LEADERSHIP EXPERIMENT AND DEVELOPMENT PROJECT (LEO)

Final Report Appendix

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9.1 | Survey overview

9.1.1 | Construct overviews

9.1.1.1 | Full Leader / Follower survey construct overview

In the overview below, you will find the full list of constructs that were collected during this research. This overview also provides insight into which were reported on, and when and from whom the data was collected.

Table 1 - Overview of constructs collected in the Leader/Follower data

					Leader rated				Follower rated					
			Reporte	T1	T2	T3	T4	T5	T1	T2	T3	T4		
Category	Variable	Reference	d	(long)	(short)	(short)	(short)	(long)	(long)	(short)	(short)	(short)	T5 (long)	
		Kopelman et al.,												
	Theory X/Y	2008	Yes	х				Х	х				Х	
	Propensity to	Epitropaki et al.,												
	trust	2017	Yes	х				Х	х				Х	
	Learning													
Leader	mindset	Dweck, 1999	Yes	х				Х	х				Х	
Mindsets	Pygmalion													
	mindset	Eden, 1992	Yes	х				Х	Х				Х	
	Diversity	van Knippenberg												
	mindset	et al., 2013	Yes	х				Х	х				Х	
	Adaptability	VandeWalle,												
	mindset	2001	Yes	х				Х	х				Х	
	Clarifying	Yukl, 2012	Yes						х	Х	Х	Х	X	
Leader	Supporting	Yukl, 2012	Yes						х	Х	Х	Х	Х	
Behaviou	Recognising	Yukl, 2012	Yes						х	Х	Х	Х	Х	
rs	Empowering	Yukl, 2012	Yes						х	Х	Х	Х	Х	
	Envisioning	Yukl, 2012	Yes						х	Х	Х	Х	Х	

	Protecting	Yukl, 2012	Yes]					x	Х	x	Х	x
		van Quaquebeke											
	Listening	& Felps, 2018	Yes						х	Х	Х	Х	Х
	Need	Van den Broeck											
	sensitivity	et al., 2021	No						х	Х	Х	Х	Х
	Autonomy	Deci & Ryan,											
	satisfaction	2000	No	Х	Х	Х	Х	Х					
	Competence	Deci & Ryan,											
	satisfaction	2000	No	Х	Х	Х	Х	Х					
	Relatednesss	Deci & Ryan,											
	satisfaction	2000	No	Х	Х	Х	Х	Х					
	Structure												
	satisfaction	Dweck, 2017	No	х	Х	х	Х	Х					
	Self-esteem												
Leader	satisfaction	Dweck, 2017	No	х	Х	Х	Х	Х					
needs	Autonomous	Inceoglu et al.,											
satisfacti	motivation	2019	No	х	Х	х	Х	Х					
on and	Controlled	Inceoglu et al.,											
well-	motivation	2019	No	х	Х	Х	Х	Х					
being	Motivation												
	to develop	Dweck, 1999	No	Х	Х	Х	Х	Х					
	Learning goal												
	orientation	Dweck, 1999	No	Х	Х	Х	Х	Х					
	Reflection &												
	experimenta												
	tion	Dweck, 1999	No	х	Х	Х	Х	Х					
	Negative												
	affect while												
	learning	Dweck, 1999	No	Х	Х	Х	Х	Х					

	-	Schaufeli et al.,											
	Burnout	2002	No	х	Х	X	X	Х					
		Schaufeli et al.,											
	Engagement	2002	No	х	х	X	X	x					
	Autonomy	Deci & Ryan,											
	satisfaction	2000	Yes						х	X	Х	Х	Х
	Competence	Deci & Ryan,											
	satisfaction	2000	Yes						х	X	Х	Х	Х
	Relatedness	Deci & Ryan,											
Follower	satisfaction	2000	Yes						Х	X	Х	Х	Х
needs	Security												
satisfacti	satisfaction	Dweck, 2017	Yes						Х	Х	Х	Х	Х
on and	Autonomous	Inceoglu et al.,											
well-	motivation	2019	Yes						Х	X	Х	Х	Х
being	Controlled	Inceoglu et al.,											
	motivation	2019	Yes						Х	X	Х	Х	Х
		Schaufeli et al.,											
	Burnout	2002	Yes						Х	Х	Х	Х	Х
		Schaufeli et al.,											
	Engagement	2002	Yes						Х	Х	Х	Х	Х
	Perceived												
	Leader												
	impact	McFarlane, 2010	No	х	Х	X	Х	Х					
Leader	Perceived												
characte	Leader												
ristics	effectiveness	McFarlane, 2010	No						Х	Х	Х	Х	Х
1130103	Leader	Epitropaki et al.,											
	identity	2017	No	х	Х	Χ	Χ	Χ					
	Leader	DeRue & Ashford,											
	granting	2010	No	Х	Х	X	X	Х					

	Voice	Duan et al., 2017	No	x	Х	х	х	Х	
	Mindfulness	Tuleja, 2014	No	Х	Х	Х	Х	Х	
	Self-								
	monitoring	Lennox & Wolfe,							
	personality	1984	No	Х				Х	
	Public self-	Scheier et al.,							
	conscious	1985	No	Х				Х	
	Authencitiy								
	personality	Cha et al., 2019	No	Х				Х	
Leader	Perspective								
personali	taking								
ty and	personality	Dane, 2010	No	Х				Х	
identitie	Narcissism								
S	(Leader	Grijalva et al.,							
	specific)	2015	No	Х				Х	
	Personal	Johnson et al.,							
	identity	2012	No	Х				Х	
	Relational	Johnson et al.,							
	identity	2012	No	Х				Х	
	Collective	Johnson et al.,							
	identity	2012	No	Х				Х	
	Interdepend								
	ent leader	Johnson et al.,							
	construal	2012	No	Х				Х	
Leader	Leadership								
Views	structure								
	schemas	Zaar et al., 2020	No	Х				Х	
	Assumed	VandeWalle,							
	value	2001	No	Х				Х	

	motivation						
	of leadership						
	Turnover	Pelletier et al.,					
	intention	2002	No	x	Х	х	х
	Work	Pelletier et al.,	110	^	^	^	^
	intensity	2002	No	x	Х	x	Х
	- Interiorey	Pelletier et al.,	110	A			
	Team conflct	2002	No			x	Х
	Team						
Team	performance		No	x	Х	x	Х
informati	Organisation	Pelletier, Séguin-					
on	perspective	Lévesque, &					
	on training	Legault, 2002	No	Х	Х		
	Leader						
	member						
	social	Wayne et al.,					
	exchange	1997	No			Х	Х
	Psychological						
	safety	Leroy et al., 2012	No			Х	Х
	Gender		No	Х		х	
	Full or part						
	time	.	No	Х		Х	
	Permanent or	temporary					
Demogra	contract		No		X	,	
phics	Name of						
	position		No	Х		X	
	Time at organi	isation	No		Х		
	Time under cu	rrent leader	No		X		
	Age		No	х		х	
	_				-		

Impact evaluation ESF call LEO - Final Report Appendix

Leader/Follow	wer contact						
frequency		No		Х			
HEXACO	Lee & Ashton,	·					
personality	2004	No	Х		x		
Schwartz	•		,				
values	Schwartz, 1992	No	Х		X		
Satisfaction v	vith training	No		X			-
Charisma of							
trainer		No	Х				
Satisfaction v	vith intended				·	· · · · · · · · · · · · · · · · · · ·	
learning obje	ctives	No		X			

9.1.1.2 | Full Shared Leadership survey construct overview

In the overview below, you will find the full list of constructs that were collected during this research. This overview also provides insight into which were reported on, and when and from who the data was collected.

Table 2 - Overview of constructs collected in the Shared Leadership data

				9	Self rate	d			Rati	ng by ot	hers	
			T1	T2	T3	T4	T5	T1	T2	Т3	T4	T5
Category	Variable	Reference	(long)	(short)	(short)	(short)	(long)	(long)	(short)	(short)	(short)	(long)
	Autonomous											
	motivation	Inceoglu et al., 2019	х	Х	Х	Х	Х					
	Controlled											
	motivation	Inceoglu et al., 2019	х	Х	Х	Х	Х					
		Van den Broack et										
	Motivation to lead	al., 2021	х	Х	Х	Х	х					
	Psychological safety											
	to lead	Leroy et al., 2012	х	Х	Х	Х	х					
	Self-efficacy to lead	Helsin & Klehe, 2006	х	х	х	х	Х					
	Leadership claiming	DeRue & Ashford,										
Role in team	& granting	2010	х	Х	Х	Х	х					
		Epitropaki et al.,										
	Leader identity	2017	х	Х	Х	Х	х					
	Follower efficacy	Lord et al., 1999	Х	Х	х	х	Х					
		van Knippenberg,										
	Team conflict	2013	х	Х	Х	Х	Х					
	Role conflict	Pelletier et al., 2002	х	х	х	х	Х					
	Autonomy											
	satisfaction	Deci & Ryan, 2000	х	Х	Х	х	х					
	Competence											
	Satisfaction	Deci & Ryan, 2000	х	Х	Х	Х	Х					

	Relatedness											
	Satisfaction	Deci & Ryan, 2000	Х	Х	Х	х	х					
	Security Satisfaction	Dweck, 2017	х	Х	Х	Х	Х					
	Perceived impact	McFarlane, 2010	х	Х	Х	Х	Х					
	Engagement &											
	emotional exhaustion	Schaufeli et al., 2002	Х	Х	Х	Х	Х					
	Social identity (with	Eckel & Grossman,										
	team)	2005	Х	Х	Х	Х	Х					
	Affective identity to											
	lead	Zaar et al., 2020	Х	Х	Х	Х	Х					
	Social normative to	Chan & Drasgow,										
	lead	2001	Х	Х	Х	Х	Х					
		Gibbons & Buunk,										
	Social comparison	1999	Х	Х	Х	Х	Х					
	Political skills	Ahearn et al., 2004	Х	Х	Х	Х	Х					
	Responsibility,											
	accountability, and	Eckel & Grossman,										
	team identity	2005	Х	Х	Х	Х	Х					
		DeRue & Ashford,										
	Leadership granting	2010						Х	Х	Х	Х	Х
	Likability							х	Х	Х	Х	Х
	Clarifying	Yukl, 2012						х	Х	Х	Х	х
Round Robin	Supporting	Yukl, 2012						х	х	Х	х	Х
	Recognising	Yukl, 2012						х	х	х	х	х
	Empowering	Yukl, 2012						х	х	Х	х	Х
	Perceived											-
	effectiveness	McFarlane, 2010						х	х	X	х	x
	Self-efficacy to lead	Heslin & Klehe, 2006	Х				Х					

	- Self-monitoring	Lennox & Wolfe,		
	personality	1984	x	х
	Public self-conscious	Scheier et al., 1985	х	х
	Authenticity			
La cada calata	personality	Cha et al., 2019	X	Х
Leadership	Perspective taking			
personality and identities	personality	Dane, 2010	х	Х
and identities	Narcissism (Leader			
	specific)	Grijalva et al., 2015	х	Х
	Personal identity	Johnson et al., 2012	х	Х
	Relational identity	Johnson et al., 2012	X	Х
	Collective identity	Johnson et al., 2012	x	х
	Interdependent			
	leader construal	Johnson et al., 2012	X	X
	Leadership structure			
	schemas	Zaar et al., 2020	х	Х
	Assumed value			
	motivation of			
	leadership	VandeWalle, 2001	Х	X
Views on		Kopelman et al.,		
Leadership	Theory X/Y	2008	X	X
		Epitropaki et al.,		
	Propensity to trust	2017	X	X
	Learning mindset	Dweck, 1999	х	X
	Pygmalion mindset	Eden, 1992	х	Х
		van Knippenberg et		
	Diversity mindset	al., 2013	х	Х
	Adaptability mindset	VandeWalle, 2001	х	Х
	Team performance	•	х	х

	- Organisation	Pelletier, Séguin-			1		
	perspective on	Lévesque, & Legault,					
Team	training	2002	X	x			
information	Leader member social	2002	Α	^			
Inioniacion	exchange	Wayne et al., 1997	X	x			
	Psychological safety	Leroy et al., 2012	X	X			
		Leroy et al., 2012		^			
	Gender	•	Х				
	Full or part time		Х				
	Permanent or						
	temporary contract		Х				
	Name of position		Х				
	Time at organisation	•	Х				
	Time under current						
	leader	•	Х				
	Age	•	Х				
Demographics	Leader/Follower						
	contact frequency		Х				
	HEXACO personality	Lee & Ashton, 2004	Х				
	Schwartz values	Schwartz, 1992	Х				
	Satisfaction with						
	training		Х				
	Charisma of trainer	•	х				
	Satisfaction with					·	
	intended learning						
	objectives	•	х				

9.1.2 | Leader oriented Survey (for motivational and situational trajectories)

Dear Madam, Sir,

Thank you for your participation in this research. This research is conducted by the Research Group Erasmus Centre for Leadership from the Dept. of Org. and Personnel Management of the RSM, Erasmus University.

Your cooperation will allow for a better understanding of the effects of leadership development programmes on participating leaders' mindsets and behaviours as well as on fellow team members' motivation and wellbeing. Through your participation you will contribute to research insights but — most importantly — you will improve yourself as you are actively reflecting on and continuing your development as a leader.

Completing this survey will take approximately 40 minutes. Your input is invaluable and incredibly significant. Please note that only fully completed questionnaires can provide us with the information we are seeking. We therefore ask that you please fill in all the questions.

·
Please note <i>The Netherlands Code of Conduct for Research Integrity 2018</i> and <i>GDPR</i> guidelines, which regulates the processing of personal data (e.g., age, gender), applies in full to the entire questionnaire. All information collected will be used solely for the purposes of this research. We guarantee that your information will be treated STRICTLY CONFIDENTIAL. Your individual answers will NOT be passed on to your organization. More information on these regulations can be found via this link .
Please check here to confirm that you understand privacy rights and that you are willing to have your data used for research purposes. Without checking this box you are unable to proceed to the survey.

For any questions or comments, you may always contact the research team at leo@rsm.nl. Silian Schaller is the main contact person.

Before you begin:

The questionnaire will touch on themes such as your motivation, your well-being, team dynamics, and your mindset. We are only interested in your personal opinion. It is therefore important that you always state your own opinions when completing this questionnaire, indicating the answer that best suits your own situation. There are no right or wrong answers to the questions. Try to avoid thinking too long about the questions or the answers. Choose the answer option that reflects your "first thought." By nature of design, this questionnaire will serve as a moment for you to reflect on your past month, so we hope for you to personally benefit from it as well.

Block 1: Your role as a leader for your team. (first survey only has last month)

Please consider how your thoughts/feelings have evolved from last month to the month prior.

-4 Strongly Disagree, -2 Disagree, 0 Neither Agree nor disagree, 2 Agree, 4 Strongly Agree

Autonomous motivation towards leadership (Inceoglu et al., 2019)

, (La	st Mo	nth			Mo	Ionth Prior						
To what extent did you lead your team because?	-4	-2	0	2	4	-4	-2	0	2	4				
because of the money I receive for this job.	O	O	O	O	O	0	O	O	O	О				
because of the status that comes with this job.	0	O	O	O	O	O	O	0	O	О				
because it is part of my job description.	О	O	O	O	O	0	O	O	C	О				
because people expect me to do it.	O	0	0	O	0	O	O	O	O	C				
because I personally believe it is important.	O	O	O	O	O	0	O	0	O	C				
because I enjoy it.	0	0	O	0	0	0	O	0	O	0				

Engagement (Schaufeli et al., 2002)

zngugement (senaaren et an, 2002)										
Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
When I was leading my subordinates, I felt energetic.	0	0	0	0	O	0	0	0	0	O
I felt enthusiastic about my job as a leader.	0	0	0	0	0	O	0	0	0	O
I was immersed when leading my subordinates.	O	0	O	O	0	0	0	0	0	O
I felt burned out in my role.	О	O	O	О	O	0	O	O	C	O
I had no strength or patience anymore.	О	O	О	О	O	0	O	O	C	O
I felt frustrated.	O	C	O	O	C	0	O	C	C	C

Autonomy Satisfaction (Deci & Ryan, 2000)

Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
In my role as a leader, I felt like I could be myself.	0	O	O	O	O	O	O	O	0	O
My tasks as a leader are aligned with what I really want.	0	O	O	O	O	O	O	O	0	O
I felt free to lead in a way I think it could best be done.	O	0	O	0	0	0	O	0	O	O

Competence satisfaction (Deci & Ryan, 2000)

Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
I really mastered my tasks in my role as a leader.	O	O	O	O	O	O	C	C	O	0
I felt competent in my leadership.	0	O	0	0	0	O	O	O	O	0
I felt that I can even accomplish the most difficult tasks as a leader.	O	0	0	0	0	0	O	O	0	0

Relatedness satisfaction (Deci & Ryan, 2000)

Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
I felt like my followers cared about me.	0	O	O	O	O	O	O	0	0	0
I felt a personal connection to my followers.	0	0	0	0	0	0	0	0	0	0
I felt a sense of closeness to my followers.	C	C	O	O	O	O	C	O	O	0

Security satisfaction (Dweck 2017)

Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
I had the sense that my role as a leader was clear.	O	O	0	O	O	O	O	0	O	0
I felt I could predict what others expected from me as a leader.	0	O	0	O	0	0	0	0	O	0
My role as a leader did not feel chaotic.	0	0	0	O	0	O	O	0	0	0

Self-esteem satisfaction (Dweck 2017)

Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
Leading this team highlighted my positive qualities.	0	O	O	O	O	O	O	O	O	0
Leading this team made me satisfied with myself.	0	O	0	0	0	O	O	0	O	0
Leading this team gave me a good sense of self-respect.	O	O	O	O	O	0	O	O	O	0

Perceived impact (McFarlane, 2010)

Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
My wishes did not carry much weight.	0	C	O	O	O	O	O	O	O	0
Even if I voiced them, my views had little sway.	0	O	0	O	0	0	O	0	O	0
My ideas and opinions were often ignored.	0	O	0	0	0	0	0	0	O	0
Even when I tried, I was not able to get my way.	O	C	O	O	C	O	C	C	O	O

Leader identity (Epitropaki et al., 2017)

Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
I felt ok to take the lead of my team.	0	0	0	0	0	0	0	0	0	0

Leader granting (Ashford & DeRue, 2010)

Considering your job as a leader:	-4	-2	0	2	4	-4	-2	0	2	4
I feel ok to grant the lead to others.	0	0	0	0	0	0	0	0	0	0

Block 2: Input on your development as a leader. (first survey only has last month) Please consider how your thoughts/feelings have evolved from last month to the month prior.

Motivation to develop (Dweck, 1999)

		Last Month						nth Pr	ior	
To what extent were you motivated to develop as a leader because	-4	-2	0	2	4	-4	-2	0	2	4
because it is part of the job.	O	O	O	O	O	O	O	O	O	O
because it is expected of me.	O	O	O	O	O	O	O	O	O	O
because I believe it is important.	O	0	O	O	O	0	O	0	C	O
because I personally enjoy it.	O	0	O	O	0	O	O	O	O	O

Developmental challenge/learning goal orientation (Dweck, 1999)

	•									
To what extent did you?	-4	-2	0	2	4	-4	-2	0	2	4
Select challenging tasks in leading others that you can learn a lot from.	О	O	О	O	O	O	O	O	O	О
Look for opportunities to develop new skills and knowledge as a leader.	O	O	О	O	O	O	O	O	O	O
Enjoy challenging & difficult tasks as a leader where you'll learn new skills.	O	O	O	O	O	O	O	O	O	О

Voice (Duan et al., 2017)

How often did your followers ?	-4	-2	0	2	4	-4	-2	0	2	4
My followers made recommendations to me about my leadership.	О	О	O	O	O	O	O	O	О	O
My followers voiced their opinions about my leadership even if I disagreed.	0	0	O	O	O	0	0	0	O	0
If I made mistakes in leading, my followers would point this out	О	О	O	O	O	O	O	O	О	О
My followers tried to persuade me to change policies that are not working.	O	O	O	O	O	C	0	C	C	C

Types of voice (Duan et al., 2017)

Thinking about these suggestions from followers, did they?	-4	-2	0	2	4	-4	-2	0	2	4
Did they occur privately, by approaching you personally?	О	О	O	C	O	O	O	O	C	О
Did they occur publicly, in the presence of other team members?	O	O	O	C	O	C	C	C	C	0

Reflection & Experimentation (Dweck, 1999)

To what extent did you do the following?	-4	-2	0	2	4	-4	-2	0	2	4
I thought about my behaviors in order to improve.	O	O	O	O	O	O	O	O	O	O
I spent time in self-reflection to think about how I can be a better leader.	О	0	0	0	0	0	0	0	0	0
I examined my feelings to reflect on what I can do better.	О	C	O	C	O	C	O	O	C	O
I constructively thought about why I behave in the way I do.	О	0	O	0	0	0	0	0	0	0
I experimented with new behavior.	О	C	O	C	O	C	O	O	C	О
I tried new things.	О	О	O	О	O	O	O	О	C	О
I changed some of the things I normally do.	О	C	C	C	O	O	C	O	O	C

Negative	affect while	learning	(Dweck,	1999)

To what extent do you experience the following in your development?	-4	-2	0	2	4	-4	-2	0	2	4
Discomfort.	O	O	O	O	O	O	O	O	O	O
Tense.	O	O	O	O	O	O	O	O	C	O
Upset.	О	О	O	O	O	O	O	C	C	O
Ashamed.	О	О	O	O	O	O	O	C	C	O
Afraid.	O	O	O	O	O	O	O	O	O	O

Mindfulness (Tuleja, 2014

To what extent did you handle your emotions and thoughts as follows?	-4	-2	0	2	4	-4	-2	0	2	4
I tried to distract myself when I felt unpleasant emotions.	О	O	O	C	O	O	C	O	C	O
I tried to stay busy to keep thoughts and feelings from coming to mind.	О	O	O	O	O	O	C	C	C	C
If I didn't want to think about sth, I tried to get it out my mind.	O	O	O	O	0	0	O	O	O	O
I tried to put my problems out of my mind.	O	O	O	O	O	0	C	C	C	O

Reflecting on your own experiences as leader from the past month, please share **as many insights**

Block 3: Written down reflections.

you have had on what it means to be an effective leader — highlight your previous thoughts/feelings and how they have changed. Based on these insights, formulate goals on how you would like to lead in the coming months (i.e., exactly what you want to try differently).

Block 4: Descriptions of you as a leader (Start of longer survey) (During the first survey, we would only be asking about "now")

Please consider how you would rate yourself now to how you rated 4 months ago (last time we asked).

Leader identity (Epitropaki et al., 2017) (For longer surveys, only this longer version remains)

	1	, -	<u> </u>									
			Now			4 months ago						
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4		
I am a leader.	O	O	O	O	O	O	O	O	O	O		
I see myself as a leader.	O	O	O	O	O	O	O	O	O	C		
If I had to describe myself to others, I would include the word "leader".	O	O	O	O	O	O	O	О	O	O		
I feel comfortable to grant the lead to others.	O	O	O	O	0	0	O	0	0	O		
It feels okay for me to follow another person.	0	O	O	O	0	0	O	O	O	O		
I am open to the position of following someone else.	O	O	O	O	0	0	O	O	O	O		

Self-monitoring personality (cross-situational variability) (Lennox & Wolfe, 1984)

			Now				4 mo	months ago					
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4			
I tend to show different sides of myself to different people.	O	O	0	O	0	0	O	O	O	O			
In different situations and with different people, I can act like very different persons.	C	O	0	0	0	0	0	0	0	0			
In different situations I can behave like very different people.	O	O	0	O	O	O	O	O	O	O			

Public self-consciousness (Scheier et al., 1985))

			Now			4 months ago						
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4		
I'm concerned about what other people think of me.	O	O	O	O	O	O	O	0	O	O		
I'm self-conscious about the way I come across.	О	O	O	О	O	O	C	O	C	O		
I care about how I present myself to others.	C	O	O	O	0	O	O	O	O	O		

Authenticity personality (Cha et al., 2019)

			Now	,		4 months ago					
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4	
I stand by what I believe in.	O	O	O	O	0	0	O	O	O	0	
I am true to myself.	O	C	O	О	O	O	O	C	C	O	
I act in accordance with my values and beliefs.	O	O	O	O	O	O	O	C	C	O	

Perspective taking personality (Dane, 2010)

			Now			4 months ago					
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4	
I try to look at everybody's side of a disagreement before I make a decision.	0	0	0	0	0	0	0	0	0	0	
I believe that there are two sides to every question and try to look at both.	0	0	0	0	0	0	0	0	0	O	
When I am upset at someone, I try to "put myself in his/her shoes" for a while.	0	0	0	0	0	0	0	0	0	O	
Before criticizing somebody, I try to imagine how I would feel if I were in their place.	C	C	C	C	O	C	O	0	O	0	

Narcissism (Leader specific) (Grijalva et al., 2015)

			Now							
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4
I have a natural talent for influencing people.	0	0	0	O	0	0	0	0	0	0
I would prefer to be a leader.	0	O	0	O	0	O	0	0	0	0
I am a born leader.	C	C	O	C	O	C	O	O	O	0

Personal identity (Johnson et al., 2012)

	Now						4 months ago						
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4			
I thrive on opportunities to demonstrate my leadership talents.	O	O	O	O	O	O	0	O	0	0			
I have a strong need to know how I stand in comparison to other leaders.	C	C	O	0	0	0	0	0	0	0			
I often find myself pondering over the ways that I am better or worse off than other leaders around me	C	C	C	0	O	C	0	0	O	0			

Relational identity (Johnson et al., 2012)

			Now			4 months ago						
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4		
It is important to me that I uphold my commitments to followers.	0	0	0	0	0	0	0	0	0	0		
Caring deeply about followers is important to me.	O	O	0	0	0	O	O	0	O	0		
Knowing that followers acknowledge and value the role that I play in their life makes me feel like a worthwhile person.	O	O	0	0	0	O	O	O	O	0		

Collective identity (Johnson et al., 2012)

	Now						4 months ago						
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4			
Making a lasting contribution to my team is important to me.	0	O	0	O	0	0	0	O	C	O			
I do my best to ensure my team's success.	0	O	0	O	O	O	0	O	0	O			
I feel great pride when my team or group does well, even if I am not the main reason for its success.	O	C	O	O	0	C	O	C	0	O			

Block 5a: Your views on leadership (In the first survey we wouldn't ask to evaluate evolution, instead we would ask to compare with how top management in the organization would rate these statements.)

In the following section, please reflect how your views of leadership have evolved.

Leadership Structure Schemas (Zaar et al., 2020)

			Now				4 mc	onths	ago	
To what extent do you agree with the following general statements about leadership?	-4	-2	0	2	4	-4	-2	0	2	4
Leaders order other people around.	0	0	0	0	0	0	0	0	0	O
Leadership and power are pretty much the same thing.	0	0	0	0	0	0	0	0	0	O
One's formal position determines whether they are a leader.	0	0	0	0	0	0	0	0	0	0
If you supervise others, you are a leader.	0	O	O	O	0	O	0	0	0	O
People can be taught to be more effective leaders.	0	O	O	O	0	O	0	0	0	O
Skills and abilities for leadership can be developed.	O	O	O	O	0	O	O	O	O	O
Leaders can acquire skills to make them more effective.	O	O	O	O	0	O	O	O	O	O
You can't teach leadership.	O	O	O	O	0	O	O	0	O	O
Individual people do not possess leadership—it is a property of the group.	O	0	O	0	0	0	O	O	O	O
Leadership happens when people collaborate.	O	0	O	0	0	O	0	0	O	O
Leadership is the property of the group, not the individual.	O	O	O	O	0	O	O	O	0	O
Leadership involves a group collectively making decisions.	O	0	0	0	0	0	0	0	O	O
Leadership is the responsibility of everybody in a group.	O	O	O	O	0	0	O	O	O	O
Together, group members create leadership.	O	O	O	O	O	O	0	O	O	O
Leadership is about the group, rather than a single leader.	O	O	O	O	O	O	O	O	0	O
Leadership is not possessed by any one individual.	O	O	O	O	O	C	O	O	O	O

Interdependent leader construal (Johnson et al., 2012)

Thinking of leadership, to what extent do you pursue leadership for each of the following reasons?	-4	-2	0	2	4	-4	-2	0	2	4
As a leader, it is important to be liked.	0	0	O	O	0	0	0	O	O	0
As a leader, it is important to have the approval of others.	0	0	0	0	0	0	0	0	O	0
As a leader, it is important to be well-regarded.	0	0	0	O	0	0	0	O	0	0

Assumed value motivation of leadership (VandeWalle, 2001)

Thinking of leadership, to what extent do you pursue leadership for each of the following reasons?	-4	-2	0	2	4	-4	-2	0	2	4
To have power.	O	O	O	0	O	0	0	0	0	0
To have status or prestige.	О	O	O	O	O	O	O	O	C	O
To earn money.	0	O	O	0	O	0	0	0	O	0
To have authority or control over others.	О	O	O	O	O	O	O	O	O	0
Because it is exciting.	O	O	C	O	O	C	C	O	O	0
Because it is interesting to do.	О	O	O	O	O	O	O	O	O	0
To have variety and challenge in the job.	O	O	O	O	O	O	O	O	O	0
So I can choose my own goals (freedom and independence).	O	O	O	0	O	O	O	O	O	0
To develop myself.	O	O	O	O	O	O	O	O	O	0
To feel connected to others.	O	O	O	0	O	O	O	O	O	0
To take care of others.	O	O	O	O	O	O	O	O	O	0
To develop others on their path.	O	O	O	0	O	O	O	O	O	0
To make a difference in the world.	O	O	O	O	O	O	O	O	O	0
To take care of the collective.	O	O	O	O	O	O	O	O	O	0
To protect tradition.	O	O	O	O	O	O	O	O	O	O

Block 6: Your thoughts on Followership (In the first survey we wouldn't ask to evaluate evolution, instead we would ask to compare with how top management in the organization would rate these statements.)

In the following section, please reflect how your views of your followers have evolved.

Theory X/Y (Kopelman et al., 2008)

	Now						4 months ago						
To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4			
My followers want responsibility.	C	C	C	C	O	0	O	C	O	C			
My followers prefer to lead by themselves, rather than by me.	C	O	O	O	O	0	O	O	O	C			
My followers give direction to themselves in their job.	O	O	C	O	O	O	O	O	O	O			
My followers generally identify with the goals of the organization.	O	O	O	O	C	C	O	C	C	O			

Diversity mindset (Van Knippenberg et al., 2013)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
Having my followers who disagree with my perspective is a good thing.	C	O	O	O	O	0	O	O	O	O
I enjoy working with followers who are fundamentally different than me.	O	O	O	C	C	O	O	O	O	O
When followers are different than me that benefits my leadership.	C	O	O	C	C	0	O	O	О	О
I feel enthusiastic when working with followers who are clearly different from me.	O	O	O	O	O	0	O	O	0	O

Propensity to trust (Epitropaki et al., 2017)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I should be more careful in my dealings with followers.	C	O	O	O	O	0	O	O	O	O
If I'm not careful, my followers will take advantage of me.	O	O	O	C	O	C	O	O	O	О
When it comes down to it, my followers don't care too much about me.	O	O	O	O	C	C	O	O	C	C

Pygmalion mindset (Eden, 1992)

To what extent do you believe your followers are?	-4	-2	0	2	4	-4	-2	0	2	4
Hard working.	O	O	O	O	C	O	O	O	O	О
Productive.	C	O	C	O	O	0	O	O	O	O
Willing to push themselves to their limits.	C	O	O	O	C	C	O	O	O	О

Learning mindset (Dweck, 1999)

To what extent do you believe your followers are?	-4	-2	0	2	4	-4	-2	0	2	4
My followers are who they are: They can't really change their fundamental characteristics.	O	0	O	0	O	O	O	O	O	O
My followers can change the way they do things, but they can't change their fundamental nature.	O	O	O	O	O	O	O	O	0	O
My followers are a certain type of people and there is not much that I can do to change that.	O	O	O	O	O	0	O	O	0	0

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Adaptability mindset (VandeWalle, 2001)

Thinking of your leadership, to what extent do you agree with each of the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
Each of my team members requires a unique approach.	O	O	O	0	0	O	O	0	O	O
When I feel that my leadership approach is not working, I can easily change to another approach.	O	O	O	O	O	0	O	0	0	O
I like to experiment with different leadership approaches.	0	O	0	0	O	O	O	0	O	0
I vary my leadership style from situation to situation.	O	O	0	C	0	O	O	O	O	0
I am very sensitive to the needs of my team members.	0	O	O	O	O	O	0	O	O	0
I try to understand how one team member differs from another.	O	O	O	O	O	O	0	O	O	0
I feel confident that I can effectively change my planned interaction when necessary.	0	O	O	O	O	0	0	0	O	O

Block 7: Information on your job/team/organisation

In the following section, please reflect globally i.e., not bound to the last month.

Turnover intention (Pelletier, Séguin-Lévesque, & Legault, 2002)

To what extent do you agree with the following statements?	-2	-1	0	1	2
I sometimes think about changing jobs.	O	O	O	O	О
I sometimes think about looking for a job outside of this organization.	O	O	O	O	О
I am planning to change jobs in the coming year.	O	O	C	O	О
I intend to look for a job outside of this organization this year.	O	O	O	O	0

Work intensity (Pelletier, Séguin-Lévesque, & Legault, 2002)

With regard to your work, to what extent do you agree with the following statements?	-2	-1	0	1	2
I have to work very fast.	O	O	O	O	C
I have a lot to do.	C	C	O	O	C
I have to work hard to get something done.	O	O	O	O	C

Team performance – goal attainment, creativity, prosocial, and compliance

My team?	-2	-1	0	1	2
Achieves its goals.	O	O	O	O	O
Fulfills its mission.	O	O	O	C	C
Meets the result requirements that are set.	O	O	O	O	O
Achieves its goals.	O	O	O	0	O
Does what it was founded for.	O	O	O	O	C
Comes up with new and practical ideas when a problem needs to be solved.	O	O	O	C	C
Develops easy new ways of working.	C	C	O	0	O
Finds creative solutions when a problem arises.	O	O	O	0	0
Helps others through their work.	O	O	O	C	O
Ensures that others benefit from their work.	O	O	O	O	O
Has a positive impact on other people.	O	O	O	O	0
Does good for others through their work.	O	O	O	O	O
Tries not to waste time unnecessarily.	O	O	O	O	O
Tries to be meticulous in their work.	O	O	O	C	O
Tries to be present at work as much as possible.	O	O	C	C	C
Tries not to take extra breaks.	C	C	C	C	O

Organization perspective on training (Pelletier, Séguin-Lévesque, & Legault, 2002)

My organization?	-2	-1	0	1	2
Values what this training is trying to teach us.	O	O	O	O	C
Fails to appreciate my efforts to try new leadership behaviors.	O	O	O	O	C
Really cares about the results of this training.	O	О	C	O	C
Takes pride in this training.	O	O	O	O	C

Block 8a - Demographics (Only survey 1)

In the following section, we ask you to fill out some descriptive information. As previously stated, we will ensure your privacy and anonymity is held.

VVII	refisure your privacy and anonymity is field.
	nat is your gender? Female
	Male
_	
•	Other
Do	you work full-time or part-time?
O	Part-time Part-time
O	Full time
	you have a permanent or temporary contract?
O	Permanent contract (indefinite duration)
O	Temporary contract (fixed duration)
0	Others
	nat is the name of your current position/job?
	w long have been your working in this organisation?
	w long have your worked for this leader?
	_ (day) / (month) / (year)
	_ (day) / (month) / (year)
Но	w often did you have contact with your followers in the past year?
O	Daily
O	Several times a week
O	Weekly
O	Several times a month
\sim	
\mathbf{O}	Several times a year

Block 8b: Descriptions of you as a person

HEXACO personality (Lee & Ashton, 2004)

To what extent do you agree with the following statements?	-2	-1	0	1	2
I can look at a painting for a long time.	O	O	O	O	0
I make sure things are in the right spot.	O	O	O	0	O
I remain unfriendly to someone who was mean to me.	O	O	O	O	O
Nobody likes talking to me.	O	O	O	O	O
I am afraid of feeling pain.	O	O	O	O	O
I find it difficult to lie.	O	O	O	O	O
I think science is boring.	C	O	O	O	O
I postpone complicated tasks as long as possible.	C	O	O	O	O
I often express criticism.	O	O	O	O	O
I easily approach strangers.	C	O	O	C	C
I worry less than others.	C	O	O	O	O
I would like to know how to make lots of money in a dishonest manner.	O	O	O	O	O
I have a lot of imagination.	O	O	O	O	O
I work very precisely.	O	O	O	O	O
I tend to quickly agree with others.	O	O	O	O	O
I like to talk with others.	O	O	O	O	O
I can easily overcome difficulties on my own.	O	O	O	O	O
I want to be famous.	O	O	O	0	O
I like people with strange ideas.	O	O	O	O	O
I often do things without really thinking.	O	O	O	O	O
Even when I'm treated badly, I remain calm.	O	O	O	O	O
I am seldom cheerful.	C	O	O	C	O
I have to cry during sad and romantic movies.	O	O	O	O	O
I am entitled to special treatment.	O	O	O	O	O

Schwartz values (Schwartz, 1992)

To what extent do you agree with the following statements?	-2	-1	0	1	2
I value having high pay and wealth, authority, and power.	O	O	O	O	О
I am ambitious: I value being admired for capability, achievement, and success.	O	O	O	O	O
I value enjoyment in life and gratification of desires.	O	O	O	O	C
I value leading an exciting life, variety and challenge in life, and being a daring person.	O	O	C	O	О
I value creativity, freedom, independence. I value choosing my own goals.	O	O	O	O	C
I value being broadminded, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection.	O	O	O	0	O
I value being helpful, honest, forgiving, loyal and responsible.	O	O	C	O	O
I value respect for traditions, devotion, modesty, and I accept my position in life.	O	O	O	O	O
I value obedience, honoring parents, and elders and politeness.	O	O	O	O	C
I value security, such as national security, family security, social order, cleanliness, and reciprocation of favors.	O	O	O	O	C

Block 9 – Overall reflections (Only in final survey (survey 9))

In the following section, please reflect on the training in general.

Satisfaction	with	trainin	g
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To what extent do you agree with the following statements?	-2	-1	0	1	2
I am satisfied with the experience that I had in the training.	O	C	O	O	O
I am satisfied with the outcome of the training.	0	0	0	0	0
I am satisfied with what I learned through this training.	O	O	O	O	O

Charisma of trainer

To what extent do you agree with the following statements?	-2	-1	0	1	2
I am inspired by the trainer's vision on leadership.	O	O	O	O	O
I would be proud to be associated with this trainer.	C	C	C	C	O
I am persuaded by the trainer's vision.	C	O	0	0	C

Satisfaction with intended learning objectives – Traditional Leadership

To what extent do you agree with the following statements?	-2	-1	0	1	2
I gained tools and vocabulary to explore and develop leadership.	O	O	O	O	O
I am aware of the weak points in my leadership and am keen to develop in those.	0	0	0	0	0
I have a good understanding of who I am as a leader.	O	0	0	0	C

Satisfaction with intended learning objectives – Motivational Leadership

To what extent do you agree with the following statements?	-2	-1	0	1	2
I have a good understanding of the multiple ways in which my leadership impacts my followers.	O	O	O	O	O
I ask my followers questions to guide my approach to leading them.	O	O	O	O	O
I always apply the ABC needs framework to understand to assess leadership situations.	O	O	0	O	O

Qualitative feedback about training

Please take some time to write down how this training has enhanced your effectiver	ness	es	٦e
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9.1.3 | Follower oriented Survey (for motivational and situational trajectories)

Dear Madam, Sir,

Thank you for your participation in this research. This research is conducted by the Research Group Erasmus Centre for Leadership from the Dept. of Org. and Personnel Management of the RSM, Erasmus University. Your cooperation will allow for a better understanding of the effects of leadership development programmes on participating leaders' mindsets and behaviours as well as on fellow team members' motivation and wellbeing. Through your participation you will contribute to research insights but – most importantly –your participation you are actively contributing to the development of your leader.

Completing this survey will take approximately 40 minutes. Your input is invaluable and incredibly significant, and your participation will allow for a well-founded and comprehensive study. Please note that only fully completed questionnaires can provide us with the information we are seeking. We therefore ask that you please fill in all the questions.

Please note <i>The Netherlands Code of Conduct for Research Integrity 2018</i> and <i>GDPR</i> guidelines, which regulates the processing of personal data (e.g., age, gender), applies in full to the entire questionnaire. All information collected will be used solely for the purposes of this research. We guarantee that your information will be treated STRICTLY CONFIDENTIAL. Your individual answers will NOT be passed on to your organization. More information on these regulations can be found via this link .
Please check here to confirm that you understand privacy rights and that you are willing to have your data used for research purposes. Without checking this box you are unable to proceed to the survey.

For any questions or comments, you may always contact the research team at <u>leo@rsm.nl</u>. Silian Schaller is the main contact person.

Before you begin:

The questionnaire will touch on themes such as your motivation, your well-being, team dynamics, and your mindset. We are only interested in your personal opinion. It is therefore important that you always state your own opinions when completing this questionnaire, indicating the answer that best suits your own situation. There are no right or wrong answers to the questions. Try to avoid thinking too long about the questions or the answers. Choose the answer option that reflects your "first thought." By nature of design, this questionnaire will serve as a moment for you to reflect on your past month, so we hope for you to personally benefit from it as well.

Block 1: Observations about the behaviour your leader has displayed.

Please consider your answer for the past and how that has developed from the month prior.

1 – Never 5 – sometimes 9 – Always

3 – Rarely 7 – Usually

Clarifying leader behaviour (Leroy et al., in press; Yukl, 2012)

		Pas	t Mo	nth			Pric	or Mo	onth	
To what extent has your leader demonstrated the following behaviour?	1	2		8	9	1	2		8	9
Clearly explained your job responsibilities and task assignments.	O	O	O	O	O	O	O	O	O	O
Explained what results are expected from you.	0	O	0	0	0	0	0	0	O	O
Explained the rules, policies, and standard procedures for you.	O	O	O	O	C	O	O	O	O	O
Set specific performance goals and deadlines for important aspects of the work.	O	0	O	O	O	0	0	0	O	O
Can you explain your assessment for the items above an example of	nple	?								

Supporting leader behaviour (Leroy et al., in press; Yukl, 2012)

		Pas	t Mo	nth			Pric	or Mo	onth	
To what extent has your leader demonstrated the following behaviour?	1	2		8	9	1	2		8	9
Showed concern for your needs and feelings.	O	0	O	O	0	0	0	O	0	O
Provided support and encouragement when there is a difficult or stressful task.	0	0	0	0	0	0	O	O	0	O
Expressed confidence that you can perform a difficult task.	O	0	O	O	0	0	0	O	0	O
Showed sympathy and understanding when you are worried or upset.	O	O	0	0	O	0	O	O	O	O
Can you explain your assessment for the items above an example.	nple	?								

Recognizing leader behaviour (Leroy et al., in press; Yukl, 2012)

		Pas	t Mo	nth			Pric	or Mo	onth	
To what extent has your leader demonstrated the following behaviour?	1	2		8	9	1	2		8	9
Praised effective performance by you.	O	O	O	O	0	0	O	O	O	O
Provided recognition for your achievements or important contributions.	O	C	O	O	O	O	O	O	O	C
Provided recognition for your good performance.	O	O	O	O	O	O	O	O	O	O
Recommended you for rewards when appropriate.	O	O	O	O	O	0	O	O	O	O
Can you explain your assessment for the items above with an	exai	nple	?							

Empowering leader behaviour (Leroy et al., in press; Yukl, 2012)

						1110	/ 1VIC	onth	
1	2		8	9	1	2		8	9
O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	0	O	O	O	O
ехан	nple	?							
	0	0000	0 0 0	O O O OO O O OO O O O	O O O O OO O O O OO O O O O	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		

Envisioning leader behaviour (Leroy et al., in press; Yukl, 2012)

		Pas	t Mo	nth			Pric	or Mo	onth	
To what extent has your leader demonstrated the following behaviour?	1	2		8	9	1	2		8	9
Described a proposed change or new initiative with enthusiasm and optimism.	O	O	O	0	O	0	O	O	O	O
Described a clear, appealing vision for the team or organization.	O	O	O	O	O	0	O	O	O	O
Described exciting new opportunities for the team or organization.	O	O	O	O	O	O	C	O	O	O
Talked in an inspiring way about what can be accomplished in the future.	0	O	O	O	O	O	O	O	O	O

Can you explain your assessment for the items above with an example?

Protecting leader behaviour (Leroy et al., in press; Yukl, 2012)

		Pas	t Mo	nth			Pric	or Mo	onth	
To what extent has your leader demonstrated the following behaviour?	1	2		8	9	1	2		8	9
Communicated clear ethical standards and guidelines for members.	O	O	O	O	O	0	O	O	O	C
Set an example of ethical behaviour in his/her decisions and actions.	O	O	O	O	0	0	O	O	O	O
Insisted on doing what is fair and ethical even when it is not easy.	O	O	O	O	O	0	O	O	O	C
Opposed the use of unethical practices to improve performance.	O	O	O	O	O	O	O	O	C	C

Can you explain your assessment for the items above with an example?

Listening/respectful inquiry (Van Quaquebeke & Felps, 2018)

		Pas	t Mo	nth			Pric	or Mo	onth	
To what extent has your leader demonstrated the following behaviour?	1	2		8	9	1	2		8	9
My leader took time to get to know me as a person, including non-work aspects.	0	0	0	0	O	0	0	0	O	O
My leader took time to comprehend my strengths and talents in doing the job.	O	O	O	0	O	0	0	O	O	O
My leader took time to understand my ideas to improve the job.	0	O	O	O	O	0	0	O	0	O
My leader took time to comprehend my uncertainties in executing the job.	O	O	O	O	O	0	0	O	O	O
Can you explain your assessment for the items above with an	exai	mple	?							

Need-sensitivity (Van den Broeck et al. 2021)

(tan acm 2 recent et am 2 re 2 re										
To what extent has your leader demonstrated the following behaviour?	1	2		8	9	1	2		8	9
My leader was aware of what I needed.	O	O	0	O	O	0	O	O	O	O
My leader changed his/her behaviour to what I needed.	O	O	O	O	O	0	O	O	O	O
My leader was sensitive to my needs.	O	O	O	O	O	0	O	O	O	O
My leader put him/herself in my shoes.	O	O	O	O	O	O	O	O	O	0

Perceived effectiveness (McFarlane, 2010)

	Past Month					Prior Month					
To what extent has your leader demonstrated the following behaviour?	1	2		8	9	1	2		8	9	
My leader was effective as a leader.	O	O	O	O	O	O	O	O	O	O	
My supervisor was good at his/her role as a leader.	O	O	O	O	O	C	O	O	O	O	
My leader leads in a way that motivates people.	O	O	O	O	O	O	O	O	O	O	

Block 2: Your motivation/well-being.

Please consider your answer for the past and how that has developed from the month prior.

1 – Never 5 – sometimes 9 – Always

3 – Rarely 7 – Usually

SDT need: Autonomy (Deci & Ryan, 2000)

	Past month					Prior month					
To what extent do you experience each of the following when dealing with your leader?	1	2		8	9	1	2		8	9	
My leader left me free to do my job the way I think it could best be done.	O	0	O	O	O	O	O	O	O	0	
What my leader asked me to do is in line with what I really want to do.	О	O	О	O	O	C	О	О	O	О	
I felt like my leader allowed me to be myself in my job.	O	0	O	0	0	0	O	O	O	O	

SDT need: Competency (Deci & Ryan, 2000)

	Past month				Prior month					
To what extent do you experience each of the following when dealing with your leader?	1	2		8	9	1	2		8	9
I felt competent at executing the leader's requests.	O	O	O	C	0	O	C	C	O	O
I really mastered the tasks my leader asked me to complete.	O	O	O	О	C	O	C	O	O	0
I had the feeling that I could accomplish even the difficult tasks my leader asked.	O	O	O	O	O	0	O	C	C	O

SDT need: Relatedness (Deci & Ryan, 2000)

	Past month			Prior month						
To what extent do you experience each of the following when dealing with your leader?	1	2		8	9	1	2		8	9
I felt like my leader really cares for me.	0	0	0	0	O	O	0	0	O	0
I felt personally connected to my leader.	O	O	O	O	O	C	O	O	O	O
I felt a sense of closeness to my leader.	O	O	C	O	O	0	0	0	O	0

SDT need: Structure (Dweck, 2017)

	Past month				Prior month					
To what extent do you experience each of the following when dealing with your leader?	1	2		8	9	1	2		8	9
My leader's demands were clear.	O	0	0	0	O	O	O	O	O	0
My leader's expectations were predictable.	0	O	O	O	O	O	O	O	O	O
My leader's instructions did not feel chaotic.	0	O	O	C	O	O	O	O	O	O

SDT need: Self-esteem (Dweck, 2017)

	Past month			Prior month						
To what extent do you experience each of the following when dealing with your leader?	1	2		8	9	1	2		8	9
My leader appreciated my positive qualities.	0	0	0	0	0	O	O	0	O	O
My leader seemed satisfied with me.	O	0	O	C	O	O	C	C	O	O
My leader gave me a good sense of self-respect.	0	O	O	O	C	C	O	O	O	O

Autonomous motivation to follow (Van den Broeck et al. 2021)

Considering your role in the team, to what extent are you motivated towards <u>following your leader because</u> ?										
because of the money I receive for this job.	0	0	O	O	O	0	O	O	O	0
because it is part of my job description.	0	O	O	O	O	O	O	O	C	0
because I believe in the leader's ideas.	0	O	O	O	O	O	O	O	O	0
because I personally enjoy it.	0	0	O	O	O	0	O	O	O	0

Engagement & Burnout (Schaufeli et al., 2002)

Engagement & Barnout (Schaufell et al., 2002)										
To what extent do you experience the following <u>in dealing</u> with your leader?										
Energised.	O	O	0	0	0	0	O	0	O	0
Enthusiastic.	O	O	0	0	0	0	O	O	O	0
Engaged.	0	0	0	0	0	0	O	0	0	0
Burned out.	0	0	0	0	0	0	O	0	0	0
Frustrated by my leader.	C	C	0	0	0	C	C	C	O	0
No strength or patience anymore.	0	O	O	O	O	O	O	0	0	O

Block 3a: Further questions about your job, leader, and team. (Start of longer surveys)

Work intensity and role conflict (Pelletier et al., 2002)

With regard to your work, to what extent do you agree with the following statements?	-2	-1	0	1	2
I have to work very fast.	O	O	O	O	O
I have a lot to do.	O	O	O	O	O
I have to work hard to get something done.	O	O	C	C	O
I am tossed between people who have different expectations of me.	O	O	O	O	O
I am given conflicting orders.	O	O	C	C	O
I am assigned tasks that do not fall under my job description	O	O	C	O	O

How often did v	you have contact with y	our leader in the last v	vear?
IIOII OICCII GIG	, oa mate comcace with	your reader in the last y	

\bigcirc	\Box	:	١.,
\smile	Da	Ш	ı۷

\sim			
	Several	times	a week

O Weekly

O Several times a month

O Several times a year

Leader member social exchange (Wayne et al., 1997)

To what extent would you describe your relationship with your leader as follows?	-2	-1	0	1	2
My leader and I have a two-way exchange relationship.	O	O	O	C	O
I do not have to specify the exact conditions to know my leader will return a favour.	O	O	O	O	0
If I do something for my leader, he or she will eventually repay me.	O	О	O	C	O
I have a balance of inputs and outputs with my leaeder.	O	O	O	O	O
My efforts are reciprocated by my leader.	O	O	O	O	O
My relationship with my leader is composed of comparable exchanges of giving and taking.	O	0	0	0	O
When I give effort at work, my leader returns it.	O	0	0	0	O
Voluntary actions on my part are returned in some way by my leader.	O	O	O	O	O

Team conflict (Pelletier et al., 2002)

The following questions ask you to rate the interactions between you and your team members.	-2	-1	0	1	2
There is anger among the members of the team?	0	0	0	0	0
There is personal friction in the team during decisions?	0	0	0	0	0
There is tension in the team during decisions?	O	O	O	O	0
There are disagreements over different courses of action?	0	0	0	0	0
There are differences about decision content that the group has to work through?	0	0	0	0	0
There are differences of opinion within the group?	O	0	O	C	O

Block 3b: Further questions about your job, leader, and team.

Team Performance – goal attainment, creativity, prosocial, and compliance

My team?	-2	-1	0	1	2
Achieves its goals.	O	O	O	O	O
Fulfils its mission.	O	O	O	C	C
Meets the result requirements that are set.	O	O	O	O	O
Achieves its goals.	C	0	0	0	0
Does what it was founded for.	C	O	C	C	C
Comes up with new and practical ideas when a problem needs to be solved.	О	O	O	O	C
Develops easy new ways of working.	O	C	O	O	O
Finds creative solutions when a problem arises.	C	O	O	C	O
Helps others through their work.	O	O	O	O	C
Ensures that others benefit from their work.	C	O	O	O	C
Has a positive impact on other people.	O	O	O	O	O
Does good for others through their work.	C	O	C	C	C
Tries not to waste time unnecessarily.	O	O	O	O	O
Tries to be meticulous in their work.	O	O	C	O	O
Tries to be present at work as much as possible.	O	O	O	O	O
Tries not to take extra breaks.	O	C	C	C	C

Psychological Safety (Leroy et al., 2012)

To what extent do you agree with the following statements?	-2	-1	0	1	2
If you make a mistake in this group, it is often held against you.	O	O	0	0	C
Members in this group can bring up problems and tough issues.	O	O	0	0	C
People in this group sometimes reject others for being different.	O	O	0	O	O
It is safe to take a risk in this group.	O	O	O	O	O
It is difficult to ask other members of this group for help.	O	O	O	O	O
No one in this group would deliberately act in a way that undermines my efforts.	O	O	O	O	C
Working with members of this group, my unique skills and talents are valued and utilized.	O	O	O	O	0

Block 4 – Personal Descriptives.

Please note again that all of your data will be processed in an anonymous manner.

What is your gender?
O Female
O Male
O Other
5 16 11 11 11 11 12
Do you work full-time or part-time?
O Part-time
O Full time
Do you have a permanent or temporary contract?
O Permanent contract (indefinite duration)
O Temporary contract (fixed duration)
O Other
What is the name of your current position/job?
How long have been your working in this organisation?
How long have your working in your current position/job?
What is your date of birth (day/month/year)? (day) / (month) / (year)

HEXACO Personality (Lee & Ashton, 2004)

To what extent do you agree with the following statements?	-2	-1	0	1	2
I can look at a painting for a long time.	O	O	O	O	O
I make sure things are in the right spot.	O	O	O	O	O
I remain unfriendly to someone who was mean to me.	O	C	O	O	C
Nobody likes talking to me.	O	O	O	O	O
I am afraid of feeling pain.	O	O	O	O	C
I find it difficult to lie.	O	C	O	O	О
I think science is boring.	O	O	O	O	C
I postpone complicated tasks as long as possible.	O	O	O	O	O
I often express criticism.	O	O	O	O	C
I easily approach strangers.	O	О	O	O	C
I worry less than others.	O	O	O	O	C
I would like to know how to make lots of money in a dishonest manner.	C	O	0	0	O
I have a lot of imagination.	O	O	O	O	C
I work very precisely.	O	O	O	O	C
I tend to quickly agree with others.	O	0	0	0	O
I like to talk with others.	O	O	O	O	C
I can easily overcome difficulties on my own.	O	0	0	0	O
I want to be famous.	O	O	O	O	C
I like people with strange ideas.	O	O	O	O	O
I often do things without really thinking.	O	О	O	O	C
Even when I'm treated badly, I remain calm.	O	C	C	O	O
I am seldom cheerful.	O	O	O	O	О
I have to cry during sad and romantic movies.	O	O	O	O	O
I am entitled to special treatment.	C	O	0	0	O

Schwartz Values (Schwartz, 1992)

To what extent do you agree with the following statements?	-2	-1	0	1	2
I value having high pay and wealth, authority and power.	O	O	O	O	O
I am ambitious. I value being admired for capability, achievement, and success.	O	O	O	O	O
I value enjoyment in life and gratification of desires.	O	O	0	0	O
I value leading an exciting life; variety and challenge in life, and being a daring person.	O	O	O	O	O
I value creativity, freedom, independence. I value choosing my own goals.	0	O	0	0	0
I value being broadminded, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection.	O	0	0	0	0
I value being helpful, honest, forgiving, loyal and responsible.	O	0	0	0	0
I value respect for traditions, devotion, modesty, and I accept my position in life.	0	O	0	0	O
I value obedience, honouring parents, and elders and politeness.	O	O	C	C	О
I value security, such as national security, family security, social order, cleanliness, and reciprocation of favours.	0	O	0	0	0

9.1.4 | Shared Leadership all team members Survey

Dear Madam, Sir,

Thank you for your participation in this research. This research is conducted by the Research Group Erasmus Centre for Leadership from the Dept. of Org. and Personnel Management of the RSM, Erasmus University. Your cooperation will allow for a better understanding of the effects of leadership development programmes on participating leaders' mindsets and behaviours as well as on fellow team members' motivation and wellbeing. Not only will the following questions contribute to research insights but through your participation you are actively reflecting on and continuing your development as a leader.

Completing this survey will take approximately 40 minutes. Your input is invaluable and incredibly significant, and your participation will allow for a well-founded and comprehensive study. Please note that only fully completed questionnaires can provide us with the information we are seeking. We therefore ask that you please fill in all the questions.

Please note <i>The Netherlands Code of Conduct for Research Integrity 2018</i> and <i>GDPR</i> guidelines, which regulates the processing of personal data (e.g., age, gender), applies in full to the entire questionnaire. All information collected will be used solely for the purposes of this research. We guarantee that your information will be treated STRICTLY CONFIDENTIAL. Your individual answers will NOT be passed on to your organization. More information on these regulations can be found via this link.
Please check here to confirm that you understand privacy rights and that you are willing to have your data used for research purposes. Without checking this box you are unable to proceed to the survey.

For any questions or comments, you may always contact the research team at leo@rsm.nl. Silian Schaller is the main contact person.

Before you begin:

The questionnaire will touch on themes such as your motivation, your well-being, team dynamics, and your mindset. We are only interested in your personal opinion. It is therefore important that you always state your own opinions when completing this questionnaire, indicating the answer that best suits your own situation. There are no right or wrong answers to the questions. Try to avoid thinking too long about the questions or the answers. Choose the answer option that reflects your "first thought." By nature of design, this questionnaire will serve as a moment for you to reflect on your past month, so we hope for you to personally benefit from it as well.

Block 1a: Your role in your team (In the first month, there would not be any comparison)

Please compare your evolution on these questions from last month to the month prior.

-4 Strongly Disagree, -2 Disagree, 0 Neither Agree nor disagree, 2 Agree, 4 Strongly Agree

Autonomous motivation towards job (Inceoglu et al., 2019)

		Las	t Moi	nth		Month prior						
Consider your role in the team— to what extent are you motivated towards <u>your job in this team</u> ?	-4	-2	0	2	4	-4	-2	0	2	4		
because of the money I receive for this job.	O	O	O	O	0	O	O	O	O	O		
because it is part of my job description.	O	O	O	0	O	0	O	O	0	0		
because I believe it is important.	O	O	O	O	O	O	O	O	O	O		
because I personally enjoy it.	O	O	O	O	O	0	O	O	0	0		

Autonomous motivation towards leadership (Inceoglu et al., 2019)

Consider your role in the team over the last month – to what extent are you motivated towards <u>a leadership role in this team</u> ?	-4	-2	0	2	4	-4	-2	0	2	4
because of the money I would receive for the job.	O	O	0	0	O	0	O	O	O	0
because of the status that comes with the job.	O	O	O	O	O	O	O	O	O	O
because people expect me to do it.	O	O	O	O	O	O	O	O	O	O
because I believe it is important.	C	C	C	O	O	C	O	O	O	O
because I personally enjoy it.	O	O	O	O	O	O	C	C	O	O

Motivation to lead (Van den Broeck et al., 2021)

To what extent do you agree with the following for the last month?	-4	-2	0	2	4	-4	-2	0	2	4
I was motivated to take leadership initiatives in this team.	O	0	0	0	0	0	0	0	0	O
I wanted to lead my fellow team members.	O	0	0	O	O	0	O	O	0	O
I felt pressure from the others in my team to take on more active leadership roles.	C	C	C	0	0	0	0	0	0	O

Psychological safety to lead (Leroy et al., 2012)

In this team, I feel comfortable to?	-4	-2	0	2	4	-4	-2	0	2	4
take on leadership initiatives.	O	0	0	0	0	0	0	0	O	O
give others advice or help.	O	O	O	O	0	O	O	0	0	O
come up with new suggestions or ideas.	O	0	O	0	0	0	O	0	O	0
take charge in changing things.	O	0	0	0	0	0	0	0	O	O
challenge the status quo for the good of the group.	O	O	O	O	O	O	O	O	O	O
tell others what to do or what to prioritize.	0	0	0	0	0	0	0	0	0	0

Self-efficacy to lead (Helsin & Klehe, 2006)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I am not confident that I can lead others effectively.	О	O	O	O	O	O	O	C	O	O
Leading others effectively is something I am good at.	О	C	0	C	0	O	O	O	O	O
I believe that leading others effectively is a skill that I can master.	O	0	0	0	0	0	0	0	0	0
I do not expect to become very effective at leading.	O	O	0	O	0	O	O	O	O	O
I feel confident that I can be an effective leader in most of the groups that I work with.	0	0	0	0	0	0	0	0	0	0
It probably will not be possible for me to lead others as effectively as I would like.	C	O	O	O	O	O	O	O	0	O

Block 1b: Your role in your team

Please compare your evolution on these questions from last month to the month prior.

Leadership claiming and granting (Ashford & DeRue, 2010)

		Pas	t Mo	nth	Prior Month						
To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4	
I am a leader in this team.	O	O	O	O	0	O	O	O	0	0	
I have a designated leadership role in this team.	O	O	O	O	O	O	O	O	O	0	
Others see me as a leader.	О	O	O	O	O	0	0	O	0	O	
It is my job to lead in this group.	О	O	O	O	O	O	O	O	O	O	
I feel comfortable to grant the lead to others.	О	O	O	O	O	O	O	C	C	O	
It feels okay for me to follow another person.	O	0	0	0	0	0	0	0	O	O	
I am open to the position of following someone else.	О	O	O	O	0	0	0	O	O	O	

Leader identity (Epitropaki et al., 2017)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I am a leader.	C	O	O	O	0	0	0	C	0	C
I see myself as a leader.	C	0	0	0	0	0	0	0	0	O
If I had to describe myself to others, I would include the word "leader".	O	O	O	O	0	0	O	0	0	0
I prefer being seen by others as a leader.	C	O	O	0	O	O	O	C	O	C

Follower efficacy (Lord et al., 1999)

How confident are you that you can consistently?	-4	-2	0	2	4	-4	-2	0	2	4
and effectively follow your leader(s)' instructions.	O	O	O	0	0	0	0	0	0	O
and actively support your leader(s)' decisions.	O	O	O	O	O	O	O	O	O	0
complete the work that your leader(s) ask of you.	O	C	0	0	O	O	O	O	O	0

Team conflict (van Knippenberg, 2013)

The following questions ask you to rate the interactions between you and your team members. Please rate how much or how often each of the following occurs with respect to your interactions as a team.	-4	-2	0	2	4	-4	-2	0	2	4
How much anger was there among the members of the group?	O	0	O	0	O	O	O	O	0	0
How much personal friction was there in the group during decisions?	O	0	0	0	0	0	0	0	0	0
How much tension was there in the group during decisions?	O	O	O	0	O	O	O	O	O	0
How many disagreements over different courses of action were there?	C	O	C	0	O	C	O	0	0	0
How many differences about the content of decisions did the group have to work through?	C	O	C	O	O	C	O	O	O	C
How many differences of opinion were there within the group?	O	O	O	0	O	0	0	0	0	C

Role Conflict (Pelletier et al., 2002)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I am torn between people who have different expectations regarding my work.	O	0	O	0	0	O	O	O	0	C
I'm getting conflicting orders.	O	O	O	O	O	O	O	O	O	O
I am assigned tasks that do not fall under my function.	O	O	O	O	O	O	C	O	O	C

Block 1c: Your role in your team

Please compare your evolution on these questions from last month to the month prior.

Autonomy satisfaction (Deci & Ryan, 2000)

		Pas	t Mo	onth		Prior Month						
To what extent do you agree with the following?	-4	-2	0	2	4	-4	-2	0	2	4		
I felt like I can be myself in this team.	О	O	O	O	O	O	O	O	O	О		
The tasks I have had to do in this team are in line with what I really want to do.	O	C	C	O	0	O	O	0	O	O		
I felt free to perform in this team in a way I think it could best be done.	O	O	O	O	0	0	0	0	0	O		

Competence satisfaction (Deci & Ryan, 2000)

		Pas	t Mo	nth						
To what extent do you agree with the following?	-4	-2	0	2	4	-4	-2	0	2	4
I really mastered my tasks in this team.	0	O	O	O	O	0	O	0	0	O
I felt competent in this team.	0	O	O	0	O	0	O	0	0	O
I had the feeling that I can accomplish even the most difficult tasks in this team.	O	O	0	0	0	O	0	0	O	0

Relatedness satisfaction (Deci & Ryan, 2000)

		Pas	t Mc	nth		Prior Month						
To what extent do you agree with the following?	-4	-2	0	2	4	-4	-2	0	2	4		
I felt like my team members care for me.	O	O	O	O	O	O	O	O	O	O		
I felt personally connected to my team members.	O	O	O	O	O	0	O	0	0	O		
I felt a sense of closeness to my team members.	O	O	0	0	0	0	0	0	0	O		

Security satisfaction (Dweck, 2017)

		Pas	t Mc	onth		Prior Month						
To what extent do you agree with the following?	-4	-2	0	2	4	-4	-2	0	2	4		
I had the sense that my role in this team was manageable.	О	O	O	O	O	O	O	O	O	O		
I had the sense that my role in this team was predictable.	O	C	O	C	O	C	O	O	O	О		
I had the sense that my role in this team did not feel chaotic.	O	O	O	O	C	O	O	C	C	C		

Perceived impact (McFarlane, 2010)

		Pas	t Mc	nth	Prior Month						
To what extent do you agree with the following?	-4	-2	0	2	4	-4	-2	0	2	4	
My wishes did not carry much weight.	O	O	O	O	O	O	O	C	O	O	
Even if I voiced them, my views had little influence.	O	0	O	O	O	0	O	O	O	O	
My ideas and opinions were often ignored.	O	O	O	O	O	O	O	O	C	O	
Even when I try, I was not able to get my way.	O	0	0	0	0	0	0	0	0	O	

Engagement & emotional exhaustion (Schaufeli et al., 2002)

Consider your role in the team, to what extent did you feel?	-4	-2	0	2	4	-4	-2	0	2	4
energetic	0	O	O	O	O	O	O	O	O	O
enthusiastic	О	O	C	O	O	O	C	C	C	O
engaging	O	O	C	O	0	O	O	O	C	0
stressful	O	O	C	O	O	O	O	O	C	O
burned out from my work.	O	O	O	O	O	O	O	O	O	O
fatigued when I get up in the morning.	О	O	C	O	O	O	C	C	C	O
frustrated.	О	C	О	O	O	C	O	O	О	O
no strength or patience anymore.	O	C	O	O	O	C	O	O	O	O

Social identity (with team) (Eckel & Grossman, 2005)

To what extent did you feel the following?	-4	-2	0	2	4	-4	-2	0	2	4
Overall, my membership in this team has very little to do with how I feel about myself.	0	O	0	0	0	0	0	0	0	0
Belonging to this team is an important reflection of who I am.	O	0	0	O	0	O	O	0	0	O
I am a worthy member of this team.	O	0	0	0	0	0	0	0	0	0
I feel like I belong in this team.	O	O	O	0	O	O	O	O	O	O

Block 1d: Your role in your team.

Please compare your evolution on these questions from last month to the month prior.

Affective identity to lead (Zaar et al., 2020)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I believe I can contribute more to a team if I am a follower rather than a leader.	C	C	O	C	C	C	O	O	O	O
I usually want to be the leader in the groups that I work in.	O	C	O	C	O	C	O	O	C	O
I am the type who would actively support a leader but prefers not to be appointed as leader.	O	O	O	O	0	O	0	0	0	O
I have a tendency to take charge in most groups or teams that I work in.	O	O	O	O	O	O	O	O	O	O
I am seldom reluctant to be the leader of a group.	C	O	O	O	O	O	O	O	O	O

Social normative to lead (Chan & Drasgow, 2001)

colar normative to read (enail & brasgen) 2002)										
To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I feel that I have a duty to lead others if I am asked.	C	O	O	O	0	O	C	O	0	O
I agree to lead whenever I am asked or nominated by the other members.	C	O	O	O	0	O	O	O	0	0
It is appropriate for people to accept leadership roles or positions when they are asked.	0	O	O	O	0	O	O	O	0	O
I have been taught that I should always volunteer to lead others if I can.	O	O	O	O	0	O	O	O	0	0
It is not right to decline leadership roles.	C	C	C	C	O	C	O	O	O	O
People should volunteer to lead rather than wait for others to ask or vote for them.	0	O	O	O	0	O	O	O	0	O

Social comparison (Gibbons & Buunk, 1999)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
When I compare my performance with that of my peers, I get the feeling that we are capable of performing similarly in the future.	O	O	0	0	0	0	0	0	0	0
I truly believe that my team members and I can perform equally well.	O	O	C	0	0	O	0	0	0	O
When comparing my own trajectory with that of my colleagues, I feel as if I could never get to the same position as they can.	O	O	O	0	0	0	0	0	0	0
I genuinely do not think that some of my team members can perform on the level that I do.	O	O	C	0	0	0	0	0	0	0

Political skills (Ahearn et al., 2004)

, ,										
To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I find it easy to envision myself in the position of others.	O	O	O	O	0	0	O	0	0	O
I can make most people feel comfortable and at ease around me.	O	O	O	O	0	0	0	0	0	0
It is easy for me to develop good rapport with most people.	C	O	O	O	O	O	O	0	0	O
I understand people well.	C	C	C	C	O	C	O	O	O	O
I am good at getting others to respond positively to me.	О	C	C	C	O	O	O	O	O	O
I usually try to find common ground with others.	O	C	C	C	O	O	O	O	O	O

Responsibility, accountability, and inversed team identity (Eckel & Grossman, 2005)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I feel accountable for how good or bad we perform as a team.	O	O	O	0	0	0	O	0	0	O
I see this team as an extension of myself and my ambition.	O	O	O	O	O	O	O	0	O	O

Block 2: Round robin team member reflection. (When team size is > 8 we will split the round robin into two, with half of the group rating first half of the items and the other group rating the second set.)

Please consider to what extent you agree with the following statements regarding each of your colleagues.

		P	erson	X			P	erson	Y			P	erson	Z	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
To what extent would you go to this person for leadership?															
To what extent would you go to this person for motivation?															
To what extent would you go to this person for getting support in accomplishing your tasks?															
To what extent would you go to this person for getting emotional support on personal matters?															
To what extent would you ask this person to represent the team to external parties?															
To what extent do you like this person on a personal level?															
To what extent are you willing to collaborate with this person?															
How similar are you to this person? (Only long surveys)															
Clearly explained his or her expectations.															
Showed concern for my needs and feelings.															
Praised effective performance by me.															
Asked for my ideas and suggestions when making important work decisions.															
This person was a leader for me (i.e., influenced my efforts to achieve my goals).															
This person frequently speaks up with constructive work-related suggestions and ideas for improvement, and/or concerns about problems.															
This person had a great deal of influence over what happened in the team.															
This person is a good leader.															
I interacted frequently with this person. (Only long surveys)															
If I did something for this person, he or she would eventually repay me. (Only long surveys)															

Block 3: Descriptions of you as a leader (Start of longer survey) (During the first survey, we would only ask for now)

Please consider how you would rate yourself now to how you rated 4 months ago (last time we asked).

Self-monitoring personality (Lennox & Wolfe, 1984)

			Now			4 months ago					
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4	
I tend to show different sides of myself to different people.	О	O	C	C	C	C	C	C	C	O	
In different situations and with different people, I can act like 0very different persons.	O	O	O	O	0	0	0	0	O	O	
In different situations I can behave like very different people.	О	O	C	C	C	C	C	C	C	O	

Public self-consciousness (Scheier et al., 1985)

			Now				4 m	onths	s ago		
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4	
I'm concerned about what other people think of me.	O	O	O	O	0	O	O	O	O	O	
I'm self-conscious about the way I come across.	О	O	O	O	O	O	O	O	O	C	
I care about how I present myself to others.	О	O	O	O	O	O	O	O	O	O	

Authenticity personality (Cha et al., 2019)

			Now				4 m	onths	ago		
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4	
I stand by what I believe in.	О	O	O	О	O	O	О	O	O	O	
I am true to myself.	O	C	O	O	O	C	0	O	0	O	
I act in accordance with my values and beliefs.	O	O	O	О	O	O	О	O	0	O	

Perspective taking personality (Dane, 2010)

			Now				4 m	onths	ago	
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4
I try to look at everybody's side of a disagreement before I make a decision.	0	0	O	0	0	0	O	0	0	0
I believe that there are two sides to every question and try to look at both.	0	0	0	0	0	0	0	0	0	0
When I am upset at someone, I try to "put myself in his/her shoes" for a while.	0	0	0	0	0	0	0	0	0	0
Before criticizing somebody, I try to imagine how I would feel if I were in their place.	O	C	C	0	0	C	C	0	0	0

Narcissism (leader specific) (Grijalva et al., 2015)

			Now				4 m	onths	ago	
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4
I have a natural talent for influencing people.	0	0	0	0	O	0	0	0	0	0
I would prefer to be a leader.	0	0	0	O	O	O	0	0	O	C
I am a born leader.	O	O	O	O	O	O	O	O	O	C

Personal identity (Johnson et al., 2012)

			Now			4 months ago					
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4	
I thrive on opportunities to demonstrate my leadership talents.	0	O	0	O	O	0	O	0	0	0	
I have a strong need to know how I stand in comparison to other leaders.	C	O	O	O	O	O	O	O	0	O	
I often find myself pondering over the ways that I am better or worse off than other leaders around me	O	O	0	O	O	O	O	O	0	0	

Relational Identity (Johnson et al., 2012)

			Now				4 m	ago	ago	
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4
It is important to me that I uphold my commitments to followers.	0	0	0	0	0	0	0	0	0	0
Caring deeply about followers is important to me.	O	0	0	O	O	0	O	0	0	0
Knowing that followers acknowledge and value the role that I play in their life makes me feel like a worthwhile person.	0	0	0	O	O	0	O	0	0	0

Collective identity (Johnson et al., 2012)

, , ,											
			Now				4 mo	onths	ago		
To what extent do you agree with these statements?	-4	-2	0	2	4	-4	-2	0	2	4	
Making a lasting contribution to my team is important to me.	0	O	O	O	C	0	O	O	O	O	
I do my best to ensure my team's success.	0	O	O	O	O	0	O	O	O	O	
I feel great pride when my team or group does well, even if I am not the main reason for its success.	C	O	O	C	C	O	O	O	O	O	

Block 4a: Your views on leadership (In the first survey we wouldn't ask to evaluate evolution, instead we would ask to compare with how top management in the organization would rate these statements.)

In the following section, please reflect how your views of leadership have evolved.

Leadership Structure Schemas (Zaar et al., 2020)

			Now			4 months ago						
To what extent do you agree with the following general statements about leadership?	-4	-2	0	2	4	-4	-2	0	2	4		
Leaders order other people around.	O	0	0	0	0	0	0	0	0	O		
Leadership and power are pretty much the same thing.	O	0	0	0	0	0	0	0	0	O		
One's formal position determines whether they are a leader.	O	0	0	0	0	0	0	0	0	O		
If you supervise others, you are a leader.	O	0	0	0	0	0	0	0	0	O		
People can be taught to be more effective leaders.	O	0	0	0	0	0	0	0	0	O		
Skills and abilities for leadership can be developed.	O	O	O	O	O	C	O	O	O	O		
Leaders can acquire skills to make them more effective.	O	O	O	O	O	O	O	O	O	O		
You can't teach leadership.	O	O	O	O	O	C	O	O	O	O		
Individual people do not possess leadership—it is a property of the group.	O	O	O	O	O	O	O	O	O	C		
Leadership happens when people collaborate.	O	O	O	O	O	O	0	O	O	C		
Leadership is the property of the group, not the individual.	O	O	O	O	O	O	O	O	O	O		
Leadership involves a group collectively making decisions.	O	0	O	O	O	O	O	O	0	O		
Leadership is the responsibility of everybody in a group.	O	O	0	O	O	O	O	0	O	O		
Together, group members create leadership.	O	O	O	O	0	O	O	0	O	O		
Leadership is about the group, rather than a single leader.	O	O	O	O	O	O	O	O	O	C		
Leadership is not possessed by any one individual.	O	O	O	C	O	C	O	O	O	O		

Interdependent leader construal (Johnson et al., 2012)

			Now			4 months ago							
To what extent do you agree with the following general statements about leadership?	-4	-2	0	2	4	-4	-2	0	2	4			
As a leader, it is important to be liked.	0	0	0	O	0	0	0	0	0	O			
As a leader, it is important to have the approval of others.	O	O	0	O	0	0	0	0	O	O			
As a leader, it is important to be well-regarded.	C	O	O	O	O	O	O	O	C	O			

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Assumed value motivation of leadership (VandeWalle, 2001)

Thinking of leadership, to what extent would you pursue leadership for each of the following reasons?	-4	-2	0	2	4	-4	-2	0	2	4
To have power.	O	0	O	O	O	O	0	0	O	O
To have status or prestige.	O	O	O	O	O	O	O	O	O	O
To earn money.	O	O	O	O	O	O	O	O	O	O
To have authority or control over others.	O	O	O	O	O	O	O	O	O	O
Because it is exciting.	O	O	O	O	O	O	O	O	O	O
Because it is interesting to do.	O	O	O	O	O	O	O	0	O	O
To have variety and challenge in the job.	O	O	O	O	O	O	O	O	O	O
So I can choose my own goals (freedom and independence).	O	O	O	O	O	O	O	0	O	O
To develop myself.	O	O	O	O	O	O	O	O	O	O
To feel connected to others.	O	O	O	O	O	O	O	0	O	O
To take care of others.	O	O	O	O	O	O	O	O	O	O
To develop others on their path.	O	O	O	O	O	O	O	O	O	O
To make a difference in the world.	O	O	O	O	O	O	O	O	O	O
To take care of the collective.	0	O	O	O	O	O	O	0	O	O
To protect tradition.	O	O	O	O	O	O	O	O	O	C

Block 4b: Your thoughts on Followership (In the first survey we wouldn't ask to evaluate evolution, instead we would ask to compare with how top management in the organization would rate these statements.)

In the following section, please reflect how your views of your colleagues have evolved.

Theory X/Y (Kopelman et al., 2008)

				4 months ago						
To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
My colleagues want responsibility.	O	O	O	O	C	C	О	C	O	O
My colleagues prefer to lead by themselves, rather than by me.	O	C	C	0	O	0	O	O	C	C
My colleagues give direction to themselves in their job.	O	O	C	O	O	O	O	O	O	C
My colleagues generally identify with the goals of the organization.	0	0	0	0	0	0	0	0	0	O

Diversity mindset (Van Knippenberg et al., 2013)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
Having colleagues who disagree with my perspective is a good thing.	O	O	O	O	O	0	O	O	O	O
I enjoy working with colleagues who are fundamentally different than me.	O	O	O	O	O	O	O	O	C	О
When colleagues are different than me that benefits my leadership.	O	O	O	O	O	0	O	O	C	О
I feel enthusiastic when working with colleagues who are clearly different from me.	0	O	O	O	O	O	O	O	O	O

Propensity to trust (Epitropaki et al., 2017)

To what extent do you agree with the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
I should be more careful in my dealings with colleagues.	O	O	O	O	O	0	O	O	O	О
If I'm not careful, my colleagues will take advantage of me.	O	O	O	C	O	O	O	O	O	О
When it comes down to it, my colleagues don't care too much about me.	О	O	O	O	C	O	C	O	C	О

Pygmalion mindset (Eden, 1992)

To what extent do you believe your colleagues are?	-4	-2	0	2	4	-4	-2	0	2	4
Hard working.	O	C	O	O	O	0	O	O	O	О
Productive.	O	О	O	O	O	C	О	C	О	О
Willing to push themselves to their limits.	O	O	O	0	0	0	0	O	O	O

Learning mindset (Dweck, 1999)

To what extent do you believe your colleagues are?	-4	-2	0	2	4	-4	-2	0	2	4
My colleagues are who they are: They can't really change their fundamental characteristics.	0	0	0	0	O	O	O	O	O	O
My colleagues can change the way they do things, but they can't change their fundamental nature.	0	O	O	O	O	O	O	O	O	O
My colleagues are a certain type of people and there is not much that I can do to change that.	O	O	O	O	O	0	O	O	O	O

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Adaptability mindset (VandeWalle, 2001)

Thinking of your leadership, to what extent do you agree with each of the following statements?	-4	-2	0	2	4	-4	-2	0	2	4
Each of my colleagues requires a unique approach.	O	O	0	O	O	O	0	0	0	0
When I feel that my approach is not working, I can easily change to another approach.	O	O	O	0	O	O	0	O	O	O
I like to experiment with different leadership approaches.	O	O	O	O	O	O	O	O	O	O
I vary my leadership style from situation to situation.	O	O	O	O	O	O	O	O	O	O
I am very sensitive to the needs of my colleagues.	O	O	O	O	O	O	O	O	O	O
I try to understand how one team member differs from another.	O	O	O	O	O	O	O	O	O	O
I feel confident that I can effectively change my planned interaction when necessary.	0	O	O	0	O	O	O	O	O	O

Block 5: Information on your team

Team performance – goal attainment, creativity, prosocial, and compliance

Our team?	-2	-1	0	1	2
Achieves its goals.	O	O	O	C	О
Fulfills its mission.	O	O	O	C	O
Meets the result requirements that are set.	O	O	O	C	О
Achieves its goals.	O	O	O	C	O
Does what it was founded for.	O	O	O	C	О
My team comes up with new and practical ideas when a problem needs to be solved.	C	O	O	O	O
My team develops easy new ways of working.	O	O	O	O	О
My team finds creative solutions when a problem arises.	C	O	O	O	O
My team helps others through their work.	C	O	O	0	0
My team ensures that others benefit from their work.	O	O	O	C	O
My team has a positive impact on other people.	O	O	O	O	О
My team does good for others through their work.	О	O	O	C	O
My team tries not to waste time unnecessarily.	O	O	O	O	O
My team tries to be meticulous in their work	O	C	C	C	C

Organisational characteristics (Pelletier et al., 2002) (Only first survey)

To which extent does the organization consider it important?	-2	-1	0	1	2
to maintain good social relationships.	C	O	O	O	O
to contribute to improving the society.	C	O	O	C	О
to invest in one's self-development.	О	O	O	O	О
to achieve financial success.	O	O	O	C	О
to achieve esteem and respect.	О	O	O	C	О
to be in a position to influence others.	C	O	O	C	C

Psychological safety (Leroy et al., 2012)

To what extent do you agree with the following statements?	-2	-1	0	1	2
If you make a mistake in this team, it is often held against you.	O	0	0	0	O
Members in this team can bring up problems and tough issues.	O	O	O	O	0
People in this team sometimes reject others for being different.	O	0	O	0	0
It is safe to take a risk in this team.	O	O	O	O	0
It is difficult to ask other members of this team for help.	O	0	O	0	0
No one in this team would deliberately act in a way that undermines my efforts.	O	O	O	O	0
Working with members of this team, my unique skills and talents are valued and utilized.	O	O	O	O	O

Manipulation check

To what extent do you agree with the following statements?		-1	0	1	2
There is only one official leader in this team.	O	O	O	O	O
We have multiple designated leaders in this team	O	C	O	C	O
In this team, several people share the leadership function.	C	C	O	C	O

Block 6 – Personal Descriptives

Block 6a - Gei	neral information a	about you as a	person (Only survey 1	.)
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In the following section, we ask you to fill out some descriptive information. As previously stated, we will ensure your privacy and anonymity is held.

WI	nat is your gender?
0	Female
0	Male
0	Other
Do	you work full-time or part-time?
0	Part-time
0	Full time
Do	you have a permanent or temporary contract?
0	Permanent contract (indefinite duration)
0	Temporary contract (fixed duration)
0	Withdrawal Contract
WI	nat is the name of your current position/job?
	w long have been your working in this organisation?
	Years (e.g., 0.5 = 6 months)
	w long have your working in your current position/job?
	nat is your date of birth (day/month/year)? (Aside from age demographics, this serves as backup measure to ensure your various responses can be linked together)
	_ (day) / (month) / (year)
WI	nat ethnicity do you ascribe to yourself?
Но	w often do you have contact with your manager?
0	Daily
O	Several times a week
O	Weekly
O	Several times a month
0	Several times a year

Block 6b - General information about you as a person

HEXACO personality (Lee & Ashton, 2004)

To what extent do you agree with the following statements?	-2	-1	0	1	2
I can look at a painting for a long time.	O	О	O	C	C
I make sure things are in the right spot.	O	C	O	C	О
I remain unfriendly to someone who was mean to me.	O	C	O	C	C
Nobody likes talking to me.	O	C	O	C	О
I am afraid of feeling pain.	O	О	O	C	C
I find it difficult to lie.	O	O	O	O	O
I think science is boring.	O	О	O	C	C
I postpone complicated tasks as long as possible.	O	O	O	O	O
I often express criticism.	O	O	O	C	O
I easily approach strangers.	O	O	O	O	O
I worry less than others.	O	O	O	O	O
I would like to know how to make lots of money in a dishonest manner.	O	O	O	O	О
I have a lot of imagination.	O	C	O	C	O
I work very precisely.	O	О	C	O	О
I tend to quickly agree with others.	O	О	O	C	О
I like to talk with others.	O	О	O	C	О
I can easily overcome difficulties on my own.	O	О	O	C	C
I want to be famous.	O	C	O	C	О
I like people with strange ideas.	O	O	O	C	О
I often do things without really thinking.	O	О	O	C	О
Even when I'm treated badly, I remain calm.	O	C	O	C	C
I am seldom cheerful.	O	O	O	O	O
I have to cry during sad and romantic movies.	O	O	O	O	O
I am entitled to special treatment.	O	C	O	O	O

Schwartz values (Schwartz, 1992)

To what extent do you agree with the following statements?	-2	-1	0	1	2
I value having high pay and wealth, authority, and power.	O	O	0	O	O
I am ambitious. I value being admired for capability, achievement, and success.	C	C	0	O	O
I value enjoyment in life and gratification of desires.	O	0	0	0	0
I value leading an exciting life, variety and challenge in life, and being a daring person.	O	C	O	O	O
I value creativity, freedom, independence. I value choosing my own goals.		O	0	0	0
I value being broadminded, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection.		O	0	0	0
I value being helpful, honest, forgiving, loyal and responsible.	0	O	0	0	0
I value respect for traditions, devotion, modesty, and I accept my position in life.		O	O	O	O
I value obedience, honoring parents, and elders and politeness.		C	O	O	O
I value security, such as national security, family security, social order, cleanliness, and reciprocation of favors.	O	O	O	O	O

Block 7 – Overall reflections – Only in final survey (survey 9)

In the following section, please reflect on the training in general.

-2 – Strongly disagree -0 – Neither Agree nor 2 – Strongly Agree

Disagree

-1 – Disagree 1 – Agree

Satisfaction with training

To what extent do you agree with the following statements?	-2	-1	0	1	2
I am satisfied with the experience that I had in the training.	O	O	O	C	C
I am satisfied with the outcome of the training.	0	0	0	0	0
I am satisfied with what I learned through this training.	O	0	O	O	O

Satisfaction with intended learning objectives

To what extent do you agree with the following statements?			0	1	2
My team identity has increased.	O	O	O	O	O
I see leadership as a role that can be shared.	0	0	0	O	O
There are multiple leaders within my team.	O	O	O	O	0

as a leader?							

9.1.5 | Response rate overview

In the table below, you will find an overview of the response rate per trajectory, both in terms of percentage and total amount.

Table 3 - General overview of response rates per LDP per survey round

	Shared L	eadership	Motivational Leadership			Situational Leadership						
	Partic	ipants	Leaders		Follo	Followers		Leaders		Leaders		wers
	Total	Percentage	Total	Percentage	Total	Percentage	Raw	Percentage	Raw	Percentage		
Total respondees	175		35		228		57		185			
Survey 1	163	93	33	94	169	74	49	86	117	63		
Survey 2	136	78	28	80	139	61	40	70	108	58		
Survey 3	138	79	27	77	114	50	37	65	109	59		
Survey 4	115	66	26	74	111	49	42	74	64	35		
Survey 5	146	83	26	74	108	47	40	70	95	51		

Figure 1 - Total response rate overview

For a comprehensive overview of response rates per team per round, please refer to the linked document below:



9.2 | Data Management Plan

A - Identification information	
Name of research project:	Impact evaluation leadership Experiment and Development (LEO)
Lead researcher:	Silian Schaller
(name, surname, faculty, email)	PhD candidate
	Department of Organization & Personnel Management
	schaller@rsm.nl
PhD supervisory team (if applicable) : (name, surname, organisation,	Dr. Steffen Giesner, RSM, Erasmus University, The Netherlands
country)	Dr. Hannes Leroy, RSM, Erasmus University, The Netherlands
	Dr. Anja Van den Broeck, KU Leuven, Belgium
	Dr. Erik Waltre, NEOMA Business School, France
Research group:	Department of Organisation and Personnel
(name, surname, organisation, country)	Management
Date of creation (DD/MM/YYYY):	31.03.2021
Version, date of update (if applicable):	1.4 , 25.08.2021
Person responsible for data	Silian Schaller
management:	schaller@rsm.nl
(name, surname, email)	
Project description	

Summarize your research plan to help others to understand what your aim is. You may consider commenting on the following questions:

• What is the nature of your research project? Mention goal, domain, and methodology.

- What research questions are you addressing?
- What study or studies do you plan to conduct?

The goal of the ESF-call LEO research project is to evaluate different types of leadership development interventions in their ability to promote employee motivation and wellbeing. The call was put out by the European Social Fund (ESF) Flanders.

This will be achieved through collaboration with Agoria, a Belgian sectoral employer's organization, and three leadership development companies (Impetus Academy, Mercuri Urval, and Workitechts), each of which take a different approach to leadership development and where Agoria has supported in the establishment of this collaboration with these companies. The project further involves recruiting leaders to participate in each of these development interventions.

Given each leadership development company takes a unique approach, we aim to develop a study for each approach with the intention to better understand to what extent the development approach impacts leader mindset, leader behavior, and ultimately, follower motivation/mindset. This implies an intended three studies: 1) the role of leader identity in determining outcomes of leadership development programmes, 2) What is the role of needs satisfaction of a leader in the needs satisfaction of her/his followers? 3) How does the formal recognition of information leadership roles within the team increase the claiming and subsequent granting of leadership towards those publicly granted of the leadership role?

Given the longitudinal data collected from both leaders and followers across a variety of organisations, a fourth, overarching study is envisioned, focusing on basic need exchange and leader identity.

Broadly speaking, the aim is not only to understand the effectiveness of each type of training but also learning to better evaluate leadership development programs.

B – Policies, legal framework, ethical approval

Related policies – What policies do you need to comply with? List all policies that are
related to your research data management practice including organisational, national and
international guidelines. You may consider <u>The Netherlands Code of Conduct for Research
Integrity</u> and university and faculty policies for ethical testing and data management as a
baseline.

We follow the guiding principles in Netherlands Code of Conduct for Research Integrity, 2018 (honesty, scrupulousness, transparency, independence and responsibility), along with GDPR guidelines, and, the EUR RDM policy.

How will you manage ethical issues? – How you will deal with ethical issues and the
integrity of your research? Are there any standards or policies you will follow and why?
 Comment on using a consent form, briefing participants and other issues you can foresee.

We follow the American Psychological Association Ethical Guidelines and have gotten ethical approval from the Internal Review Board of the EUR. We are using consent forms that participants are agreeing to before the start of the study, and we will have a briefing with participating participants after the study has been concluded. Should an issue arise, then we will consult ERIM Data Steward Dr. Lizette Guzman Ramirez.

• How will you manage legal issues? — Are there any legal issues you need to consider? Are there any contractual obligations in place? What policies will you consider for copyright and Intellectual Property Rights (IPR)?

To avoid complications, we will abide by these clauses and working in close alignment with the ESF team, especially regarding any publications that are made around the process/findings of the project. Further, given that multiple parties are involved in this project, close attention will be paid to ensuring anonymisation of data before it is shared. If any legal issues arise, we will consult the RSM legal counsel, Jolette Wiersema.

C – Data

• What data will you work with? – Describe what data you are going to collect. What is the type of data, volume, and format? Are data new or existing? Include all data you will work with during whole research lifecycle.

We will be collecting data of approximately 120 leaders and 800 followers from three different organizations through the use of surveys. Participants will provide answers to the questionnaires in which personal data may be included. The surveys for leaders and followers ask for the following types of data: health data and some behavioural data, both can be considered to be as special categories of data. For the leader surveys, quantitative data will be collected as the questionnaires refer to:

- Leadership/leader schemas
- Leader identity (self-awareness)
- Well-being (e.g. burnout).

Also, qualitative data will be collected as the questionnaires relate to:

- Recent key learnings/insights about leadership
- Goals for imminent future

As for the follower surveys, only quantitative data will be collected as the questionnaires ask for:

- Evaluation of leader (behaviour, support, etc.)
- Well-being and motivation

All collected data are to be considered as new and there will be no individual performance data collected.

• How will data be collected or created? – Describe the process of collection and/or creation of data. Provide list of standards and/or guidelines you may follow.

Participants will be randomly split into two groups, so as to create an intervention and control group.

The interventions will run over a period of approximately 20 weeks. After an evaluation period, the interventions are run again for the group that was previously the control group.

During the entirety of this period (approximately 9 months), monthly surveys are sent to all participants (both leaders and followers), including the control groups. Of these surveys, the first, middle and last (three in total), will be longer surveys to expand measured developments while reducing the burden for participants.

Based on their emails, participants will receive unique survey links, which will allow us to seamlessly connect a participant's monthly responses together. Aside from internal comparison, this allows for linking the respondents to be considered in relation to their team, so that a leader's and their follower's responses can be considered in regard to one another.

Surveys will be collected via Qualtrics. Once collected, the raw data will be uploaded to the University's secure online cloud, SURFdrive. The data will be pseudonymized i.e., any unique, identifiable data (names, teams, emails etc.) will be replaced with a unique code, meaning the core data document cannot be linked back to the individuals. This will be stored separately to the raw data. So as to preserve data, a key will be maintained to link their identifier codes with the actual participant. However, this key will be stored in a separately secured folder (also on SURFdrive), to which on the key data manager (Silian Schaller) has access to. It should be noted that Hannes Leroy and Erik Waltre will serve as back up data holders and will receive login details to the folder if the need arises.

If the data is shared among the research team or with collaborating researchers, it will only be shared in a pseudo anonymous form via a secure Dropbox.

Health data (i.e., well-being) will be collected using surveys. For this reason, we will ensure that the survey includes a clear introduction with a description of our research as well as contact details of the researcher for any further inquiries.

Will you collect any personal data? Will you collect any data that can be considered
as personal and/or sensitive according to the General Data Protection Regulation
Act (GDPR)? Please, give a brief description of data and how you will deal with this
matter.

Health data on motivation and well-being will be collected as well as unique, identifiable data (such as where they work). We will employ appropriate safeguards in line with recommendations by GDPR – including pseudonymization, encryption and minimization in processing this data.

D – Tools, organisation and documentation

• What software and hardware tools will you use to collect and analyse your data? List all tools; if applicable provide information about which version you will use.

We will collect online surveys via Qualtrics to collect health data. These responses will be stored digitally on SURFdrive with encryption and password. The quantitative data will be analysed using RStudio and quantitative data with Atlas.ti. SURFdrive will be used for storage of original data and data keys and a secure Dropbox will be used for sharing pseudoanonymised data with collaborators.

• **How will you organise your data?** Briefly describe how you will organise your data. Comment on the structure of your folders and files, and your naming logic.

A three-file format is used:

- 1. First, a password-protected file including both the individual identifier and the pseudonym (code), which is password protected and encrypted. This document is stored in a separate and secure location (a different folder).
- 2. Second, a password-protected raw-file with all the data intact (although no personal identifiers, only pseudonym), as a backup, stored SURFdrive.
- 3. Finally, the working document, in which I apply minimization, and remove data that I am not using. Data is stored in an encrypted folder (SurfDrive). The personal identifier is a necessary key if we need to validate that the data was generated properly and that there were no mistakes in the data assembly. For this reason, we need to keep the personal identifiers in a minimal format until the whole data has been collected and the study has been concluded.
- What documentation and metadata will accompany the data? How will the data be described in order to be readable and understandable in the future? What metadata and documentation will you use?

README files will accompany the data, which clarify the structure of the data presentation (e.g., clarifying what the columns mean).

E - Storage and backup

• How are data stored and backed up during research? Where do you store your data? How do you do backup? How often you back up the data? What will you do if there is an incident?

Raw data and keys are stored in an encrypted folder (SurfDrive). Data is updated manually and in new files, so as to ensure no data is lost. Pseudoanonymised data will be processed via EUR's OneDrive storage network. In case of an incident, the ERIM data steward, Dr. Lizette Guzman Ramirez, will be consulted or the university's IT support.

• How do you manage access and security? Who has access to the data? How do you manage access rights? What will you do if there is an incident?

Only the lead author has access to the data, which will only be accessed/stored on his EUR provided laptop, which is encrypted.

If it will be shared, then it will always be shared in a completely anonymized manner so that all personal identifiers have been removed. In case of an incident, the ERIM data steward, Dr. Lizette Guzman Ramirez, will be consulted.

F - Data preservation and re-use

• Which data will you preserve and which will be destroyed? Will some data be destroyed? Why and when? Which data will you preserve?

An archival package will be kept for integrity purposes. It contains all the necessary data to be able to verify our publications. It will be preserved in a secure manner as described above. All potentially relevant data will be preserved until ten years after the ensuing paper has been published.

• Where will you store your data to preserve it? Are there any storage time limits you will apply to the data (e.g. 10 years after publication)?

Data is stored in an encrypted folder (SurfDrive). A manual backup to an encrypted and password protected external hard drive will also be periodically done.

• What subset of data will be re-used? Include the intended audience.

No data will be re-used.

• How you will make data available for re-use? What technical means will you use?

N.a.

• Will there be a requirement to restrict re-use of data? Will your data be full open access? If not, explain why. Will you use an embargo? What licensing will you use?¹

N.a.

1

9.3 | Informed Consent Form for survey participants

Information sheet (Available to participants in Dutch, French, and English)

Name of Principal Investigator:	Hannes Leroy, Silian Schaller, Erik Waltre, & Anja Van de Broek
Erasmus University Rotterdam / specific School:	Rotterdam School of Management
Name of Funding organisation:	European Social Fund Belgium
Project Title and Version:	Leadership Experiment and Development (LEO)

This document describes aspects of the management of data gathered as part of the Leadership Experiment and Development (LEO) research organised by the department of Organisation and Personnel Management of Rotterdam School of Management (RSM), Erasmus University.

Please read the following document carefully. It refers to activities that you are being asked to complete as part of this research. The activities relate to taking part in surveys.

The LEO research is a study on the potential effects of leadership development programmes on the participating leader's mindsets and behaviours as well as on employees' motivation and well-being. In the surveys provided, you will answer questions regarding your general well-being, motivation, and perception of your work environment and colleagues. We are asking you to provide formal consent to allow us to analyse the information that you will provide for this research over a nine-month period between September 2021 and September 2022.

Please read the form carefully and feel free to ask any questions that you may have before agreeing to participate. Please note that even if you agree to participate now and have given your consent to process your data, it is possible to withdraw your consent, without any consequence, at any moment in time <u>before</u> the research is submitted for publication (January 2023).

A. Project Description and Project Purpose

The goal of the LEO research project is to evaluate different types of leadership development programmes in their ability to promote employee motivation and wellbeing. The project further involves recruiting leaders to participate in each of these development interventions.

Given each leadership development intervention takes a unique approach, we aim to develop a study for each approach with the intention better understanding to what extent the development approach impacts leader mindset, leader behavior, and ultimately, the motivation/mindset of employees.

B. Type of research intervention

The LEO research project consists of several questionnaires that you are being asked to complete. In total, you will fill out nine surveys, 6 short and 3 longer (which are even spaced through the nine months of data collection. You will receive emails including links to these surveys. Submitting these questionnaires will help us to determine the effects of the activities you have completed.

Duration: In total, there are nine surveys to be conducted that will be provided for monthly. As described above, there will be three big questionnaires which will be provided in the beginning, middle and end of the research period. The total time commitment is about (40 Minutes) per big

questionnaire and about (10 Minutes) per short monthly questionnaire. Data collection for the questionnaires will be finished nine months after the start. The total time commitment for this study is about (2.5 hours) over the course of the approximate 10 months it runs, and as of miday, you will have already completed the bulk of the effort.

C. Personal Data Collected

During this research we will ask you to provide some personal data in the provided surveys, which is information that can directly or indirectly identify you as an individual. Further data gathered could related to elements of your health (e.g. motivation and well-being), evaluations of your work, and developmental insights. As stated before, the intent of the data gathered is to help us understand and evaluate the leadership development programmes, especially in their impact on the followers/colleagues of the participating leaders.

C. Retaining and Sharing Data

Your personal data (e.g., forms, and other documents created or collected as part of this study) will be anonymised as soon as possible and stored in a secure location for a minimum period of 10 years following the publication of this research. This is to comply by research practice standards to allow for retrospective validation of research done.

Your answers from the questionnaires will be combined with your business contact information (business e-mail and name) and birthdate to create a unique anonymised identifier code for you. This will us to analyse your data in regard to your colleagues. Further, your e-mail address will be used for sending the questionnaires during the LEO research project.

D. Risks and benefits

Your participation in this research project is voluntary and does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent to having your data included in our analyses at any time for any reason before the research is submitted for publication (January 2023).

The potential benefit of the study is a better scientific understanding of how effective each type of training is on employee motivation and wellbeing, but also learning to better evaluate leadership development programs; this will potentially help your company to develop leaders to promote the well-being, motivation, and, thereby, the performance of employees.

At the beginning of 2023, the report, summarizing the findings of this research, will be published. Further, the data will be shared via a seminar with the participating companies and training organisations.

E. Confidentiality and participation

Your participation in this study will be treated confidentially, and your individual results will not be analysed or published—only group information will be analysed, and your individual information will remain confidential. Hence, all questions, including those about your health, are completely voluntary and you may choose not to answer them. All data is collected and treated confidentially.

We will only share your personal data with people who are directly involved in this research or who need access to maintain the IT systems used in this research. Unless you give your consent to be identifiable, we will make sure to de-identify your personal data during our research.

To ensure confidentiality, all data collected will be analysed, stored, and reported only in aggregate form (i.e., group) so that individual information will not be exposed.

You have the right to withdraw your consent to use the personal data that you have provided at any time (unless the data has been anonymized). Data processed before the withdrawal of your consent is lawfully collected and can be used for the research. You do not have to justify your decision to withdraw your consent and there are no consequences for withdrawing your consent.

F. Your rights and Contact Information

You have the right to request access to your personal data and to request rectification, erasure, restriction, data portability, and to object to the processing of your personal data under certain circumstances.

If you want to invoke your rights or if you have a question concerning privacy about this study, you can contact Erasmus University's DPO (Data Protection Officer) at fg@eur.nl. If you would like to lodge a complaint concerning privacy, you can do this with the national supervisory authority in the Netherlands on personal data (Autoriteit Persoonsgegevens).

If you have questions about the study, please contact leo@rsm.nl.

Participation and withdrawal: Your participation in the study database is voluntary, which means that you may ask to be removed from the database without penalty by sending an email with your request to leo@rsm.nl or by contacting us via schaller@rsm.nl.

Certificate of Consent

I have read the Informed Consent Form and I understand what the purpose of the research is and that data will be collected from me. The research has been explained to me clearly and I have been able to ask questions.

In continuing, you confirm that you...

- 1. consent to participate in this research.
- 2. confirm that I am at least 18 years old².
- 3. understand that participating in this research is completely voluntary; and
- 4. understand that my data will be de-identified for further research and publication-

Explicit Consent

I give my explicit consent to the collection, processing, use and storage of my personal data for the purposes of this research including personal data (e.g. age), health data (e.g.

² GDPR permits 16 years old in the EEA to consent. From an ethics perspective, holding on to the age people become an adult may be preferable. Different countries may handle a different age for becoming an adult.

motivation and well-being), evaluations of your work (e.g. feedback to colleagues), and developmental insights (e.g. reflections on your development).

Quotes

I hereby consent to having my answers quoted in research publications. When quotes are used, they will be de-identified.

Further Research

I hereby consent to having my data stored and used for educational purposes and for future research, also in other areas of research than this research. Note: the retention of your data will be done in an anonymized manner.

9.4 | Communication content

9.4.1 | Introduction session invitation for HR Managers

To note is that this was sent in Dutch.

Dear,

We reach out to you as participating organisation in the ESF Project *Leadership Fit for the Future*. This project consists of 2 major parts: leadership development, and intervention impact analysis.

Regarding the leadership development, you have been in contact in the meantime with one of the experts regarding a leadership trajectory within your company. Probably some intervention scheduling has been done as well.

The LEO Leadership Fit for the Future project of ESF entails a research component as well, which you are likely curious about — both in terms of what it is about and also what this means for you / what is required of you. In terms of research content, shortly said, it's focus is on leadership development and its impact on the leader and her/his team. However, we will go more into depth on this during the introductory session in August.

Speaking of, we wish to invite you to participate at an information session, which will be held on August 26th and August 27th (it's the same session twice). This info session is specifically designed for HR managers, site / plant managers and managers of the participating leaders. It will provide insights in the research activities and the impact on participants. We will also shed light on how you are involved and how you can contribute to a successful project.

Register here!

However, we know it's important for you to understand what this process will mean for your organization in terms of planning, time commitment etc.

Zooming into the process, the research will require **participating leaders and their team** to fill out **monthly surveys 9 times** starting in September. Survey items will be shared during the introductory sessions. This means that the survey collection runs before, after, and/or during the leadership development programme so as to capture long term leadership development. The majority of the surveys will be short surveys (perhaps 10-15 minutes), with a select few (the first, the middle, and last one) taking a little longer (around 30 minutes). This implies a time dedication of about 150 minutes over 10 months, with leaders requiring slightly more time, and team members slightly less.

Please feel free to already share this information about the monthly surveys with the participating leaders. Their response is important to us, especially on the 1st survey as this serves as the baseline for the later ones.

The research collected from your organisation will be used towards a report for the European Social Fund and for publishing academic articles. **We would like to stress that all data gathered will be anonymised!** This means that information participants share in the surveys will not be traceable back to the organisation or to themselves as individuals.

It should be kept in mind that this project and, in connection, the leadership development programmes your leaders are going through, were made possible by the European Social Fund, who's

core aim for this project is the research. For this, the research team depends on you to make sure this can be achieved, as consistent participation by both leaders and team members is essential for useable research data. Such, your role is to ensure that your leaders and their team members consistently participate in the surveys. Something as simple as recognising and communicating these surveys as part of their jobs for the coming months can make a huge difference. We will share ideas during the info session as well.

Please help us make this project a success.

Kind regards,
_____ on behalf of Agoria and the LEO research team

9.5 | Interview protocol

What follows is the interview protocol for leaders who participated in one of the involved leadership development programmes. Interviews were usually around 45 minutes. To note is that the way this protocol was implemented was as a guideline for the core topics to touch on and providing a range of questions to ask within each topic.

Topic 1: Introduction + general questions

- 1) Can you shortly introduce yourself with respect to your role as a leader in your organization? What does your role entail?
 - → What are current topics for you as a leader right now?
- 2) Where are you in your leadership development? What are big topics for you as a leader?
- 3) What does leadership mean to you?
- 4) What does personal development mean to you?

Topic 2: Team-level leadership

Please answer the following questions based on your experience related to your team...

- 1. What does leadership look like in your team?
- 2. What did your team take away from the training?
 - → How did the leadership development trajectory affect/change (leadership in) your team?

Topic 3: Personal-level leadership

Please answer the following questions focusing on your personal development/perspective... When you think about your journey as a leader...

- What are your key learnings from the training? What parts of the training were impactful?
 → You mentioned learnings A, B, C,
- 2. At what point did these learnings become clear?
- 3. What elements of the training made these learnings possible?
- 4. Find out about... self, other, leadership perception...
- 5. Did your identity as a a leader change?
- 6. Did you learn something about leadership related to other people (your team)?
- 7. Did your perspective on leadership change?
 - a. Alternatively
 - i. Where were you before the development trajectory?
 - ii. Where are you now?
 - iii. How did you get from your development starting point to where you are now?

- 1. What were your personal milestones?
- 2. What was most challenging?
- 8. How did you know that you developed?
 - a. Did your identity as a leader change?
- 9. Are you familiar with the term: aha-moment (epiphany)? Did you experience aha-moments during the trajectory?
 - a. Can you specifically describe these moments?
 - b. How do you think these moments come about?

Topic 4: Follow-up

- 1. Overall, do you consider the training a success for yourself?
 - a. Why or why not? (+ follow-up on that)
- 2. Do you have anything else you would like to share about your participation in the leadership development training, your personal take on development or your journey as a leader?

9.6 |Timeline

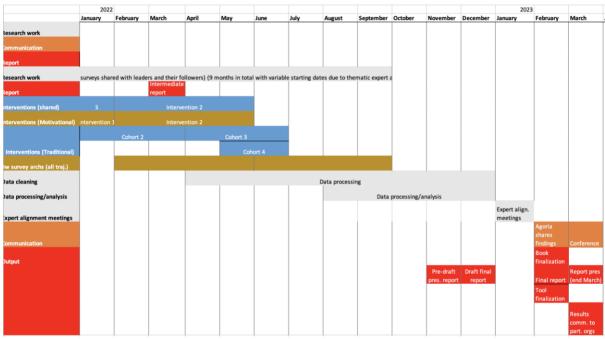


Figure 2 - Timeline of the research process of the ESF call LEO

9.7 | Additional Leadership Development Programmes information

Additional information on the aims, principles, and timelines of the learning development programmes can be found in the Excel below. The reason for this is the clearer presentation possible within Excel.



9.8 | Organisational engagement

This section provides an overview of the engagement approaches that have been developed out of the ESF call LEO by Agoria and the research team. A short description is provided for each.

9.8.1 | Booklet 1: The Big X of Leadership: A compass to help navigate diversity in leadership

The initial call of the ESF call LEO was evaluating the effectiveness of LDPs – something that requires a common measuring stick by which we measure whether leadership is effective. What complicates this is that there is an endless list of leadership definitions, leadership styles etc. As such, a core element of our process of tackling the evaluation was the development of a common metric to evaluate leadership by. The end result or tool is the Big X of leadership, an attempt at creating a level of consensus on the basic ingredients of leadership. Inspired by the Big Five of Personality, this framework was a summation and integration of 100+ years of leadership literature into a coherent framework.

The intention of the booklet is twofold. First, the book is intended for the individual leader, supporting them by providing a structure for understanding leadership and then also providing direction on how one can develop themselves. The second intended audience are leadership developers and HR practitioners tasked with assessing the leadership competencies and developmental needs within organisations.

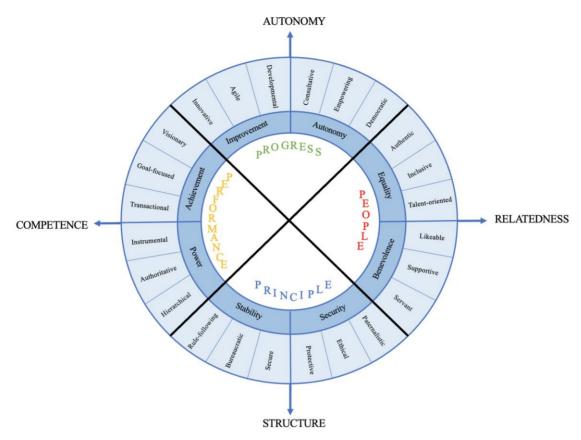


Figure 3 - Big X of Leadership core model

In the figure above, you see the Big X of Leadership core model. The book is built around this model, describing what each area and its subcategories are. After an overview, the majority of the book is dedicated to the development of the different areas by providing insight and suggestions for how to engage more deeply in the areas.

9.8.2 | Booklet 2: Strategic Swiping: Asking Better Questions for Leadership Development Programs

As part of the output of the ESF call LEO, Agoria and the research team were asked to provide practitioner-oriented guidance. This book was developed in collaboration to guide HR professionals and, generally, managers towards the LDP that best fits their ongoing needs. However, in this, it can be applied broadly, whether you are buying or developing an LDP programme, it is a means for the ready to think more clearly about their challenges and come to better decisions. It is built on learnings drawn from the LEO research project as well as the broader experience of both Agoria and the research team in leadership development and L&D more broadly.

The book is chiefly built about the framework of vision, methodology, and impact – seeing these three areas and their overlaps as essential aspects to consider in LDPs.

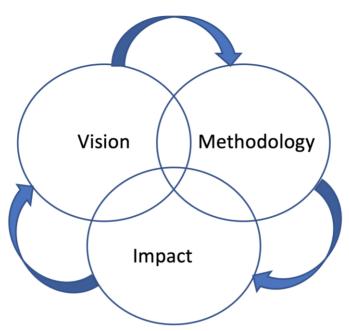


Figure 4 - Strategic Swiping core elements

In more depth, the approach involves asking questions relating to each area and their overlap in regard to an LDP and assessing the tightness of the responses. In the table below, you will find the questions relating to each element. The book is built around this overview, going into more depth on each question in terms of its importance, giving theoretical background and depth, and what one may look for in responses.

Table 4 - Guiding questions to support organisations in selecting LDPs

	Key Questions
Vision	How does the program (not) define leadership?
	Is there a unique and detailed perspective on effective leadership?
	What is the theory about follower motivation and leader influence?
	How does this vision align with your business context and needs?
Method	Does the program have a <u>distinct developmental method</u> ?
	Does the program claim unique expertise in terms of development?
	How does the program develop people in the short-term and long-term?
	How do people and organizations co-evolve in this program?
Impact	Does the program consider a wide spectrum of outcomes?
	What are the intended end-products of the program?
	What are intended or potentially unintended byproducts of the program?
	What are potential unintentional counter-products of the program?
Vision	How do people come in and walk out?
&	How do trainers make sure the program is adapted to its audience?
Impact	Are the objectives of the program uniquely tied into the vision?
	How does the program vision align with the strategy of the organization?
Vision	What is the unique <u>DNA of the program</u> ?
&	Is the developmental approach specifically tied to the vision?
Method	Which unique educational tools have been developed for this program?
	How are developers certified and/or trained for the task?
Method	Does the program work towards concrete objectives?
&	Which desired outcomes could be built into the program?
Impact	Does the program balance inspiration with implementation?
	Can the program be reverse engineered to align with objectives?
Cyclical	How has the program improved over time?
Nature	Is the program willing to adapt to feedback or changing demands?
	Is the developer willing to experiment with new approaches?
	Does the program have stories of how they learned from failure?

9.8.2.1 | Infographics: the application of the strategic swiping framework to LDPs

If a step is taken back, this book is less about the buyer's perspective but about increasing the communication and collaboration between buyers and developers of LDPs. As such, in addition to the aforementioned guidance, part of the development of this book has already been the application of the framework as a way to capture the unique characteristics of LDPs. This has been done through the development of infographics. So far, this process has been done with approximately 15 LDP providers — a mixture of consultant and business school providers to provide examples but also start a movement towards better and clearer communication of LDPs.

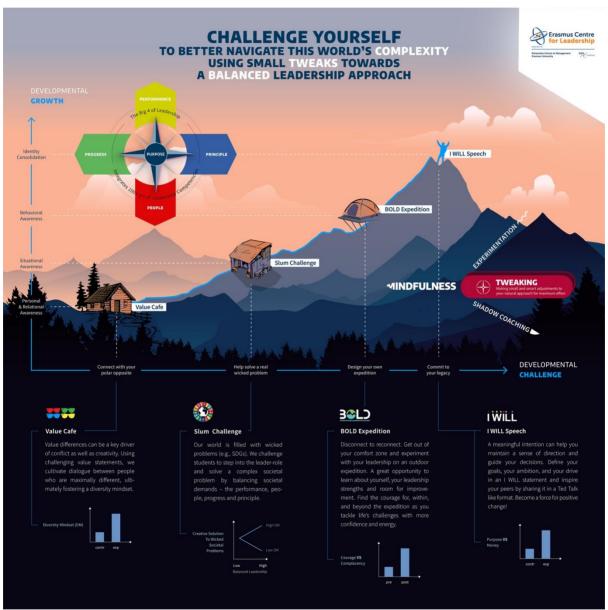


Figure 5 - Example infographics built off of the application of the strategic swiping framework

9.8.3 | Conference

On March 07, Agoria will host a conference to present on the topic of leadership development and how companies can become better buyers, developers, and implementers of leadership development programmes. In this, the results of the ESF call LEO are touched upon, but the focus is on implementation of the learnings out of the project. Participants will chiefly be HR representatives and managers who are interested in implementing Leadership development.

Table 5- Conference runsheet

Uur	Sessie	Spreker	Zaal
14 u.	Introductie	Dominique Du tré, Director Services bij Agoria	
14.15 u.	Kadering Fit for the Future-project	<naam>, <functie> bij Agoria</functie></naam>	
14.25 u.	Inzichten uit het onderzoek	<hannes leroy="">, <functie> aan de Rotterdam School of Management</functie></hannes>	Einstein BC
14.45 u.	Toelichting model	Robrecht Janssens, Expert Labour Organisation bij Agoria	
15.05 u.	Workshops: het model in de praktijk		Einstein A
15.55 u.	Panelgesprek	<experts, bedrijven,="" vakbonden=""></experts,>	
16.25 u.	Leiderschap in duurzame inzetbaarheid	Jo Brouns, Vlaams minister van Economie, Innovatie, Werk, Sociale economie en Landbouw	Einstein BC
16.35 u.	Netwerkreceptie		Lobby
18 u.	Einde event		Lobby

9.9 | Full Correlation table



You will find the full correlation table in the link shown below or in the following link:

9.10 | Overview of participating companies

Table 7 - General description of participating companies

LDP	Company description	Company LDP and research
participation		experience
Shared LDP	Company 1 A manufacturing company of 100-500 employees. Participating team/s are cross-functional and part of a site's management.	Smooth LDP process and steady survey participation. LDP well aligned with already existing team structures.
Shared LDP	Company 2 A globally operating manufacturing company of 500-1000 employees that is a brand of a larger, multinational company. Participating team/s are cross-functional (and in transition away from more traditional formats). They are of mixed maturity.	Smooth LDP process and good survey participation.
Shared LDP	Company 3 A regional branch of a globally operating food and drink company of 1000-5000 employees. Participating team/s are composed of individuals from several departments and with mixed to high maturity.	At times challenging LDP process and good survey participation. High maturity/experience seemed to challenge programmes at time.
Shared LDP	Company 4 A health care organisation involving several care homes. Participating team/s are care teams with mixed roles.	At times challenging LDP process and difficult survey participation. Understaffing and nature of health work led to little time for surveys or attending sessions.
Shared LDP	Company 5 A health care organisation involving several care homes. Participating team/s are care teams with mixed roles.	At times challenging LDP process and good survey participation. Nature of health work led to low/variable session attendance.
Shared LDP	Company 6 A health care organisation involving a care home. Participating team/s are care teams with mixed roles.	At times challenging LDP process and good survey participation. Understaffing, turnover, and nature of health work led to low/variable session attendance.
Shared LDP	Company 7 A health care organisation involving several forms of care.	Smooth LDP process and decent survey participation.

	Participating team/s are care teams with mixed roles.	
Motivational LDP	Company 8 A manufacturing company of 100-500 employees that was recently acquired by a larger, multinational company. Participating leaders are 1 st line managers of mixed maturity and come from across the company.	Leaders had high response rates to surveys but we faced difficulties with followers' participation due to them not working on PCs regularly.
Motivational LDP	Company 9 A manufacturing company of 100-500 employees. Participating leaders are 1 st line managers of average maturity.	Leaders had high response rates to surveys but faced high difficulties in followers' participation due to them not working on PCs regularly.
Motivational LDP	Company 10 A health care organisation involving several care homes. Participating team/s are care teams with mixed roles.	Excellent response rates from leaders and followers.
Motivational LDP	Company 11 A regional branch of a globally operating manufacturing company with more than 10,000 employees. Participating leaders are 1 st line managers of average maturity.	Facing initial issues that resulted in having to delay LDP and research participation, this company had high difficulties in gaining responses from leaders and followers.
Situational LDP	Company 12 A manufacturing company with 1000-5000 employees. Participating leaders are managers of large teams with high maturity.	A motivated central organisation but difficulties in securing high leader and follower response rates due to nature of job. Further, large teams implied followers did not always have lots of contact with the leader.
Situational LDP	Company 13 A regionally based construction/ manufacturing company with 1000-5000 employees. Participating leaders are 1 st line managers of average/high maturity.	Collaboration was difficult at times and achieved a manageable initial responses that dwindled over time.

9.11 | Interaction effects

Link to online file with example SPSS files: https://surfdrive.surf.nl/files/index.php/s/QRyMHegejeDnS1p

9.12 | SPSS syntax and output

9.12.1 | Syntax for main analyses

Below you can find examples of the SPSS syntax used for the main analyses executed. An example of a follower-rated variable is given (i.e., clarifying). For the repeated measures analyses, the number of measurements was specified. The coded variable of whether participants were part of an intervention (intervention = 1, control =0) was specified as a between-subjects factor in the analyses. Significance level was set at .05. For the paired-sample t-tests, a set of pair variables was specified. Confidence interval was set at 95%.

Repeated measures:

```
GLM CLAR_T1 CLAR_T2 CLAR_T3 CLAR_T4 CLAR_N_T5 BY
Intervention

/WSFACTOR=factor1 5 Polynomial

/METHOD=SSTYPE(3)

/PRINT=DESCRIPTIVE ETASQ

/CRITERIA=ALPHA(.05)

/WSDESIGN=factor1

/DESIGN=Intervention.
```

Note. $CLAR_T1-4$ corresponds to clarifying measured at time 1-4. $CLAR_N_T5$ corresponds to the non-retrospective measure of clarifying at time 5. Intervention variable was coded: intervention = 1, control =0.

Paired sample t-tests:

```
T-TEST PAIRS=CLAR_B_T5 WITH CLAR_N_T5 (PAIRED)
/ES DISPLAY(TRUE) STANDARDIZER(SD)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.
```

Note. CLAR_B_T5 corresponds to the retrospective measure of clarifying at time 5. CLAR_N_T5 corresponds to the non-retrospective measure of clarifying at time 5.

9.12.2 | Output for moderation effect of "amount of interaction with the supervisor"

Run MATRIX p	rocedure:					
*****	***** PROCES	S Procedure	e for SPSS V	Version 4.0	*****	****
	itten by And ation availa					es3
********** Model : 4 Y : nee X : min M1 : CLA M2 : SUP M3 : EMP M4 : ETH	d_T1 R_T2 _T2 _T2	*****	*****	*****	*****	****
Sample Size: 142						
************** OUTCOME VARI CLAR_T2	**************************************	*****	******	*****	******	****
Model Summar						
R ,0332	R-sq ,0011	MSE 1,5110	F ,1548	df1 1,0000	df2 140,0000	,6946
Model						
constant mind_T1	coeff 6,2289 ,0611		14,2453	,0000	LLCI 5,3644 -,2460	
************* OUTCOME VARI SUP_T2	************* ABLE:	******	******	*****	*****	*****
Model Summar	R-sq	MSE	F	df1	df2	
,2184	,0477	2,3322	7,0089	1,0000	140,0000	,0090
Model			<u>.</u>	_		
constant mind_T1	5 , 0707	se ,5432 ,1930	9,3343 2,6474	,0000 ,0090	LLCI 3,9967 ,1294	6,1447 ,8925
************ OUTCOME VARI EMP_T2	************ ABLE:	******	******	******	*****	****
Model Summar	У					
R ,2119	R-sq ,0449	MSE 1,7564	F 6,5827	df1 1,0000		,0113
Model	6.6					
constant mind_T1	coeff 5,4179 ,4297	se ,4714 1 ,1675	t 11,4927 2,5657	,0000 ,0113	LLCI 4,4859 ,0986	ULCI 6,3500 ,7609
************** OUTCOME VARI ETH_T2	**************************************	*****	* * * * * * * * * * * *	*****	*****	*****
Model Summar R ,0477	Y R-sq ,0023	MSE 1,9785	F ,3186	df1 1,0000		p ,5733

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Model	coeff	se	t	р	LLCI	ULCI
constant		,5004		-	4,9863	
mind T1	,1003	,1778	,5645	,5733	- , 2511	,4518
_	,	,	,	,	,	,
******	*****	*****	*****	*****	*****	****
OUTCOME VARI	ABLE:					
needs						
Model Summar	-	MOE	F	J-E1	450	
R ,5704	R-sq					p
, 3704	, 3234	,9521	13,1103	5,0000	136,0000	,0000
Model						
110001	coeff	se	t	q	LLCI	ULCI
constant	2,9934	,5696	5,2551	,0000	1,8669	4,1198
mind T1		,1282	, 7986	,4259	- , 1511	,3559
CLAR T2	,0786	,0881	,8925	,3737	-, 0956	,2528
SUP T2	, 1717	,0856	2,0048	,0470	,0023	,3410
EMP_T2	,2007	, 0956	2,1004	, 0375	,0117	, 3897
ETH_T2	,0854	,0802	1,0653	, 2886	- , 0731	,2440
******	***** DIREC	T AND IND	IRECT EFFEC	TS OF X ON Y	*****	****
Di	+ - C V V					
Direct effec Effect		_	~	LLCI	ULCI	
,1024		,7986	-			
,1024	,1202	, 1900	,4239	-,1511	, 3339	
Indirect eff	ect(s) of X	on Y:				
	Effect B		ootLLCI Bo	ootULCI		
TOTAL	,1873	,0880	,0304	,3764		
CLAR T2	,0048	,0195	-, 0280	,0559		
SUP T2		,0691	-, 0302	,2410		
EMP_T2	,0862	,0736	- , 0130	, 2757		
ETH_T2	,0086	,0233	-, 0390	,0599		
*****	*****	ANALYSIS	NOTES AND E	RRORS *****	*****	*****
Level of con 95,0000	fidence for	all confi	dence interv	vals in outp	ut:	
Number of bo	otstrap samp	les for p	ercentile bo	ootstrap con	fidence int	ervals:
END M	ATRIX					

9.13 | Power analysis

9.13.1 | Power a priori

Table 8 - Power a priori calculations for leader mindsets (of repeated measures ANOVA data)

		Situational	Motivational	Shared
		Leadership	Leadership	Leadership
	Theory X/Y	$\alpha = .05$, power = .80, effect size = .31, N = 24	$\alpha = .05$, power = .80, effect size = .21, N = 48	$\alpha = .05$, power = .80, effect size = .28, N = 28
Leader Mindset	Diversity Mindset	α = .05, power = .80, effect size = .15, N = 86	α = .05, power = .80, effect size = .01, N = 37736	α = .05, power = .80, effect size = .13, N = 116
	Adaptability Mindset	α = .05, power = .80, effect size = .17, N = 72	$\alpha = .05$, power = .80, effect size = .17, N = 74	$\alpha = .05$, power = .80, effect size = .13, N = 152
	Trust Mindset	$\alpha = .05$, power = .80, effect size = .17, N = 72	$\alpha = .05$, power = .80, effect size = .06, N = 492	$\alpha = .05$, power = .80, effect size = .23, N = 40
	Pygmalion Mindset	$\alpha = .05$, power = .80, effect size = .05, N = 656	-	$\alpha = .05$, power = .80, effect size = .06, N = 492
	Learning Mindset	$\alpha = .05$, power = .80, effect size = .17, N = 74	$\alpha = .05$, power = .80, effect size = .11, N = 152	$\alpha = .05$, power = .80, effect size = .14, N = 110

Table 9 - Power a priori calculations for leader behaviours (of repeated measures ANOVA data)

		Situational	Motivational	Shared
		Leadership	Leadership	Leadership
	Clarifying	$\alpha = .05$, power = .80, effect size = .18, N = 38	α = .05, power = .80, effect size = .15, N = 52	$\alpha = .05$, power = .80, effect size = .11, N = 92
Leader	Supporting	α = .05, power = .80, effect size = .17, N = 44	α = .05, power = .80, effect size = .12, N = 86	α = .05, power = .80, effect size = .14, N = 60
Behaviour	Empowering	$\alpha = .05$, power = .80, effect size = .08, N = 172	α = .05, power = .80, effect size = .15, N = 58	α = .05, power = .80, effect size = .25, N = 20
	Protecting	α = .05, power = .80, effect size = .15, N = 52	α = .05, power = .80, effect size = .13, N = 72	α = .05, power = .80, effect size = .29, N = 16

Table 10 - Power a priori calculations for followers' needs satisfaction, motivation, and well-being (of repeated measures ANOVA data)

		Situational	Motivational	Shared
		Leadership	Leadership	Leadership
	Competence	$\alpha = .05$, power = .80, effect size = .16, N = 46	α = .05, power = .80, effect size = .12, N = 86	α = .05, power = .80, effect size = .03, N = 1194
Need	Relatedness	$\alpha = .05$, power = .80, effect size = .22, N = 26	α = .05, power = .80, effect size = .04, N = 598	$\alpha = .05$, power = .80, effect size = .10, N = 120
satisfaction	Autonomy	$\alpha = .05$, power = .80, effect size = .08, N = 172	α = .05, power = .80, effect size = .13, N = 72	α = .05, power = .80, effect size = .13, N = 72
	Security	$\alpha = .05$, power = .80, effect size = .29, N = 16	α = .05, power = .80, effect size = .08, N = 172	α = .05, power = .80, effect size = .10, N = 134
	Engagement	α = .05, power = .80, effect size = .14, N = 60	α = .05, power = .80, effect size = .12, N = 312	α = .05, power = .80, effect size = .14, N = 64
Follower motivation	Autonomous Motivation	α = .05, power = .80, effect size = .13, N = 76	α = .05, power = .80, effect size = .19, N = 36	α = .05, power = .80, effect size = .11, N = 92
& well-	Burnout	$\alpha = .05$, power = .80, effect size = .29, N = 16	α = .05, power = .80, effect size = .26, N = 20	$\alpha = .05$, power = .80, effect size = .10, N = 134
being	Controlled Motivation	α = .05, power = .80, effect size = .18, N = 38	α = .05, power = .80, effect size = .11, N = 100	α = .05, power = .80, effect size = .17, N = 42

Table 11 - Power a priori calculations for leader mindsets (of paired-sample t-tests data)

		Situational	Motivational	Shared
		Leadership	Leadership	Leadership
	Theory X/Y	$\alpha = .05$, power = .80, effect size = .75, N = 13	$\alpha = .05$, power = .80, effect size = .10, N = 628	$\alpha = .05$, power = .80, effect size = .21, N = 132
	Diversity Mindset	$\alpha = .05$, power = .80, effect size = .77, N = 12	$\alpha = .05$, power = .80, effect size = .29, N = 76	$\alpha = .05$, power = .80, effect size = .19, N = 174
	Adaptability Mindset	α = .05, power = .80, effect size = .69, N = 15	α = .05, power = .80, effect size = .43, N = 35	$\alpha = .05$, power = .80, effect size = .32, N = 63
Leader Mindset	Trust Mindset	α = .05, power = .80, effect size = .55, N = 22	α = .05, power = .80, effect size = .09, N = 690	α = .05, power = .80, effect size = .07, N = 1314
	Pygmalion Mindset	α = .05, power = .80, effect size = .29, N = 75	α = .05, power = .80, effect size = .22, N = 126	α = .05, power = .80, effect size = .16, N = 241
	Learning Mindset	α = .05, power = .80, effect size = .06, N = 1593	$\alpha = .05$, power = .80, effect size = .26, N = 90	$\alpha = .05$, power = .80, effect size = .10, N = 626

Table 12 - Power a priori calculations for leader behaviours (of paired-sample t-tests data)

		Situational	Motivational	Shared
		Leadership	Leadership	Leadership
	Clarifying	$\alpha = .05$, power = .80, effect size = .27, N = 90	α = .05, power = .80, effect size = .04, N = 3546	$\alpha = .05$, power = .80, effect size = .33, N = 58
	Supporting	$\alpha = .05$, power = .80, effect size = .27, N = 84	α = .05, power = .80, effect size = .03, N = 9070	$\alpha = .05$, power = .80, effect size = .20, N = 155
Leader Behaviour	Empowering	α = .05, power = .80, effect size = .32, N = 61	$\alpha = .05$, power = .80, effect size = .10, N = 582	$\alpha = .05$, power = .80, effect size = .11, N = 545
	Protecting	$\alpha = .05$, power = .80, effect size = .25, N = 103	α = .05, power = .80, effect size = .04, N = 3364	α = .05, power = .80, effect size = .33, N = 58

Table 13 - Power a priori calculations for followers' needs satisfaction, motivation, and well-being (of paired-sample t-tests data)

		Situational	Situational Motivational	
		Leadership	Leadership	Leadership
	Competence	α = .05, power = .80, effect size = .25, N = 101	$\alpha = .05$, power = .80, effect size = .13, N = 362	$\alpha = .05$, power = .80, effect size = .28, N = 81
	Relatedness	α = .05, power = .80, effect size = .18, N = 198	α = .05, power = .80, effect size = .07, N = 1144	$\alpha = .05$, power = .80, effect size = .10, N = 638
Need satisfaction	Autonomy	$\alpha = .05$, power = .80, effect size = .45, N = 32	α = .05, power = .80, effect size = .07, N = 1334	$\alpha = .05$, power = .80, effect size = .20, N = 149
	Security	α = .05, power = .80, effect size = .27, N = 87	α = .05, power = .80, effect size = .12, N = 408	$(\alpha = .05, power = .80, effect size = .23, N = 123$
Follower motivation & well-being	Engagement	$\alpha = .05$, power = .80, effect size = .19, N = 174	$\alpha = .05$, power = .80, effect size = .05, N = 2806	$\alpha = .05$, power = .80, effect size = .17, N = 215
	Autonomous Motivation	α = .05, power = .80, effect size = .24, N = 112	α = .05, power = .80, effect size = .07, N = 1247	α = .05, power = .80, effect size = .08, N = 886
	Burnout	-	α = .05, power = .80, effect size = .11, N = 473	$\alpha = .05$, power = .80, effect size = .15, N = 291
	Controlled Motivation	$\alpha = .05$, power = .80, effect size = .08, N = 1100	α = .05, power = .80, effect size = .04, N = 3543	α = .05, power = .80, effect size = .10, N = 640

9.13.2 | Number of people per analysis

Table 14 - Number of people per analysis for leader mindsets (of repeated measures ANOVA data)

		Situational Leadership	Motivational Leadership	Shared Leadership
	Theory X/Y	Int. = 15, Contr. = 9	Int. = 21, Contr. = 1	Int. = 18, Contr. = 16
	Diversity Mindset	Int. = 15, Contr. = 9	Int. = 21, Contr. = 1	Int. = 18, Contr. = 16
Leader Mindset	Adaptability Mindset	Int. = 14, Contr. = 9	Int. = 21, Contr. = 1	Int. = 17, Contr. = 16
Leader Williaset	Trust Mindset	Int. = 15, Contr. = 9	Int. = 21, Contr. = 1	Int. = 18, Contr. = 16
	Pygmalion Mindset	Int. = 15, Contr. = 8	Int. = 21, Contr. = 1	Int. = 18, Contr. = 16
	Learning Mindset	Int. = 18, Contr. = 8	Int. = 21, Contr. = 1	Int. = 18, Contr. = 16

Table 15 - Number of people per analysis for leader behaviour (of repeated measures ANOVA data)

		Situational Leadership	Motivational Leadership	Shared Leadership
	Clarifying	Int. = 16, Contr. = 8	Int. = 40, Contr. = 7	Int. = 23, Contr. = 15
Leader	Supporting	Int. = 16, Contr. = 9	Int. = 41, Contr. = 7	Int. = 23, Contr. = 15
Behaviour	Empowering	Int. = 16, Contr. = 9	Int. = 41, Contr. = 7	Int. = 23, Contr. = 15
	Protecting	Int. = 16, Contr. = 9	Int. = 40, Contr. = 7	Int. = 23, Contr. = 15

Table 16 - Number of people per analysis for followers' needs satisfaction, motivation, and well-being (of repeated measures ANOVA data)

		Situational Leadership	Motivational Leadership	Shared Leadership
	Competence	Int. = 16, Contr. = 9	Int. = 43, Contr. = 8	Int. = 29, Contr. = 42
Need	Relatedness	Int. = 16, Contr. = 9	Int. = 43, Contr. = 8	Int. = 29, Contr. = 42
satisfaction	Autonomy	Int. = 16, Contr. = 9	Int. = 43, Contr. = 8	Int. = 29, Contr. = 42
	Security	Int. = 16, Contr. = 9	Int. = 43, Contr. = 8	Int. = 29, Contr. = 42
	Engagement	Int. = 16, Contr. = 10	Int. = 43, Contr. = 8	Int. = 29, Contr. = 41
Follower motivation	Autonomous Motivation	Int. = 15, Contr. = 8	Int. = 42, Contr. = 8	Int. = 30, Contr. = 42
& well-	Burnout	Int. = 16, Contr. = 10	Int. = 42, Contr. = 8	Int. = 29, Contr. = 41
being	Controlled Motivation	Int. = 16, Contr. = 8	Int. = 42, Contr. = 8	Int. = 30, Contr. = 42

Table 17 - Number of people per analysis for leader mindsets (of paired-sample T-tests data)

		Situational Leadership	Motivational Leadership	Shared Leadership
Leader Mindset	Theory X/Y	N = 10	N = 20	N = 18
	Diversity Mindset	N = 10	N = 20	N = 18
	Adaptability Mindset	N = 10	N = 20	N = 18
	Trust Mindset	N = 10	N = 20	N = 19
	Pygmalion Mindset	N = 10	N = 20	N = 19
	Learning Mindset	N = 10	N = 20	N = 19

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Table 18 - Number of people per analysis for leader behaviours (of paired-sample T-tests data)

		Situational Leadership	Motivational Leadership	Shared Leadership
	Clarifying	N = 25	N = 78	N = 24
Leader	Supporting	N = 25	N = 77	N = 25
Behaviour	Empowering	N = 25	N = 78	N = 25
	Protecting	N = 25	N = 77	N = 25

Table 19 - Number of people per analysis for follower (of paired-sample T-tests data)

		Situational Leadership	Motivational Leadership	Shared Leadership
	Competence	N = 25	N = 84	N = 42
Need	Relatedness	N = 25	N = 84	N = 42
satisfaction	Autonomy	N = 25	N = 84	N = 42
	Security	N = 25	N = 84	N = 42
Follower motivation & well-being	Engagement	N = 25	N = 83	N = 42
	Autonomous & Motivation	N = 25	N = 84	N = 42
	Burnout	N = 25	N = 83	N = 42
	Controlled Motivation	N = 25	N = 84	N = 42

9.14 | Additional (future) research

In addition to the results found that pertain to the core research questions, a range of further data was analysed to better help us understand leadership development and the general model from section 2.3.1. To better understand mindset changes and how LDPs can influence these, qualitative data in the form of interviews was collected and analysed, giving insight in epiphanies and when/how they are triggered (section 5.4.1). Second, we explored which leader behaviours influence certain follower needs satisfaction, potentially bringing SDT and leadership development research closer together (section 5.4.2). Third, in the context of the Shared LDP, we look to better understand how leader and follower behaviours influence each other through the framework of claiming-granting (of the influential but not yet proven conceptual paper of DeRue and Ashford (2011) (section 5.4.3). Finally, we further explore a further mutually reciprocal behaviour cycle of leader and follower, looking at how empowerment and voice interact (section 5.4.4).

9.14.1 | Mindset changes

A total of 14 interviews (approx. 30-45 minutes long) were done with leaders who participated in LEO related LDPs (an approximate even amount from each programme). The intent of these interviews was to capture rich data on the mindset changes LDP participants had during and after the programme. This research addition was inspired by the focus and value experts laid on the mindshift changes their programmes were intended to prompt. Thus, in addition to the participant interviews, a few less formal conversations were had with trainers from each LDP. However, given the limited interviewees per LDP and that no notable differences came up from the interviews held, this study focused on analysing the data as reflections of the general process of mindset change during LDPs, rather than the impact of each distinct LDP. Whereas the analysis is not done, the preliminary results are found below and summarized in Figure 1.

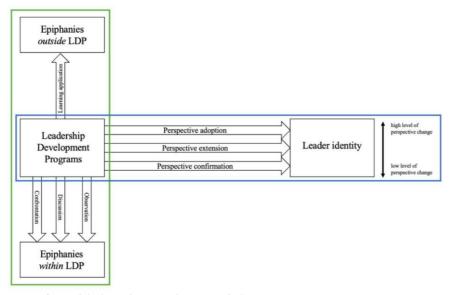


Figure 6 - Model of insight or epiphanies made from LDPs

The interviews revealed that epiphanies, or moments of insight, were made either during or outside (namely the workspace) of the LDPs, stressing a contextual element within the process. The contextual differences can be explained by different practices and exercises participants experienced throughout their developmental trajectory. Insights or epiphanies within the LDP, meaning within the training sessions of the LDP, are triggered by observations, discussions, and confrontation, whereas epiphanies outside the LDP are triggered by the application of what has been learned in the work context. Given that epiphanies within the LDP had a reflective character and those outside of the LDP, an actionable

character, we can reconfirm how essential contextualisation is in the leadership development process and confirm the value of the reflection and application elements of the training programmes.

Once epiphanies evolve inside or outside the LDP, they trigger perspective changes related to leader identity elements. Within this, we identified three directions of perspective change that can develop within the LDPs, i.e., perspective confirmation, perspective extension, and perspective adoption, in terms of understanding different elements related to an individual's leader identity development. This research also specifies the degree of change in leader identity related to the different perspective directions. The more a participant's perspective changed throughout the LDP, the higher the level of associated perspective change. In this context, perspective adoption is associated with the highest level of perspective change, as it describes participants disregarding (parts of) their current perspectives and taking on new perspectives. Perspective confirmation is associated with the lowest level of perspective change, as participants have an existing idea of leader identity elements that is reinforced during the LDP. Participants that experience perspective extension engage in a medium level of perspective change as mostly new elements are added to their existing views. Despite this "hierarchy", we stress that it is not necessary that higher levels of change reflect a greater perceived experience. The level of "relief" or "calm" or "clarity" achieved by the various degrees of perspective shift were similar, seeming that perspective change and solidification are both constructive steps. We postulate that, long term, leader development involves an oscillation between stages of solidification and change.

All in all, the interviews reflected significant variation in leader's learning processes (e.g. where they made learnings) and their learnings (content related or type), even within the same programmes. This demonstrates an idiosyncratic nature of LDP participant's experiences of their programme and learning processes. Learnings made during LDPs are embedded in leader's current context and current learning topics. This delineates from the common conception of programmes' role of taking participants from point A to point B but rather that each participant has their own starting point and own ending point. Towards this, programmes require a blend of direction giving, removing participants from their current ways of thinking, and openness, allowing participant's application of their own topics and challenges, so as to maximise their impact on participants. More broadly speaking, leadership development should be seen from a broader lens than just the LDP itself, meaning that LDPs cannot be seen as a one stop shop for a leadership challenge but must be seen within the context within which they will play out.

9.14.2 | The Positive Feedback Loop of Leadership Claiming and Granting

We take stock of the emerging literature on leadership claiming and granting (Derue & Ashford, 2010). *Leadership claiming* refers to "the actions people take to assert their identity as [...] leader" (Derue & Ashford, 2010, p. 631), whereas *leadership granting* involves "the actions that a person takes to bestow a leader [...] identity onto another person" (Derue & Ashford, 2010, p. 631). We build theory to predict the positive feedback loop of how and when leadership claiming and granting influences each other over time (as shown in Figure 7).

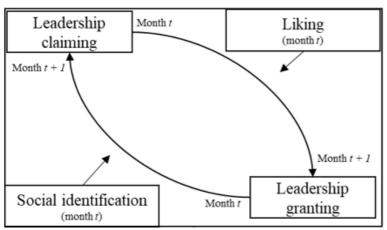


Figure 7 - Leadership Claiming and Granting Positive Feedback Loop Conceptual Model

9.14.2.1 | Research design and methodology

Our analyses are based on a 9-wave longitudinal data, organized into a three-level data set with time point as the unit of observation on the lower level (n = 640), team member on the medium level (n = 122), and team as the higher level (n = 29). Our analyses are based on measuring the effects of the month t measure of the IV on the month t+1 measure of the DV, when controlling for the month t measure of the DV. All our results are robust to the inclusion or exclusion of both controlling for all big 5 (which arguably are important for determining leadership factors), demographics (age, gender, tenure), and pre-measures of the DV.

9.14.2.2 | Findings

Evidence from a 9-wave monthly diary study with about 640 observations from 122 employees in 29 teams largely support our hypotheses. First, the results support the notion of a positive feedback loop between leadership claiming and granting: claiming in time t predicts granting in time t+1; granting in time t predicts claiming in time t+1 (see Table 16). We also find support for our theory of when these effects are stronger: the effects of leadership claiming in month t on leadership granting in month t+1 is stronger (only obtains) when the others have a higher liking in month t of the person claiming leadership; the effects of leadership granting in month t on leadership claiming in month t+1 is stronger when the claiming individual has a higher social identification with the team (see Model 2 and 4 of Table 20; see also Figures 8 and 9).

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Table 20 - Results of Restricted Maximum Likelihood (REML) mixed effects regression analyses for predicting Leadership claiming and Leadership granting

	Leadership claiming		Leadership granting	
	Model 1	Model 2	Model 3	Model 4
Constant	4.54 (7.61)	3.24 (1.30)	1.57 (.44)	1.47 (.43)
	[.60]	[2.50] *	[3.55] ***	[3.46] ***
Control variables				
Age	.00 (.00)	.00 (.00)	.00 (.00)	.00 (.00)
	[.30]	[.24]	[.23]	[.17]
Gender ^a	.31 (.13)	.30 (.13)	06 (.08)	02 (.05)
	[2.47] *	[2.38] *	[.60]	[36]
Extraversion	.03 (.06)	.00 (.06)	.04 (.03)	.01 (.02)
	[.54]	[.03]	[1.11]	[.75]
Agreeableness	.09 (.05)	.08 (.05)	03 (.03)	02 (.02)
	[1.80] +	[1.51]	[96]	[94]
Conscientiousness	02 (.05)	01 (.05)	.04 (.03)	.02 (.02)
	[32]	[24]	[1.23]	[1.38]
Emotional stability	04 (.05)	04 (.05)	01 (.03)	01 (.02)
	[81]	[71]	[47]	[57]
Openness to experience	11 (.05)	10 (.03)	03 (.03)	01 (.02)
	[-2.37] *	[-2.37] †	[-1.03]	[84]
Variables of interest				
Leader claiming (LC)	.62 (.03)	.60 (.03)	.05 (.01)	12 (.05)
	[20.06] ***	[19.06] ***	[3.28] **	[1.77] †
Leader granting	.36 (.07)	57 (.34)	.45 (.04)	.71 (.03)
	[4.81] ***	[-1.69] †	[12.52] ***	[21.15] ***
Team identification		44 (.19)		
reall identification		[-2.30]		
Liking		[-2.30]		18 (.09)
LINIIIg				16 (.09) [-2.05] *
LG × Team identification		.16 (.06)		[-2.05]
LO A TEATH INCHINICATION		.16 (.06) [2.79] **		
LC × Liking		[2.79]		04 (02)
rc > rikilig				.04 (.02)
				[2.29] *

Note. n = 644 months nested in 122 employees nested in 29 teams; ^a 0 = Male, 1 = Female; T0 = month before predicted outcome; ^{b;} standard error within parentheses (computed using REML); t values within brackets. [†] = p < .00; ** = p < .05; ** = p < .01; *** = p < .001.

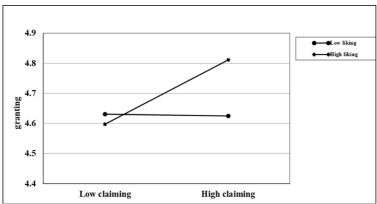


Figure 8 - Effects of leadership claiming in month t on leadership granting in month t+1 is moderated by granter's average level of liking of the claimer in month t.

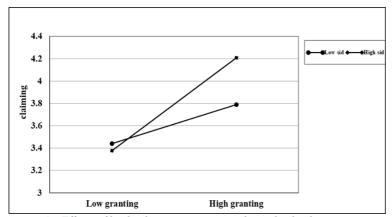


Figure 9 - Effects of leadership granting in month t on leadership granting in month t+1 is moderated by claimer's level of identification with the team in month t.

9.14.2.3 | Originality/Contributions

Our theory contributes to the field of leadership and leadership development by addressing a novel and important question in the field of leadership: how and when does leadership claiming and leadership granting relate to each other over time? By answering this broad question, we provide a deeper understanding of how leadership development manifests in organisations and between organisational members over time. These issues lie at the core of leadership development and hold important implications both for leadership theory and practice.

9.14.3 | Voice behaviour

Prior research has focused on how leaders' behaviours affect employees' engagement in voice behaviour. However, less is known about the effects that employee voice can have on leaders' behaviours. In this research proposal, we argue that employee voice can both support and hinder leaders' autonomy satisfaction and, in turn, influence leaders' empowering behaviours. We hypothesize that the effect of employee voice on leader autonomy satisfaction is contingent upon the extent to which leaders engage in self-reflection. The model in Figure 12 suggests that leader empowering behaviours could further prompt follower voice.

This research aims at advancing the understanding around the positive and negative outcomes of employee voice for leaders. As mentioned above, prior research has focused on how leadership empowering behaviours can encourage voice. Our research shifts the focus by proposing that employee voice determines the extent to which leaders engage in empowering behaviours by considering the mechanism of leaders' autonomy need satisfaction.

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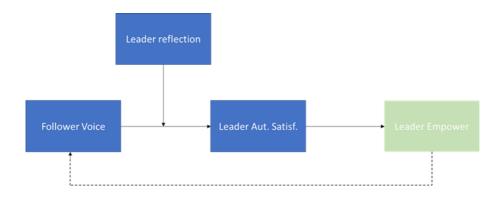


Figure 10 – Leader empowerment-follower voice cycle model