

Running head: CONSTRUCT OVERLAP OF LEADERSHIP STYLES

An Examination of the Construct Overlap of Positive and Negative Leadership Styles

by

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Abstract

The current research examines the conceptual overlap of empirically established positive and negative leadership styles. Study 1 investigates transformational, charismatic, ethical, servant, leader-member exchange, and authentic leadership. Analyses suggest that charismatic leadership has the potential to encompass the others, except servant leadership, which seems to stand on its own. Study 2 examines petty tyranny, abusive supervision, despotic leadership, supervisor undermining, and laissez-faire. Analyses suggest that abusive supervision and supervisor undermining have the potential to encompass petty tyranny and despotic leadership, and could be integrated into one broader construct. Laissez-faire leadership, however, stands on its own, due to its passive nature. Overall, the results of these studies reveal there is significant overlap between leadership styles, and that these styles may not be measuring different concepts as they are currently defined in the literature. The results suggest revisiting the conceptual perspectives of both positive and negative leadership styles.

Keywords: positive leadership, negative leadership, construct overlap, transformational leadership, charismatic leadership, ethical leadership, servant leadership, authentic leadership, leader-member exchange, petty tyranny, abusive supervision, despotic leadership, supervisor undermining, laissez-faire

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Where there is no vision, the people perish. —Proverbs 29:18

He who has never learned to obey cannot be a good commander. —Aristotle

A leader is a dealer in hope. —Napoleon

Throughout history, certain individuals have continuously risen to lead and guide others, each with their own beliefs about great leadership. As displayed above, leadership guides the accounts of the great religions, the works of Greek philosophers, and ancient politics. Needless to say, leadership has been a topic of interest since the beginnings of human life. However, traditional academic research in the fields of leadership and management began in the early 1900s (Northouse, 2013), and ideas about the nature of leadership have certainly evolved and changed over time.

History of Leadership

The first theories that marked the field are the “Great Man” and “trait” theories. The Great Man theory of leadership was introduced early in the 1800s and proposed that certain individuals are born to lead and influence, due in parts to their charisma, intelligence, and wisdom, and that these individuals simply step up to their natural role of leader when needed (Carlyle, 1849; Galton, 1869). Similarly, trait theories, which became popular shortly after, outline a certain set of innate characteristics that were thought to define successful leaders (Zaccaro, 2007). Many came up with different lists of traits (Flemming, 1935; Hunter & Jordan, 1939; Moore, 1932), all in search of the “magical” combination that would predict effective leaders. Although specific traits are still examined in current research, the late 1940s early 1950s saw a major shift in research

focus, when it was determined that personality traits were insufficient in predicting good leadership (Mann, 1959; Stodgill, 1948). This dismissal of trait theories was extensive and long-lived, with interest reemerging only more than 30 years later (Zaccaro, 2007).

Researchers then turned to examine the behaviours of effective leaders rather than their traits, similar to the early research of Lewin and Lippitt (1938), which identified democratic and autocratic leaders based on their decision-making style. Studies focused on identifying specific behaviours and follower treatment that seemed to be associated with positive leadership, such as consideration and initiating structure (Katz, Maccoby, Gurin, & Floor, 1951; Stogdill & Coons, 1957). However, the field continuously failed to establish strong relationships between these leader behaviours and relevant outcomes (Day & Antonakis, 2012). After facing many inconsistencies in findings once again, it was proposed that leadership style effectiveness may be contingent on the situation. The 1960s then focused on leader-member relations and the position of power as predictors of the type of leadership used (Fiedler, 1967; 1971), leaders' roles in facilitating follower's goals (House, 1971), and substitutes for leadership based on circumstances such as follower abilities or organizational structures (Kerr & Jermier, 1978). This led to the forming of the broader contextual approaches to leadership that are currently developing in the field (Day & Antonakis, 2012), which examine leader hierarchical levels, gender and culture, and organizational characteristics, among other factors (Antonakis, Avolio, & Sivasubramaniam, 2003).

At the end of the 1970s, interests naturally shifted to a relational aspect of leadership. Researchers examined the nature of the relationships between leaders and

followers, which led to the development of the leader-member exchange (LMX) theory (Graen & Uhl-Bien, 1995), a theory which emphasizes the quality of the relationship within each leader-follower dyad. This theory is still widely researched today (Barling, 2014). Finally, there came what is known as the “new genre” of leadership theories, which is now the very large focus of current research (Barling, 2014, Day & Antonakis, 2012; Gardner, Lowe, Moss, Mahoney, & Cogliser, 2010). At a time when the leadership field was beginning to dull, the work of Bass and his colleagues on transformational leadership (Bass, 1985; Bass & Avolio, 1994) reignited interest in the field, proposing that leadership was beyond transactional, and centered on inspiring others for a common mission and/or purpose (Bass, 1985). This started the current trend of behavioural leadership “styles”, based on the behavioural research from the 1950s. Researchers began to combine certain leader behaviours to define different types of leaders. These styles of leadership were then associated with various employee outcomes. While transformational and related charismatic leadership theories make up the most dominant leadership style researched in the last decade (Gardner et al., 2010), many other styles have emerged, including ethical leadership, servant leadership, and authentic leadership (Northouse, 2013).

A Darker Side of Leadership

As noticeable from the account above, most of the research on leadership thus far has focused on the effectiveness of leaders. However, most of us have known “bad” leaders, whether it be in an organizational, academic, or extra-curricular setting. Over the last 20 years or so, researchers have developed an interest for this darker side of

leadership and its effects on both subordinates and organizations (Hogan & Hogan, 2001). In 1994, Ashforth introduced the concept of the “petty tyrant”, an individual who uses their power to dictate or dominate (Ashforth, 1994). Over the years, several researchers have adapted this original conceptualization of the bad leader into similar notions, such as abusive supervision (Tepper, 2000), which is now the most used and researched term in the negative leadership literature (Tepper, 2007). Several other terms also came forth and include supervisor undermining (Duffy, Ganster, & Pagon, 2002), toxic leadership (Lipman-Blumen, 2005), and destructive leadership (Einarsen, Aasland, & Skogstad, 2007), among others.

Current State of the Field

Today, learning how to and how not to be a leader has never been more popular; academic searches for positive/negative leadership, or leadership theory, lead to hundreds of thousands of results (e.g., psycinfo, amazon.com). Overall, research and practice in the field of organizational leadership has exploded over the past two decades (Day & Antonakis, 2012), and the amount of information that is now available on leadership is enormous. In fact, the field is more diverse and multi-faceted than it has ever been before (Gardner et al., 2010).

However, due to this increased interest in organizational leadership and despite the plethora of research available, there has been an abundance of potentially overlapping constructs that fall under the broad heading of leadership (Barling, 2014), and particularly in terms of the leadership “styles” mentioned above (Hoch, Bommer, Dulebohn, & Wu, 2016). Some have even gone so far to suggest that researchers are so focused on chasing

new leadership theories and perspectives that “the field collectively fails to develop mature knowledge about core theoretical processes” (Gardner et al., 2010, p. 31). While leadership constructs continue to be researched and practiced separately, they are similar in their definitional, conceptual, and measurement perspectives, and a lack of integration across these various styles persists (DeRue, Nahrgang, Wellman, & Humphrey, 2011). This is consistent for both the areas of positive and negative leadership. For example, charismatic and transformational leadership are so alike that telling them apart can be very difficult, and the terms “charismatic” and “transformational” are often used interchangeably (Barling, 2014), or even under the single term “charismatic transformational leadership” (Knippenberg & Sitkin, 2013). Additionally, research has found significant correlations as high as .88 between the two, and their scales also appear to be highly convergent (Rowold & Heinitz, 2007). Likewise, in the negative area, a qualitative review by Schilling (2009) suggests that abusive supervision and petty tyranny are manifestations of the same construct, which is reflected in practice when researchers combine the two as one in analyses (Aquino & Thau, 2009; Skogstad et al., 2014; Tepper, 2007).

Not only are these leadership styles similar conceptually, these different leadership styles also have similar effects on employee outcomes. For example, in the positive leadership domain, transformational leadership, leader-member exchange (LMX), and authentic leadership have all been associated with higher levels of employee commitment to the organization (Avolio, Gardner, Walumbwa, Luthans, & May, 2004; Avolio, Zhu, Koh, & Bhatia, 2004; Eisenberger et al., 2010). Similarly, in the negative

leadership domain, abusive supervision, despotic leadership, and laissez-faire have all been associated with lower levels of employee well-being (Barling & Frone, 2016; Schyns & Schilling, 2013; Tepper et al., 2007).

The question is, then, is good leadership just good leadership and bad leadership just bad leadership? Since positive leadership styles are so similar in definition, and negative leadership styles are so similar in definition, is there a need for these different constructs we find in the literature within each area? Researchers are starting to suggest that the field is in a position to integrate conceptualizations of leadership and build “hybrid” theories (Avolio, 2007; Day & Antonakis, 2012) to bring clarity to “the chaos that characterizes the existing literature on leadership styles” (Anderson & Sun, 2017, p.77).

Throughout this research, I review the current state of the overlap in both the positive and negative leadership fields, and attempt to empirically determine how the most cited and practiced types of positive and negative leadership overlap conceptually. Although there are many different ways to approach this issue, I conduct two similar studies (one in the positive area and one in the negative area) to determine whether or not followers (i.e., those employees who work under and with leaders) can differentiate between different leadership styles they are exposed to, as they are currently defined in the literature. For example, if a follower is exposed to a transformational leader, can they recognize that this leader is transformational as opposed to servant as defined by servant leadership, or authentic as defined by authentic leadership, or ethical as defined by ethical leadership? Overall, the goal of this research is to identify areas of leadership overlap to

help determine if the differentiation between these types of leadership in the literature and in practice is really necessary, and to provide insight towards possible synthesis of theories. Knowledge about whether or not it is possible to distinguish among these leadership styles will contribute to the theoretical understanding of leadership, as well as the broader understanding of positive and negative leadership within organizations. I begin by reviewing the positive leadership literature and the observed overlap.

Study 1: Positive Leadership

Research findings widely support the notion that leaders have an effect on both employees and organizations (Brown, Treviño, & Harrison, 2005); the findings of many studies support the notion that positive leadership has the potential to trigger positive outcomes for both individual employees and for organizations as a whole (Barling, 2014). For this reason, most organizations (and leaders themselves) want leaders to be the best that they can be. As a matter of fact, leadership skills are often taken into account in the selection, promotion and performance appraisals of employees (Joon Yoon, Hoon Song, Donahue, & Woodley, 2010). Positive leadership is, then, concerned with identifying leader traits and behaviours that result in positive outcomes for both followers and the organizations they work in (Smith, Bryan, & Vodanovich, 2012). Because of this increased focus in organizational leadership, researchers came to outline many different models of the best way to lead over the years. However, these different models came to include some of the same traits and/or behaviours (Barling, 2014). The field now demonstrates a myriad of potentially overlapping constructs (Rowold & Heinitz, 2007) that is impeding the progress of the field (Gardner et al., 2010).

Both as a result of this issue, and since a new theory should be assessed for discriminant validity against other constructs in the field after being introduced (Cooper et al., 2005), researchers have started to examine this overlap (Rowold & Heinitz, 2007; Smith, Montago & Kuzmenko, 2004). For example, Rowold and Heinitz (2007) explore the conceptual similarities of transformational and charismatic leadership by assessing the convergent, divergent, and criterion validity of their respective measures. They estimate, in part, that transformational and charismatic leadership share 78% of variance, but suggest they have effects above and beyond each other on outcomes such as employee performance (Rowold & Heinitz, 2007). Furthermore, Smith and his colleagues (2004) examined the theoretical overlap of transformational and servant leadership. They propose that although they overlap considerably, the two may be suited for different contexts, as they hypothesize that they create different cultures within the workplace (Smith et al., 2004). However, results of other studies of this kind have led to mixed findings (Anderson & Sun, 2017), and most comparisons are usually made between two or three types of leadership only. Below, I discuss the six most commonly researched and practiced forms of positive leadership, along with areas of potential construct overlap. More specifically, I will discuss transformational, charismatic, leader-member exchange (LMX), ethical, servant, and authentic leadership, and how I plan to empirically examine these six types.

Transformational Leadership

Since the 1990s, transformational leadership has, and continues to be, the most researched leadership style (Barling, 2014). Bernard Bass, who built on the work of

Burns (1978), first defined transformational leadership in 1985 as a way leaders inspire others to perform beyond expectations. His most recent conceptualization of transformational leadership is characterized by four categories of behaviour, which are known as the four “i”s (Bass & Riggio, 2006). *Idealized influence* is a kind of ethical component, outlining a leader’s tendency to act with the organization’s best interest in mind rather than his or her own (Bass & Riggio, 2006). For this reason, transformational leaders are usually perceived as trustworthy and act as good role models (Smith, Brian, & Vodanovich, 2012). *Inspirational motivation* refers to the leader’s ability to motivate their followers to perform beyond what is expected by portraying high belief in their abilities, as well as creating a collective vision (Avey, Hughes, Norman, & Luthans, 2008). The third category involves encouraging followers to think critically about their work (Bass & Riggio, 2006) and to grow intellectually by considering creative and unconventional ideas and solutions (Heinitz, Liepmann, & Felfe, 2005). This is the *intellectual stimulation* component. The last element, *individualized consideration*, involves engaging and empowering followers by providing support and genuine care in one-on-one relationships (Smith et al., 2012). This component is said to influence how followers will react to the leader’s other behaviours. Overall, transformational leadership places an emphasis on the future, and what is best in the long-term (Barling, 2014).

The Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1990) has by far been the most used for the assessment of transformational leadership. It provides a score for each of the four dimensions of the style. However, researchers now have multiple issues with the MLQ, since there has been a lack of evidence of its

construct validity (Carless, 1998; Heinitz et al., 2005; Tejeda, Scandura, & Pillai, 2001; Schriesheim, Wu, & Scandura, 2009). More precisely, there is a high correlation between the four components, which makes us question whether or not they should be measured separately (Barling, 2014). Indeed, many studies have found that the correlations between the items of the MLQ are very high, and that they assess a single second-order construct (Carless, 1998; Heinitz et al., 2005; Tejeda et al., 2001; Schriesheim et al., 2009). As a result of this, as well as the expense and copyright requirements associated with this questionnaire, wide interest for alternative measures has developed (as discussed by Barling, 2014). Many researchers have provided alternate questionnaires, but one that stands out as a result of its pervasive use is the Transformational Leadership Inventory (TLI) designed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). It was developed across multiple studies, and is well validated. It is now one of the most commonly used measures of transformational leadership (Herold, Fedor, Caldwell, & Liu, 2008; Northouse, 2013; Rubin, Munz, & Bommer, 2005).

Charismatic Leadership

A charismatic leader is always looking for opportunities to change the status quo (Conger & Kanungo, 1998). He or she seeks innovative and unconventional solutions, and engages in acts that involve personal risk and self-sacrifice, portraying their utmost commitment (Conger, Kanungo, & Menon, 2000; Rowold & Heinitz, 2007). Similarly to transformational leadership, charismatic leaders develop and present an inspirational vision, which will benefit leaders, employees, and the organization (House & Howell, 1992). They also aim to build trustworthy and empowering relationships with their

followers by focusing on their professional needs (Conger et al., 2000). They are often considered to be role models (House & Podsakoff, 1994). Advocates of charismatic leadership argue that the approach is unique since it relies on followers' perspectives of their leader, rather than on the personality/actual behaviours of the leader themselves (Conger, 1999). However, it is possible that all leadership theories acknowledge that followers make attributions about leaders from their behaviours (Barling, 2014).

Charismatic leadership is traditionally measured with the Conger-Kanungo Leadership Scale (CKS). It has been tested, validated (Conger & Kanungo, 1992, 1994; Conger et al., 1997), and used in subsequent research (Cicero & Pierro, 2007; Knippenberg & Sitkin, 2013; Rowold & Heinitz, 2007; Yukl, Gordon, & Taber, 2002).

As mentioned earlier, charismatic and transformational leadership are very alike and it is often hard to distinguish between them (Barling, 2014). For example, both theories advocate for the formulation of a vision, promote strong emotional ties between leaders and followers, and strive to change the status quo (Rowold & Heinitz, 2007). Both charismatic and transformational leaders are also seen as good role models (Anderson & Sun, 2017). Furthermore, the terms "charismatic" and "transformational" are sometimes used interchangeably (Avolio & Gibbons, 1988) and studies report correlations approaching .90 between the two concepts (Rowold & Heinitz, 2007). However, some argue the concepts of intellectual stimulation and individualized consideration of transformational leadership are less pronounced in the definition of charismatic leadership (Barling, 2014). Nonetheless, urgent calls have been made for research to further examine these styles' respective validities (Judge & Piccolo, 2004).

Leader-Member Exchange Theory (LMX)

Leader-Member Exchange theory (LMX) is the second most researched leadership theory over the past three decades (Gardner et al., 2010). George Graen was the first to describe LMX in the 1970s. His most updated conceptualization of LMX emphasizes the quality of the relationship between leader and follower rather than describing particular behaviours like other theories. This theory posits that every dyadic relationship between leader and follower is unique. LMX does not assume there is a unidirectional influence from leader to follower like most other theories do (Barling, 2014). There are certain characteristics that are needed for a leader-member relationship to be successful, such as trust, respect, mutual obligation, understanding, recognition of potential, involvement in decision-making, and autonomy (Graen, 1976; Schriesheim, Castro, & Cogliser, 1999).

There have been many concerns with the concept of LMX. First, there is a general lack of clarity of what is really meant by LMX, due to both inconsistent measurement across studies and conceptual drift (Barling, 2014; Schriesheim et al. 1999; Schriesheim & Cogliser, 2009). LMX is also criticized for placing all the emphasis on the quality of the dyad rather than on context (Avolio, Walumbwa, & Weber, 2009). In addition, much of the research only measures the view of one person involved in the relationship. Most importantly, some suggest that LMX may not be leadership per se, but rather a consequence of other highly effective leadership (Barling, 2014).

The founders of the theory themselves state that LMX is transformational, such as effective LMX relationships lead to transformational results (Graen & Uhl-Bien, 1995).

This suggests that LMX may be a part of the transformational style, perhaps as a moderator variable. Others suggest that transformational leadership behaviours predict the quality of LMX relationships (O'Donnell, Yukl, & Taber, 2012), suggesting that LMX may not be a theory of leadership, but simply a social exchange mechanism employed by effective leaders (Tse, Huang, Lawrence, & Lam, 2013). Similar moderating relationships have been found between LMX and ethical leadership (Hassan, Mahsud, Yukl, & Prussia, 2012; Walumba et al., 2011). For example, Hassan and his colleagues (2012) have found that leader-member exchange moderates the relationship between ethical leadership and affective commitment as well as perceptions of leader effectiveness.

LMX theory has over a dozen proposed measuring scales, which all have their advantages and disadvantages (which also leads to the measurement issues outlined above). However, the LMX-7 is the one most recently recommended by the founders of LMX (Graen & Uhl-Bien, 1995). It is highly consistent with theory (Graen & Uhl-Bien, 1995), it is the most used (Barling, 2014; Northouse, 2013; Schriesheim & Cogliser, 2009), and most other measures are based on the LMX-7 or have been incorporated into the creation of the LMX-7 (Schriesheim & Cogliser, 2009).

Ethical Leadership

With the rise of public corporate scandals since the early 2000s (e.g. Nortel, Worldcom, Wells Fargo), there has been increasing interest in developing leadership theories that emphasize ethical and moral principles and behaviours (Hoch et al., 2016).

Ethical leadership, alongside authentic and servant leadership, has been one of the resulting leadership theories.

Not unlike other theories, there are also many different approaches to ethical leadership (Barling, 2014). Brown, Treviño, and Harrison (2005) provide a commonly accepted definition of the concept along with a widely-used measure. They define ethical leadership as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (Brown et al., 2005, p. 120). Their theory suggests a leader’s general emphasis on trustworthiness, honesty, fairness, and care. These leaders always take the ethical consequences of their actions into account, set high ethical standards, reward followers for meeting or exceeding them, and punish ethical violations (Treviño, Brown, & Hartman, 2003). Just like other leadership styles, there are many proposed scales to measure the concept. The Ethical Leadership Questionnaire (ELQ) is well known in the field; it is a short scale developed through a series of seven studies by Brown et al. (2005) with demonstrated reliability and validity.

Similarly to leader-member exchange, some researchers suggest that ethical leadership is simply a strategy used within other leadership styles, rather than a style in itself (Dion, 2012). Some styles do include an ethical component, such as transformational leadership’s idealized influence, which refers to the high ethical standards that leaders possess and act by (Avolio, 1999). Ethical leadership theory has in fact been compared to idealized influence, and these were found to be significantly

positively correlated ($r=.71$) (Brown et al., 2005). However, ethical leadership is said to go beyond being a moral individual and talks about being a moral leader, with a focus on shaping followers to think about and act by high ethical standards, which would differentiate it from other leadership constructs (Brown & Treviño, 2006). Researchers have begun to examine whether or not ethical leadership has incremental predictive power over other leadership styles, such as transformational leadership, but results have been mixed (Bedi, Alpaslan, & Green, 2016). The most recent meta-analytic review of ethical leadership suggests that it is very redundant to transformational leadership, although it has significant effects above and beyond transformational on employee deviance and job satisfaction (Hoch et al., 2016). However, the researchers who conducted this meta-analysis still recommend that ethical leadership be incorporated into transformational leadership unless researchers are interested in studying very specific outcomes (Hoch et al., 2016).

Servant Leadership

The idea of servant leadership has been extremely popular over the past two decades, and for this reason it is hard to pinpoint exactly what servant leadership represents, due to many people using the term differently as a result of its popularity (Barling, 2014). For this reason, Liden, Wayne, Zhao, and Henderson (2008) investigated the matter and narrowed the definition to seven behaviours, closely related to those of Greenleaf, the first to describe servant leadership in the 1970s. These are: emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically.

Servant leaders develop one-on-one relationships with their employees (not unlike transformational and charismatic leadership) to understand their needs and goals to help them achieve their potential (Liden et al., 2008). Servant leadership is typically assessed using the validated Servant Leadership Scale (Liden et al., 2008).

The behaviours that define servant leadership are similar to those of the aforementioned leadership styles (such as empowerment and follower development in transformational leadership, a strong ethical focus similar to ethical leadership, and self-sacrificial behaviours in charismatic leadership). However, a few differences are notable. Servant leaders set their own self-interest aside and go beyond just the organizations' benefits and strive to help the community as a whole (Graham, 1991). They also foster not only the professional, but also the personal development of their followers (Liden et al., 2008). Furthermore, servant leadership may be more appropriate in certain settings. For example, it has been suggested that servant leadership may be a better approach in a context where there are abundant resources and some stability, rather than environments that are unstable and unambiguous (where transformational leadership may be better) (Barling, 2014; Smith, Montago, & Kuzmenko, 2004). Stone, Russell, and Patterson (2003) suggest that the difference between transformational and servant leadership lies in focus; transformational leaders are focused on the organization while servant leaders are focused on the individual.

Other research has also found high correlations between servant leadership, transformational leadership and LMX (Liden et al., 2008). However, Liden et al. (2008) also found that servant leadership predicts individual performance and organizational

commitment, even when controlling for transformational leadership and LMX. Smith et al. (2004) also suggest that servant leadership is more effective than transformational leadership in a more static environment where employees seek nurture, personal growth, and healing. A recent study has also provided evidence concerning servant leadership's ability to add something new to the field; Hoch et al. (2016) found that servant leadership and transformational leadership are correlated ($r=.52$), but also that servant leadership explains on average an incremental 12% above and beyond transformational leadership on many employee outcomes such as engagement, satisfaction, trust, and organizational citizenship behaviours. Furthermore, although servant, LMX, and transformational leadership all predict commitment to the organization, only servant leadership has been shown to predict participation in the community (Neubert, Kacmar, Carlson, Chonko, & Roberts, 2008). Along the same lines, transformational leadership shows high correlations (above .75) with all dimensions of servant leadership, except for empowerment (.43) and creating value for the community (.53) (Anderson & Sun, 2017). Servant leadership's focus on the follower and its aspect of community have repeatedly been assessed as the most important things that meaningfully differentiates it from other leadership styles (Anderson & Sun, 2017; Hoch et al., 2016; Liden et al., 2008).

Authentic Leadership

Authentic leadership is the third theory that was developed with ethics in mind, which inherently makes it similar to both ethical and servant leadership. It is grounded in positive psychology and is the most recently developed new-genre leadership theory. Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008) recently developed a

validated measure of Authentic Leadership (The Authentic Leadership Questionnaire or ALQ), which has often been used in research (Clapp-Smith, Vogelgesang, & Avey, 2009; Randolph-Seng & Gardner, 2012), and is based on a conceptual model that describes four components. The model has its roots in transformational leadership (Avolio, Walumbwa, & Weber, 2009) (which already sets them up to be very similar as well), and represents an aggregation of the existing literature on authentic leadership. The first component is a very deep sense of *self-awareness*, which refers to leaders' ability to identify their own strengths and weaknesses as well as solving dilemmas in a matter in which they always remain true to themselves and their own values (May, Chan, Hodges, & Avolio, 2003). The second component is *unbiased processing*, which describes leaders' ability to go through all the available information objectively before making a decision, even when it is contradicting their opinion (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). *Relational transparency* describes the openness of the relationships the leader has with their followers, in which they always disclose their authentic opinions, fears, and values, as well as allow followers to do so. This is essential to develop trustworthy and meaningful relationships (Walumbwa et al., 2008). The last component, *internalized moral perspective*, is argued to be the most critical and is said to be the most meaningful in differentiating it from other theories (Barling, 2014). It proposes that leaders utilize their own moral principles when making decisions rather than being influenced by external guidelines or rules (Avolio & Gardner, 2005; Gardner et al., 2005). Furthermore, unlike most leadership styles, the authentic leader is defined in the way leaders see themselves

and whether or not their behaviour is consistent with their internalized perspectives, rather than in their interactions with followers (Barling, 2014).

Since it is the most recently developed and therefore least researched, the challenge for researchers is now to demonstrate the uniqueness of authentic leadership and differentiate it from other positive leadership constructs, particularly from transformational leadership, on which it is based (Barling, 2014). This is apparent in the way that, similar to charismatic leadership, the term ‘authentic transformational leadership’ is being used in the literature (Price, 2003; Zhu, Avolio, Riggio, & Sosik, 2011), as the concept of authenticity plays an important role in transformational leadership (Bass & Steidlmeier, 1999). A recent study by Banks, McCauley, Gardner, and Guler (2016) has established high correlations between the two concepts ($r=.72$), and suggests that neither authentic nor transformational leadership add noticeable validity beyond the other construct. They observe however that authentic leadership may be a better predictor of group-focused outcomes such as organizational citizenship behaviours and group performance, while transformational leadership outperforms in relation to individual performance and satisfaction with both job and leader (Banks et al., 2016). Avolio and Gardner (2005) agree that authentic and transformational leadership share significant overlap, as they propose authenticity is the root concept or precursor of what constitutes positive leadership. However, they still believe authentic leadership stands as its own construct, as being an authentic leader does not necessarily mean one is transformational (Avolio & Gardner, 2005). This seems to suggest however that, since transformational leadership goes above and beyond being an authentic leader, it may be

possible to incorporate authentic leadership into a component of transformational leadership, or other positive leadership styles. As a matter of fact, “authenticity” is also included as a component of servant leadership (Anderson & Sun, 2017). Authentic leadership also shows high correlations with ethical leadership (Walumbwa et al., 2008).

Summary of Positive Leadership

As the discussion above suggests, there are many similarities between positive leadership styles (Barling, 2014; Gardner et al., 2010; Rowold & Heinitz, 2007). Although researchers have discussed and compared this potential overlap between types of leadership (e.g., Rowold & Heinitz, 2007; Smith et al., 2004), they have led to mixed findings. Additionally, and perhaps most importantly, comparisons tend to be conducted between transformational leadership and another style, rather than a variety of comparisons among many different styles. As such, these leadership styles need to be assessed against one another to determine whether or not and how they are conceptually different. For this reason, this study takes a broader perspective by examining all six leadership styles at the center of the field in the same study to shed some light on the matter. It is one of the first to statistically examine more than three types of positive leadership at once.

Current Research

To examine the degree of distinctiveness of these positive leadership styles, this study examines follower ratings of leadership after manipulating leadership style through a vignette manipulation. More specifically, after receiving the vignette scenario portraying one of the six leadership styles, each participant is asked to rate the portrayed

leader on each of the six leadership scales representative of the six styles included in this study. In theory, if all the leadership styles are conceptually distinct, one would expect that transformational leadership scores would be higher when an individual receives the transformational scenario than when they receive a scenario portraying any of the other styles. Table 1 outlines an example of what I would expect the means to display if all styles are conceptually distinct. Although this research is relatively exploratory since these styles have not been examined all together before, and the vignette method creates a situation that maximizes the potential for these styles to appear conceptually distinct, I do propose alternative hypotheses based on theory, if this is not the case.

Alternative Hypotheses

First, it is possible that both transformational leadership scores and charismatic leadership scores will be significantly higher in the transformational condition, indicating that the two cannot be differentiated. Since the argument can be made that charismatic leadership is potentially encompassed within transformational leadership, I would expect charismatic leadership scores to be significantly higher in the transformational leadership condition than in the other leadership conditions.

Second, it is feasible to propose no significant differences in leader-member exchange, ethical, or authentic leadership scores across leadership conditions. I anticipate that all three of these leadership styles are simply components or mechanisms used within other positive leadership styles.

Finally, I do expect servant leadership scores to be higher in the servant leadership condition compared to other leadership conditions, suggesting the validity of

Table 1. Distribution of Means – Positive Leadership

	TFL	Charismatic	Authentic	LMX	Ethical	Servant
TLI	HIGH	LOW	LOW	LOW	LOW	LOW
CKS	LOW	HIGH	LOW	LOW	LOW	LOW
ALQ	LOW	LOW	HIGH	LOW	LOW	LOW
LMX-7	LOW	LOW	LOW	HIGH	LOW	LOW
ELQ	LOW	LOW	LOW	LOW	HIGH	LOW
SLQ	LOW	LOW	LOW	LOW	LOW	HIGH

Note. Comparisons of leadership scores are made between conditions (i.e. horizontally)

the construct and its potential ability to stand on its own. I envision that a follower and community orientation brings something additional to the field.

Method

Experimental Vignette Methodology (EVM)

As mentioned above, this study made use of the Experimental Vignette Methodology (EVM) to manipulate leadership. Paper-people studies, which are the kind used in the current study, involve having participants read a small text portraying a scenario; these studies are the most appropriate to assess explicit processes, and have been widely used in leadership research (Aguinis & Bradley, 2014, Benjamin & Flynn, 2005, Sauer, 2011). Vignette studies combine elements of the experimental approach with survey methodology to compensate for the weakness of each approach (e.g.,

external vs interval validity; Atzmüller & Steiner, 2010). Vignettes have the advantage of simultaneously presenting contextual and explanatory elements, leading to more realistic scenarios, maximizing both experimental control and internal validity, and external validity (Atzmüller & Steiner, 2010).

The vignette developed for the current study was presented as an employment related feedback e-mail sent by the workplace leader (participants were not sent an actual e-mail, but the text they read replicated an e-mail message). The e-mail scenario was chosen in part because of the increasing reliance on technology-based communication in today's workplaces (Avolio, Kahai, & Dodge, 2001). Research also supports the notion that individuals can in fact differentiate between different leadership styles as presented in e-mails (Kelloway, Barling, Comtois, & Gatién, 2003).

Development of vignettes. The six leadership vignettes were created for the purposes of this study. The development of these vignettes took place over five months. I began the process by reviewing a variety of articles on vignette methodology and on the best practices when it comes to creating and using vignettes (Aguinis & Bradley, 2014; Atzmüller & Steiner, 2010; Langer, 2016). I also examined a range of journal articles that used the vignette methodology both inside and outside of the leadership field. After having familiarized myself with vignette methodology in general and the different ways it is used in research, I began to look for any existing vignettes that manipulate leadership style. These were few, and were mostly of the transformational leadership style. However, I examined which aspects of the style they focused on portraying and the wording they used to do so. Then, I carefully reviewed the theoretical definition of each

style I was creating a vignette for, along with their respective measures/scales, and made a list of the main constructs/characteristics portrayed in each style.

I began writing a scenario for the transformational condition, as I had the most material to base myself from the vignettes in the literature. At this point in the development of the vignettes, the objective was to keep all vignettes very similar (as recommended by Finch, 1987), while changing some key words/actions to best reflect the style at hand. The goal was to maximize control on the variability in the vignettes, to make sure that any differences that would arise in statistical analyses would be due to the leadership style at hand rather than any other confounding factor. This resulted in a series of vignettes that consisted of mostly the same sentences and structure, with a few varying key words/themes depending on the leadership style portrayed. A few modifications were made after discussing with both my research advisor and a leading expert in the leadership field. This series of vignettes was presented and reviewed with a group of organizational psychology graduate students and faculty who are very familiar and experienced with the leadership literature. The group of experts had a hard time identifying some of the key differences between the vignettes, which led to a discussion and review of the main constructs associated with each leadership style. It was agreed that the vignettes should be extended to be able to include more detail and capture each style in a more complete manner, which would also help maximize critical differences between styles.

After I revised the vignettes by adding greater detail and ensuring that all key aspects of each style was represented one to two times in the scenario, the vignettes were

sent out by e-mail for another review. They were sent to two labs of organizational psychology students and faculty (at two different academic institutions) who are all conducting leadership research. The vignettes were sent along with theoretical definitions of each style, and I asked for feedback regarding whether or not the vignettes were representative of each style and could be differentiated. Almost everyone agreed that the vignettes were still too similar and not enough elements varied to accurately capture each style.

At this point, I went back to the list of main constructs/characteristics of each style, and reworked each vignette with the mindset that I was only creating the one vignette, and focused more on each one standing on its own. The scenario remained the same, but I put less focus on using the same sentences and structure. With less formatting restrictions, this allowed for the styles to speak for themselves and for the main characteristics to be present multiple times throughout the scenario. Both organizational psychology labs reviewed this new set of vignettes and all agreed that they were accurately reflective of each leadership style and that they could all be differentiated based on style. This new set of vignettes was also sent to three of these individuals without any identification. They were asked to match the vignettes with the style definitions. Each vignette was matched appropriately with its respective leadership style definition for all three people. Manipulation checks with early data (25 cases) were also conducted and confirmed that the vignettes were representative of their respective leadership style.

Participants

Data for this study was collected using the online survey and participant recruitment tool, Qualtrics. Qualtrics is an online platform that provides a chosen number of pre-screened participants to researchers for the purposes of data collection. Pre-screened Qualtrics members who were currently employed and worked under a leader or supervisor were invited to participate in the study (see Appendix A for the Qualtrics recruitment notice). Two hundred and sixty-six participants were recruited for this study, with 44 participants in the transformational, ethical, leader-member exchange, and servant leadership conditions, and 45 participants in the charismatic and authentic leadership conditions. All participants were compensated using a Qualtrics specific points system, where participants receive points for participating in online surveys that can be cashed in for gift cards or various products. All participants received the equivalent of 3\$ US in Qualtrics points for participating in this study. Of the 266 participants, 67% were female and 33% were male. The participants' ages ranged from 18 to 76 years old, with an average age of 38 years old ($SD=13.20$). Forty-five percent of participants had been working at their current job between one and five years, 24% between 5 and 10 years, 32% for over 10 years, and the rest had been working at their current job for less than one year. Nineteen percent of participants had been working under their current supervisor for less than one year, 52% between one and five years, 20% from 5 to 10 years, and the rest had worked with their current supervisor for over 10 years. Sixty percent of participants were in contact with their supervisor four or more times per week, 20% were in contact two to three times a week, and the rest were in contact with their supervisor once a week

or less. Participants came from a wide variety of industries, with 50% working in the retail, health, manufacturing, education, and technology industries. The gender of participants' workplace supervisor was split almost 50/50, with 137 working for male supervisors, 128 working for female supervisors, and one working with a supervisor identified as "other".

Procedure

Pre-screened respondents who worked under a leader or supervisor were asked to click on the link to the online survey. Before completing the survey, participants read an informed consent form (see Appendix B), which outlined the ethical considerations of the study, advised that responses were anonymous and confidential, and confirmed that participants had the right to skip any question or withdraw from the study at any time. If participants agreed to proceed in the study, they were redirected to the online survey, where they received one of six e-mail scenarios (vignettes), which differed on leadership style (see Appendix C). Assignment to the leadership condition was random. Participants were asked to imagine themselves in a situation that featured an e-mail response from a supervisor. After reading the scenario, participants were asked to complete a 15-minute survey on the portrayed supervisor's leadership style (see Appendix D for full survey). Participants had access to the e-mail scenario throughout the entire survey, as it was presented at the top of every page. After completing the survey, all participants were presented with a debriefing form (see Appendix E). The debriefing form provided information about the current study, both academic and popular resources where participants could learn more about this type of research, as well as resources for

participants who had questions about their participation in this study or who experienced negative emotions as a result of participating in the study.

Materials and Measures

Vignettes. All vignettes were prefaced by the same short paragraph to give a bit of context. It read as follows:

Please imagine yourself in the following situation:

You just came out of a meeting in which you were selected to lead a new high profile project at work. After the meeting, you are going through the project brief at your desk and you realize that you are not quite sure how to approach certain parts of the project. You are a bit worried about this project; it will definitely be a challenge for you. You send your manager an e-mail outlining your questions and concerns about the project and request a one-on-one meeting to discuss and design a strategic plan. Your supervisor sends you the following e-mail in response:

The transformational leadership vignette manipulation read as follows:

Hi,

I'm glad you reached out, I am here to support and guide you through this project.

I see where you are coming from, this is not an easy situation. Try thinking outside of the box here. Remember the concerns we had about the Camilia project? What did we do. Get creative, I know you can!

Remember that this project will play a big part in the plans we have for the future of this department. How exciting!! This is going to be a good learning opportunity

for you and I know you are very capable and ready for it (which is also why you were chosen for this☺). I trust you will make this great. I know that the rest of the team is behind you as well and ready to help.

Let's take some time to brainstorm and meet on Friday? I'm looking forward to hearing your ideas! Trust me, we will achieve this ☺ And don't forget my door is always open should you need some help with this or anything else.

All other positive leadership vignette manipulations can be found in Appendix C.

Transformational leadership. To assess transformational leadership, I used the Transformational Leadership Behaviour Inventory (TLI; Podsakoff et al., 1990). The 22-items are assessed on a 5-point Likert scale ranging from 1="not at all", to 5="frequently, if not always", and include: "Has stimulated me to think about old problems in new ways", "Inspires others with his/her plans for the future", and "Behaves in a manner that is thoughtful to my personal needs".

Charismatic leadership. Charismatic leadership was assessed using the Conger-Kanungo Charismatic Leadership Questionnaire (CKS; Conger et al., 1997). It consists of 25 items rated on a 6-point scale ranging from 1="very uncharacteristic", to 6="very characteristic". Sample items include: "Shows sensitivity for the needs and feelings of the other members in the organization", "Uses non-traditional means to achieve organizational goals", and "Influences others by developing mutual liking and respect".

Authentic leadership. Authentic leadership was measured with the 16-item Authentic Leadership Questionnaire (ALQ; Walumbwa et al., 2008). Answer options range from 1="Not at all", to 5="Frequently, if not always". Sample items include:

“Shows he or she understands how specific actions impact others”, “Listens carefully to different points of view before coming to a decision”, and “Says exactly what he or she means”.

Leader-member exchange. I used the LMX-7 questionnaire (LMX-7; Graen, & Uhl-Bien, 1995) in this study. The 7 items are assessed on a 5-point scale (where participants indicate the degree to which the item is true for them). Sample items include: “How well does your leader recognize your potential?”, “How well does your leader understand your job problems and needs?”, and “How would you characterize your working relationship with your leader?”.

Ethical leadership. The Ethical Leadership at Work Questionnaire (ELQ; Brown et al., 2005) was used in this study. As an assessment of ethical leadership, this questionnaire is widely recommended by experts in the field (Barling, 2014; Northouse, 2013). It consists of 10 items assessed on a 5-point Likert scale ranging from 1=“Strongly disagree”, to 5=“Strongly agree”. It includes components such as “Has the best interest of employees in mind”, “Makes fair and balanced decisions”, and “Sets an example of how to do things the right way in terms of ethics”.

Servant leadership. The Servant Leadership Scale (SLQ; Liden et al., 2008) was used to measure servant leadership. The 28 items are rated on a 7-point scale ranging from 1=“strongly disagree” to 7=“strongly agree”. Sample items include: “Shows he/she cares about others’ personal well-being”, “He/She holds high ethical standard”, and “He/She is interested in making sure others reach their career goals”.

The measures were not identified to the participants, except for the Authentic Leadership Questionnaire (ALQ) due to copyright information.

Demographics. The demographic questions included questions regarding participants' age, gender, work experience, and characteristics of their current employment. The full questionnaire can be found in Appendix D.

Statistical Analysis

This study executes a series of one-way ANOVAs with planned comparisons to determine whether there are differences in leadership scale scores between vignette conditions. In each condition, each of the six leadership scale scores will be compared to the average of the same leadership scale scores in the five other conditions to determine where the differences might be coming from, for a total of six contrasts per condition. Table 2 outlines the contrast coefficients for the six comparisons.

Results

Preliminary Analyses

Missing data. Less than 2% of values were missing within each scale item, and therefore all cases were included in the analyses. In the case of missing items within a scale, the scale total was calculated using the average of the other items.

Descriptives and correlations. Descriptive statistics for each scale can be found in Table 3. The levels of skewness and kurtosis indicate that the data is negatively skewed (absolute values higher than ± 2 ; Field, 2009; Gravetter & Wallnau, 2014). A Shapiro-Wilk test was conducted to further assess normality, and indicated that the distribution of all variables were in fact non-normal (See Table 4). However, no

transformations to the data were made, as the vignettes were created to manipulate leadership in a way that would result in high ratings on each scale, which would result in a skewed sample. Furthermore, ANOVA is rather robust to normality violations (Pallant, 2010). Reliability analyses were conducted on each of the five leadership scales; these statistics are presented in Table 5 along with correlation analyses.

Manipulation checks. To test the leadership manipulation, participants were asked to rate the leader's response on the main construct associated with the style. For example, participants in the transformational condition were asked to rate on a scale of 1 to 5 whether the leader's response could be characterized as motivational. Eighty-six percent of participants recognized that this scenario was motivational, while 75% of participants who received the charismatic vignette rated the scenario as encouraging innovation. Sixty-four percent of participants rated the authentic leadership vignette as an unbiased response, and 80% of participants rated the ethical vignette as a response that promotes justice. Finally, 86% of participants recognized the LMX vignette as one displaying mutual obligation, and 70% of participants rated the servant vignette as portraying selflessness.

Main Analyses

A one-way between groups ANOVA with planned comparisons was conducted for each leadership scale scores to evaluate the effects of leadership manipulation on ratings of leadership style. There was a significant difference in transformational leadership scores between vignette groups, $F(5,260) = 2.36, p = .041, \eta^2 = .04$

Table 2. Positive Leadership Planned Contrast Coefficients

Contrast	TLI	CKS	ALQ	LMX-7	ELQ	SLQ
1	1	-.20	-.20	-.20	-.20	-.20
2	-.20	1	-.20	-.20	-.20	-.20
3	-.20	-.20	1	-.20	-.20	-.20
4	-.20	-.20	-.20	1	-.20	-.20
5	-.20	-.20	-.20	-.20	1	-.20
6	-.20	-.20	-.20	-.20	-.20	1

Table 3. Positive Leadership Scale Descriptive Statistics

Scale	Mean	Maximum	SD	Skew	Error	Kurtosis	Error
Transformational	3.99	5	.57	-.65	.15	.26	.30
Charismatic	4.83	6	.76	-.95	.15	1.51	.30
Authentic	3.96	5	.66	-.66	.15	.68	.30
LMX	3.89	5	.68	-.60	.15	.25	.30
Ethical	4.09	5	.70	-1.21	.15	2.19	.30
Servant	5.48	7	.99	-.90	.15	1.48	.30

Table 4. Positive Leadership Shapiro-Wilk Normality Test

Scale	Statistic	df	sig
Transformational	.97	266	.000
Charismatic	.96	266	.000
Authentic	.95	266	.000
LMX	.97	266	.000
Ethical	.92	266	.000
Servant	.95	266	.000

There was also a significant difference in charismatic leadership scores between vignette groups, $F(5,260) = 3.913, p = .002, \eta^2 = .07$, and in servant leadership scores between vignette groups, $F(5,260) = 2.43, p = .036, \eta^2 = .04$. However, there was no significant difference in authentic leadership scores between vignette groups, $F(5,260) = 1.89, p = .097$. There was also no significant difference in LMX scores between vignette groups, $F(5,260) = 0.32, p = .900$, or in ethical leadership scores between vignette groups, $F(5,260) = 1.51, p = .188$. A summary of these results can be found in Table 6. Planned contrasts were analyzed to shed some light on where these differences might come from. A summary of the contrast analyses can be found in Table 7.

Table 5. Positive Leadership Scale Reliabilities and Correlations Between Scales and Demographic Variables

	1	2	3	4	5	6	7	8	9	10
1. Gender										
2. Perceived vignette gender	.13*									
3. Years with supervisor	-.06	-.08								
4. Contact with supervisor	-.04	-.05	.11							
5. Transformational	.07	.04	.11	.23**	(.90)					
6. Charismatic	.12*	-.07	.00	.14*	.53**	(.94)				
7. Authentic	.09	.06	.04	.16**	.68**	.58**	(.93)			
8. LMX	.09	.08	.03	.29**	.50**	.35**	.50**	(.87)		
9. Ethical	.03	-.02	.07	.15*	.60**	.40**	.64**	.58**	(.92)	
10. Servant	.00	-.05	.13*	.11	.63**	.46**	.70**	.56**	.76**	(.97)

Note. * Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed). Scale reliabilities are displayed on the diagonal where applicable. Gender coded as 1=male, 2=female

Transformational leadership scores. Contrast analyses revealed that transformational leadership scores were significantly higher in the charismatic condition than in the other conditions combined (i.e., contrast 2: $t(260) = 2.57, p = .010$).

Charismatic leadership scores. Contrast analyses revealed that charismatic leadership scores were significantly higher in the charismatic condition than in the other conditions combined (i.e., contrast 2: $t(260) = 3.20, p = .002$). Charismatic leadership scores were also significantly higher in the servant condition compared to the other conditions combined (i.e., contrast 6: $t(260) = 2.20, p = .029$). Lastly, charismatic leadership scores were significantly lower in the ethical condition than in the other conditions combined (i.e., contrast 5: $t(260) = -2.27, p = .024$).

Servant leadership scores. Contrast analyses revealed that servant leadership scores were significantly lower in the authentic condition than in the other conditions combined (i.e., contrast 3: $t(260) = -2.22, p = .028$).

Discussion

This study was concerned with investigating six styles of positive leadership (transformational, charismatic, authentic, LMX, ethical, and servant) to explore ways in which they do or do not overlap conceptually. Previous research has highlighted this issue of construct redundancy (Gardner et al., 2010), and has started exploring this overlap (Day & Antonakis, 2012; Rowold & Heinitz, 2007). However, this study was the first to take a broader look and examine all of these styles in comparison to one another. The results have the potential to expand our understanding of the overlap among positive leadership styles. The findings are discussed in more detail below.

Table 6. Positive Leadership Summary of ANOVA Results

Scores	Sum of Squares	df	Mean Square	F	Sig.
Transformational					
Between	3.80	5	.76	2.36	.041
Within	83.78	260	.32		
Total	87.58	265			
Charismatic					
Between	10.76	5	2.15	3.913	.002
Within	143.00	260	.55		
Total	153.76	265			
Authentic					
Between	4.07	5	.81	1.89	.097
Within	112.11	260	.43		
Total	116.18	265			
LMX					
Between	.75	5	.15	.32	.900
Within	122.26	260	.47		
Total	123.01	265			
Ethical					
Between	3.67	5	.73	1.51	.188
Within	126.63	260	.49		
Total	130.30	265			
Servant					
Between	11.53	5	2.31	2.43	.036
Within	246.76	260	.95		
Total	258.29	265			

Table 7. Positive Leadership Summary of Contrast Analyses Results

Contrast	Value of Contrast	Std. Error	t	df	Sig. (2-tailed)
Transformational					
1	-.04	.09	-.46	260	.645
2	.24	.09	2.57	260	.011
3	-.14	.09	-1.50	260	.134
4	.00	.09	.01	260	.994
5	-.17	.09	-1.86	260	.064
6	.11	.09	1.25	260	.212
Charismatic					
1	-.15	.12	-1.20	260	.230
2	.39	.12	3.20	260	.002
3	-.13	.12	-1.08	260	.284
4	-.10	.12	-.83	260	.408
5	-.28	.12	-2.27	260	.024
6	.27	.12	2.20	260	.029
Servant					
1	.19	.16	1.20	260	.232
2	.27	.16	1.68	260	.093
3	-.35	.16	-2.22	260	.028
4	-.11	.16	-.67	260	.506
5	-.25	.16	-1.57	260	.117
6	.25	.16	1.57	260	.118

LMX, Authentic, and Ethical Leadership

First, I found that there were no differences in LMX, authentic, and ethical leadership scores between vignette groups, as predicted. That is, all types of leaders portrayed in this study were rated similarly on LMX, authentic, and ethical leadership.

This could suggest and provide support for those who have argued that leader-member exchange theory is not a leadership style per se, but rather a result of high-quality leadership (Barling, 2014). It also doesn't necessarily concern leadership itself, but rather the relationship between two people (and one happens to be a leader), and therefore why it is sometimes referred to as a relational perception (Hoch et al., 2016) or a social exchange mechanism (Tse, Huang, & Lam, 2014). As previously mentioned, the founders of LMX themselves suggest that it is transformational, in the way that high-quality LMX relationships lead to transformational results (Graen & Uhl-Bien, 1995). This could further suggest that LMX may be a part of the transformational style or other positive leadership styles, perhaps as a moderator variable.

As authentic leadership is the most recently developed new-genre leadership theory, not much research has been done to differentiate it from others. However, since authentic leadership was created with ethics in mind, it is a concept that reflects morality and needless to say authenticity. For this reason, and similarly to ethical leadership, it causes to wonder whether or not it might simply be a component of other leadership styles. Some have also proposed that authentic leadership is the underlying construct on which all other leadership styles are based (Avolio & Gardner, 2005; May et al., 2003). As there were no differences in ethical leadership scores across vignettes, this could also

support the idea that ethical leadership is simply a strategy used within other positive leadership styles (Dion, 2012), as most do involve an ethical component.

A recent study that has examined ethical, authentic, and servant leadership (the three new genre leadership styles based on ethics and morality) compared to transformational leadership argues that both ethical and authentic leadership can be incorporated as components of transformational leadership as they do not by themselves account for significant variance above and beyond transformational leadership on multiple outcomes (Hoch et al., 2016). Furthermore, the scale correlations between ethical and servant leadership and authentic and servant leadership in this study are high (.76 and .70 respectively, the highest in this study), which also suggests that these three theories are redundant. Since the results of this study also propose that servant leadership can to an extent be differentiated from other styles, perhaps ethical and authentic leadership could also be incorporated within servant theory.

Charismatic Leadership and Transformational Leadership

The results also indicated that when exposed to a charismatic leader, participants rated this leader higher on charismatic leadership than in the other conditions. This is good evidence for the construct validity of charismatic leadership. Transformational leadership scores were also higher in the charismatic condition than in the other conditions. This supports the idea that transformational and charismatic leadership are very similar and perhaps not distinguishable (Judge & Piccolo, 2004). As a matter of fact, researchers started to argue almost 20 years ago that the similarities between the two concepts far outweigh the differences (Fiol, Harris, & House, 1999). The most recent

review of the two does also suggest it is time to “abandon the distinction between charismatic and transformational leadership” (Anderson & Sun, 2017, p. 78).

However, I expected that these high scores on transformational and charismatic leadership would occur in the transformational leader condition. This could mean that it is in fact charismatic leadership that captures a bit more than transformational leadership, as transformational leaders were not necessarily rated higher on charismatic leadership than in the other conditions. As mentioned earlier, transformational leadership has by far been the most researched concept since the 1990s, due to its high validity and consistent effect on important employee outcomes. However, in theory, Bass’s (1985) original conceptualization of transformational leadership was strongly based on charisma. As a matter of fact, he stated “charisma is the most important component of transformational leadership” (Bass, 1985, p. 34). This aspect of charisma was later developed into the inspirational motivation and idealized influence components of transformational leadership (Anderson & Sun, 2017). Perhaps the importance of charismatic leadership was lost or unexplored due to the wide popularity of transformational leadership.

Charismatic Leadership and Servant Leadership

Furthermore, charismatic leadership scores were higher in the servant vignette condition than in the other conditions. That is, those who were exposed to a servant leader rated this leader significantly higher on charismatic leadership than other leaders. No direct comparisons have been made between charismatic and servant leadership (to my knowledge), but if we consider that charismatic and transformational leadership are extremely similar (Rowold & Heinitz, 2007), and servant and transformational leadership

are similar (Liden et al., 2008), we could perhaps infer that servant and charismatic leadership are also similar. Theoretically, both servant and charismatic leadership advocate for strong relationships with followers and engage in self-sacrificial behaviours (Conger et al., 2000; Podsakoff, 1994). However, when looking at the opposite relationship, a charismatic leader did not necessarily score higher on servant leadership than other leaders. This could suggest that charisma plays a part in servant leadership, but servant leadership also captures something else. As previously mentioned, and unlike other leadership styles, servant leadership has shown rather low correlations with transformational leadership (.43; Anderson & Sun, 2017), and unlike transformational leadership, has been shown to predict participation in the community (Neubert et al., 2008). This is also supported by the recent study by Hoch et al. (2016) that suggests that servant leadership, unlike ethical and authentic, brings significant added variance above and beyond transformational leadership on important outcomes such as engagement, trust, satisfaction, and organizational citizenship behaviours. Many do also recognize that servant leader's focus beyond the organization and into the community is a very key aspect of the style, and plays an important part in differentiating it from others (Anderson & Sun, 2017; Hoch et al., 2016; Liden et al., 2008).

Charismatic Leadership and Ethical Leadership

Charismatic leadership scores were also significantly lower in the ethical vignette condition than in the other conditions combined. That is, when exposed to an ethical leader, participants rated this leader significantly lower on charismatic leadership than they did other leaders. At first, this might seem like a confusing result, but when coupled

with the fact that there were no differences in ethical leadership scores across vignette groups, I argue that this makes charismatic leadership stand out more as being a well-defined construct. It seems there is something about charismatic leaders that people can recognize and identify situations when it's present and situations when it's not present. It seems there is much more to being a charismatic leader than just being ethical.

Servant Leadership and Authentic Leadership

Finally, results revealed that servant leadership scores were significantly lower in the authentic leadership condition. That is, when exposed to an authentic leader, this leader was rated significantly lower on servant leadership than other leaders. This finding also plays a part in differentiating servant leadership. This seems to suggest that being an authentic leader is not necessarily the same as being a servant leader. However, when exposed to a servant leader, this leader is not necessarily rated lower on authentic leadership than others. It is possible that authentic leadership is simply a component of servant leadership, but servant leadership still captures something more. Even if a leader is authentic, there is so much more to being a servant leader. As a matter of fact, authenticity is a value of servant leaders (Anderson & Sun, 2017), which could further suggest, that authentic leadership is simply a component of other positive leadership styles and can potentially be integrated.

Implications for Research

Overall, the results of this study confirm that there is significant overlap between positive leadership styles (Gardner et al., 2010; Rowold & Heinitz, 2007; Smith et al., 2004). Both charismatic leadership and servant leadership stand out as important

constructs in the field, perhaps because they encompass elements of the other leadership styles. However, these results should not discredit the importance of all six theories. I argue that while each leadership theory contains critical elements, these results offer a new way of looking at the field. Instead of pitting these theories against each other, as has been the trend in research, we should explore ways in which they can work together, as well as potential ways of integrating them where overlap occurs. For example, Hershcovis (2011) suggests creating an integrated model that includes the main differences of each style as moderator variables. Nonetheless, more research is needed to confirm and further explore the results of this study. Guided by these results, researchers can now conduct more specific post-hoc comparisons among these leadership styles.

Future research should also consider measurement problems. It is possible that these leadership style's current measures are flawed, and do not adequately measure the constructs outlined in the theory (Banks et al., 2016; Hershcovis, 2011). Perhaps it's time to go back to the drawing board and work on establishing significant construct validity of these styles through extensive qualitative explorations and analyses before thinking about integration.

Recent research also advocates for a greater emphasis to be placed on leadership context (Avolio et al., 2009). As previously discussed, different types of leadership have been proposed to have differential effects depending on the situation. For example, transformational leadership is suggested to be more effective in situations that are unstable and ambiguous, while servant leadership would be preferred in a stable environment with abundant resources (Smith et al., 2004). Researchers must not forget

that leadership is a complex process, and that it is quite possible that leaders engage in a range of different behaviours depending on the circumstances at hand (Anderson & Sun, 2017). Some suggest that leaders have multiple self-identities that are primed depending on context (Hannah, Sumanth, Lester, & Cavarretta, 2014). A possible integrated model could include the main leadership constructs of these styles as self-identities.

Finally, future research should also focus efforts on examining followership. We know that leadership is relational, but research has largely focused on only one side of this relationship. Two followers may not see the same leader in the same way, and it is important to examine follower characteristics that both influence how a leader is perceived and moderate certain outcomes. It is also recognized that followers can influence their leader's behaviour (Barling, 2014).

Study 2 explores the similar construct overlap problem present in the negative leadership area.

Study 2: Negative Leadership

What is often referred to as the “dark side of leadership” has been, and continues to be, associated with severe effects on employees (Schyns & Schilling, 2013), such as emotional exhaustion (Harvey, Stoner, Hochwarter, & Kacmar, 2007), deviant organizational behaviour (Duffy et al., 2002), and family undermining (Hoobler & Brass, 2006). As a matter of fact, researchers are recently coming to the conclusion that “bad is stronger than good” (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001, p. 323). For this reason, research in this area has gained increasing attention, both due to the increased prevalence rates of bad behaviour in organizations (Schyns & Schilling, 2013), and their

high costs for employees and organizations as a whole (Tepper, 2007). For example, according to a survey conducted by the Workplace Bullying Institute (2014), 27% of Americans have experienced mistreatment at work, and 56% of that mistreatment was carried out by supervisors (Namie, 2014). Furthermore, abusive supervisors drive, in part, absenteeism and lost productivity, the cost of which has been estimated at almost 24 billion dollars annually for American corporations in 2006 (Tepper, Duffy, Henle, & Lambert, 2006).

The field of negative leadership is plagued with the same problem outlined in the positive leadership area; a proliferation of constructs that describe negative aspects of leadership and seem to overlap considerably (Aquino & Thau, 2009; Hershcovis, 2011; Schilling, 2009; Tepper, 2007) which leads to a very fragmented and confusing field (Krasikova, Green, & LeBreton, 2013; Schyns & Schilling, 2013). Over time, researchers have used different terminology to examine very similar constructs. For example, Tepper (2007) lists 8 terms that have been used in research to investigate nonphysical supervisor hostility. Some have proposed that this redundancy originally stemmed from researchers who rejected to use the term leadership when referring to any negative behaviours, claiming the ideas were contradictory (Schyns & Schilling, 2013). As researchers noticed this large number of related constructs, integrated models were proposed (Einarsen, Aasland, & Skogstad, 2007; Krasikova et al., 2013), and umbrella terms were constructed (e.g., destructive leadership; Einarsen et al., 2007; workplace victimization; Aquino & Thau, 2009; unethical leadership; Ünal, Warren, & Chen, 2012). However, these analyses

and reviews have all been conceptual, and no study, to my knowledge, has assessed how these concepts are connected empirically.

Most negative leadership constructs are conceptualized in one of two ways (Aasland, Skogstad, Notelaers, Nielsen, & Einarsen, 2010); destructive behaviours that are primarily directed at subordinates (e.g., verbal aggression, belittling; abusive supervision, petty tyranny) or destructive behaviours that primarily affect the organization (e.g., sabotaging goals, stealing resources; derailed leadership, toxic leadership). To stay consistent with our perspective on positive leadership, the next section is a review of the most cited forms of follower-based negative leadership, along with identified areas of construct overlap. More specifically, I will discuss petty tyranny, abusive supervision, despotic leadership, supervisor undermining, and laissez-faire leadership. Although the concept of pseudo-transformational leadership (a transformational leader that has egoistic motives; Anderson & Sun, 2017) has recently gained attention (Christie, Barling, & Turner, 2011; Krasikova et al., 2013; Thoroughgood, Sawyer, Padilla, & Lunsford, 2016), it is excluded from the current study as there is no usable or valid scale to measure the concept yet (Barling, 2014).

Petty Tyranny

Petty tyranny (Ashforth, 1994) is one of the oldest constructs to be introduced in the area of negative leadership. A petty tyrant is a leader that uses their power to dictate or dominate (Ashforth, 1994). These leaders are oppressive, capricious, and even vindictive (Ashforth, 1997). More specifically, petty tyranny involves belittling subordinates, using random punishment, a lack of consideration for others, discouraging

initiative, behaving arbitrarily, and self-aggrandizement (Kant, Skogstad, Torsheim, & Einarsen, 2013). Although it is one of the oldest conceptualizations, it has received little empirical attention (Barling, 2014), with only a few studies in recent years (Kant et al., 2013; Romm & Pliskin, 1999). However, and this also points to the current problem in the field, researchers often use terms such as “tyrannical leadership” to describe bad behaviour in organizations (Einarsen et al., 2007; Skogstad et al., 2014), but do not measure it as it was originally designed (Skogstad et al., 2014). Nevertheless, petty tyranny is a concept that continues to be included in theoretical reviews of the field (Aquino & Thau, 2009; Krasikova et al., 2013; Thoroughgood et al., 2016) and that is most often compared to, or linked with, abusive supervision (Barling, 2014; Kant et al., 2013; Schilling, 2009; Tepper, 2007).

Abusive Supervision

Abusive supervision is arguably the one concept that has dominated empirical research in the field of negative leadership (Aryee, Sun, Chen, & Debrah, 2008; Schyns & Schilling, 2013). Bennett Tepper first introduced the notion in 2000 and defined it as “the sustained display of hostile verbal and nonverbal behaviours, excluding physical contact” (p. 178). An abusive supervisor is one that ridicules, undermines, and yells (Tepper, 2000). This could include, in part, criticizing and putting down employees in public, blaming employees, not recognizing employees, and lying to employees (Tepper et al., 2007). An important aspect of the concept that is said to distinguish it from other negative leadership constructs is that it is not defined in terms of intent (Tepper, 2007). It focuses on the behaviours of the supervisors regardless of whether they intend to cause

harm or behave that way for other purposes, such as to elicit high performance (Tepper, 2007). Abusive supervision has been linked to a variety of negative outcomes, such as decreased job satisfaction and increased employee distress (Tepper, 2000), burnout (Grandey, Kern, & Frone, 2007), diminished levels of self-esteem (Burton & Hoobler, 2006), and diminished organizational commitment (Tepper, 2007).

As previously mentioned, abusive supervision is often discussed as being very similar to petty tyranny (Kant et al., 2013; Schilling, 2009). The two are paired in meta-analyses (Schyns & Schilling, 2013) and in the construction of theoretical models for an overarching style (Einarsen et al., 2007; Krasikova et al., 2013). For example, Skogstad and colleagues (2014) combine elements of abusive supervision and petty tyranny as “tyrannical leadership”. On the other hand, Schilling’s qualitative review of the negative leadership field in 2009 suggests that abusive supervision may be the encompassing construct for other types of active leadership styles such as despotic, restrictive, and exploitative leadership.

Despotic Leadership

Despotic leadership refers to authoritarian-type behaviours that exert personal dominance, while often exploiting others (Aronson, 2001). Despotic leaders are domineering and controlling; they give orders, do not tolerate disagreement or questioning, and are unwilling to delegate control over tasks or projects (Bass & Stogdill, 1990; House & Howell, 1992). They can also be vengeful, and have little or no regard for others or for behaving in socially pleasant ways (De Hoogh & Den Hartog, 2008). Contrary to abusive supervision, despotic leadership involves leaders’ intentions to cause

harm (Schyns & Schilling, 2013). In his qualitative review, Schilling (2009) argues that despotic leadership is one of the sub-dimensions of abusive supervision.

Supervisor Undermining

Duffy and his colleagues (2002) define supervisor undermining as “behaviour intended to hinder, over time, a worker’s ability to establish and maintain positive interpersonal relationships, work-related success, and favourable reputation” (p. 105). Similar to despotic leadership, it is said to be intentional, but it also differentiates itself from other negative leadership constructs as it is defined in terms of specific outcomes (Hershcovis, 2011). A supervisor who undermines will, for example, withhold important information, fail to help subordinates, belittle, make derogatory comments, reject others socially, and use the silent treatment (Duffy, Ganster, Shaw, Johnson, & Pagon, 2006). Supervisor undermining is also said to be very similar to abusive supervision (Thoroughgood et al., 2016) and some researchers have even combined items from social undermining and abusive supervision to measure “undermining” (Duffy et al., 2006).

Laissez-faire

Laissez-faire is described as true ineffective leadership (Bass & Riggio, 2006), as the leader is described as being disengaged and psychologically absent (Barling, 2014). This type of leader often does not provide needed direction or decisions, nor do they want to be involved at all (Bass & Avolio, 1997; Barling, 2014). More specifically, laissez-faire leaders avoid taking action, deny responsibilities, procrastinate, and fail to give feedback/rewards to followers (Skogstad, Einarsen, Torsheim, Aasland, & Hetland,

2007). They make no attempt to motivate or support their followers (Bass & Avolio, 1990).

Although this is what is called a passive form of leadership, characterized by “doing nothing”, and hence not as overtly negative as the styles previously discussed, there is now growing evidence which suggests that “the absence of leadership (laissez-faire leadership) is nearly as important as the presence of other forms of leadership” (Judge, & Piccolo, 2004, p. 765). To this effect, a study of 42 managers revealed that when asked to describe a bad leader, 33% of statements could be characterized as passive/avoidant behaviours (Schilling, 2009). Furthermore, laissez-faire leadership has been associated with significant negative consequences, such as role ambiguity and conflict (Skogstad et al., 2007), dissatisfaction with leaders (Judge, & Piccolo, 2004), and lower safety consciousness (Kelloway, Mullen, & Francis, 2006).

Further Overlap and Summary of Negative Leadership

As is evident simply in the definitions of the above styles, there seems to be similar ideas and behaviours present in these different negative leadership constructs. However, there are two dimensions in which these concepts can be seen to differ; intent and perception (Schyns & Schilling, 2013). For example, abusive supervision refers to follower’s perception of their leader’s behaviour while social undermining refers to actual leader behaviour. However, as discussed by Schyns and Schilling (2013), I argue that leader behaviour can only have an effect if it is perceived by the follower, and therefore this distinction may not matter. Furthermore, discussions of petty tyranny or abusive supervision do not include the intent of the leader while concepts such as

despotic leadership do. Nonetheless, I argue that regardless of intent, the behaviour can still cause harm to the follower. As Einarsen et al. (2007) explain: “What makes leadership destructive has less to do with the leaders’ intentions than with the outcomes of the leaders’ behaviour” (p.3). Since leadership is an examination of systematic and repeated behaviour, any isolated or accidental behaviour is already excluded in the definition (Einarsen et al., 2007). Researchers in the related fields of workplace bullying and workplace mistreatment argue that intent belongs less in a discussion of operational definition than it does as a potential moderator for follower outcomes (Herscovis, 2011; Rayner, Hoel, & Cooper, 2002).

As previously mentioned, researchers have noticed the overlap of these constructs and how it is impeding the progress of the field. Many researchers have attempted to aggregate some of these styles under an overarching term, but their models are not based on empirical findings, and there is also no follow-up empirical assessment of their models (Shaw, Erickson, & Harvey, 2011). Furthermore, they all start with different constructs, and end with different labels. Their attempts to unify the field are actually making it more complex and diverse. For example, Kant et al., (2013) suggest that petty tyranny is an umbrella concept for destructive leadership, workplace bullying, abusive supervision, and generalized workplace abuse. Additionally, Aquino and Thau (2009) combine abusive supervision, petty tyranny, social undermining, and more, under the term “workplace victimization”. Moreover, Unal et al. (2012) combine elements of abusive supervision, petty tyranny, supervisor undermining, workplace aggression, victimization, bullying, and deviant behaviour to create four dimensions of what they call “unethical

supervision”. They argue that antecedents and outcomes will vary depending on the behaviour being a violation of four normative categories: rights, justice, utilitarianism, and virtue (Unal et al., 2012).

Furthermore, there are at least three different conceptualizations of “destructive leadership” based on conceptual reviews (Einarsen et al., 2007; Krasikova et al., 2013; Schyns & Schilling, 2013). For instance, Einarsen and colleagues (2007) combine elements of abusive supervision, petty tyranny, and toxic leaders to conceptualize “destructive leadership”. They propose that it is composed of two dimensions, tyrannical leadership and derailed leadership, that encompass both behaviours directed towards followers but also behaviours directed towards the organization. As a tyrannical leader, one is focused on organizational goals but achieves them at the expense of subordinates by humiliating, deceiving, and manipulating (Einarsen et al., 2007). As a derailed leader, one humiliates, deceives, and manipulates followers while simultaneously engaging in anti-organizational behaviours such as absenteeism and theft (Einarsen et al., 2007).

In their review of “destructive leadership”, Schyns & Schilling (2013) disagree with Einarsen and his colleagues and argue that only behaviours directed towards followers should be included in a model of destructive leadership (therefore excluding things such as theft or absenteeism). They include abusive supervision, petty tyranny, social undermining, despotic leadership, tyrannical leadership, and toxic leadership in their meta-analysis on follower outcomes, as they argue that all types are similar in the way that they aim to influence followers, are repeated over time, and are hostile or obstructive (Schyns & Schilling, 2013). Krasikova and colleagues (2013) also contend

that only behaviours embedded in the practice of leadership should be included in an overarching model. They conceptualize destructive leadership by aggregating abusive supervision, petty tyranny, pseudo-transformational leadership, bullying, and personalized charismatic leadership. They propose two dimensions; encouraging followers to pursue destructive goals, and using destructive methods of influence with followers (Krasikova et al., 2013). Laissez-faire leadership is the only concept that is consistently considered to be in another category since it is a more passive behaviour, and there is a clear qualitative difference between not acting and acting with hostility. However, as previously mentioned, it is worth including in an analysis of negative leadership styles, as it still violates the interest of the organization and of the subordinates (Aasland et al., 2010), and has been associated with a number of potential harms (Schyns & Schilling, 2013). As a matter of fact, more and more researchers are including laissez-faire leadership in their conceptualization of negative leadership (Aasland et al., 2010; Kelloway et al., 2006). Nevertheless, it is possible that the other more active styles have more severe effects on outcomes (Schyns & Schilling, 2013).

Overall, as the discussion above suggests, there are many similarities between negative leadership styles (Aquino & Thau, 2009; Schyns & Schilling, 2013; Tepper, 2007). Although researchers have discussed this potential overlap between types of leadership (Aquino & Thau, 2009; Schilling, 2009; Tepper, 2007), no study, to my knowledge, has assessed these styles against each other empirically. For this reason, these

leadership styles need to be assessed against each other to determine if and how they are conceptually different from each other.

Current Research

Following study 1, to examine the degree of distinctiveness of these negative leadership styles, this study examines follower ratings of leadership after manipulating leadership style through a vignette manipulation. More specifically, after receiving the vignette scenario portraying one of the five leadership styles, each participant is asked to rate the portrayed leader on each of the five leadership scales representative of the five styles included in this study. In theory, if all the leadership styles are conceptually distinct, you would expect that petty tyranny scores would be higher when an individual receives the petty tyranny scenario than when they receive a scenario portraying any of the other styles. Similar to study 1, this study creates a situation that maximizes the potential for these styles to appear conceptually distinct. In general, I expect that the laissez-faire condition will drive low scores on petty tyranny, abusive supervision, despotic leadership, and supervisor undermining, as it is conceptually different in the way that actions are passive rather than active (Judge & Piccolo, 2004). In the same way, I also expect that laissez-faire scores will be lower in the other four negative leadership conditions. However, as an alternative finding, it is reasonable to anticipate no differences in petty tyranny, abusive supervision, despotic leadership, or supervisor undermining scores, as they are possibly too closely related and potentially manifestations of the same construct.

Method

Experimental Vignette Methodology (EVM)

As per study 1, this study made use of the experimental vignette methodology (EVM) to manipulate leadership. The five vignettes were created for the purposes of this study, in the same manner as in study 1. The development process took place over five months, and involved careful review of the theoretical definition of each style along with their respective measures, and multiple rounds of reviews and adjustments with two labs of organizational psychology students and faculty (at two different academic institutions) who are all conducting leadership research were also conducted and confirmed that the vignettes were representative of their respective leadership style.

Participants

Data for this study was also collected using Qualtrics. Pre-screened Qualtrics members who were currently employed and worked under a leader or supervisor were invited to participate in the study (see Appendix A for the Qualtrics recruitment notice). Two hundred and sixty-five participants were recruited for this study, with 53 participants in each leadership condition. All participants received the equivalent of 3\$ US in Qualtrics points for participating in this study. Of the 265 participants, 66% were female and 34% were male. The participants' ages ranged from 19 to 76 years old, with an average of 43 years old ($SD=13.85$). Twenty-seven percent of participants had been working at their current job for over ten years, 43% between three to 10 years, 22% between one and three years, and the rest had been working at their current job for less than one year. Thirty-five percent of participants had been working under their current

supervisor between one and three years, 29% between three to 7 years, 19% for 7+ years, and the rest had been working under their current supervisor for less than one year. Fifty six percent were in contact with their supervisor four or more times per week, 22% were in contact two to three times a week, and the rest were in contact with their supervisor once a week or less. Participants came from a wide variety of industries, with 53% working in the retail, health, education, manufacturing, and technology industries. The gender of the participants' workplace supervisor was split almost 50/50, with 132 working for a male supervisor, 129 working for a female supervisor, and two working with a supervisor identified as "other".

Procedure

The procedure for this study was identical to study 1. Pre-screened respondents who worked under a leader or supervisor were asked to click on the link to the online survey. They read an informed consent form (see Appendix F), and then received, at random, one of the five e-mail scenarios (vignettes). Participants were asked to imagine themselves in a situation that featured an e-mail response from a supervisor. After reading the scenario, participants were asked to complete a 15-minute survey on the portrayed supervisor's leadership style (see Appendix H for full survey). Participants had access to the e-mail scenario throughout the entire survey, as it was presented at the top of every page. After completing the survey, all participants were presented with a debriefing form (see Appendix I).

Materials and Measures

Vignettes. All vignettes were prefaced by the same short paragraph to give a bit of context. It read as follows:

Please imagine yourself in the following situation:

A few weeks ago, senior management assigned a new high profile project to your department. You were selected as the lead of this project and you are responsible for coordinating the team's activities. You just submitted your first progress report on the project to your manager, who is responsible for all communications with senior management. There have been many complications and challenges with this project, and it is taking a lot longer than expected. However, you feel as though you've worked very hard on this so far and have done the best you can considering the situation. Your supervisor sends you the following e-mail in response to your report:

The abusive supervision vignette manipulation read as follows:

This report is trash. All the ideas you have implemented so far are stupid. I have no idea why you were assigned this project after the terrible failure you had with the last one. Are you really this incompetent?

You know, I've been watching you and you are not putting in as much effort on this as you should. You're just as lazy as Rob! I know I said you had 2 weeks until your next report is due, but I expect a new version of this the day after

tomorrow!! I don't want you asking any of your coworkers for help, and don't let me catch you talking to anyone until this is done.

If this goes south, I'm blaming it on you. Don't email me about this again.

All other negative leadership vignette manipulations can be found in Appendix G.

Petty tyranny. Petty Tyranny was measured using the 47-item scale developed by Ashforth (1994). Participants responded using a 5-point scale ranging from 1="very seldom" to 5="very often". Sample items include "yells at subordinates", "belittles or embarrasses subordinates", and "makes up arbitrary rules".

Abusive supervision. The Abusive Supervision Scale developed by Tepper (2000) was used to measure abusive supervision. The 15 items are rated on a 5-point scale ranging from 1="I cannot remember him/her ever using that behaviour with me" to 5= "He/she uses this behaviour very often with me". Sample items include "My boss tells me my thoughts or feelings are stupid" and "My boss puts me down in front of others".

Despotic leadership. The 6-item Multi-Culture Leader Behaviour Questionnaire (MCLQ) was used to measure despotic leadership (De Hoogh & Den Hartog 2008). Answer options ranged from 1="strongly disagree" to 7="strongly agree". Sample items include "Your current supervisor/manager is punitive; has no pity or compassion", and "Is in charge and does not tolerate disagreement or questioning, gives orders".

Supervisor undermining. Supervisor undermining was measured using the 13-item scale from Duffy et al. (2002). Items are scored on a 6-point scale ranging from 1="not at all", to 6= "every day". Some items are "Put you down when you questioned work procedures" and "Made you feel incompetent".

Laissez-faire. Laissez-faire leadership was assessed using a recent scale developed by Barling & Frone (2016). Participants respond to the agreeableness of statements on a 4-point scale ranging from 1=“strongly disagree” to 4= “strongly agree”. Items include “Tends to be unavailable when staff need help with a problem”, and “Avoids making decisions”.

Demographics. The demographic questions included questions regarding participants’ age, gender, work experience, and characteristics of their current employment. The full questionnaire can be found in Appendix H.

Statistical Analysis

Just like study 1, this study executes a series of one-way ANOVAs with planned comparisons to determine whether there are differences in leadership scale scores between vignette conditions. In each condition, each leadership scale score will be compared to the average of the same leadership sale scores in the four other conditions to determine where the differences might be coming from, for a total of five contrasts per condition. Table 8 outlines the contrast coefficients for the five comparisons.

Results

Preliminary Analyses

Missing data. Less than 2% of values were missing within each scale item, and therefore all cases were included in the analyses. In the case of missing items within a scale, the scale total was calculated using the average of the other items.

Descriptives and correlations. Descriptive statistics for each scale can be found in Table 9. The levels of skewness and kurtosis indicate that the data is negatively

skewed (absolute values higher than ± 2 ; Field, 2009; Gravetter & Wallnau, 2014). A Shapiro-Wilk test was conducted to further assess normality, and indicated that the distribution of all variables were in fact non-normal (See Table 10). However, no transformations to the data were made, as the vignettes were created to manipulate leadership in a way that would result in high ratings on each scale, and I expected the data to be skewed in this manner. Furthermore, ANOVA is rather robust to normality violations (Pallant, 2010). Reliability analyses were conducted on each of the five leadership scales; these statistics are presented in Table 11 along with correlation analyses.

Table 8. Negative Leadership Planned Contrast Coefficients

Contrast	Abusive Supervision	Petty Tyranny	Despotic	Supervisor Undermining	Laissez-faire
1	1	-.20	-.20	-.20	-.20
2	-.20	1	-.20	-.20	-.20
3	-.20	-.20	1	-.20	-.20
4	-.20	-.20	-.20	1	-.20
5	-.20	-.20	-.20	-.20	1

Table 9. Negative Leadership Scale Descriptive Statistics

Scale	Mean	Maximum	SD	Skew	Error	Kurtosis	Error
Petty Tyranny	3.76	5	1.05	-.94	.15	-.13	.30
Abusive Supervision	3.39	5	1.34	-.63	.15	-.96	.30
Despotic Leadership	5.64	7	1.61	-1.55	.15	1.66	.30
Supervisor Undermining	4.03	6	1.58	-.67	.15	-.72	.30
Laissez-faire	2.00	4	.88	-.67	.15	-.50	.30

Table 10. Negative Leadership Shapiro-Wilk Normality Test

Scale	Statistic	df	sig
Petty Tyranny	.89	265	.000
Abusive Supervision	.79	265	.000
Despotic Leadership	.90	265	.000
Supervisor Undermining	.88	265	.000
Laissez-faire	.91	265	.000

Manipulation checks. To test the leadership manipulation, participants were asked to rate the leader's response on the main construct associated with the style. Participants in the petty tyranny condition were asked to rate on a scale of 1 to 5 whether the leader's response could be characterized as oppressive. Eighty-three percent of participants recognized that this scenario was oppressive. Eighty-seven percent of participants who received the abusive supervision vignette rated the scenario as being hostile. Furthermore, 83% of participants rated the despotic leadership vignette as exerting dominance, while 68% of participants rated the supervisor undermining vignette as a response that would hinder social relationships. Finally, 59% of participants recognized the laissez-faire vignette as a disengaged response.

Main Analyses

A one-way between groups ANOVA with planned comparisons was conducted for each leadership scale scores to evaluate the effects of leadership manipulation on ratings of leadership style. Levene's test of homogeneity of variance was significant for the despotic condition ($F = 3.78, p = .005$) and the laissez-faire condition ($F = 3.96, p = .004$). There was a significant difference in petty tyranny scores between vignette groups, $F(4,260) = 6.132, p < .001, \eta^2 = .09$, and in abusive supervision scores between vignette groups, $F(4,260) = 6.91, p < .001, \eta^2 = .10$. There was also a significant difference in supervisor undermining scores between vignette groups, $F(4,260) = 7.36, p < .001, \eta^2 = .10$. A summary of these results can be found in Table 12.

CONSTRUCT OVERLAP OF LEADERSHIP STYLES

Table 11. Negative Leadership Scale Reliabilities and Correlations Between Scales and Demographics

	1	2	3	4	5	6	7	8	9
1. Gender									
2. Perceived vignette gender	.19**								
3. Years with supervisor	-.01	.07							
4. Contact with supervisor	.028	.04	.05						
5. Petty Tyranny	.20**	.11	-.09	.00	(.98)				
6. Abusive Supervision	.19**	.16*	-.07	.03	.75**	(.98)			
7. Despotism leadership	.14**	.08	-.08	.02	.66**	.69**	(.96)		
8. Supervisor Undermining	.17**	.11	-.12	.02	.58**	.71**	.76**	(.98)	
9. Laissez-faire leadership	-.074	-.03	.05	.00	-.37**	-.21**	-.44**	-.45**	(.89)

Note. *Correlation is significant at the .05 level (2-tailed). **Correlation is significant at the .01 level (2-tailed). Scale reliabilities are displayed on the diagonal where applicable. Gender coded as 1=male, 2=female

The Welch test of Equality of Means also revealed a significant difference in despotic leadership scores $F(4,128) = 13.14, p < .001, \eta^2 = .15$, and in laissez-faire scores $F(4,130) = 2.46, p = .049, \eta^2 = .02$, between vignette groups. These results can be found in Table 13. Planned contrasts were analyzed to shed some light on where these differences might come from. A summary of the contrast analyses can be found in Table 14.

Petty tyranny scores. Contrast analyses revealed that petty tyranny scores were significantly higher in the abusive supervision condition than in the other conditions combined (i.e., contrast 1: $t(260) = 2.89, p = .004$). Petty tyranny scores were also significantly lower in the laissez-faire condition than in the other conditions combined (i.e., contrast 5: $t(260) = -4.54, p < .001$).

Abusive supervision scores. Contrast analyses revealed that abusive supervision scores were significantly higher in the abusive supervision condition than in the other conditions combined (i.e., contrast 1: $t(260) = 3.57, p < .001$). Abusive supervision scores were also significantly lower in the laissez-faire condition than in the other conditions combined (i.e., contrast 5: $t(260) = -4.43, p < .001$).

Despotic leadership scores. Contrast analyses revealed that despotic scores were significantly higher in the abusive supervision condition than in the other conditions (i.e., contrast 1: $t(260) = 2.97, p = .004$), that despotic scores were significantly higher in the supervisor undermining condition than in the other conditions (i.e., contrast 4: $t(260) = 4.18, p < .001$), and that despotic scores were significantly lower in the laissez-faire condition than in the other conditions (i.e., contrast 5: $t(260) = -6.25, p < .001$).

Table 12. Negative Leadership Summary of ANOVA Results

Scores	Sum of Squares	df	Mean Square	F	Sig.
Petty Tyranny					
Between	25.33	4	6.33	6.13	.000
Within	268.46	260	1.03		
Total	293.79	264			
Abusive Supervision					
Between	45.65	4	11.41	6.91	.000
Within	429.73	260	1.65		
Total	475.38	264			
Supervisor Undermining					
Between	67.27	4	16.82	7.36	.000
Within	594.33	260	2.29		
Total	661.60	264			

Table 13. Negative Leadership Robust Test of Equality of Means

Scores	Welch F	df1	df2	Sig.
Despotic	13.14	4	127.67	.000
Laissez-faire	2.46	4	129.64	.049

Table 14. Positive Leadership Summary of Contrast Analyses Results

Contrast	Value of Contrast	Std. Error	t	df	Sig. (2-tailed)
Petty Tyranny					
1	.45	.16	2.89	260	.004
2	.18	.16	1.16	260	.248
3	-.01	.16	-.08	260	.934
4	.09	.16	.58	260	.563
5	-.71	.16	-4.54	260	.000
Abusive Supervision					
1	.71	.20	3.57	260	.000
2	.23	.20	1.16	260	.247
3	.09	.20	.47	260	.636
4	-.15	.20	-.78	260	.435
5	-.87	.20	-4.43	260	.000
Despotic Leadership*					
1	.65	.22	2.97	84	.004
2	.08	.26	.33	71	.741
3	.04	.26	.13	71	.895
4	.71	.17	4.18	136	.000
5	-1.49	.24	-6.25	77	.000

Supervisor Undermining						
1	.56	.23	2.40	260	.017	
2	.08	.23	.34	260	.733	
3	-.12	.23	-.52	260	.605	
4	.61	.23	2.65	260	.009	
5	-1.13	.23	-4.86	260	.000	
Laissez-faire*						
1	-.36	.12	-2.94	92	.004	
2	.22	.14	1.57	77	.120	
3	.11	.13	.88	84	.380	
4	.01	.13	.05	87	.964	
5	.02	.15	.13	69	.899	

Note. *Does not assume equal variances

Supervisor undermining scores. Contrast analyses revealed that supervisor undermining scores were significantly higher in the abusive supervision condition than in the other conditions (i.e., contrast 1: $t(260) = 2.39, p = .017$), that supervisor undermining scores were significantly higher in the supervisor undermining condition than in the other conditions (i.e., contrast 4: $t(260) = 2.65, p = .009$), and that supervisor undermining scores were significantly lower in the laissez-faire condition than in the other conditions (i.e., contrast 5: $t(260) = -4.86, p < .001$).

Laissez-faire scores. Contrast analyses revealed that laissez-faire scores were significantly lower in the abusive supervision condition than in the other conditions combined (i.e., contrast 1: $t(260) = -2.94, p = .004$).

Discussion

This study was concerned with investigating five styles of negative leadership (petty tyranny, abusive supervision, despotic leadership, supervisor undermining, and laissez-faire) to determine ways in which they do and do not overlap conceptually. Previous research has discussed considerable definitional, conceptual, and measurement overlap between these styles (Hershcovis, 2011; Tepper, 2007; Schyns & Schilling, 2013), but this study was the first to empirically examine the issue. The results supported the proposed hypothesis that laissez-faire leadership can be differentiated from the other more active styles. Furthermore, interesting differences in abusive supervision and undermining scores were present. The findings are discussed in more detail below.

Abusive Supervision

The abusive supervision leader condition seemed to entice significantly higher scores on all leadership scales (except for laissez-faire) than the other conditions. This means that when exposed to an abusive leader, participants rated this leader significantly higher on abusive supervision, petty tyranny, despotic leadership, and supervisor undermining than in the other leadership conditions. First, since the abusive supervisor is rated high on abusive supervision, this provides evidence for the construct validity of the concept. Furthermore, since all of these types of leadership are constantly being combined as one in meta-analyses and empirical reviews (Bowling & Beehr, 2006; Schyns & Schilling, 2013), this could suggest that abusive supervision is the underlying construct that encompasses the other types of active negative leadership, and could also solve the battle on terminology (these same styles being consistently combined under

different terms; e.g. destructive leadership, workplace victimization, unethical supervision). As a matter of fact, Schilling (2009) has indeed suggested that abusive supervision may be the encompassing construct for other types of active leadership styles. He interviewed 42 managers concerning what they would characterize as “negative leadership”. The four categories of active behaviour that emerged (restrictive, exploitative, despotic, and insincere) are suggested to be sub-dimensions of abusive supervision (Schilling, 2009). However, the results of supervisor undermining scores suggest that supervisor undermining may also play an important role in the field.

Supervisor Undermining

Although the undermining supervisors rated significantly higher on abusive supervision as mentioned above, I also found that when exposed to an undermining supervisor, participants also rated this leader significantly higher on supervisor undermining. This also provides evidence for its construct validity. It is differentiated from others in the literature in terms of its outcomes; that is, supervisor undermining behaviours have the intent to hinder interpersonal relationships, work-related success, and reputation (Duffy et al., 2012). It is possible that followers are picking up on this key aspect. Nonetheless, since both undermining supervisors and abusive supervisors rate high on both their own scales and each other's, it indicates they are quite similar, and can potentially be integrated theoretically.

The supervisor undermining condition did also result in higher scores on despotic leadership than in the other conditions. When exposed to an undermining supervisor, this leader is also rated as being despotic. Since the opposite relationship is not present

(despotic leadership scores high in the supervisor undermining condition), it is possible that supervisor undermining encompasses despotic leadership.

Laissez-faire

Furthermore, as expected, it appears that participants were able to recognize that laissez-faire is different than the other styles, as scores on all negative leadership scales were significantly lower in the laissez-faire vignette condition when compared to the other leadership conditions. More specifically, when exposed to a laissez-faire leader (laissez-faire vignette condition), participants rated this leader significantly lower on abusive supervision, petty tyranny, despotic leadership, and supervisor undermining, than when exposed to any other type of leader. Moreover, when looking at the laissez-faire scale scores, they were significantly lower in the abusive supervision condition compared to other conditions. This further explains that when exposed to an abusive leader, participants rate this leader low on laissez-faire leadership, and emphasizes the theoretical differences between abusive supervision and laissez-faire.

However, laissez-faire scores did not significantly differ from each other in the other conditions. That is, the other leadership conditions (petty tyranny, despotic leadership, and supervisor undermining) did not result in significantly lower scores on laissez-faire. Since participants were in fact capable of discerning the laissez-faire leader as different, this could possibly mean that the other types of negative leadership still involve some elements of laissez-faire, or at least participants are making the assumption that they do. It is plausible that although the scenarios for petty tyranny, despotic leadership, and supervisor undermining involve active hostile behaviours, that

participants are inferring that this leader does/would also, for example, be unavailable, or disengaged in work (i.e. more passive behaviours). This could emphasize the fact that laissez-faire leadership does belong in an exploration of negative leadership, as participants seem to be pairing these behaviours as happening as frequently as the other more active ones.

Implications for Research

Overall, the results of this study confirm that there is significant overlap between negative leadership styles (Gardner et al., 2010; Schyns & Schilling, 2013). The results also provide insight as how to best integrate these theories, something researchers have been doing for quite some time, but with very little if any empirical foundation (Shaw et al., 2011). Future research should further examine the theoretical overlap of these five leadership theories. More specifically, researchers should assess how supervisor undermining and abusive supervision are related. Researchers should seek to establish the similarities and differences between the two, to best understand the main constructs at the center of bad leader behaviour. Only then can research think about how to best integrate these theories. It seems as though all of these leadership styles can be combined (as many have already done), perhaps setting abusive supervision at the center. As per the positive field, a good solution may also be to create an integrated model of negative leadership, with key differences between styles included as moderators (Hershcovis, 2011).

However, it is possible that similar to the positive leadership field, these leadership styles' measures are not adequately measuring the constructs outlined in the theory. As a matter of fact, the one dimension that appears to be the source of the main

differences between these styles (intent; Einarsen et al., 2007; Hershcovis, 2011), is not assessed through the measures, nor is it easy to measure. Although negative leadership behaviours cause harm regardless of intent (Einarsen et al., 2007), it is possible that followers react differently if they believe the person intended to hurt them. As it happens, a recent scenario study in which participants received a paycheque cut due to a CEO's bad investment as a result of either an intentional mistake, or because he intentionally wanted them to work harder for profits in the future, found that participants attributed more blame to the CEO in the intentional condition (Ames & Fiske, 2015). More surprisingly, however, the participants saw the paycheque cut as more damaging to themselves and their families in the intentional condition than in the accidental condition (Ames & Fiske, 2015). Nonetheless, attributing intent to behaviours is widely subjective when we are not told explicitly whether it is there or not. Furthermore, as intent primarily has an impact on outcome, it could further be included as a moderator variable of an integrated model. Regardless, more research is needed to accurately identify the overlap between these negative leadership styles. Guided by these results, and applying to the area of positive leadership as well, researchers may now expand this research by conducting similar studies with actors or video vignettes, increasing realism and both internal and external validity. Future research can also conduct more specific post-hoc comparisons among these leadership styles based on the results of this study. It may also be helpful for researchers to conduct qualitative explorations of these leadership styles. It would be interesting to interview participants about similar leadership vignettes to be able to pinpoint what it is about each style that participants are attracted (or not) or the things

they are picking up on. Qualitative explorations would also help with the development of effective vignettes itself. It would also be interesting to examine the effects of age and gender of employees on these perceptions of leadership, as well as the type of work.

General Discussion

Limitations

Although the research in both of these studies has the potential to greatly expand our understanding of organizational leadership, there are limitations associated with this research that should be acknowledged. First, both samples were obtained through Qualtrics, and therefore the sample was not completely selected at random and may have unique characteristics. The individuals who decide to participate in Qualtrics studies may be different from those who did not wish to participate or from those who are not aware of Qualtrics studies. Therefore, these studies may not generalize to a wider workforce. However, there are also benefits to sampling via Qualtrics. A large pool of participants (which increases generalizability, validity, and statistical power) is available quickly at a fairly low cost. Participants recruited through Qualtrics are also likely to be more variable compared to those who would be recruited from a single organization. Furthermore, recent research has shown that participants recruited through crowdsourcing data are more representative of the working adult population than is a university participant pool. Crowdsourced data also shows to be more internally consistent than university samples, and equally susceptible to incompleteness (Behrend, Sharek, Meade, & Wiebe, 2011), although certain platforms (such as Qualtrics) only provide data on cases that are complete. Ethnically and educationally diverse.

Second, it is possible that the vignettes used in this study did not accurately represent their respective leadership styles and that the leadership manipulations did not work. However, the development process of these vignettes happened over time, was based on much theoretical research, and was supported by both experts in the field and students familiar with leadership research. Furthermore, vignette methodology has also been criticized for generalizability, but it is appropriate for the initial stages of new research since it maximizes internal validity (Kelloway et al., 2003). Although research on the overlap in the organizational leadership field has already been underway, these studies took a new approach by examining all types of leadership at the center of their respective areas at once. Vignette methodology also generally enhances experimental realism while manipulating and controlling independent variables, increasing both internal and external validity. It is also relevant for the examination of constructs that occur in a dyadic context (Aguinis & Bradley, 2014)

Third, as previously mentioned, the current studies did not account for any contextual variables. It is possible that younger and older adults and men and women perceive leadership differently. It is also possible that things such as the type of work, the length working with a supervisor, the gender of the supervisor, or even things such as disabilities could potentially influence the results. For example, there is recent research that suggests that female and male transformational leaders are perceived slightly differently (Kent, Blair, & Rudd, 2010).

Finally, although an increasing number of workplaces rely on email communication, the email scenario used in these studies may not be representative of all

work environments. For example, it is possible that employees who work in retail, or in a more hands-on position such as in construction or in manufacturing, do not often use email to communicate with their superiors. This is a limitation that could be addressed by the use of video vignettes in future research.

Implications for Practice

In general, organizations need to consider the results of these studies and the construct overlap problem in general when thinking about leadership training and leadership interventions. Certain people and organizations alike have preferences when it comes to leadership styles, but it may be the case that these styles are not all that different. I would advise organizations to be careful in joining others in doing or supporting the style that seems most popular or most researched without considering all of the evidence. Based on the results of these studies, I would recommend looking into charismatic or servant leadership interventions as they seem to be the two that stand out as encompassing other positive leadership styles. However, organizations must also consider their own context and conditions. To clarify, it is important for organizations to recognize that this research (and the research currently available) still does not tell us much about the differences of these leadership styles under different organizational conditions or on different outcomes. Furthermore, it is important for organizations to train their leaders to think about and be aware of passive negative behaviours they may be carrying out.

Conclusion

The current proliferation of positive and negative leadership styles in research and practice may not be adding to our knowledge of workplace leadership. Due to the overlap of these leadership styles, the field fails to develop strong theories and bases. Instead, we are left with a chaotic jumble of very similar constructs. The results of these studies suggest that charismatic and servant leadership are the main constructs to focus on in the positive area, while abusive supervision and supervisor undermining may encompass the other active styles of negative leadership. In light of the findings from this study, future research should focus on further refinement of the manner in which we conceptualize positive and negative organizational leadership, and ways in which styles can be integrated to clarify the field.

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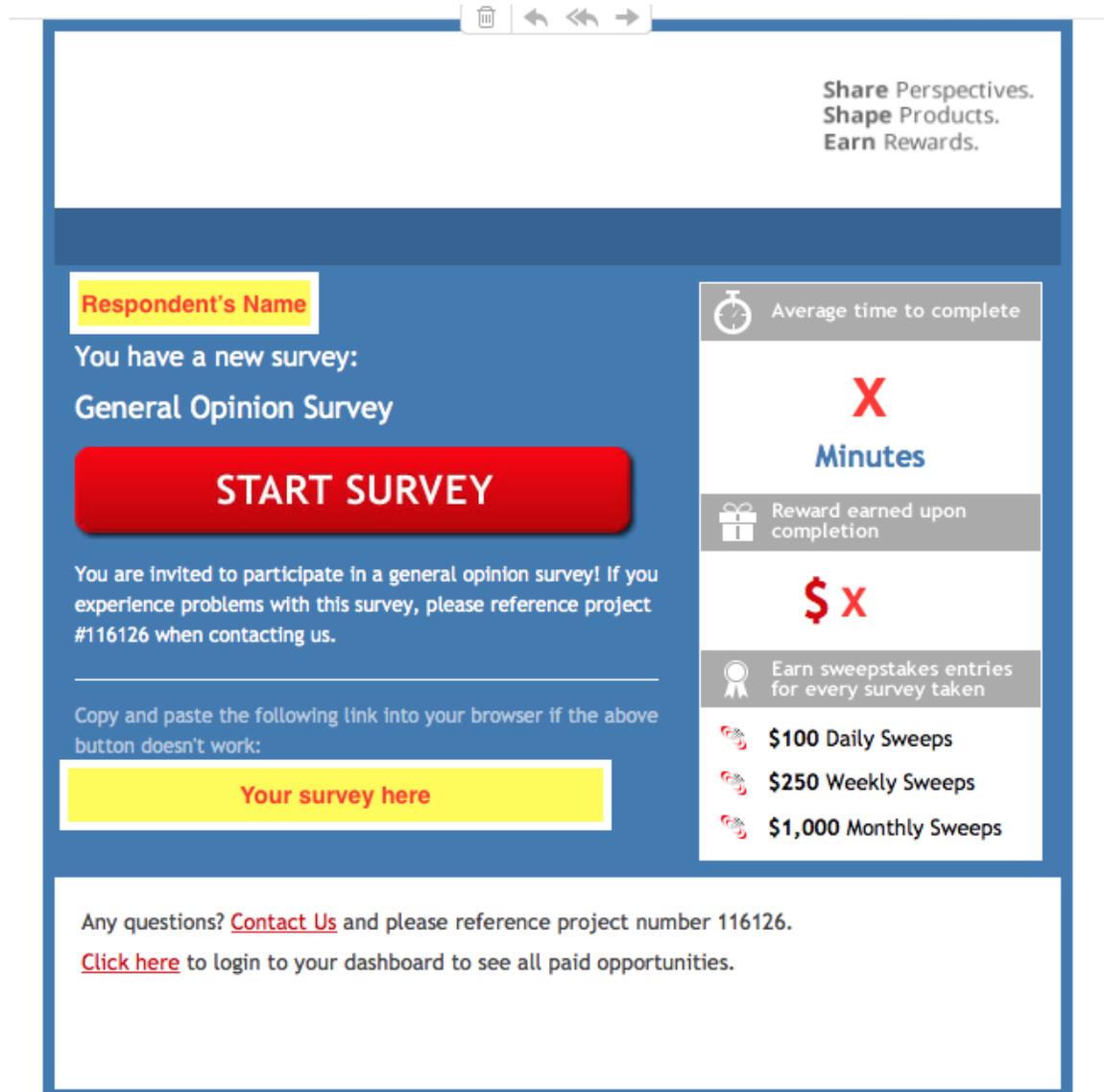
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Appendix A: Example of Announcement for Recruiting Participants on Qualtrics' Website



Share Perspectives.
Shape Products.
Earn Rewards.

Respondent's Name

You have a new survey:
General Opinion Survey

START SURVEY

You are invited to participate in a general opinion survey! If you experience problems with this survey, please reference project #116126 when contacting us.

Copy and paste the following link into your browser if the above button doesn't work:

Your survey here

Average time to complete

X
Minutes

Reward earned upon completion

\$X

Earn sweepstakes entries for every survey taken

- \$100 Daily Sweeps
- \$250 Weekly Sweeps
- \$1,000 Monthly Sweeps

Any questions? [Contact Us](#) and please reference project number 116126.
[Click here](#) to login to your dashboard to see all paid opportunities.

Appendix B: Informed Consent Positive Leadership

The purpose of an informed consent is to ensure that you understand the purpose of the study and the nature of your involvement. The informed consent must provide sufficient information such that you have the opportunity to determine whether you wish to participate in the study.

Present study: Positive Leadership Styles

Research Personnel: The following people are involved in this study, and may be contacted at any time if you have any questions or concerns:

Anne-Marie Côté (MA, Psychology, email: annemarie.cote@carleton.ca)

Dr. Kathyne Dupré (Associate Professor, Psychology, email: kathyne.dupre@carleton.ca, phone: 613-520-2600 ext. 6026)

Concerns: If you have any ethical concerns with the study, please contact Dr. Andy Adler, Chair, Carleton University Research Ethics Board-B (by phone at 613-520-2600 ext. 4085 or via email at ethics@carleton.ca).

Purpose: The purpose of this study is to compare some of the most widely researched and practiced forms of effective workplace leadership.

Eligibility: You must be over 18 years old and be working under a supervisor/manager to participate in the following study

Task requirements: As a participant, you will be asked to imagine yourself in a scenario in which your direct supervisor sends you an e-mail. You will be asked to read the e-mail and rate the portrayed supervisor/manager on several leadership behaviours, and then answer demographic questions. Please keep in mind that these questions might feel repetitive, as we are comparing similar leadership behaviours in this study. This survey should take approximately 30 minutes to complete.

Compensation: You will receive 3\$ in Qualtrics cash-based incentives for participating in this study.

Potential risk/discomfort. It is highly unlikely that you will feel any discomfort throughout this study; research does not suggest that responding to questions such as these have any negative side effects.

Anonymity/Confidentiality. No information that could be used to identify you can be connected with your survey responses, so your answers will be anonymous. In other words, nobody will be able to link your answers to your identity and we will not know who said what. The information you provide will be used only for research purposes.

Anonymous electronic data files will be retained indefinitely on secure, password protected computers. We collect data through the software Qualtrics, which uses servers with multiple layers of security to protect the privacy of the data (e.g., encrypted websites and password protected storage). Please note that Qualtrics is hosted by a server located in the USA, and as such is subject to the United States Patriot Act. This Act permits U.S. law enforcement officials, for the purpose of an anti-terrorism investigation, to seek a court order that allows access to the personal records of any person without that person's knowledge. In the present study, all data collected is anonymous, IP addresses will not be collected, and all data will be deleted from the Qualtrics server upon completion of the study.

We are committed to protecting your privacy and will treat the data we collect as completely confidential. In potential publications of this research, only aggregated data (means and correlations) will be reported. Anonymous data might be shared with trusted colleagues.

Right to withdraw. Your participation in this study is entirely voluntary. At any point during the study, you have the right to not complete certain questions, or to withdraw without penalty. If you choose to withdraw, you will still be compensated - please continue clicking through to the end of the survey in order to see the debriefing form. However, it will not be possible to withdraw from the study *after* submitting your completed survey since all data collected is anonymous.

This study has been cleared by the Carleton University Research Ethics Board-B (CUREB-B Clearance #106741).

Click "I Agree" to indicate that you understand the information above and would like to participate in this study or "I Disagree" if you do not want to do the survey.

Appendix C: Positive Vignette Manipulations

Prompt (read by all participants): Please imagine yourself in the following situation:

You just came out of a meeting in which you were selected to lead a new high profile project at work. After the meeting, you are going through the project brief at your desk and you realize that you are not quite sure how to approach certain parts of the project. You are a bit worried about this project; it will definitely be a challenge for you. You send your manager an e-mail outlining your questions and concerns about the project and request a one-on-one meeting to discuss and design a strategic plan. Your supervisor sends you the following e-mail in response:

TRANSFORMATIONAL

Hi,

I'm glad you reached out, I am here to support and guide you through this project.

I see where you are coming from, this is not an easy situation. Try thinking outside of the box here. Remember the concerns we had about the Camilia project? What did we do? Get creative, I know you can!

Remember that this project will play a big part in the plans we have for the future of this department. How exciting!! This is going to be a good learning opportunity for you and I know you are very capable and ready for it (which is also why you were chosen for this ☺). I trust you will make this great. I know that the rest of the team is behind you as well and ready to help.

Let's take some time to brainstorm and meet on Friday? I'm looking forward to hearing your ideas! Trust me, we will achieve this ☺ And don't forget my door is always open should you need some help with this or anything else.

CHARISMATIC

Hi,

I know that you're a great critical thinker, so I had a feeling you would bring this up ☺ I see where you are coming from, I had in fact outlined the same concerns as potential obstacles to achieving this project. I think perhaps we may even have to modify some of the organization's current policies...

I know this is a big project that we will have to work on for a long time, and there appears to be many limitations, but I assure you that with the right plan and series of steps, we will not only achieve this, but make a lasting positive impact on the organization.

Let's take some time to brainstorm. I will cancel my commitments on Friday and come into the office so we can meet then. I am dedicated to making this a success no matter what.

AUTHENTIC

Hi,

I am glad you brought this up. I am well informed that the procedures I have chosen have proven to be questionable to some. I carefully reviewed all alternatives before deciding on this project and I believe this is the best way to proceed, to be fair to everyone involved, even if it means we will have to challenge some of the organization's policies.

However, I know that my initial ideas can be a tad unrealistic, and I would like to hear more about what you and the rest of the team think. I want to ensure all contradicting opinions have been heard before we decide how to proceed. Like I said, I want to do what's best here, and I'm also open to hearing alternate ideas concerning this project. I want everyone to be comfortable moving forward.

Feel free to come to me anytime, we can discuss and set up some meeting times. I look forward to hearing your comments!

LMX

Hi,

I understand where you're coming from! These are valid concerns. We should definitely meet to ensure you have a clear understanding of what to do and what is expected here. However, I know you have the necessary abilities to complete this project and I know you are creative, so I look forward to hearing your ideas on how we should proceed with this; I also want you to make this project your own. You can really make this great.

Remember that I am here to work on this with you, and I will be glad to review your work at any time.

Can we meet on Friday? Also, remember the Camilia project we worked on! We proved to be a great team for that, and I know we can do it again ☺ As long as we both have a

clear understanding of where we are going, and we trust and support each other through the steps, we will achieve this!

SERVANT

Hi,

I had a feeling you had concerns about this. I understand where you are coming from, this is not an easy situation. I am glad you e-mailed me, I want to make sure you are comfortable moving forward with this, and that we remain fair to all parties involved. I will be glad to discuss this with you, but I trust your judgement. I know you can make the hard decisions to make this project successful, and that what you decide will be the best course of action.

Remember that this project is a great opportunity for you to grow and reach your personal and professional goals (also why this was assigned to you☺). This project will play a big part in the plans we have for the department, but also for the community. I was participating in the fair at the community centre on Saturday and saw that people are already very excited.

Let's meet on Friday. I will put my things aside to support you on this project, I really want you to succeed in this.

ETHICAL

Hi,

You are right. It's important to think carefully about this project. We want to make sure to be fair to all parties involved. To address these concerns, let's start thinking about whether or not there are solutions that will benefit all equally. What do you believe is the honest thing to do here? Think of how I dealt with the concerns regarding the Camilia project. Let's brainstorm and discuss this on Friday.

As you know, this project will play a big part in displaying our department's mission for doing the right thing. I am confident that throughout this project you will adhere to the high ethical standards, and that you will learn from this experience. I want this to be a stepping stone for you.

Feel free to come to me with any questions or suggestions. I am here to listen to you.

Appendix D: Positive Leadership Questionnaire**Leader-Member Exchange (LMX 7) Questionnaire (Graen, & Uhl-Bien, 1995)**

Please select the response that you think would be most true of your relationship with this leader. For each of the items, indicate the degree to which you think the item would be true for you in this situation by circling one of the responses that appear below the item.

1. Do you know where you stand with your leader and do you usually know how satisfied your workplace supervisor/manger is with what you do?

1= Rarely, 2=Occasionally, 3=Sometimes, 4=Fairly often, 5=Very often

2. How well does your leader understand your job problems and needs?

1= Not a bit, 2=A little, 3=A fair amount, 4=Quite a bit, 5=A great deal

3. How well does your leader recognize your potential?

1= Not at all, 2=A little, 3=Moderately, 4=Mostly, 5=Fully

4. Regardless of how much formal authority your leader has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems in your work?

1= None, 2=Small, 3=Moderate, 4=High, 5=Very high

5. Again, regardless of the amount of formal authority your leader has, what are the chances that he or she would “bail you out” at his or her expense?

1= None, 2=Small, 3=Moderate, 4=High, 5=Very high

6. I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so.

1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

7. How would you characterize your working relationship with your leader?

1= Extremely ineffective, 2=Worse than average, 3=Average, 4=Better than average, 5=Extremely effective

Transformational Leadership Behaviour Inventory (TLI) (Podsakoff et al., 1990)

This questionnaire describes the leadership style of the supervisor portrayed in the scenario you just read.

Please select the response that you believe would be most true of your relationship with this workplace supervisor/manager, where 1 = not at all to 5 = frequently, if not always.

This leader...

1. Has stimulated me to think about old problems in new ways.
2. Is always seeking new opportunities for the unit/department/organization.
3. Paints an interesting picture of the future of our group.
4. Has a clear understanding of where we are going.
5. Inspires others with his/her plans for the future.
6. Is able to get others committed to his/her dream of the future.
7. Fosters collaboration among work groups.
8. Encourages employees to be "team players"
9. Gets the group to work together for the same goal.
10. Develops a team attitude and spirit among his/her employees.
11. Acts without considering my feelings.
12. Shows respect for my personal feelings.
13. Behaves in a manner that is thoughtful of my personal needs.
14. Treats me without considering my personal feelings.
15. Shows us that he/she expects a lot from us.
16. Insists on only the best performance.
17. Will not settle for second best.
18. Leads by "doing" rather than simply by "telling".
19. Provides a good model to follow.
20. Leads by example.
21. Has provided me with new ways of looking at things which used to be a puzzle for me.
22. Has ideas that have forced me to rethink some of my own ideas I have never questioned before.

Authentic Leadership Questionnaire (ALQ)¹ (Walumbwa et al., 2008)

The following survey items refer to the leadership style of the supervisor portrayed in the scenario. Judge how frequently you believe each statement would fit his or her leadership style using the following scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
1	2	3	4	5

This leader:

1. Says exactly what he or she means.
2. Admits mistakes when they are made.
3. Encourages everyone to speak their mind.
4. Tells you the hard truth.
5. Displays emotions exactly in line with feelings.
6. Demonstrates beliefs that are consistent with actions.
7. Makes decisions based on his or her core values.
8. Asks you to take positions that support your core values.
9. Makes difficult decisions based on high standards of ethical conduct.
10. Solicits views that challenge his or her deeply held positions.
11. Analyzes relevant data before coming to a decision.
12. Listens carefully to different points of view before coming to conclusions.
13. Seeks feedback to improve interactions with others.
14. Accurately describes how others view his or her capabilities.
14. Knows when it is time to reevaluate his or her position on important issues.
15. Shows he or she understands how specific actions impact others.

¹ For this Authentic Leadership Questionnaire, the instrument copyright was included: "Copyright 2007 Authentic Leadership Questionnaire (ALQ) by Bruce J. Avolio, William L. Gardner, & Fred O. Walumbwa. All rights reserved in all medium. Published by Mind Garden, Inc. www.mindgarden.com"

The Conger-Kanungo Charismatic Leadership Questionnaire (Conger et al., 1997)

Please select the response that is most characteristic of the supervisor/manager portrayed in the scenario you have just read. The response categories are numbered 6=very characteristic to 1=very uncharacteristic to represent the categories in the following way:

1. Influences others by developing mutual liking and respect.
2. Readily recognizes barriers/forces within the organization that may block or hinder achievement of his/her goals.
3. Engages in unconventional behaviour in order to achieve organizational goals.
4. Entrepreneurial; seizes new opportunities in order to achieve goals.
5. Shows sensitivity for the needs and feelings of the other members in the organization.
6. Uses non-traditional means to achieve organizational goals.
7. In pursuing organizational objectives, engages in activities involving considerable self-sacrifice.
8. Readily recognizes constraints in the physical environment (technological limitations, lack of resources, etc.) that may stand in the way of achieving organizational objectives.
9. Advocates following non-risky, well-established courses of action to achieve organizational goals.
10. Provides inspiring strategic and organizational goals.
11. Readily recognizes constraints in the organization's social and cultural environment (cultural norms, lack of grassroots support, etc.) that may stand in the way of achieving organizational objectives.
12. Takes high personal risks for the sake of the organization.
13. Inspirational; able to motivate by articulating effectively the importance of what organizational members are doing.
14. Consistently generates new ideas for the future of the organization.
15. Exciting public speaker.
16. Often expresses personal concern for the needs and feelings of other members of the organization.
17. Tries to maintain the status quo or the normal way of doing things.
18. Often exhibits very unique behavior that surprises other members of the organization.
19. Recognizes the abilities and skills of other members in the organization.
20. Often incurs high personal costs for the good of the organization.
21. Appears to be a skillful performer when presenting to a group.
22. Has vision; often brings up ideas about possibilities
23. Readily recognizes the new environmental opportunities (favourable physical and social conditions) that may facilitate achievement of organizational objectives.
24. Recognizes the limitations of other members in the organization.
25. In pursuing organizational objectives, engages in activities involving considerable personal risk.

Ethical Leadership Questionnaire (Brown et al., 2005)

Please select the response that you believe would be most true of your relationship with this supervisor/manager, from 1=strongly disagree to 5=strongly agree.

This workplace supervisor/manager:

1. Listens to what employees have to say.
2. Disciplines employees who violate ethical standards.
3. Conducts his or her personal life in an ethical manner.
4. Has the best interests of employees in mind.
5. Makes fair and balanced decisions.
6. Can be trusted.
7. Discusses business ethics or values with employees.
8. Sets an example of how to do things the right way in terms of ethics.
9. Defines success not just in terms of results but also the way that they are obtained.
10. When making decisions, asks, "What is the right thing to do?"

Servant Leadership Questionnaire (Liden et al., 2008)

Please select the response that is most characteristic of this supervisor/manager, using the following 7-point scale,

1 = Strongly disagree, 2 = Disagree, 3 = Disagree somewhat, 4 = Undecided, 5 = Agree Somewhat, 6 = Agree, 7 = Strongly agree

1. Others would seek help from him/her if they had a personal problem.
2. He/She emphasizes the importance of giving back to the community.
3. He/She can tell if something work related is going wrong.
4. He/She gives others the responsibility to make important decisions about their own jobs.
5. He/She makes others' career development a priority.
6. He/She cares more about others' success than his/her own.
7. He/She holds high ethical standards.
8. He/She cares about others' personal well-being
9. He/She is always interested in helping people in the community.
10. He/She is able to think through complex problems
11. He/She encourages others to handle important work decisions on their own.
12. He/She is interested in making sure others reach their career goals.
13. He/She puts others' best interests above his/her own
14. He/She is always honest
15. He/She takes time to talk to others on a personal level
16. He/She is involved in community activities.
17. He/She has a thorough understanding of the organization and its goals.

18. He/She gives others the freedom to handle difficult situations in the way they feel is best.
19. He/She provides others with work experiences that enable them to develop new skills.
20. He/She sacrifices his/her own interests to meet other's needs.
21. He/She would not compromise ethical principles in order to meet success.
22. He/She can recognize when others are feeling down without asking them.
23. He/She encourages others to volunteer in the community.
24. He/She can solve work problems with new or creative ideas.
25. If others need to make important decisions at work, they do not need to consult him/her.
26. He/She wants to know about others' career goals.
27. He/She does what he/she can to make others' jobs easier.
28. He/She values honesty more than profits.

Manipulation Check Questions

Thinking about the scenario above, please answer the following questions from 1= not at all true to 5= very true

1. The leader/supervisor/manager in this case is providing information that is motivational
2. The leader/supervisor/manager in this case is providing information that is innovative
3. The leader/supervisor/manager in this case is providing information that is unbiased
4. The leader/supervisor/manager in this case is providing information that is just
5. The leader/supervisor/manager in this case is providing information that conveys mutual obligation
6. The leader/supervisor/manager in this case is providing information that is selfless
7. What gender do you think this leader is? ___ Male ___ Female ___ Other ___ Unsure

Demographic Questions

How old are you? ___

What is your gender? ___ Male ___ Female ___ Other

What is your current relationship status?

1. Single
2. In a romantic relationship
3. Living with a romantic partner
4. Married
5. Separated/divorced/widowed

How long have you been working at your current job?

1. ___ Less than 1 year
2. ___ Between 1-3 years
3. ___ Between 3-5 years
4. ___ Between 5-7 years
5. ___ 7+ years
6. ___ 7-10 years
7. ___ 10-15 years

What is the gender of your current workplace supervisor/manager? ___ Male ___ Female
___ Other

How long have you been working with your current workplace supervisor/manager?

1. ___ Less than 1 year
2. ___ Between 1-3 years
3. ___ Between 3-5 years
4. ___ Between 5-7 years
5. ___ 7+ years
6. ___ 7-10 years
7. ___ 10-15 years

How often are you in contact with your current workplace supervisor/manager each week
(in person or electronically)?

1. ___ less than once a week
2. ___ Once a week
3. ___ 2-3 times a week
4. ___ 4-5 times a week
5. ___ 6+ times a week

Including yourself, how many employees is your current workplace supervisor/manager
responsible for supervising or managing?

1. ___ 1 (just yourself)
2. ___ 2-5
3. ___ 6-10
4. ___ 11-50
5. ___ more than 50

What industry do you work in? _

- Energy
- Agriculture
- Public Administration
- Technology
- Retail
- Business
- Finance
- Manufacturing
- Health
- Education
- Finance
- Transportation
- Arts & Entertainment
- Other

Appendix E: Positive Leadership Debriefing Form

Differentiating Positive Leadership Styles

Thank you very much for participating in this study. We hope the following information addresses any questions you may have.

What are we trying to learn in this research? The study of leadership has led to the development of multiple leadership “types”, that is different ways by which a leader can impact his followers positively. There appears to be some overlap between the types, and this study examines the similarities and differences among some of these types of leadership.

Why is it important to scientists and the general public? This study and the results produced will help determine if the differentiation between these types of leadership is really necessary and may provide insight towards possible synthesis. Knowledge about whether or not it is possible to distinguish among these leadership styles will contribute to the theoretical understanding of leadership, as well as broader understanding of effective leadership within organizations.

What are our predictions? We hypothesize that the overlap between different types of positive leadership is substantial enough that certain types may not be recognizable from each other as they are currently defined in the literature.

Where can I learn more? For an overview of many of the types of leadership examined in this study, you can read: <http://www.psychologytoday.com/basics/leadership>.

For an overview of the traits underlying many positive leadership styles, you can read: <https://www.psychologytoday.com/blog/cutting-edge-leadership/201607/5-steps-great-leadership>

Moreover, the following articles contain more information regarding studies similar to the one that we are conducting:

Rowold, J., & Heinitz, K. (2007). Transformational and charismatic leadership: Assessing the convergent, divergent and criterion validity of the MLQ and the CKS. *The Leadership Quarterly*, 18, 121-133.

Smith, B. N., Montago, R. V., & Kuzmenko, T. N. (2004). Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of Leadership and Organizational Studies*, 10(4), 80-91.

What if I have questions later? The present study is being conducted under the supervision of Dr. Kathryne Dupré (Associate Professor, Department of Psychology, Carleton University, email: kathryne.dupre@carleton.ca, phone: 613-520-2600, ext. 6026). If you ever have any more questions, comments or inquiries about this experiment, please feel free to contact Kathryne Dupré. Should you have any ethical concerns about this research, please contact Dr. Andy Adler (Chair, Carleton University Research Ethics Board-B, ethics@carleton.ca; 613-520-2600 ext. 4085).

If you are raising issues or concerns, please use the study's ethics approval number (CUREB-B Clearance #106741).

We do not anticipate that you will experience any negative emotions as result of participating in this study. However, if you are experiencing any negative emotions, you can contact the Carleton University Health and Counselling Services at: 613-520-6674 or www.carleton.ca/health. You may also contact the Distress Centre of Ottawa and Region at 613-238-3311, or www.dcottawa.on.ca. Their Crisis Help Line can be reached at 1-800-233-4357. You may also find a list of local helplines through the following website: www.befrienders.org.

Thank you for participating in this research!

For maximum confidentiality, please close this window.

Appendix F: Negative Leadership Informed Consent

The purpose of an informed consent is to ensure that you understand the purpose of the study and the nature of your involvement. The informed consent must provide sufficient information such that you have the opportunity to determine whether you wish to participate in the study.

Present study: Negative Leadership Styles

Research Personnel: The following people are involved in this study, and may be contacted at any time if you have any questions or concerns:

Anne-Marie Côté (MA, Psychology, email: annemarie.cote@carleton.ca)

Dr. Kathyne Dupré (Associate Professor, Psychology, email: kathyne.dupre@carleton.ca, phone: 613-520-2600 ext. 6026)

Concerns: If you have any ethical concerns with this study, please contact Dr. Andy Adler, Chair, Carleton University Research Ethics Board – B (by phone at 520-2600 ext. 4085, or via email at ethics@carleton.ca).

Purpose: The purpose of this study is to compare some of the most widely researched and practiced forms of ineffective workplace leadership.

Eligibility: You must be over 18 years old and be working under a supervisor/manager to participate in the following study.

Task requirements: As a participant, you will be asked to imagine yourself in a scenario in which your direct supervisor sends you an e-mail. You will be asked to read the e-mail and rate the portrayed supervisor/manager on a number of leadership behaviours, and then answer demographic questions. Please keep in mind that these questions might feel repetitive, as we are comparing similar leadership behaviours in this study. This survey should take approximately 30 minutes to complete.

Compensation: You will receive 3\$ in Qualtrics cash-based incentives for participating in this study.

Potential risk/discomfort. It is highly unlikely that you will feel any discomfort throughout this study; research does not suggest that responding to questions such as these have any negative side effects.

Anonymity/Confidentiality. No information that could be used to identify you can be connected with your survey responses, so your answers will be anonymous. In other words, nobody will be able to link your answers to your identity and we will not know who said what. The information you provide will be used only for research purposes.

Anonymous electronic data files will be retained indefinitely on secure, password protected computers. We collect data through the software Qualtrics, which uses servers with multiple layers of security to protect the privacy of the data (e.g., encrypted websites and password protected storage). Please note that Qualtrics is hosted by a server located in the USA, and as such is subject to the United States Patriot Act. This Act permits U.S. law enforcement officials, for the purpose of an anti-terrorism investigation, to seek a court order that allows access to the personal records of any person without that person's knowledge. In the present study, all data collected is anonymous, IP addresses will not be collected, and all data will be deleted from the Qualtrics server upon completion of the study.

We are committed to protecting your privacy and will treat the data we collect as completely confidential. In potential publications of this research, only aggregated data (means and correlations) will be reported. Anonymous data might be shared with trusted colleagues.

Right to withdraw. Your participation in this study is entirely voluntary. At any point during the study, you have the right to not complete certain questions, or to withdraw without penalty. If you choose to withdraw, you will still be compensated - please continue clicking through to the end of the survey in order to see the debriefing form. However, it will not be possible to withdraw from the study *after* submitting your completed survey since all data collected is anonymous.

This study has been cleared by the Carleton University Research Ethics Board-B (CUREB-B Clearance #106741).

Click "I Agree" to indicate that you understand the information above and would like to participate in this study or "I Disagree" if you do not want to do the survey.

Appendix G: Negative Leadership Vignette Manipulations

Prompt (read by all participants): Please imagine yourself in the following situation:

A few weeks ago, senior management assigned a new high profile project to your department. You were selected as the lead of this project and you are responsible for coordinating the team's activities. You just submitted your first progress report on the project to your manager, who is responsible for all communications with senior management. There have been many complications and challenges with this project, and it is taking a lot longer than expected. However, you feel as though you've worked very hard on this so far and have done the best you can considering the situation. Your supervisor sends you the following e-mail in response to your report:

ABUSIVE SUPERVISION

This report is trash. All the ideas you have implemented so far are stupid. I have no idea why you were assigned this project after the terrible failure you had with the last one. Are you really this incompetent?

You know, I've been watching you and you are not putting in as much effort on this as you should. You're just as lazy as Rob! I know I said you had 2 weeks until your next report is due, but I expect a new version of this the day after tomorrow!! I don't want you asking any of your coworkers for help, and don't let me catch you talking to anyone until this is done.

If this goes south, I'm blaming it on you.

Don't email me about this again.

DESPOTIC

Why didn't you follow the procedure I outlined?? Are you questioning my judgement? I had decided we were doing this in a certain way, and it is what we're going to do. This is a huge inconvenience and I will not tolerate it. I expect a new copy of this on my desk the day after tomorrow.

Actually, you know what, I'm taking over this project. I'm the only one who can do this right. In the meantime you're going to file my other paperwork; I don't have time for it and you deserve the punishment. I expect you to work overtime until it's done.

I'm going to have to start over with this. Thanks for screwing up!! If this goes south, watch your back.

PETTY TYRANNY

There are a ton of ideas in here that we have never discussed. Why can't you just do what I asked?? I really do not care for your ideas, just do it my way so we can ensure this project is great.

You know, I knew Mark would have been better for this. You should be glad I haven't taken you off this project yet. But if I don't have a new and acceptable version of this the day after tomorrow, don't think you are valuable as a lead to this project. I'll be sure to let everyone know you're incompetent by choosing someone else.

Don't forget who is in charge here.

LAISSEZ-FAIRE

Hi,

I don't have time to look at this now. I'm really not sure what kind of feedback you want from me... Please sort this out yourself and send a copy to upper management when you're ready. I'm going to be away from the office until Monday so I can't take responsibility for this. Do as you please.

SUPERVISOR UNDERMINING

This report is trash. Not to mention I told you before I really don't like your writing style. I'm not even going to give you my feedback on this, you don't deserve my help. I hope this sets you back. You are so incompetent. I knew Mark was right about you.

Actually, you're not invited to our next meeting on this project. I'm assigning someone else to take over. Oh, and I'm not approving your other project. Let's let everyone know you can't do anything right.

Don't email me again.

Appendix H: Negative Leadership Questionnaire

Petty Tyranny Scale (Ashforth, 1994)

Please select the response that you believe would be most true of your relationship with this workplace supervisor/manager, where 1 = very seldom and 5 = very often.

This leader...

1. Is friendly and approachable.
2. Loses his or her temper.
3. Administers organizational policies unfairly
4. Encourages subordinates to participate in important decisions.
5. "Plays favorites" among subordinates.
6. Relies upon authority or position to get work done.
7. Criticizes subordinates about personal matters.
8. Goes out of his or her way to help a subordinate.
9. Makes boasts, brags, or "shows off".
10. Treats subordinates in a condescending or patronizing manner.
11. Expresses appreciation when a subordinate does a good job.
12. Uses authority or position for personal gain.
13. Yells at subordinates.
14. Makes every effort to get to know subordinates.
15. Suggests that subordinates should feel grateful to him or her.
16. Belittles or embarrasses subordinates.
17. Makes those under him or her feel at ease when talking to him or her.
18. Encourages initiative in the group member.
19. Makes subordinates feel that she or he is doing the subordinate a favor when the supervisor is only doing his or her job.
20. Criticizes subordinates in front of others.
21. Treats subordinates as individuals.
22. Encourages people to speak up when they disagree with a decision.
23. Makes subordinates follow rules that she or he breaks him or herself.
24. Is unfair to subordinates as a group.
25. Delegates work that she or he does not want to do.
26. Looks out for the personal welfare of group members.
27. Makes up arbitrary rules.
28. Treats all group members as his or her equals.
29. Fulfills his or her promises.
30. Exaggerates the size of subordinates' errors and weaknesses.
31. Does little things to make it pleasant to be a member of a group.
32. Trusts members to exercise good judgment.
33. Her or she "rides" subordinates who make mistakes.

34. Trains subordinates to take on more authority.
35. "Pulls rank" on subordinates.
36. "Guards his or her turf" against others outside the department.
37. Claims the credit for good work done by others.
38. Is often displeased with my work for no apparent reason.
39. Blames others for his or her mistakes
40. Is often critical of my work even when I perform well.
41. Frequently reprimands me with no apparent reason.
42. Frequently holds me accountable for things I have no control over.
43. Forces acceptance of his or her point of view.
44. Insists on one solution
45. Demands to get his or her way.
46. Will not take no for an answer.
47. Imposes his or her solution.

Abusive Supervision (Tepper, 2000)

Please select the response that you believe would be most true of your relationship with the supervisor/manager portrayed in the scenario you have just read, from 1=never to 5=often

1. My boss ridicules me
2. My boss tell me my thoughts or feelings are stupid
3. My boss gives me the silent treatment
4. My boss puts me down in front of others
5. My boss invades my privacy
6. My boss reminds me of my past mistakes and failures
7. My boss doesn't give me credit for jobs requiring a lot of effort
8. My boss blames me to save himself/herself embarrassment
9. My boss makes promises he/she makes
10. My boss expresses anger at me when he/she is mad for another reason
11. My boss makes negative comments about me to others
12. My boss is rude to me
13. My boss does not allow me to interact with my coworkers
14. My boss tells me I'm incompetent
15. My boss lies to me

Despotic Leadership Scale (De Hoogh, & Den Hartog, 2008)

Please select the response that you believe would be most true of the supervisor/manager portrayed in the scenario you have just read, from 1=strongly disagree to 7=strongly agree

1. Is punitive; has no pity or compassion
2. Is in charge and does not tolerate disagreement or questioning, gives orders
3. Acts like a tyrant or despot; imperious
4. Tends to be unwilling or unable to relinquish control of projects or tasks
5. Expects unquestioning obedience of those who report to him/her
6. Is vengeful; seeks revenge when wronged

Supervisor Undermining (Duffy, Ganster, & Pagon, 2002)

How often do you believe the supervisor portrayed in the scenario you have just read would intentionally...

From 1= not at all, to 6= every day

1. Hurt your feelings?
2. Put you down when you question work procedures?
3. Undermine your effort to be successful on the job?
4. Let you know they do not like you or something about you?
5. Talk bad about you behind your back?
6. Insult you?
7. Belittle you or your ideas?
8. Spread rumours about you?
9. Make you feel incompetent?
10. Delay work to make you look bad or slow you down?
11. Talk down to you?
12. Give you the silent treatment?
13. Not defend you when people spoke poorly of you?

Laissez-Faire Scale (Barling & Frone, 2016)

Please answer the following questions about the supervisor/manager portrayed in the scenario you have just read, from 1=strongly disagree to 4=strongly agree

Your supervisor...

1. Tends to be unavailable when staff need help with a problem.
2. Waits until things have gone wrong before taking action.
3. Delays taking action until problems become serious.
4. Avoids making decisions.
5. Avoids getting involved when important issues arise.

Manipulation Check Questions

Thinking about the scenario above, please answer the following questions from 1= not at all true to 5= very true

1. The leader/supervisor/manager in this case is providing information that is hostile
2. The leader/supervisor/manager in this case is providing information that exerts dominance
3. The leader/supervisor/manager in this case is providing information that is oppressive
4. The leader/supervisor/manager in this case is providing information that displays disengagement
5. The leader/supervisor/manager in this case is providing information that hinders social relationships
6. What gender do you think this leader is? ___ Male ___ Female ___ Other ___ Unsure

Demographic Questions

How old are you? _____

What is your gender? ___ Male ___ Female ___ Other

What is your current relationship status?

1. Single
2. In a romantic relationship
3. Living with a romantic partner
4. Married
5. Separated/divorced/widowed

How long have you been working at your current job?

1. ___ Less than 1 year
2. ___ Between 1-3 years
3. ___ Between 3-5 years
4. ___ Between 5-7 years
5. ___ 7+ years
6. ___ 7-10 years
7. ___ 10-15 years

What is the gender of your current workplace supervisor/manager?

___ Male ___ Female ___ Other

How long have you been working with your current workplace supervisor/manager?

8. ___ Less than 1 year
9. ___ Between 1-3 years
10. ___ Between 3-5 years
11. ___ Between 5-7 years
12. ___ 7+ years
13. ___ 7-10 years
14. ___ 10-15 years

How often are you in contact with your current workplace supervisor/manager each week (in person or electronically)?

1. ___ less than once a week
2. ___ Once a week
3. ___ 2-3 times a week
4. ___ 4-5 times a week
5. ___ 6+ times a week

Including yourself, how many employees is your current workplace supervisor/manager responsible for supervising or managing?

1. ___ 1 (just yourself)
2. ___ 2-5
3. ___ 6-10
4. ___ 11-50
5. ___ more than 50

What industry do you work in? _

- ___ Energy
- ___ Agriculture
- ___ Public Administration
- ___ Technology
- ___ Retail
- ___ Business
- ___ Finance
- ___ Manufacturing
- ___ Health
- ___ Education
- ___ Finance
- ___ Transportation
- ___ Arts & Entertainment
- ___ Other

Appendix I: Negative Leadership Debriefing Form

Differentiating Destructive Organizational Leadership Styles

Thank you very much for participating in this study. We hope the following information addresses any questions you may have.

What are we trying to learn in this research? The study of leadership has led to the development of multiple negative leadership “types”, that is different ways by which a leader can impact his followers negatively. There appears to be some overlap between the types, and this study examines the similarities and differences among some of these types of leadership.

Why is it important to scientists and the general public? This study and the results produced will help determine if the differentiation between these types of leadership is really necessary and may provide insight towards possible synthesis. Knowledge about whether or not it is possible to distinguish among these leadership styles will contribute to the theoretical understanding of leadership, as well as broader understanding of ineffective leadership within organizations.

What are our predictions? We hypothesize that the overlap between different types of negative leadership is substantial enough that certain types may not be recognizable from each other as they are currently defined in the literature.

Where can I learn more? For an overview of many of the types of leadership examined in this study, you can read: <http://www.psychologytoday.com/basics/leadership>.

For an overview of the traits underlying many negative leadership styles, you can read: <https://www.psychologytoday.com/blog/cutting-edge-leadership/200905/how-spot-bad-leader>

Moreover, the following articles contain more information regarding studies that explore this current issue in the literature:

Hershcovis, M. S. (2011). “Incivility, social undermining, bullying... oh my!”: A call to reconcile constructs within workplace aggression research. *Journal of Organizational Behavior*, 32(3), 499-519.

Krasikova, D. V., Green, S. G., & LeBreton, J. M. (2013). Destructive leadership a theoretical review, integration, and future research agenda. *Journal of Management*, 39(5), 1308-1338.

What if I have questions later? The present study is being conducted under the supervision of Dr. Kathryne Dupré (Associate Professor, Department of Psychology, Carleton University, email: kathryne.dupre@carleton.ca, phone: 613-520-2600, ext. 6026). If you ever have any more questions, comments or inquiries about this experiment, please feel free to contact Kathryne Dupré. Should you have any ethical concerns about this research, please contact Dr. Andy Adler (Chair, Carleton University Research Ethics Board-B, ethics@carleton.ca; 613-520-2600 ext. 4085).

If you are raising issues or concerns, please use the study's ethics approval number (CUREB-B Clearance #106741).

We do not anticipate that you will experience any negative emotions as result of participating in this study. However, if you are experiencing any negative emotions, you can contact the Carleton University Health and Counselling Services at: 613-520-6674 or www.carleton.ca/health. You may also contact the Distress Centre of Ottawa and Region at 613-238-3311, or www.dcottawa.on.ca. Their Crisis Help Line can be reached at 1-800-233-4357. You may also find a list of local helplines through the following website: www.befrienders.org.

Thank you for participating in this research!

For maximum confidentiality, please close this window.

