	6	7	
51.	On the whole, I can cope with change effectively	1	2	3	4	5	6	7	
52.	I don't seem to have any power at all over other people's feelings	1	2	3	4	5	6	7	
53.	I have many reasons for not giving up easily	1	2	3	4	5	6	7	
54.	I like putting effort even into things that are not really important	1	2	3	4	5	6	7	
55.	I always take responsibility when I do something wrong	1	2	3	4	5	6	7	
56.	I tend to change my mind frequently	1	2	3	4	5	6	7	
57.	When I argue with someone, I can only see my point of view	1	2	3	4	5	6	7	
58.	Things tend to turn out right in the end	1	2	3	4	5	6	7	
59.	When I disagree with someone, I generally prefer to remain silent rather than make a scene	1	2	3	4	5	6	7	
60.	If I wanted to, it would be easy for me to make someone feel bad	1	2	3	4	5	6	7	
61.	I would describe myself as a calm person	1	2	3	4	5	6	7	
62.	I often find it difficult to show my affection to those close to me	1	2	3	4	5	6	7	
63.	There are many reasons to expect the worst in life	1	2	3	4	5	6	7	
64.	I usually find it difficult to express myself clearly	1	2	3	4	5	6	7	
65.	I don't mind frequently changing my daily routine	1	2	3	4	5	6	7	
66.	Most people are better liked than I am	1	2	3	4	5	6	7	
67.	Those close to me rarely complain about how I behave toward them	1	2	3	4	5	6	7	
68.	I usually find it difficult to express my emotions the way I would like to	1	2	3	4	5	6	7	
69.	Generally, I'm able to adapt to new environments	1	2	3	4	5	6	7	
70.	I often find it difficult to adjust my life according to the circumstances	1	2	3	4	5	6	7	
71.	I would describe myself as a good negotiator	1	2	3	4	5	6	7	
72.	I can deal effectively with people	1	2	3	4	5	6	7	
73.	On the whole, I'm a highly motivated person	1	2	3	4	5	6	7	
74.	I have stolen things as a child	1	2	3	4	5	6	7	
75.	On the whole, I'm pleased with my life	1	2	3	4	5	6	7	
76.	I find it difficult to control myself when I'm extremely happy	1	2	3	4	5	6	7	
77.	Sometimes, it feels like I'm producing a lot of good work effortlessly	1	2	3	4	5	6	7	
78.	When I take a decision, I'm always sure it is the right one	1	2	3	4	5	6	7	
79.	If I went on a blind date, the other person would be disappointed with my looks	1	2	3	4	5	6	7	
80.	I normally find it difficult to adjust my behaviour according to the people I'm with	1	2	3	4	5	6	7	
81.	On the whole, I'm able to identify myself with others	1	2	3	4	5	6	7	
82.	I try to regulate pressures in order to control my stress levels	1	2	3	4	5	6	7	
83.	I don't think I'm a useless person	1	2	3	4	5	6	7	
84.	I usually find it difficult to regulate my emotions	1	2	3	4	5	6	7	
85.	I can handle most difficulties in my life in a cool and composed manner	1	2	3	4	5	6	7	
86.	If I wanted to, it would be easy for me to make someone angry	1	2	3	4	5	6	7	
87.	On the whole, I like myself	1	2	3	4	5	6	7	
88.	I believe I'm full of personal strengths	1	2	3	4	5	6	7	
89.	I generally don't find life enjoyable	1	2	3	4	5	6	7	
90.	I'm usually able to calm down quickly after I've got mad at someone	1	2	3	4	5	6	7	
91.	I can remain calm even when I'm extremely happy	1	2	3	4	5	6	7	
92.	Generally, I'm not good at consoling others when they feel bad	1	2	3	4	5	6	7	
93.	I'm usually able to settle disputes	1	2	3	4	5	6	7	
94.	I never put pleasure before business	1	2	3	4	5	6	7	
95.	Imagining myself in someone else's position is not a problem for me	1	2	3	4	5	6	7	
96.	I need a lot of self-control to keep myself out of trouble	1	2	3	4	5	6	7	
97.	It is easy for me to find the right words to describe my feelings	1	2	3	4	5	6	7	

		DISAGREE COMPLETELY					AGREE COMPLETELY	
98.	I expect that most of my life will be enjoyable	1	2	3	4	5	6	7
99.	I am an ordinary person	1	2	3	4	5	6	7
100.	I tend to get “carried away” easily	1	2	3	4	5	6	7
101.	I usually try to resist negative thoughts and think of positive alternatives	1	2	3	4	5	6	7
102.	I don’t like planning ahead	1	2	3	4	5	6	7
103.	Just by looking at somebody, I can understand what he or she feels	1	2	3	4	5	6	7
104.	Life is beautiful	1	2	3	4	5	6	7
105.	I normally find it easy to calm down after I have been scared	1	2	3	4	5	6	7
106.	I want to be in command of things	1	2	3	4	5	6	7
107.	I usually find it difficult to change other people’s opinions	1	2	3	4	5	6	7
108.	I’m generally good at social chit-chat	1	2	3	4	5	6	7
109.	Controlling my urges is not a big problem for me	1	2	3	4	5	6	7
110.	I really don’t like my physical appearance	1	2	3	4	5	6	7
111.	I tend to speak well and clearly	1	2	3	4	5	6	7
112.	On the whole, I’m not satisfied with how I tackle stress	1	2	3	4	5	6	7
113.	Most of the time, I know exactly why I feel the way I do	1	2	3	4	5	6	7
114.	I find it difficult to calm down after I have been strongly surprised	1	2	3	4	5	6	7
115.	On the whole, I would describe myself as assertive	1	2	3	4	5	6	7
116.	On the whole, I’m not a happy person	1	2	3	4	5	6	7
117.	When someone offends me, I’m usually able to remain calm	1	2	3	4	5	6	7
118.	Most of the things I manage to do well seem to require a lot of effort	1	2	3	4	5	6	7
119.	I have never lied to spare someone else’s feelings	1	2	3	4	5	6	7
120.	I find it difficult to bond well even with those close to me	1	2	3	4	5	6	7
121.	I consider all the advantages and disadvantages before making up my mind	1	2	3	4	5	6	7
122.	I don’t know how to make others feel better when they need it	1	2	3	4	5	6	7
123.	I usually find it difficult to change my attitudes and views	1	2	3	4	5	6	7
124.	Others tell me that I rarely speak about how I feel	1	2	3	4	5	6	7
125.	On the whole, I’m satisfied with my close relationships	1	2	3	4	5	6	7
126.	I can identify an emotion from the moment it starts to develop in me	1	2	3	4	5	6	7
127.	On the whole, I like to put other people’s interests above mine	1	2	3	4	5	6	7
128.	Most days, I feel great to be alive	1	2	3	4	5	6	7
129.	I tend to get a lot of pleasure just from doing something well	1	2	3	4	5	6	7
130.	It is very important to me to get along with all my close friends and family	1	2	3	4	5	6	7
131.	I frequently have happy thoughts	1	2	3	4	5	6	7
132.	I have many fierce arguments with those close to me	1	2	3	4	5	6	7
133.	Expressing my emotions with words is not a problem for me	1	2	3	4	5	6	7
134.	I find it difficult to take pleasure in life	1	2	3	4	5	6	7
135.	I’m usually able to influence other people	1	2	3	4	5	6	7
136.	When I’m under pressure, I tend to lose my cool	1	2	3	4	5	6	7
137.	I usually find it difficult to change my behaviour	1	2	3	4	5	6	7
138.	Others look up to me	1	2	3	4	5	6	7
139.	Others tell me that I get stressed very easily	1	2	3	4	5	6	7
140.	I’m usually able to find ways to control my emotions when I want to	1	2	3	4	5	6	7
141.	I believe that I would make a good salesperson	1	2	3	4	5	6	7
142.	I lose interest in what I do quite easily	1	2	3	4	5	6	7
143.	On the whole, I’m a creature of habit	1	2	3	4	5	6	7
144.	I would normally defend my opinions even if it meant arguing with important people	1	2	3	4	5	6	7
145.	I would describe myself as a flexible person	1	2	3	4	5	6	7
146.	Generally, I need a lot of incentives in order to do my best	1	2	3	4	5	6	7
147.	Even when I’m arguing with someone, I’m usually able to take their perspective	1	2	3	4	5	6	7
148.	On the whole, I’m able to deal with stress	1	2	3	4	5	6	7
149.	I try to avoid people who may stress me out	1	2	3	4	5	6	7
150.	I often indulge without considering all the consequences	1	2	3	4	5	6	7
151.	I tend to “back down” even if I know I’m right	1	2	3	4	5	6	7
152.	I find it difficult to take control of situations at work	1	2	3	4	5	6	7
153.	Some of my responses on this questionnaire are not 100% honest	1	2	3	4	5	6	7

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## QUESTION SECTION 2

### About you

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Please note that in this section you are occasionally asked to ✎ write in your answer.

#### What is your gender?

- MALE     FEMALE

#### What is your year of birth?

✎

#### Your marital status?

- Single  
 Living together  
 Married, no children in education  
 Married with children in education  
 Divorced/ Separated  
 Widowed

#### Your highest educational qualification?

- GCSE/O Level or similar  
 A Level or similar  
 BA/BSc or similar  
 MA/MSc or similar  
 MBA  
 PhD  
 Other

#### How happy in your job are you?

On a scale of 1-7, where

1=Not at All Happy

4=Average

7=Very Happy

Please write in your score ✎

#### How good are you at your line of work?

On a scale of 1-7, where

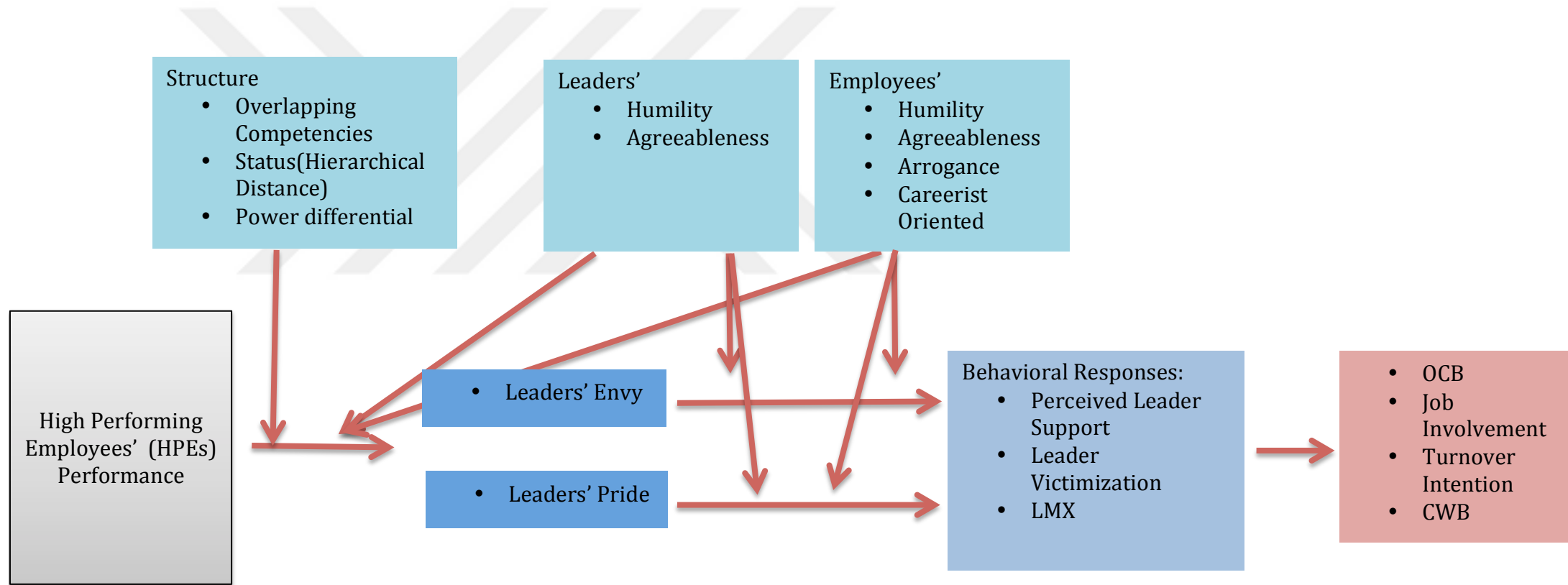
1=Poor

4=Average

7=Very Good

Please write in your score ✎





\* Self-evaluation maintenance model (SEM)

## **Hypothesis Development:**

Hypothesis 1: Overlapping skills of leader and employees moderates the relationship between HPE's performance and leader's envy/pride.

Hypothesis 1a: HPE's performance has a positive effect on leader envy, when overlapping skills between employees and leaders are high, but a negative effect, when overlapping skills are low.

Hypothesis 2: Hierarchical distance between leader and employee moderates the relationship between HPE's performance and leader's envy/pride.

Hypothesis 2a: HPE's performance has a positive effect on leader pride, when hierarchical distance between employees and leaders is high, but a negative effect, when hierarchical distance is low.

Hypothesis 3: Leader envy mediates the effect of the interaction of HPE's performance and overlapping skills of employees and managers on turnover intention. When overlapping skills are high, HPE's performance positively affects turnover intention via leader envy, but when they are low, HPE's performance negatively affects turnover intention via leader envy.

Hypothesis 4: The interaction of perceived leader support and employee agreeableness mediates the effect of the interaction of HPE' performance and hierarchical distance on employee job involvement.

Hypothesis 4a: When hierarchical distance and employee agreeableness are both high, HPE' performance positively affects employee job involvement via perceived leader support.

Hypothesis 4b: When hierarchical distance and employee agreeableness are both low, HPE' performance negatively affects employee job involvement via leader victimization.

Hypothesis 5: The relationship between envy and leader victimization is moderated by the employee's arrogance in such a way that the

relationship will be stronger, when availability is high as compared to low.

Hypothesis 5a: The positive indirect effect of HPEs performance on victimization via envy is stronger if employee's arrogance is high as compared to low.

Hypothesis 6: Perceived leader support and LMX are positively related to job involvement.

Hypothesis 7: Victimization is positively related to turnover intention.

Hypothesis 8: HPE's performance is positively related to job involvement via leader' pride and perceived leader support and LMX.

Hypothesis 9: The positive effect of HPE's performance on job involvement via leader' pride and perceived leader support and LMX is stronger when the employee's humility is high as compared to low.

Hypothesis 10: HPE's performance is positively related to employee OCB via leader' pride and perceived leader support and LMX.

Hypothesis 11: The positive effect of HPE's performance on employee OCB via leader' pride and perceived leader support and LMX is stronger when the employee's humility is high as compared to low.

Hypothesis 12: Victimization is negatively related to OCB / Job involvement.

Hypothesis 13: HPE's performance is positively related turnover intention via leader' envy and leader victimization.

Hypothesis 14: Careerist orientation moderates the relationship between envy/pride and leader support.

Hypothesis 15: Careerist orientation moderates the relationship between envy/pride and LMX.

Hypothesis 16: Employee humility moderates the relationship between envy/pride and leader support.

Hypothesis 17: Employee humility moderates the relationship between envy/pride and LMX.

Hypothesis 18: Employee agreeableness moderates the relationship between envy/pride and leader support.

Hypothesis 19: Employee agreeableness moderates the relationship between envy/pride and LMX.

Hypothesis 20: Leader agreeableness moderates the relationship between envy/pride and leader support.

Hypothesis 21: Leader agreeableness moderates the relationship between envy/pride and LMX

## **THE SAMPLE**

The survey sample will include 8 pharmaceutical companies;

The survey for managers; 80 managers (marketing manager, group marketing manager, marketing director; sales manager, group sales manager, sales director; hr manager, hr director)

The survey for employees; 300 field employees (sales representatives)

## Appendix A

### Semi-structured Interview Questions:

1. How would your colleagues describe you?
2. Are you usually aware of your feelings and why you feel that way?
3. How do you measure success? What results do you achieve?
4. Tell me about a time when you had a great success.
5. Tell me about a time when you made a big mistake.
6. How would you describe a high performer employee?
7. Tell me about a time when a high performer employee influences you? What did s/he do?
8. How would you support a high performer employee?
9. How would you describe a low performer employee?
10. Tell me about a time when you got angry. What did you do?
11. Tell me about a time when someone influences you. Did you show that you are influenced? If you did, how?
12. Tell me about a time when you are proud of someone.
13. Tell me about a time when you received feedback.
14. Tell me about some challenging goals you have set?
15. Tell me about what you would do to gain respect as a new manager.
16. How good are you at accepting help from others?

**Appendix B**

**Consent form**

**Full title of Project:** The role of leader‘ ambivalence in affecting high performer employees‘ attitudes and performance

**Name, position and contact address of Researcher:** Dilara Kuru, Doctoral Researcher, Aston Business School, SW1102. Email: kurud@aston.ac.uk

**Please initial box**

I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

I agree to take part in the above study.

I agree that my data gathered in this study may be stored (after it has been anonymised) in a specialist data centre and may be used for future research.

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Name of Participant

---

Date

---

Signature

## **Appendix C**

### Information Sheet – Qualitative Study

Dear participant,

You are being invited to take part in a research study. Prior to deciding whether or not you would like to take part, it is essential that you understand the purpose and the procedure of the study. This document will provide you with details regarding why the study is being done and how it will be carried out, how you can give your informed consent, and information about data protection. If you have any additional questions regarding the study please contact the principal investigator Dilara Kuru ([kurud@aston.ac.uk](mailto:kurud@aston.ac.uk)).

#### **What is the purpose of the study?**

The purpose of this research is to provide a better consideration of the role of leader' ambivalence in affecting high performer employees' attitudes and performance. Particularly this research will also examine the moderating effect of envy and pride on the high performer employee'- abusive supervision and leader member exchange.

#### **Why have I been invited?**

You have been invited to take part in this study because you are a manager who supervises an employee. All other employees in your organization who fulfill this criterium will be asked to take part. Approximately, 80 additional participants will be asked to take part as well.

#### **Do I have to take part?**

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.

#### **What will happen to me if I take part?**

The study will take no longer than 45 minutes to complete. In this timeframe, you will be interviewed by me and you will be asked to respond questions related with leadership experience, emotions and relations with the other employees.

#### **What are the possible disadvantages and risk of taking part?**

The principal investigator is not aware of identified disadvantages or risk (risks to your health, well-being, employment, personal relationships, or any other area of your life) involved in taking part in this study. All your responses in this study will be anonymized, i.e., information that you provide cannot be traced back to you. Only the principal investigator and her supervisor will have access to the information you provide to us.

#### **How will I benefit from participating in this study?**

By participating in this research, you will be contributing to the understanding of the role of leader' ambivalence in affecting high performer employees' attitudes and performance. Besides, having a

major contribution on a theoretical level, the outcomes of this study will inform organisational practices in effectively fostering the relationship between leaders' emotions and high performer employees.

### **Will what I say in this study be kept confidential?**

The information that you provide in this study will be kept strictly confidential (subject to legal limitations). Only the principal investigator and her supervisor will have access to the data. Data collection, storage, and processing will be in line with the Data Protection Act (1998) and the UK Research Councils (2009). Information collected in this study will by no means be provided to a third party. Findings from data analysis will only be made public in an unattributable format and thus no individual responses can be traced back.

In accordance with the code of conduct published by the Research Councils UK (2009), data will be kept for a period up to ten years. After this time, all data will be destroyed.

### **What will happen to the results of the research study?**

Results from this study primarily form a part of a doctoral thesis. The findings may also be used for peer-reviewed academic journals, practitioner journals, and/or presentations. The findings will be available with the principal investigator upon the completion of the thesis. If you are interested in the results of this study, you can email the undersigned and results will be shared upon completion of the research.

### **Who is organizing the research?**

This study forms a part of a doctoral thesis in Aston Business School in the Work and Organizational Psychology Group.

### **Who has reviewed the study?**

This study has been reviewed and given a favourable opinion by the Work and Organisational Psychology Group at the Aston University and approved by the Research Ethics Committee at Aston University.

### **Contact details:**

Dilara Kuru

Doctoral Researcher  
Work and Organizational Psychology Group  
Aston Business School, Aston University  
B4 7ET  
Email: [kurud@aston.ac.uk](mailto:kurud@aston.ac.uk)

If you have any concerns about the way in which this study was conducted, please contact the Secretary of the Aston Business School Research Ethics Committee on [r.hancock@aston.ac.uk](mailto:r.hancock@aston.ac.uk).

Thank you for your time,

January 14<sup>th</sup>, 2015

## Information Sheet – Quantitative Study

Dear participant,

You are being invited to take part in a research study. Prior to deciding whether or not you would like to take part, it is essential that you understand the purpose and the procedure of the study. This document will provide you with details regarding why the study is being done and how it will be carried out, how you can give your informed consent, and information about data protection. If you have any additional questions regarding the study please contact the principal investigator Dilara Kuru ([kurud@aston.ac.uk](mailto:kurud@aston.ac.uk)).

### **What is the purpose of the study?**

The purpose of this research is to provide a better consideration of the role of leader' ambivalence in affecting high performer employees' attitudes and performance. Particularly this research will also examine the moderating effect of envy and pride on the high performer employee'- abusive supervision and leader member exchange.

### **Why have I been invited?**

You have been invited to take part in this study because you are an employee with a direct supervisor. All other employees in your organization who fulfill this criterium will be asked to take part.

### **Do I have to take part?**

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.

### **What will happen to me if I take part?**

The study will take no longer than 20 minutes to complete. In this timeframe, you will be asked to respond to a paper-pen questionnaire containing measures of leader trust, state, trait emotion, liking, in addition to numerous measures covering employee attitudes and performance.

### **What are the possible disadvantages and risk of taking part?**

The principal investigator is not aware of identified disadvantages or risk (risks to your health, well-being, employment, personal relationships, or any other area of your life) involved in taking part in this study. All your responses in this study will be anonymized, i.e., information that you provide cannot be traced back to you. Only the principal investigator and her supervisor will have access to the information you provide to us.

### **How will I benefit from participating in this study?**

By participating in this research, you will be contributing to the understanding of the role of leader' ambivalence in affecting high performer employees' attitudes and performance. Besides, having a major contribution on a theoretical level, the outcomes of this study will inform organisational practices in effectively fostering the relationship between leaders' emotions and high performer employees.

### **Will what I say in this study be kept confidential?**

The information that you provide in this study will be kept strictly confidential (subject to legal limitations). Only the principal investigator and her supervisor will have access to the data. Data collection, storage, and processing will be in line with the Data Protection Act (1998) and the UK Research Councils (2009). Information collected in this study will by no means be provided to a third party. Findings from data analysis will only be made public in an unattributable format and thus no individual responses can be traced back.

In accordance with the code of conduct published by the Research Councils UK (2009), data will be kept for a period up to ten years. After this time, all data will be destroyed.

### **What will happen to the results of the research study?**

Results from this study primarily form a part of a doctoral thesis. The findings may also be used for peer-reviewed academic journals, practitioner journals, and/or presentations. The findings will be available with the principal investigator upon the completion of the thesis. If you are interested in the results of this study, you can email the undersigned and results will be shared upon completion of the research.

### **Who is organizing the research?**

This study forms a part of a doctoral thesis in Aston Business School in the Work and Organizational Psychology Group.

### **Who has reviewed the study?**

This study has been reviewed and given a favorable opinion by the Work and Organisational Psychology Group at the Aston University and approved by the Research Ethics Committee at Aston University.

### **Contact details:**

Dilara Kuru

Doctoral Researcher  
Work and Organizational Psychology Group  
Aston Business School, Aston University  
B4 7ET  
Email: [kurud@aston.ac.uk](mailto:kurud@aston.ac.uk)

If you have any concerns about the way in which this study was conducted, please contact the Secretary of the Aston Business School Research Ethics Committee on [r.hancock@aston.ac.uk](mailto:r.hancock@aston.ac.uk).

Thank you for your time,

January 14<sup>th</sup>, 2015

## Information Sheet - Experimental Participants

Dear participant,

You are being invited to take part in a research study. Prior to deciding whether or not you would like to take part, it is essential that you understand the purpose and the procedure of the study. This document will provide you with details regarding why the study is being done and how it will be carried out, how you can give your informed consent, and information about data protection. If you have any additional questions regarding the study please contact the principal investigator Dilara Kuru ([kurud@aston.ac.uk](mailto:kurud@aston.ac.uk)).

### **What is the purpose of the study?**

The purpose of the study is to look at the effectiveness of leaders in demographically diverse teams. Particularly, this study sets out to understand how demographically dissimilar leaders can positively affect employee attitudes (such as commitment and job satisfaction) and performance.

### **Why have I been invited?**

You have been invited to take part in this study because you are a part of (X) University from which the sample for this study is drawn. Approximately, 200 additional participants will be asked to take part as well.

### **Do I have to take part?**

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.

### **What will happen to me if I take part?**

The study will take no longer than 10 minutes to complete. In this timeframe, you will be asked to respond to a paper-pen questionnaire containing measures of leader trust, state, trait emotion, liking, in addition to numerous measures covering employee attitudes and performance.

### **What are the possible disadvantages and risk of taking part?**

The principal investigator is not aware of identified disadvantages or risk (risks to your health, well-being, employment, personal relationships, or any other area of your life) involved in taking part in this study. All your responses in this study will be anonymized, i.e., information that you provide cannot be traced back to you. Only the principal investigator and her supervisor will have access to the information you provide to us.

### **How will I benefit from participating in this study?**

By participating in this research, you will be contributing to the understanding of the role of leader ambivalence in affecting high performer employees' attitudes and performance. Besides, having a major contribution on a theoretical level, the outcomes of this study will inform organisational practices in effectively fostering the relationship between leaders' emotions and high performer employees.

### **Will what I say in this study be kept confidential?**

The information that you provide in this study will be kept strictly confidential (subject to legal limitations). Only the principal investigator and her supervisor will have access to the data. Data collection, storage, and processing will be in line with the Data Protection Act (1998) and the UK Research Councils (2009). Information collected in this study will by no means be provided to a third party. Findings from data analysis will only be made public in an unattributable format and thus no individual responses can be traced back.

In accordance with the code of conduct published by the Research Councils UK (2009), data will be kept for a period up to ten years. After this time, all data will be destroyed.

### **What will happen to the results of the research study?**

Results from this study primarily form a part of a doctoral thesis. The findings may also be used for peer-reviewed academic journals, practitioner journals, and/or presentations. The findings will be available with the principal investigator upon the completion of the thesis. If you are interested in the results of this study, you can email the undersigned and results will be shared upon completion of the research.

### **Who is organizing the research?**

This study forms a part of a doctoral thesis in Aston Business School in the Work and Organizational Psychology Group.

### **Who has reviewed the study?**

This study has been reviewed and given a favourable opinion by the Work and Organisational Psychology Group at the Aston University and approved by the Research Ethics Committee at Aston University.

### **Contact details:**

Dilara Kuru

Doctoral Researcher  
Work and Organizational Psychology Group  
Aston Business School, Aston University  
B4 7ET  
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If you have any concerns about the way in which this study was conducted, please contact the Secretary of the Aston Business School Research Ethics Committee on [r.hancock@aston.ac.uk](mailto:r.hancock@aston.ac.uk).

Thank you for your time,

January 14<sup>th</sup>, 2015