

Accentuate the Positive:
Organizational and Personal Consequences of Positive Leadership

By

Heidi A. Weigand

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Approved: Dr. E. Kevin Kelloway
Supervisor

Approved: Dr. Michael Leiter
Committee Member

Approved: Dr. Gordon Fullerton
Committee Member

Approved: Dr. Catherine Loughlin
Committee Member

Approved: Dr. Trevor C. Brown
External Examiner

April 18th, 2017

ABSTRACT**Accentuate the Positive: An Experimental Study****By Heidi A. Weigand**

For this thesis, I examined the relationship between positive leadership and follower work behaviours through two studies. In the first, 313 employees participated in a study to examine how leaders' positivity and positive leadership affect that of their followers. The purpose of the study was to explore if leaders' positivity and enactment of positive leadership predicted follower positivity, which then predicted follower innovation, and burnout. Study Two built on the established positive leadership behaviour constructs by assessing an intervention aimed at enhancing positive leadership behaviours. The leadership intervention was assessed using a field experiment in which 80 leaders and their followers from a long-term health care organization were randomly assigned to leader positivity training, positive leadership training, a combined positivity and positive leadership training group or a control group. In this study the effects of training on followers' perceptions of leaders' positivity, follower positivity, burnout, and innovation were assessed. The two-study analysis supported the two positive leadership constructs and revealed that positive leadership affects follower burnout, while leader positivity affects follower positivity and innovation.

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LIST OF ABBREVIATIONS USED

CFI	Comparative Fit Index
FPS	Follower Positivity State Scale
LPS	Leadership Positivity State Scale
MBI	Maslach Burnout Inventory-General Scale
MLQ	Multifactor Leadership Questionnaire
POS	Positive Leadership Behaviour Scale
RMSEA	Root Mean Squared Error of Approximation
TFI	Tucker-Lewis Index or Non-normed fit Index (NNFI)
χ^2	Chi-squared

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Obstacles don’t have to stop you. If you run into a wall, don’t turnaround and give up. Figure out how to climb it, go through it, or work around it.

Michael Jordan
Basketball Icon
(1984 to 2003)

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CHAPTER ONE: INTRODUCTION

Seligman's (2002) call for the development of a more positive psychology has triggered a growing emphasis on the positive dimensions of human experience in research. This focus has been reflected in the workplace with researchers considering the predictors and outcomes of positive experiences, such as flow (e.g., Fullagar & Kelloway, 2009), engagement (Ouweneel, Le Blanc, Schaufeli, & van Wijhe, 2012), and positivity (e.g., Frederickson, 2009). With few exceptions (See, for example, Kelloway, Weigand, McKee, & Das, 2013), research on positive experiences at work have focused on the experience of individuals with comparatively little attention being focused on organizational leaders and positivity. The lack of research in this area is striking given the important role that formal organizational leaders play in the organization and stands in stark contrast to the plethora of studies examining the predictors, dimensions, and outcomes of effective leadership. The drive behind this thesis was to address the lack of research on leaders' role in positive leadership. Specifically, I examined how a leader's experience of positivity, managing the balance between positive and negative states, and positive leadership, the direct positive behaviours leaders exchange with their followers (leader thanks, helps, or cheers up the follower directly) (influenced the experiences of their followers. To this end, I focused on determining the empirical distinctions between the two constructs, of leader positivity, a state, and positive leadership, a behaviour.

To provide the foundation for these two concepts, I explored the concept of positivity contextually using the broaden and build theory where more positive than negative behaviours leads to a broadening of perspective and building of relationships (Fredrickson, 2001). Within this theory, Frederickson (2009) framed positivity as

“fleeting states that are remarkably fragile, and yet somehow they add up to a power to change the very course of our lives” (Fredrickson, 2009, p. 40). This ability to broaden networks and produce potential spillover to others in the organizations created an opportunity with this study to examine the effects of leader and follower positivity on personal and organizational outcomes (including burnout and innovation).

Understanding employee perceptions of their leader’s demonstrated positivity behaviours is an important extension of current leadership theories for several reasons. First, as already indicated, little research has been published that explores these concepts and their impact on direct reports which provided an opportunity to present the benefits of positive behaviours and how these can increase personal and organizational outcomes such as burnout and innovation, which can have significant impacts on employee productivity and well-being. Secondly, I drew on recent positivity research (as of 2016) that suggested that ‘flourishing’ can be developed through positive behaviours, such as cooperation, openness, and mindfulness, that affect how followers are able to adapt and respond to inevitable hardships in the workplace (Fredrickson & Losada, 2005). The second construct of positive leadership was used to examine follower perceptions of positive leadership behaviours. To this end, followers reported the use of positive leadership behaviours by their leaders. Kelloway et al. (2013) define positive leadership as those behaviours enacted by leaders that are designed to create positive mood states in their followers (e.g., thanking, cheering up, and praising good work).

The benefits of this research were two-fold. My primary goal was to enhance the existing literature on leadership and workplace organizational effectiveness through two studies. In study I, I wanted to determine if a new construct, leader’s state of positivity

(LPS), was distinct from positive leadership and transformational leadership behaviours and how this new leader construct affected innovative behaviours in the workplace and employee burnout. Specifically, I explored the role of positive leader states and behaviours that influence individual well-being beyond the dimension of individualized consideration from the transformational leadership construct. In study 2, I wanted to determine if positive leadership and leader positivity could be manipulated in an experiment.

My research contributes to the body of literature on leadership and organizational studies by identifying specific positive behaviours to cultivate innovation in followers and enhance their well-being in the workplace.

1.1 Study Design

To conduct this research, I completed two studies that were designed to test the research hypotheses outlined in the following section. The first study was based on cross-sectional data from 313 members of a survey panel. These data were used to [a] establish the distinctiveness of the constructs I investigated and to [b] provide an initial test of the conceptual model that underpins this thesis.

The second study was based on a quasi-experimental leadership development intervention with 80 leaders and their followers in a health care facility in Halifax, Nova Scotia. Leaders were assigned to one of four groups following a 2 (positivity) x 2 (positive leadership) design with pre-test and post-test data collected from the subordinates of the leaders participating in the study. Specifically, group 1 received a treatment to manipulate the leader's state of positivity; group 2 received a treatment to manipulate the direct positive actions of the leader towards their followers.; group 3

received a combination of both treatments; and group 4 was the control and received no treatment. For purposes of analysis there were two specific treatments; treatment A comprised of groups 1 and 3, attempted to alter the state of leader's positivity; treatment B is comprised of groups 2 and 3, attempted to alter the positive behaviours of the leader towards their followers.

CHAPTER TWO: LITERATURE REVIEW

In Barbara Frederickson's book 'Positivity', published in 2009, she references numerous studies that suggest a link between aspects of positivity and individual well-being that can be short bursts of positive emotions that can lead to significant changes in an individual's life. Frederickson identified 10 distinct states that informed her research on positivity: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, and love. Studies have also identified positive linkages between positivity and increased levels of psychological strengths (e.g., optimism, resilience, openness, and more driven by purpose; Fredrickson, Tugade, Waugh, & Larkin, 2003), building of good mental habits (e.g., more mindful and the ability to consider different ways to achieve goals and solve problems (Frederickson, 2009), and building social connections and relationships that have a reserve of positivity to help weather the inevitable hardships that people face (Gervais & Wilson, 2005). Aspects of positivity have been implicated in improved physical health (Frederickson, 2009), with the following tested examples: lower levels of stress-related hormones, higher levels of growth-related and bond-related hormones, lower blood pressure, less pain, fewer colds, and better sleep. Positivity has produced lower disease risk in hypertension, diabetes, and stroke (Frederickson, 2009). Overall,

positivity predicts longer lives. These key outcomes indicate that positivity, in general, appears to have an upward spiral effect (e.g., life enhancing) on individual well-being.

Losada and Heaphy (2004) also studied positivity in the organizational world by inviting teams to conduct their meetings in the laboratory boardroom, which had a two-way mirror, so researchers could listen and categorize the activities. From this research, it was determined that managers with greater positivity (i.e., displaying more positive affect) were more accurate and careful in making decisions and were more effective interpersonally. There is evidence showing that “*Simply imagining a joyful memory or receiving a small kindness can make a difference in the ease with which people locate creative and optimal solutions to problems they face on a daily basis*” (Frederickson, 2009, p. 59). The studies also concluded that managers with higher levels of positivity were able to inject their work groups with greater positivity, which in turn produced better coordination among team members and reduced the effort needed to get their work done (Frederickson, 2009). There is also evidence that people “...*who come to the bargaining table with a cooperative and friendly spirit – riding on positivity – strike the best business deals*” (Kopelman, Rosette, & Thompson, 2006, p. 83). These positive emotions broaden people’s outlook and bring more possibilities into view. Thoughts and views surface more spontaneously, people are better able to envision future prospects and win-win solutions, they become more likely to build lasting relationships, and attract loyalty instead of bitterness (Frederickson, 2009).

Positivity (i.e., an individual subjectively experiences positive moods such as joy, hope, and trust) is a growing area of interest in the workplace mental well-being

literature. *“There have been many positive constructs in organizational research, such as positive affectivity, positive reinforcement, procedural justice, job satisfaction and commitment, prosocial and organizational citizenship behaviours, core self-evaluations, and many others”* (Youssef & Luthans, 2007, p. 775). This literature highlights the renewed emphasis on the importance of a positive approach. The positivity-specific literature addresses two main issues, namely the nature of the positivity construct (Fredrickson, 1998; Fredrickson, 2001; Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008), and the relationship between positivity and personal outcomes, such as success and health (Lyubomirsky, King, & Diener, 2005), widening of visual attention (Fredrickson & Branigan, 2005; Rowe, Hirsh, & Anderson, 2007), and increasing one’s openness to new experiences (Kahn & Isen, 1993). Researchers have also examined the predictors of positivity and suggest that trait resilience (i.e., capacity to overcome, steer through, and bounce back from adversity helps to create more positive emotions (Ong, Fuller-Rowell, & Bonanno, 2010; Block & Kremen, 1996), and conceptualized positive emotion as a stable resource that can moderate the adverse impact of major life stressors on mental health (Fredrickson, Tugade, Waugh, & Larkin, 2003; Zautra, Johnson, & Davis, 2005). Frederickson’s research on positivity framed the construct around 20 positive and negative states (i.e., joy, happiness, inspiration, anger, jealousy, and sorrow).

Seligman (2005) tested the efficacy of psychological interventions to make peoples’ lives happier, called ‘happiness interventions’. Happiness is defined into three states for Seligman’s experiment (a) positive emotions or behaviours, (b) engagement in life, and (c) meaningful experiences. Peterson, Park and Seligman (2005) determined that

people are most satisfied when they orient themselves towards all three states. The results of Seligman's happiness interventions provided insight into the length of the change in the happiness state. Of the five interventions (one being a placebo), two (writing three good things about your day, and reflecting on personal strengths) produced longer-term happiness results up to six months. Gratitude, one of the other tested interventions, produced a 1-month happiness effect. Lyubomirsky, King and Diener (2005) determined that happy people are healthier, more successful, and more socially engaged which supports Martin Seligman's view that happiness interventions are worth pursuing. However, the research on supporting the relationship between positivity, leadership, and organizational and individual outcomes remains unclear.

2.1 The Focus on Leaders

The extensive body of literature on leadership provides evidence of the effects of both positive and negative behaviours on individual (Gilbreath, 2004) and organizational practices, including financial performance (Barling, Weber, Kelloway, 1996) and innovation (Zbierowski, 2016). Leadership is linked to many individual and organizational outcomes, including psychological well-being (Arnold, Turner, Barling, Kelloway, & McKee, 2007), employee stress (Grawitch, Tares, & Kohler, 2007), follower dependent thinking (Barling et al., 2011), follower stereotypes and extra-role behaviours (Hopton, Christie, & Barling, 2012), health and safety related outcomes (Kelloway & Barling, 2010), cardiovascular disease (Kivimäki et al., 2005; Wager, Feldman, & Hussey, 2005), service workers managing negative emotions (Chuang, Judge, & Liaw, 2012), employee job satisfaction and perceptions of leadership effectiveness (Piccolo et al., 2012), organizational commitment (Barling, Weber, &

Kelloway, 1996) and health-related behaviours, such as alcohol use (Bamberger & Bacharach, 2006). In summary, many aspects of individual functioning is related to leadership.

One important aspect of the literature on leadership is the emphasis on employee well-being. Similar to the overall effects of leadership, the impacts to employee well-being can be both positive and negative. Examples of the research addressing leader impact on the follower's negative personal well-being outcomes include: the effects of trust as a mediator between leader influence and employee psychological well-being where the authors explore the negative impacts of active management-by-exception and laissez-faire behaviours (Kelloway, Turner, Barling, & Loughlin, 2012), leader member exchange impact on employee tension levels (Brouer, & Harris, 2007), emotional exhaustion (Kristensen, Borritz, Villadsen, & Christensen, 2005; Maslach & Leiter, 2008). Research addressing leader's positive personal well-being outcomes include: development of visioning (Densten, 2005), transformational leadership (Arnold, Turner, Barling, Kelloway & McKee, 2007), and supervisors' supportive behaviours (Gilbreath & Benson, 2004).

The specific focus of the research on the leader's effect on the follower's personal well-being is extensive but it is important to note that this literature has largely, with some exceptions (e.g., Kelloway et al., 2013), ignored positive concepts. In my research, I addressed this gap by extending the research on the effects of positive leadership (i.e., personal consideration in the relationship between leader and follower) and introduced a new leadership construct, leader positivity (i.e., leaders managing their own personal balance of positive and negative emotions). Both constructs are tested to determine the

effect on follower innovation and burnout outcomes. In addition, I tested a leadership development intervention to determine if these two constructs can be instilled through leadership training contributing to the leadership training and development literature.

2.1.1 Leader Positivity Construct

In preparing this research, I identified an opportunity in the leadership literature to explore the positive aspects of leadership. This presented an opportunity to build on the impact of the positivity construct, which influences individual and workplace outcomes (e.g., Frederickson, 2009) and reflect on the potential benefit of a leader positivity construct. Follower behaviours have been shown to be influenced by the leader's behaviours in several studies as mentioned. These include: employee psychological well-being (Kelloway et al., 2013), leader member exchange impact on employee tension levels (Brouer et al., 2007), emotional exhaustion (Kristensen, Borritz, Villadsen, & Christensen, 2005; Maslach & Leiter, 2008), and supervisors' supportive behaviours (Gilbreath & Benson, 2004). Focusing on the potential outcomes of leader positivity behaviours would add to the existing body of research on positive psychology started by Martin Seligman in 2002.

The emphasis of the positivity research has focused on flourishing, "*A state of optimal human functioning, one that simultaneously implies growth and longevity, beauty, goodness, robustness and resilience, and generativity and complexity*" (Frederickson, 2004, p. 1374) or languishing, "*A disorder on the mental health continuum experienced by people who describe their lives as 'hollow', 'empty' or 'stuck in a rut'*" (Frederickson, 2004, p. 1374). A leader's ability to develop and manage their own

positivity levels could have a potential positive effect on followers

based on Frederickson and Losada's broaden and build theory (Frederickson, 1998).

2.1.2 Broaden and Build Theory

Frederickson and Losada (2005) developed the broaden and build theory based on two core principles:

- positivity opens our hearts and our minds, making us more receptive and more creative; and
- positivity transforms us, allowing us to discover and build new skills, new ties, new knowledge, and new ways of being.

Their research determined that a higher level of positive emotions was required to reach the broaden and build stage. It also indicated that a certain amount of negativity was required to maintain reality as hardships happen and humans feel the impacts of these events; it's how they rebound from these hardships that influences their success.

The broadening aspect of this theory focuses on the role of positive emotions to broaden an individual's momentary thought-action repertoire (joy-play, interest-explore, contentment-savour/integrate, and love). Positive emotions promote the discovery of novel and creative actions, ideas, and social bonds that build that individual's personal resources. These resources function to improve the odds of successful coping and survival (Frederickson, 2009; Fredrickson, 1998; Fredrickson, 2001).

The building aspect of this theory focuses on how each distinct positive emotion builds physical and social resources, as well as intellectual and psychological ones (i.e., more knowledgeable, coping with adversity, psychological resilience, and emotional well-being) (Fredrickson, 2001; Fredrickson & Levenson, 1998). These emotions outlast

transient emotional states, so each positive emotion experienced increases personal resources. People can draw upon these resources at a later time or in different emotional states, thereby transforming themselves by becoming more creative, knowledgeable, resilient, socially integrated and healthy individuals.

The broaden and build theory provides the foundation for the leader positivity construct in my research emphasizing the development of the individual's momentary thought-action repertoire to be more creative and open combined with the building of physical, psychological and social resources. The leader to follower interaction is based on a combination of the broaden and build theory utilizing the individual development by balancing positive and negative emotions and emotional contagion theory which provides the base for exploring the potential contagious effect of leader positivity on follower positivity. Emotional Contagion is discussed in more detail in section 2.2.2, a focus on followers.

2.1.3 Positive Leadership Construct

The second positive leadership construct that I studied was positive leadership. Kelloway et al. (2013) define positive leadership as those behaviours enacted by leaders that are designed to create positive mood states in their followers through direct personal interactions (e.g., thanking, cheering up, and praising good work). In one of the first empirical studies of positive leadership and employee well-being among workers in the health industry, Kelloway et al., (2013) examined the relationship between positive leadership behaviours and employee well-being. The findings showed that positive leadership was distinct from transformational leadership and positive leadership behaviours predicted context-specific (i.e., work-related) and context-free (i.e., life in

general) well-being (Warr, 1987) after controlling for transformational and abusive leadership. In Kelloway et al's (2013) second study, employees from an organic coffee retail organization completed a longitudinal leadership diary study and the results showed that positive leadership predicted positive, but not negative, employee affect and positive leadership interacted with transformational leadership to predict employee positive affect.

These results have the potential to affect mental well-being in followers. Organizational research has also shown that employees who perceive their supervisor as supportive experience reduced work stress when compared to support from other sources, even co-workers (Lim, Cortina, & Magley, 2008). As seen with transformational leadership research, showing an active and genuine interest in the welfare of employees (e.g., individualized consideration) enables leaders to enhance the employees' perceptions of mental well-being within organizations (Nielsen, Randall, Yarker, & Brenner, 2008). Furthermore, when leaders emphasize the importance of mental well-being through their own personal commitment and become role models of a positive approach (e.g., organizational citizenship), individuals' perceptions of mental well-being are also improved (George & Brief, 1992). Finally, leaders who encourage employees to develop innovative ways to improve mental well-being practices and challenge them to confront beliefs or boundaries of leader to follower interactions (e.g., mental health stigma) also enhance perceived mental well-being. This provides an opportunity to explore the effects of positive leadership on personal and organizational outcomes that can help build a healthy mental health climate in the workplace. I explore three specific

outcomes in greater detail in section three (e.g., follower positivity, innovation and burnout).

These findings offer some implications for interventions in organizations designed to enhance well-being. Kelloway, Hurrell, and Day, (2008) reviewed organizational health as comprising primary, secondary, and tertiary interventions – all of which are focused on reducing or mitigating the negative effects of workplace stress. However, they also noted the potential for what they termed ‘countervailing’ interventions that attempted to influence employee well-being by increasing positive, rather than decreasing negative, experiences. Kelloway and Barling (2010) suggested that leadership development interventions were one such countervailing practice that resulted in enhanced individual well-being. Recent studies, such as Nielsen, Randall, Yarker, and Brenner (2008) and Van Dierendonck, Haynes, Borrill, and Stride (2004) support and add to the range of positive mental health effects (e.g., mediation effects of follower’s perception of their work characteristics; and the feedback loop between leader behaviours and subordinate feelings) associated with transformational leadership and are suggestive of interventions that organizations can make to improve the well-being of workers (Arnold et al., 2007; Kelloway & Barling, 2010; Kelloway et al., 2012; Van Dierendonck et al., 2004). Research has shown that supervisor behaviour has a greater effect on employee mental well-being than many other factors, including stress, life, and work events (Gilbreath & Benson, 2004). Transformational leadership has been positively associated with many individual and organizational outcomes, including employee psychological well-being, occupational health and safety in the workplace (Arnold et al., 2007; Kelloway & Barling, 2010), and trust (Kelloway et al., 2012).

In summary, the examination of the relationship between positive leadership behaviours and employee well-being results showed that positive leadership predicted positive, but not negative, employee affect and interacted with transformational leadership to predict employee's positive affect (Kelloway et al., 2013). In the next section, I reflect on the key differences between individualized consideration one of the sub-factors of transformational leadership with positive leadership and leader positivity. Kelloway et al. (2013) determined that this construct was empirically distinct from positive leadership but the nature of the personal consideration elements of both constructs warranted further comparison.

2.1.4 Relationship to other leadership theories

One of the considerations of this study was the positive emotional influences between a leader and follower in the workplace. By looking at the concept of positive leadership and how it is positioned comparatively to other leadership theories, I suggested that positive leadership is an extension of these theories that deals with the performance aspects of the organizational world that may increase follower innovation. According to Burns (1978), "*Transactional leadership appeals to followers based on rewards and punishments using self-interest as a motivator whereas transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality*" (p. 20).

Transformational leadership theory is one of the most cited leadership theories by academic researchers with a notable high degree of influence of the leader over the follower's emotions, attitudes, and behaviours (Bass, 1997; Bass & Riggio, 2006). This

theory focuses on three leadership styles: transformational leadership, transactional leadership, and laissez-faire leadership (Avolio, Bass, & Jung, 1999). Most of the research has focused on transformational leadership as a positive change theory. As noted by Bass, "*What is right and good to do becomes important. Transformational leaders move followers to transcend their own self-interests for the good of the group, organization or country*" (1997, p. 133).

The transformational leadership research includes strong evidence to support the effect of transformational leadership on employee outcomes as it relates to this study's emphasis on employee mental well-being and innovation. Some of the effects include: follower development and performance (Dvir, Eden, Avolio, & Shamir, 2002), group performance (Shaubroeck, Lam, & Cha, 2007), employee creativity and the mediating role of employee creative self-efficacy (i.e., the belief that one has the knowledge and skills to produce creative outcomes (Gong, Huang, & Farh, 2009), team performance (Dionne, Yammarino, & Atwater, 2004), innovation (Eisenbeiss, van Knippenberg, & Boerner, 2008), and the mediating role of beneficiary contact and employee performance outcomes (Grant, 2012),

Judge et al. (2006) reflected on the intentions behind the transformational influence of these leaders, highlighting that not all change is positive and not all leader's intentions behind leading change are for the greater good or positive outcomes. Many leaders have been deemed to be highly transformational for the organization but the outcomes for employees were less positive (e.g., employee cynicism about organizational change) (Judge, Fluegge, Hurst, & Livingston, 2006; Bommer, Rich & Rubin, 2005). It is important to understand the composition of transformational leadership theory and why I

chose to only study one of those dimensions in my research. The first factor is idealized influence, where the leader acts as a role model. The second is inspirational motivation, where the leader provides meaning and challenge to their follower's work. The third is intellectual stimulation, where the leader encourages their followers to be creative and approach problems in new ways; and finally, the fourth is individualized consideration, where the leader pays attention to the individual's needs and provides coaching and mentoring (Bass & Riggio, 2006). In Kelloway et al (2013), positive leadership behaviors are presented "*as those behaviors that are enacted by leaders and result in increasing followers' experience of positive emotions*" (p. 108). My research focused on the importance of the positive experience for the followers in the leader to follower exchange whether it is was a direct (i.e., positive leadership), or indirect (i.e., leader positivity) exchange building on Gerstner and Day's (1997) leader-member exchange theory that focuses on the quality of the leader-follower relationship. The individualized consideration dimension of transformational leadership, focuses on showing concern for the welfare of others, the second major component of the behavioral approach to leadership (Fleishman, 1953; Kerr, Schriesheim, Murphy, & Stogdill, 1974; Kelloway et al, 2013).

However, Pfeffer (2015) emphasized the issue of authenticity in the leader to follower relationship. Avolio and Gardner (2005) provided strong evidence for the need to have authentic leadership to address issues (i.e., inequality, global interdependence, and the spread of contagious diseases), however, in a practical context, having the leader share their authentic feelings and emotions with a follower could be detrimental and not what the researchers (i.e., Carl Rogers, and Abraham Maslow) had in mind when they

introduced ‘authenticity’ concepts. If a leader is providing constructive feedback with the goal of developing the follower (i.e., individualized consideration) but is experiencing frustration, it is unlikely the employee would want to experience the leader’s authentic mood, but instead prefer the leader to manage their emotions to provide a supportive more positive leader-follower exchange. Similarly, in crisis situations, followers are likely going to feel more confident with a calm, present leader, even though internally that leader may feel fear and apprehension about the circumstances. The importance of being present, and focused on the needs of the followers is crucial (Pfeffer, 2015). My research focused on the specific leadership states and behaviours to help achieve a more positive interaction with followers and the potential beneficial outcomes in the workplace. Kelloway et al (2013) research suggested that positive leadership added some incremental prediction of positive follower affect above the known effects of transformational leadership. I wanted to isolate the specific dimension of individualized consideration to determine if it was empirically distinct from positive leadership to build on Kelloway et al (2013) findings that positive leadership behaviors emerged as a predictor of positive, but not negative, employee affect.

To provide context to the structure of my research I have frame the hypothesized relationships between the three leadership constructs. Leader positivity (LPS) is comprised of a leader’s positive state (i.e., joy, hope, inspiration, and trust). I presented this construct as the leader’s state of being influencing follower’s emotions through indirect contact (i.e., emotional contagion, see section 2.2.2). The positive leadership construct is comprised of five specific interactive behaviours between the leader and the follower (i.e., praising, cheering up, helping, complimenting and thanking) (Kelloway et

al, 2013). This construct is based on the direct leader-follower

interaction that result in increasing follower's experience of positive emotions.

Individualized consideration is also a direct leader-follower exchange where the leader pays attention to the individual's needs and provides coaching and mentoring but there is not a specific intent to produce an increase in positive emotions, in fact, if the leader delivers the feedback while experiencing negative emotions, the transference of those negative emotions to the follower is quite probable. To build on the potential influences of leader positivity and positive leadership, in the next section I discuss the connection between positivity and follower outcomes based on emotional contagion theory and social learning theory.

2.2 A Focus on Followers

The transformational leadership literature is rich with examples of effects on follower's emotions, attitudes and behaviours, and Kelloway et al (2013) examined the positive leadership construct effect on employee well-being. In my research, I wanted to contribute to this body of research by examining both the positive and negative influences on follower's emotions, attitudes, and behaviours. Specifically, I wanted to look at reducing negative effects, and increasing the positive effects on followers through leader-follower interactions. The positivity literature introduced the continuum between flourishing and languishing states in individuals. My emphasis was on promoting the positive but it is important to note that altering the state of an individual is more probable than altering a more enduring trait (Perry, Pollard, Blakley, Baker & Vigilante, 1995). For example, if an individual is clinically depressed, this is a more rooted trait, but it is

possible with positive self-help tools, and psychological support to alter the individuals state to be less depressed. The ability to shift the individual to the polar end of the continuum is likely very challenging but the ability to make someone less depressed for a period is a shift in the positive state. A workplace example from the positivity literature is developing new thought processes in individuals in the form of creativity and problem-solving (Frederickson, 2009) to address business problems. Thus, I wanted to explore the ability for leaders to influence follower states to produce more positive outcomes, regardless of the starting point on the continuum. Frederickson and Losada stated that “*over time, and in both private and social contexts, people experience a range of pleasant and unpleasant emotions and moods, and they express a variety of positive and negative evaluative sentiments or attitude*”(Frederickson and Losada, 2005, p. 2). Frederickson and Losada (2005) used affect interchangeably with positivity to represent the “spectrum of valenced feeling states and attitudes to represent the pleasant end (e.g., feeling grateful, upbeat; expressing appreciation, liking)” (p.2).

The pressure to do more with less in the organizational world created an opportunity to increase innovative thinking to find new and better ways to get work done. For this reason, I chose to explore innovation as one of the phenomenon in my study to overcome challenges and barriers the organization could be facing. On the other side of the spectrum, I wanted to explore opportunities to improve individual and workplace mental health outcomes and the related impact on organizational performance outcomes (e.g., Keyes, 2002). Maslach and Leiter’s (2008) research suggests a continuum between burnout and engagement, which created an opportunity for my research to explore the connection with positivity, the continuum between individual languishing and flourishing

(Frederickson, 2004). I chose to build on this body of research and explored the potential reduction of burnout in followers through positive leader-follower interactions. In this section I will develop these concepts and introduce the theoretical frameworks that provided the foundation for my research hypotheses.

2.2.1 Follower Positivity

As described earlier, positivity can significantly change our lives (Frederickson, 2009). The power of positivity is in the ability to be more physically and psychologically resilient and avoid the downward spiral of negative emotions (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009). Fredrickson et al.'s (2009) research demonstrated that negative emotions narrow your range of vision and isolate you from the healing touch of community. In comparison, positive emotions expand your range of vision through openness and the subsequent upward spirals are by design more social. The research concluded that participants with the most positivity had the fastest cardiovascular recovery in the experiment and uncovered a correlation between people who have strong positivity and their ability to rebound quickly.

Frederickson's (2009, 2001, 1998) research also demonstrated that the concept of positivity is positively associated with psychological health in a variety of contexts. Positive emotions broaden an individual's momentary thought-action reserves and promote discovery of novel and creative actions, ideas, and social bonds. These, in turn, build that individual's personal resources from physical and intellectual to social and psychological resources. These resources function to improve the odds of successful coping and survival (Fredrickson, 1998; Fredrickson, 2001; Frederickson, 2009;).

Each distinct positive emotion builds physical and social resources, as well as

intellectual and psychological ones (Fredrickson, 2001; Fredrickson & Levenson, 1998). These emotions outlast transient emotional states, so that each positive emotion that is experienced increases personal resources. People can draw upon these resources later or in different emotional states, thereby transforming themselves by becoming more creative, knowledgeable, resilient, socially integrated, and healthy individuals.

Other research suggests the positive effect of positive emotions on a person's ability to cope with chronic stress (Coyne, Aldwin, & Lazarus, 1981; Folkman, 1997; Folkman & Moskowitz, 2000) and adversity (Aspinwall & Taylor, 1997; Aspinwall, 2004), fueling what Lazarus (1993) termed 'psychological resilience.' This is where individuals can 'bounce back' from stressful experiences quickly and efficiently (Lazarus, 1993). Additional benefits include the upward spiral from depression (Fredrickson & Branigan, 2005), ability to augment individual coping resources (Fredrickson & Joiner, 2002; Isen, 1990), optimization of well-being "*by finding positive meaning within the daily ups and downs of life*" (Fredrickson, 2004, p. 1373), and mortality (Danner, Snowdon, & Friesen, 2001; Levy, Slade, Kunkel, & Kasl, 2002). In contrast, Frederickson (2004) explored the opposite of flourishing in the form of languishing, which people describe as being stuck in a rut. Languishing has been linked with comparable levels of emotional distress, limitations in daily activities, psychosocial impairment, and economic cost from lost workdays (Keyes, 2002). To build on the positivity concept I utilized two theoretical frameworks, emotional contagion, and social learning theory, to provide the support for my hypothesis that leader positive states and behaviors are associated with follower positivity.

2.2.2 Emotional Contagion

Emotional contagion is conceptualized as, “*A multiply determined family of psychological, behavioral, and social phenomena...*” (Hatfield, Cacioppo, & Rapson, 1994, p. 4) where people can infect or catch emotions from one another. According to Hatfield et al., (1994) there is general agreement among researchers that different parts of the brain process emotional packages that are comprised of “*conscious awareness, facial, vocal, and postural expression; neurophysiological and autonomic nervous system activity; and instrumental behaviours*” (p. 4). The contagious aspect of the theory is based on our nature as humans to automatically mimic and synchronize our facial and vocal expressions, as well as postures and movements with the other person, identified as converging emotionally (Carlson & Hatfield, 1992).

Experiments in this field have provided findings that participants who were given the positive intervention experienced improved cooperation, decreased conflict, and increased perceived task performance (Barsade, 2002). The effects are not limited to in-person contact as Kramer, Guillory, and Hancock (2013) studied the effects of positive and negative displays of emotion on social networks by analyzing the effect when emotional content was reduced. The results concluded that a massive-scale contagion through social networks is possible, which provided support to study the leader positivity impact on follower’s positivity and increasing the sphere of influence from in-person to any form of social contact.

My hypothesized model in this study was grounded in the foundations of the contagious nature of emotions transferring between individuals and supported my hypotheses that leader positivity affects follower positivity.

2.2.3 Social Cognitive Learning Theory

Social cognitive learning theory emphasizes the interplay between behaviour, environmental influences, and personal subjective factors, including cognition to explain human psychosocial functioning (Appelbaum & Hare, 1996). Cognition refers to conscious thought processes including reasoning, problem-solving, decision-making, and evaluative judgments. Bandura emphasized the importance of central (cognitive) self-regulation processes, which mediate experience and behaviour (Bandura, 1991). Bandura (1977) stated that human behaviour is based on forethought driving people to proactively set goals through self-reflective and self-reactive capabilities that are where self-efficacy beliefs are thought to emerge (Appelbaum & Hare, 1996; Bandura, 1977). Self-efficacy is a belief about oneself related to the ability to accomplish a specific task (Bandura 1986, 1991). Recent research studies have supported the importance of self-efficacy in relationships between leaders and followers. Nguyen et al (2016) studied the effects of follower's self-efficacy on leaders attribution of credit to employees, those with more confidence received more credit (Nguyen, Johnson, Collins, and Parker, 2013) The effects are not limited to person-level barriers as Dahling, Melloy and Thompson (2013) studied the effects of macro-level economic barriers that influenced job search self-efficacy highlighting the importance of taking into account broader contextual influences (Dahling, Melloy and Thompson, 2013). In my research I explored the direct and contagious effects of a leader on a follower. The theoretical framework of social cognitive learning theory provided a good foundation to explore the interactions between a leader and follower in both a direct and indirect context.

Training methodologies, which include modeling and vicarious learning, are

central constructs in the social cognition or social learning theory framework (Appelbaum & Hare, 1996). Extensive empirical evidence has given strong support to the validity and utility of social learning theory and to the existence of strong links between task performance, motivation, and self-efficacy (Appelbaum & Hare, 1996; Gist, 1987). Positive leadership is based on the five specific personal interactions between the leader and the follower. The core concepts of self-regulation and self-efficacy are impacted by leader-follower interactions. As shown in the previous literature review, leader influence on employee well-being can drive negative or positive outcomes (e.g., commitment; and cynicism). My hypothesized model in this study demonstrated the importance of positive leader to follower role behaviour for the positive leadership construct and the impact on follower attitudes and behaviours according Bandura's social cognitive learning theory principles.

The theoretical frameworks, broaden and build, emotional contagion, and social learning theory, introduced in this literature review provided the foundation to support the relationships between the two leadership constructs, positive leadership, and leader positivity with follower positivity. In the positivity literature, the broaden and build theory guides the relationship between positivity and personal and organizational outcomes, and social cognitive learning theory provided the foundation for the intervention. The dominant theory in my research is emotional contagion, which explores the indirect relationship between a leader "being" positive, and the affect on follower personal and organizational outcomes with no specific action with a follower. In the next two sections I will discuss the two additional follower outcomes variables I have chosen for my research, innovation and burnout.

2.2.4 Follower Innovation

The definition of innovation is the process of successful implementation of creative ideas in an organization (Amabile, Conti, Coon, Lazenby, & Herron, 1996; DiLiello, Houghton, & Dawley, 2011). Creativity is viewed as being the starting point of innovation but not the only component, as technology and ideas generated in other environments can influence successful innovation (DiLiello et al., 2011). Janssen (2000) developed the innovative behaviour scale with three sub-scales: idea generation, idea promotion, and idea realization. These sub-scales demonstrate the correlation and differences between creativity and innovation. Idea generation is similar to creativity: whereas, idea promotion and realization are more commonly related to the implementation and monitoring of an idea. Organizational culture and social environment play an important role in how creativity and innovation are viewed in the organization (Janssen, 2000). According to DiLiello et al. (2011), organizations, much like individuals, have a tendency to choose routine over creative actions in business. By design, governmental and other traditional hierarchical organizations are less likely to develop environmental cultures that cultivate a questioning of the status quo and experimenting with new ways of doing business (DiLiello et al., 2011). In more entrepreneurial environments, these two constructs are critical requirements as change is a constant (Zbierowski, 2016; Amabile et al., 1996).

Since the 2009 recession, organizations in Canada are required to do more with fewer resources. Job demands remain the same but resources have been cut back to meet financial pressures. Leaders and followers are called upon to be more creative and specifically innovative by continuing the full implementation of a new idea through

promotion and realization of new ideas (Janssen and Estevez, 2013).

Organizations are turning to entrepreneurial approaches and self-leadership to solve problems and lead change (Stashevsky, Burke, Carmeli, Meitar, & Weisberg, 2006). An entrepreneur is defined as “*An individual who pursued an idea, a perceived opportunity for profitably delivering a service or product, regardless of the difficulties that he or she faced*” (Amabile et al., 1996, p. 2). This persistence is the heart of innovation, taking an idea from generation through to realization. Barbara Frederickson’s research (2009) demonstrated that positivity opens our hearts and minds to make a person more receptive and creative; and transforms us by allowing us to discover and build new skills, new ties, new knowledge, and new ways of being (Frederickson, 2009). Luthans, Youssef, and Rawski, (2011) provide evidence that positivity, operationalized as the multidimensional core construct of psychological capital, was a direct antecedent to more effective problem solving and innovative behaviour. Similarly, Jung, Chow, and Wu (2003) report a significant positive relationship between transformational leadership and an innovative organizational climate.

My study built on this research and explored the relationship between positive leadership behaviours, follower positivity, and innovation with the intended benefit of contributing to the innovation literature and providing support for organizations looking for ways to increase their innovative capital. In the context of positivity research, it was important to also test the potential reduction of negative emotions (or languishing; Frederickson, 2009). In the next section, I explore the concept of follower burnout.

2.2.5 Follower Burnout

According to Schaufeli, Leiter, and Maslach (2009), burnout is an erosion of the psychological state where there is a dissonance between what people are and what people do. Burnout is a common term in today's workplaces that leads to physical, mental, and health-related issues and poor organizational outcomes. There are numerous causes of burnout in the workplace: being overworked, lack of control over the work, not being rewarded for our work, experiencing a breakdown in the community, not being treated fairly, and dealing with conflicting values (Maslach & Leiter, 2008). These contribute to the growing conflict between our perceptions of who we are and what we do.

Burnout has three dimensions: exhaustion-energy, cynicism-involvement, and inefficacy-efficacy (Maslach, Jackson, & Leiter, 1997; Maslach, Schaufeli, & Leiter, 2001). Exhaustion is a feeling of being over tired, both emotionally and physically. According to Maslach and Leiter (1997), this is typically the first reaction to job stress and major change. Employees are not able to unwind or recover and find they feel as tired in the morning as they were when they went to bed. Cynicism is a form of protection from exhaustion where people start to feel cold and distant to minimize involvement in their work and give up their ideals. This leads to a negativity that can significantly impact an employee's overall well-being. The last dimension is ineffectiveness, which is when employees feel inadequate to do the job. They start to feel overwhelmed with every new task and lose confidence in their ability to make a difference. Burnout has a vicarious, cyclical effect because when an employee loses confidence in themselves, the same lack of confidence is felt in others about the employee (Sesen, Cetin, & Basim, 2011). The effects of these dimensions can lead to

significant impacts on organizational performance, commitment, and citizenship (Sesen et al., 2011)

Maslach and Leiter (2008) have developed the Maslach Burnout Inventory (MBI) continuum with burnout and engagement on opposite poles of the continuum (Maslach & Leiter, 2008). The authors stress that different intervention strategies should be used with burnout and engagement due to the differing characteristics of each pole. In the 2004 study, Schaufeli and Arnold stated that burnout is related to negative factors (e.g. job demands and lack of job resources) and outcomes (health related issues and turnover). Whereas engagement is related to more positive factors (available job resources) and only turnover but not health-related issues in terms of outcomes. The authors also tested burnout as a mediator between job demands and health problems.

Many academic researchers have studied work engagement with the Utrecht Work Engagement Scale being the most widely used measurement tool in academic research (Schaufeli & Bakker, 2003). There are many predictors of work engagement including autonomy, supervisory coaching, and performance feedback with job resources, optimism, self-efficacy, and self-esteem being more commonly labelled under personal resources (Bakker, Schaufeli, Leiter, & Taris, 2008). Researchers have also compared work engagement with known organizational behaviours, such as workaholics and organizational commitment. One interesting finding was the degree of difference between work engagement and the former, workaholics. Workaholics are compulsive and obsessed workers. Whereas work engagement is defined with more positive characteristics (e.g., vigour, absorbed, and dedicated). The key difference between the behaviours is work being viewed as fun and not an addiction (Schaufeli, Taris, Bakker, &

Burke, 2006). Hakanen, Bakker, and Schaufeli, (2006) study findings indicated that job control, information, supervisory support, innovative climate, and social climate were all related positively to work engagement. According to Hakanen et al (2006), the social climate was of interest due to the common element of hope, optimism, and social networks that are shared with the positivity construct.

Barbara Fredrickson's positivity research (2004) provided evidence that positive behaviours drive flourishing and positive health related outcomes similar to the characteristics related to work engagement at the polar end of the MBI continuum. My research study explored the possible positive but negatively correlated relationship between positivity and burnout and determined what type of relationship exists between the constructs of positive leadership, leader positivity, and follower burnout.

2.3 Literature Review Summary

The positivity literature provided the foundation for my research by establishing the continuum between flourishing and languishing states. When an individual has more positive than negative emotions, the broaden and build theoretical framework depicts an opening of the mind and opportunities for growth through the development of skills and knowledge. Some negative emotions are required because hardships happen but the flourishing state provides opportunities to bounce back from them faster. A gap in the positivity literature is the idea of the leader's positive behaviours and follower outcomes. In the leadership literature, transformational leadership is one of the most widely studied theoretical leadership models over the last two decades. There is strong evidence to support the effect of transformational leadership on a multitude of employee outcomes (e.g., development, performance, and creativity). What was missing was the review of the

positive concepts in leadership behaviour and the impact on employee outcomes. Therefore, the purpose of this study was to explore the two new constructs of positive leadership and leader positivity and the impact on organizational and personal outcomes that range across the positivity continuum from flourishing (innovation) to languishing (burnout). In addition, I conducted an experimental positive leadership intervention in Study Two to determine if these two constructs could be taught as a form of leadership development. In chapter 3, I present the conceptual model underpinning my research (see figure 1) the *model linking positive leadership and leader positivity and organizational and personal well-being outcomes*.

CHAPTER THREE: STUDY ONE. TOWARD A MODEL OF

POSITIVE LEADERSHIP AND LEADER POSITIVITY

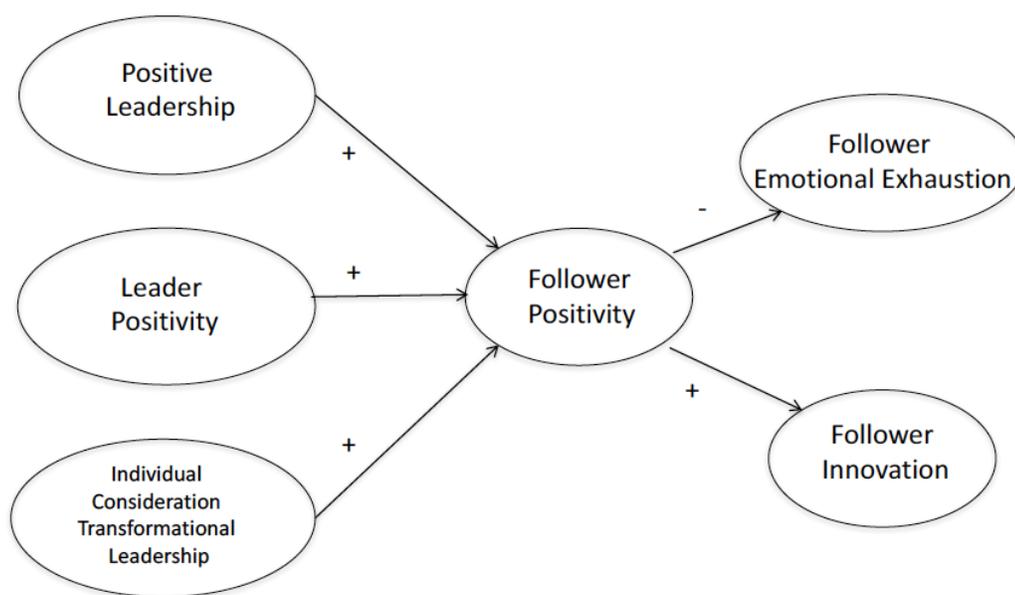
3.1 Introduction and Hypotheses

The purpose of this study was to provide an initial empirical test of the hypotheses proposed earlier. A model encapsulating these hypotheses is shown in *Figure 1*. In brief the model suggests that:

The following were the hypotheses for Study One:

- Hypothesis 1.1: The three constructs of positive leadership, leader positivity, and individualized consideration transformational leadership are empirically distinct and positively correlated.
- Hypothesis 1.2: Follower positivity positively and directly predicts innovation.
- Hypothesis 1.3: Follower positivity negatively and directly predicts burnout.
- Hypothesis 1.4: Follower burnout is directly predicted by positive leadership, and leader positivity and is negatively correlated.
- Hypothesis 1.5: Follower innovation is directly predicted by positive leadership, and leader positivity and is positively correlated.
- Hypothesis 1.6a: The relationship between follower innovation and leader positivity is mediated by follower's perceived positivity and positively correlated.
- Hypothesis 1.6b: The relationship between follower innovation and positive leadership is mediated by follower's perceived positivity and positively
- Hypothesis 1.7a: The relationship between follower burnout and leader positivity is mediated by follower's perceived positivity and negatively correlated.

- Hypothesis 1.7b: The relationship between follower burnout and positive leadership is mediated by follower's perceived positivity and



negatively correlated.

Figure 1. Model linking positive leadership and leader positivity and organizational and personal well-being outcomes.

To test this model, I collected data from a cross-sectional survey of employees. Although cross-sectional self-report surveys may be prone to a variety of artifacts, such as common method variance, (Williams & McGonagle, 2016, Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). I thought it appropriate to establish the initial plausibility of the model before proceeding to a more rigorous experimental evaluation of the hypotheses.

3.2 Method

3.2.1 Participants

A sample of 313 employees was recruited from a survey panel run by Qualtrics. Qualtrics is a private research company established in 2002 based out of the state of Utah in the United States. The server is in Ireland to address the Canadian health industry privacy regulations and is not subject to the United States Patriot Act. The sample consisted of 113 men and 200 women from a variety of organizations. Participants were made up of a balance of management and non-management roles from a variety of industries. Participants had worked an average of five to 10 years with their company and the average length of employment was also approximately five to 10 years.

3.2.2 Procedure

Qualtrics personnel assisted with the distribution of the survey to a pool of participants meeting the requirements of our sample criteria (e.g., work full-time, and have a supervisor). Participants received an electronic survey link with an informed consent form explaining the voluntary nature of the study (See Appendix A). The survey contained items that assessed the participants' perception of their direct manager's positive leadership behaviours, perceptions of the manager's leader positivity, perceptions of their own positivity, burnout, innovation, and demographic questions.

3.2.3. Measures

Positive leadership was assessed with Kelloway et al.'s (2013) five item positive leadership scale (POS). Direct reports reported on leader behaviours directed towards the individual follower. Examples of the items included: 'cheered me up', 'thanked me',

‘helped me out’, and ‘complimented me’. Respondents indicated their agreement with the statements on a five-point scale, ranging from one (never) to five (more than ten times a month). The Cronbach alpha for the scale was $\alpha = .91$. This is consistent with previous studies (e.g., Kelloway et al., 2013). (See Appendix B)

Follower Positivity (FPS) was assessed using an adapted four-item version of Frederickson’s (2002) 20-item positivity ratio questionnaire as a self-report measure for direct reports. I determined the scales items using confirmatory factor analysis with the four highest factor loadings. Examples of the items include: ‘What is the most inspired, uplifted, or elevated you felt?’; ‘what is the most hopeful, optimistic, or encouraged you felt?’; ‘what is the most joyful, glad, or happy you felt?’ and ‘What is the most affection, closeness, or trust you felt?’ Respondents indicated their agreement with the statements on a five-point scale, ranging from one (never) to five (more than ten times a month). The Cronbach alpha for the scale was $\alpha = .90$. (See Appendix C)

Perceptions of leader positivity (LPS) was assessed using an adapted version of the above positivity scale asking respondents about the leader’s demonstration of the four states creating a four-item leader positivity scale (LPS). Direct reports reported on leader-demonstrated states, (i.e., one direct report per leader). Examples of the items include: ‘My supervisor was inspiring, uplifting, or elevating in the workplace’; ‘my supervisor was hopeful, optimistic, or encouraging in the workplace’; ‘my supervisor was joyful, glad, or happy in the workplace’; and ‘my supervisor displayed affection, closeness, or trust in the workplace’. Respondents indicated their agreement with the statements on a five-point scale, ranging from one (never) to five (more than ten times a month). The final scale was adapted to a four-item version using joy, hope, trust and inspiration after a

confirmatory factor analysis. The Cronbach alpha for the scale was a = .90 (See Appendix D).

Individualized Consideration was assessed using Bass and Avolio's (1995) four-item Multifactor Leadership Questionnaire (MLQ, 2nd Edition) as a self-report measure for direct reports. Direct reports reported on leader-demonstrated behaviours. Examples of the items include: 'my supervisor spends time teaching and coaching' or 'my supervisor treats me as an individual rather than just as a member of a group'. Respondents indicated their agreement with the statements on a five-point scale, ranging from one (never) to five (more than ten times a month). The Cronbach alpha for the scale was a = .85. This is consistent with the findings from Bass & Avolio's study (1995)¹.

Follower Innovation was assessed using Janssen's (2000) nine-item Innovation Behaviour scale as a self-report measure for direct reports. Examples of the items include: 'Creating new ideas for difficult issues' and 'Making important organizational members enthusiastic for innovative ideas'. Respondents indicated their agreement with the statements on a five-point scale ranging from one (Never) to five (very often). The scale has shown adequate reliability ($\alpha = .92$) (Janssen, 2000). The Cronbach alpha for the scale was a = .97. This is consistent with previous studies (e.g., Janssen, 2000). (See Appendix E)

Follower Burnout was assessed using the emotional exhaustion subscale from the Schaufeli, Leiter, Maslach and Jackson (1996) 16 item MBI - General Scale as a self-report measure for direct reports. The subscale included five items. Examples of the items

¹ The Multifactor leadership questionnaire (MLQ) is copy protected by Mindgarden Press.

include: ‘I feel emotionally drained from my work’ and ‘I feel tired when I get up in the morning and have to face another day on the job.’ Respondents indicated their agreement with the statements on a seven-point scale ranging from one (never) to seven (daily). The Cronbach alpha for the emotional exhaustion subscale was a = .89. This is consistent with previous studies (e.g., Leiter and Maslach, 2009)². Descriptive statistics included gender, tenure in the job, tenure in the organization, and type of job (e.g., Union, Management / Supervisory, Non-Union / Non-Management/Non Supervisor, or other).

3.3 Results

Descriptive statistics, intercorrelations, and scale reliabilities for all variables are presented in Table 1. Given the nature of the sample (approximately 64% females and 36% males), MANOVA was conducted to assess differences attributed to gender. With the use of Wilks’ criterion, the combined dependent variables were not found to be significantly affected by gender, $F(7,304) = 1.367, p > .05$.

Table 1. Descriptive statistics, inter-item correlations, and reliabilities (n = 313)

Subscale	1	2	3	4	5	6
1. Direct Positive Leadership	(.91)	.75**	.64**	.45**	.33**	-.22**
2. Transformational Leadership (IC)		(.85)	.60**	.37**	.35**	-.20**
3. Leader Positivity (LPS)			(.90)	.59**	.44**	-.20**
4. Follower Positivity (FPS)				(.90)	.45**	-.18**
5. Follower Innovation					(.97)	-.03
6. Follower Emotional Exhaustion						(.94)
Mean	2.77	2.73	2.90	3.33	3.62	3.23
Standard Deviation	1.05	1.08	1.07	.99	1.51	1.70

Note. Reliabilities for each scale are presented on the diagonal in parentheses.

*Correlation is significant at 0.05 level (2-tailed). **Correlation is significant at 0.01 level (2-tailed).

² The MBI is copy protected by Mindgarden Press.

To assess the hypotheses of interest, I followed a process of two-stage modeling (Anderson & Gerbing, 1988), starting with Stage One: Measurement assessment using confirmatory factor analysis, followed by Stage Two: Path analysis to test indirect and mediated relationships using structured equation modeling. Each is described in more detail below.

3.3.1 Confirmatory Factor Analysis

The hypothesis 1.1 that positive leadership, leader positivity, and individual consideration transformational leadership are empirically distinct constructs was tested using confirmatory factor analysis. All models were estimated with maximum likelihood estimation as implemented in Mplus 7.2 (Muthén, 2012). The fit of the models is assessed through the examination of the fit indices provided by Mplus, including the Comparative Fit Index (CFI), Chi-squared (X^2) and the Root Mean Squared Error of Approximation (RMSEA). The CFI ranges from zero to one, and values that exceed 0.90 indicate a good fit to the data (Kelloway, 1998). The RMSEA ranges from zero to one and smaller values indicate a better fit. Steiger (1990) suggests that values less than .10 indicate a good fit to the data (Kelloway, 2014).

The first confirmatory factor analysis assessed a one factor model where all items were expected to load. The second analysis assessed four factors (e.g., innovation, burnout, follower positivity, and leadership) with positive leadership, leader positivity, and individual consideration transformational leadership, all loading on one leadership factor. The third analysis compared the first two models to the hypothesized model with three correlated, yet empirically distinct leader factors on which the items load, as well as three additional factors of innovation, burnout, and follower positivity. The hypothesized

model fits the data better than the one factor model Chi-square

Difference (15) = 3171.15, $p < .01$. The hypothesized model (M3 also fits better than a model suggesting one leadership factor Chi-Sq difference (9) = 510.45 $p < .01$. The hypothesized model provides a good overall fit to the data with RMSEA $< .08$ and both CFI and TFI $> .95$ (Hu & Bentler, 1995). This indicates that the three leader factors are empirically distinct and positively correlated as hypothesized (see Table 2) and that the constructs as hypothesized are distinct, albeit correlated.

Table 2. Fit indices of the five different models (n = 313)

Model	X^2	df	RMSEA	CFI	TLI	ΔX^2	Δdf
M1: One Factor Model	3734.88	275	.20	.46	.41	M3-M1 = 3,171.15*	15
M2: One Leader Factor Model	1074.18	269	.10	.88	.86	M2-M1 = 510.45*	9
M3: Three Distinct Leader Factors	563.73	260	.06	.95	.95		
M4: Partially Mediated Positivity Specific Model	378.81	260	.06	.95	.95		
M5: Fully Mediated Positivity Specific Model	402.71	266	.06	.95	.94	M5-M4 = 23.9*	6

* $p < .01$.

The standardized parameter estimates for the six-factor model were all significant ($p < .01$) and are presented in Table 3. The interfactor correlations are presented in Table 4.

Table 3. Standardized parameter estimates for the six factor hypothesized model

Variable	Positive Leadership	Leader Positivity	TFL (IC)	Follower Positivity	Follower Innovation	Follower Emotional Exhaustion
1. Cheered me up	.74					
2. Complimented me	.88					
3. Thanked me	.84					
4. Helped me out	.79					
5. Praised me for my job performance	.87					
6. My supervisor was hopeful, optimistic, or encouraging in the workplace		.82				
7. My supervisor was inspired, uplifted, or elevated in the workplace		.87				
8. My supervisor was joyful, glad, or happy in the workplace		.83				
9. My supervisor displayed affection, closeness, or trust in the workplace		.80				
10. Spends time teaching and coaching			.73			
11. Treats me as an individual rather than just as a member of a group			.70			
12. Considers me as having different needs, abilities, and aspirations from others			.73			
13. Helps me to develop my strengths			.89			
14. What is the most hopeful, optimistic, or encouraged you felt?				.84		
15. What is the most inspired, uplifted, or elevated you felt?				.87		
16. What is the most joyful, glad, or happy you felt?				.84		
17. What is the most affection, closeness, or trust you felt?				.78		
18. Idea Generation					.89	
19. Idea Promotion					.94	
20. Idea Realization					.95	
27. Drained from my work						.89
28. Used up at the end of the day						.92
29. Feel tired and can't difficulty facing the day						.86
30. Day is a strain for me						.84
29. Burned out from work						.86

Note. All standardized coefficients are significant at the $p < .01$.

Table 4. Leader construct interfactor correlations

Leader Construct	1	2	3	4	5	6
1. Positive Leadership (POS)	n/a	.69	.84	.21	-.23	-.10
2. Leader Positivity (LPS)		n/a	.69	.62	.20	-.02
3. Individualized Consideration (IC)			n/a	-.17	.34	-.09
4. Follower Positivity (FPS)				n/a	.32	-.10
5. Follower Innovation					n/a	.12
6. Follower Burnout						n/a

Note. All standardized coefficients are significant at the $p < .01$.

To test the direct and indirect effects of the leadership constructs on follower positivity, innovation, and burnout, I tested a fully mediated model, (see *Figure 2*) and partially mediated model (see *Figure 3*). The fully mediated model estimate suggests that follower positivity fully mediates the two leadership types (positive leadership, and leader positivity) with the burnout and innovation outcomes.

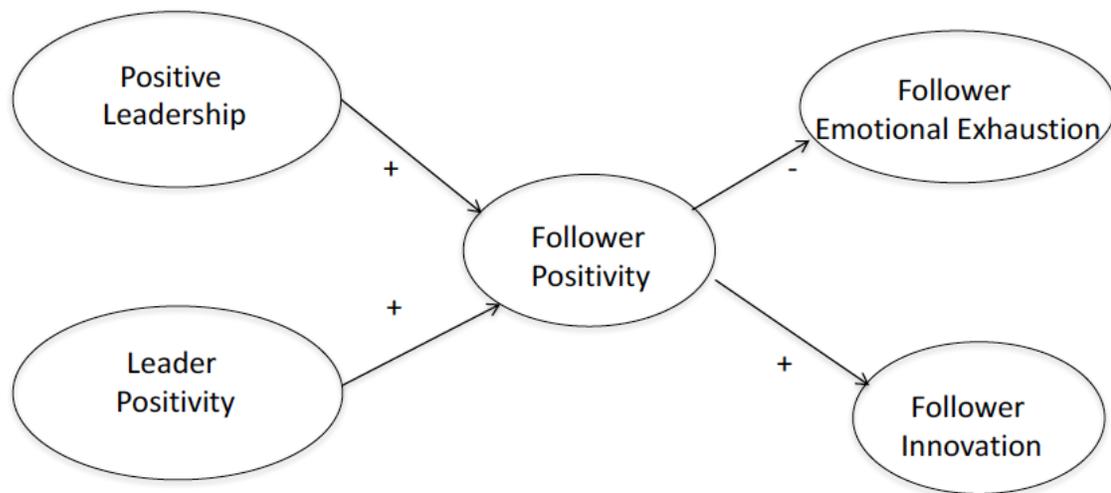


Figure 2. Fully mediated model.

To generate alternative positive leadership models, a partially mediated model was estimated, suggesting that the two types of positive leadership and follower positivity have direct effects on burnout and innovation outcomes in addition to the fully mediated

paths seen in *Figure 2*. The chi square difference test, X^2 difference

(4) = 23.9, $p > .01$ (see Table 2, indicated that the partially mediated model was a significantly better fit to the data than the fully mediated model.

Further analysis of the model provided evidence of both an indirect ($p < .05$) and direct ($p < .01$) effect of the leader positivity construct on follower innovation but had no effect for positive leadership on follower innovation (see Table 5). In contrast, leader positivity had no effect on follower burnout but showed a significant direct effect of positive leadership on follower burnout at $p < .05$ (See *Figure 3*).

Table 5. Total and indirect model effects

Model	Total Effect	Indirect Effect
Leader Positivity (LPS) to Innovation	.45**	.17*
Positive Leadership to Innovation	.04	.03
Leader Positivity (LPS) to Burnout	-.10	-.05
Positive Leadership to Burnout	-.17*	.01

* $p < .05$. ** $p < .01$.

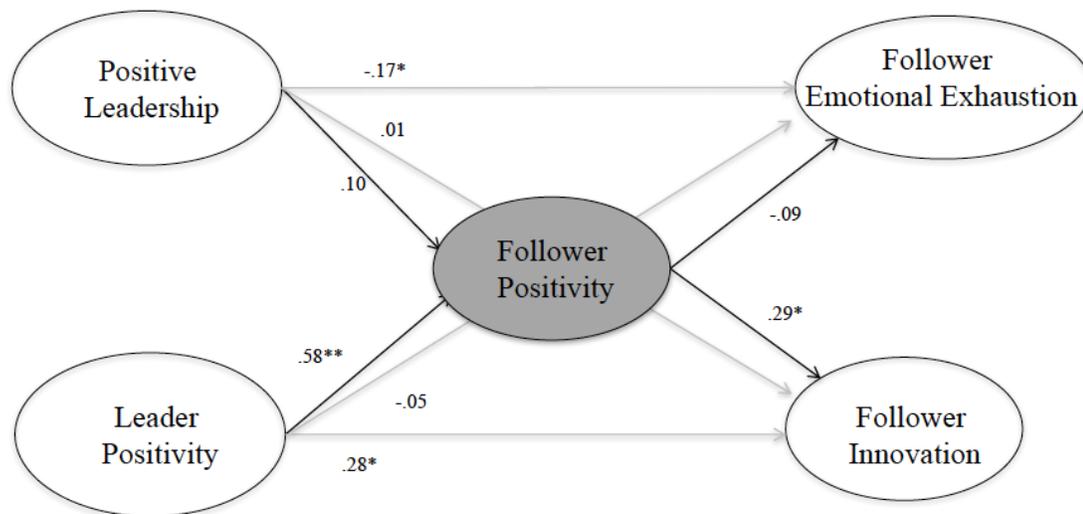


Figure 3. Partially mediated model.

3.4 Discussion

The purpose of this study was to develop and empirically test a model of positive leadership behaviours (doing) and leader positivity states (being). As shown in table 2, hypothesis 1.1 supported that positive leadership and LPS, respectively, are empirically distinct constructs from each other and individual consideration transformational leadership was confirmed. The three-factor leadership model (M3) fit the data better than the one factor model Chi-square Difference (15) = 3171.15, $p < .01$; and better than the one leadership factor Chi-Sq difference (9) = 510.45 $p < .01$. This was consistent with the previous research conducted by Kelloway et al (2013) providing evidence for the distinct difference between positive leadership and transformational leadership. In this study, I have extended this body of literature to include the new leader positivity construct (LPS) and provided evidence that positive leadership and LPS are empirically distinct constructs from individualized consideration.

In Figure 3, the direct paths between variables are reflected in the grey lines, and the black lines represent the mediated paths using follower positivity (FPS) as the mediator. Hypothesis 1.2 was supported as FPS positively and directly predicts innovation ($B = .09$, $p < .05$), but hypothesis 1.3 was not supported, as FPS did not directly predict emotional exhaustion. However, hypothesis 1.4 was partially supported as follower emotional exhaustion was directly predicted by positive leadership ($B = -.17$, $p < .05$), but was not directly predicted by LPS. Hypothesis 1.5 was partially supported as follower innovation was directly predicted by LPS ($B = .28$, $p < .05$) but not directly predicted by positive leadership.

The partially mediated model (*Figure 3*) provided the best fit to the data

providing support for hypothesis 1.6a, as (FPS) mediated the effect between follower innovation and the LPS construct ($B = .58, p < .01$) and ($B = .29, p < .05$) respectively, however, there was no mediation effect with the positive leadership construct and follower innovation, hypothesis 1.6b. Hypothesis 1.7a and 1.7b were not supported as the mediation effect between follower emotional exhaustion and both positive leadership constructs was not supported.

These findings presented some interesting differences in the three leadership constructs from the current positive leadership research with each showing a specific role in the relationship between leaders and followers. The role of individualized consideration is to focus on the welfare of the follower through leader interactions but does not directly address the positive or negative emotions or states of the follower.

Positive leadership, the specific and intentional act of personal consideration between the leader and the follower was negatively and statistically correlated with follower burnout which provided support for the effect of leader's actions on follower's level of emotional exhaustion but did not affect follower positivity or innovation. In contrast, the leader positivity construct (LPS), that represented the leaders positive to negative emotional state supported an effect on follower's own positivity and innovation, directly and indirectly, but not on the follower's level of burnout.

These findings present an interesting contribution to the leader-follower relationship literature on how a leader's state and behaviours can have different effects on positive and negative states in followers. Specifically, the follower's positive state was affected by the leader's positive state through emotional contagion without any direct contact. In addition, the increase in a building oriented construct, innovation, widely

viewed as a positive behaviour is also affected through emotional contagion. However, burnout, a more widely viewed negative state, showed no significant affect by LPS, but did produce a significant affect with direct positive leadership contact.

In summary, the leader positivity construct supported the increase in flourishing states (e., innovation), while the positive leadership construct influenced the reduction of languishing (e.g., emotional exhaustion) states.

3.4.1 Implications for Future Research

The findings suggest that leader positivity has a positive effect on both follower positivity and follower innovation providing new insights to the organizational behaviour literature; however, this study did not test the actual effects so these results are correlational patterns that paralleled a causal sequence. First, the results of this study provided empirical support for the influence of leader positivity on personal and organizational outcomes. Consistent with previous studies (Frederickson, 2009; Kelloway et al., 2013), leader positivity has an important effect on follower perceptions of positivity and innovation. This finding is illuminating given that most research to date has focused on the impact of transformational leadership on employee well-being but not on the leader positivity state development. This suggests that leaders who do not take an active role in managing their state of positivity could negatively influence the climate of mental well-being within their respective organization. An additional research opportunity is to explore the increases in follower innovation from the leader's positivity state. Future research could examine the effects of leader positivity on performance

related outcomes such as financial measures, health specific improvements, and holistic approaches to mental and spiritual health as seen in the general positivity literature.

A key finding in my research was that follower positivity mediates the relationship between leader positivity and innovation. Thus, empirical support has been provided for the theoretical model suggesting that leader positivity has both an indirect and a direct effect on the innovation behaviours of employees. In alignment with emotional contagion research (Barsade, 2002), this suggests that positive people recognize positivity in others and this produces a multitude of benefits, including: improved health, negotiation skills, and resiliency, in addition to innovation. The direct and indirect impacts on innovation provide the foundation for exploring other entrepreneurial attributes such as problem-solving, and risk-taking to determine if leader's own balance of positive and negative emotions can influence the entrepreneurial mindset in self and others.

Through this research, I also explored the relationship between positive leadership behaviours and a follower mental well-being outcome, burnout. In the modeling tests, I did not find a significant effect with the total burnout construct but I did find that positive leadership reduced emotional exhaustion in followers, a sub-scale of the Maslach Burnout Inventory. Past research has shown that although a leader may demonstrate positive leadership behaviours consistent with individual consideration transformational leadership, these behaviours may not necessarily focus on improving mental well-being outcomes when conflict exists between performance objectives (e.g., speed vs. safety; Zohar, 2002) productivity (e.g., workload vs. labour costs; Wright, 1986). Burnout in the

workplace is commonly associated with mental well-being or occupational health and safety per the psychological health and safety standards (Psychological Health, 2013). In situations where high production or performance levels are a priority, managers tend to compromise safety for speed and productivity (Wright, 1986). The pressure to compromise mental well-being (e.g., burnout) for productivity is intensified in a work environment that is faced with staffing shortages (Mullen, 2004) as is the case in the health care industry (Flin & Yule, 2004). Thus, although positive leadership behaviours may increase individual well-being (Kelloway et al., 2013), mental well-being may be compromised if it is not a priority. My research findings indicated that positive leadership behaviours lower the levels of exhaustion in their followers. Given the pressures to do more with less, this provides an opportunity to study the positive leadership construct with additional organizational and personal outcomes that could lead to enhanced health and safety-specific performance in future research studies.

3.4.2 Implications for Practice

My research findings provided positive insights for organizations trying to find innovative ways to do business with fewer resources. Leader positivity (LPS) is directly associated with increases in follower innovation skills. Innovation has three components: Idea generalization, which is strongly associated with ‘creativity’; idea promotion, which is the communication and promotion of the idea to stakeholders; and lastly idea realization, which is the implementation and monitoring stage of new innovations. Although my research examined innovation as one large construct, to extend beyond the creativity construct, the findings provided some insight into the benefits of a leader’s influence over innovation behaviours of followers in the workplace. My research

suggested that organizations facing challenges with internal and external factors forcing change can benefit from improvements in the leader's positivity state development to generate innovation practices and mindsets in their followers. This could help with problem solving, new program development and promotion, and monitoring the outcomes of novel ideas and practices.

Secondly, the leader's positive state of mind can have a direct and indirect influence on the follower's positive emotions. Past research has demonstrated positivity effects on increases in problem solving, negotiation, and social networking skills that are all well aligned with the innovative practices identified above. In addition, the positivity literature highlights the effects of positivity flourishing compared to languishing behaviours in individuals, (e.g., a person's ability to cope with chronic stress and adversity developing psychological resilience where individuals 'bounce back' from stressful experiences quickly and efficiently). The tension to do more with less increases pressure on employees to try and manage additional workload stressors, which can lead to both psychological and physically negative outcomes. However, my research has shown that leaders can influence follower positivity, which may help to manage depression and increase coping skills by finding positive meaning with the daily ups and downs with life. These insights into the positive effect of leader positivity on employees could significantly benefit organizations that manage the balance between innovation and workload pressures.

In addition, my research findings also suggest some insight into the role of positive leadership in improving engagement in the form of reductions in emotional exhaustion. I base this suggestion on Maslach and Leiter's (2008) engagement to burnout

continuum where a change in one of the continuum has a natural polar relationship to the other continue. My findings indicated that positive leadership is related to the reduction of emotional exhaustion levels in followers. This is helpful as it infers that focusing on leader's personal consideration behaviours (e.g., thanking, praising, and supporting) to reduce the exhaustion levels in organizations could also help organizations balance the workplace constraint pressures imposed on employees with the advances in technology, increases in competitive pressures from globalization, and the reduction in resources to maintain financial goals

3.4.3 Limitations

This study was not without limitations. The first potential limitation was participant fatigue when responding to the survey, as there were more than 100 questions on it. Fatigue can occur when the difficulty of generating the answer is high, the motivation is low, or the respondent's cognitive ability or effort is low (Krosnick 1991). To test for this limitation, I included two attention filter questions in the survey to determine if the respondent was taking time and care in reading the questions. In addition, I placed a time check on the survey to ensure that respondents who took less than 375 seconds, or six to seven minutes, to fill in the survey would be filtered out of the results, all respondents answer not in compliance with these filters were not included in the data.

An additional potential limitation was the reliance on self-report data, which posed an internal validity threat. I used self-report measures to assess positive emotions, such as follower hope, trust, inspiration, innovation, and burnout so there is potential that the study results might have been inflated by common method variance (Podsakoff et al.,

2003). In constructing the study, I was careful to ensure the language was simple, so that I would not run into issues of cognitive ability. All participants were employed with a supervisor to avoid any representation issues and lack of experience to answer questions about their supervisor. While these measures are part of my preventative approach to reduce common method bias, some effects did not work, so this may indicate that common method bias was not an issue. In addition, the three-factor model fit better than the one factor model suggesting that common method bias was not a significant limitation in this study.

Lastly, a potential limitation is the cross-sectional nature of the data collection. To address this limitation, the second study was structured as a longitudinal study with a pre- and post-test evaluation of an experimental intervention study.

3.4.4 Conclusion

In summary, this research showed that positive leadership, leader positivity, and individual consideration transformational leadership are correlated, yet empirically distinct constructs. In addition, competing models of positive leadership and leader positivity were developed and empirically evaluated. The results provided a partially mediated theoretical model for the subsequent study that examines the model parameters within the health care industry. Furthermore, leader positivity contributed incrementally in the prediction of follower positivity and follower innovation, and positive leadership predicted a direct and negatively correlated relationship with follower burnout. As a part of my research I explored an intervention based study to test these initial findings, but the initial findings were illuminating and provided insights into the role of positivity in leadership practices that stretch beyond individualized consideration concepts in the

literature. The positive-specific behaviours and states of leaders can lead to improvements in the individual well-being and organization outcomes.

CHAPTER FOUR: STUDY TWO AN EXPERIMENTAL TEST

4.1 Introduction

As previously stated the results of Study One provided support for the importance of exploring the role of positivity in leadership development beyond transformational leadership, and variances in the outcomes from manipulations of leader states versus behaviours. The results showed that leader positivity and positive leadership behaviours were [a] distinct but correlated constructs, [b] distinct from the individualized consideration dimension of transformational leadership, and [c] leader positivity was predictive of follower positivity but not positive leadership. These observations were limited by reliance on cross-sectional data that precluded causal inference on the follower outcomes. Since study one results indicated that individualized consideration is empirically distinct but positively correlated to the two positive leadership constructs, I tested the causal inferences of the two specific positive leadership constructs in study two. Through the second study, I addressed this concern with a field-based experiment designed to increase both leader positivity and positive leadership behaviours. I proposed that both individual leader positivity and leader to follower positive interaction training would yield significant personal and organizational outcomes among followers based on the broaden and build theory (Frederickson, 2009).

Overall, the literature showed that there is a need to conduct further research that extends our knowledge of the positivity outcomes associated with leader positivity

training. This study aimed to extend research in this area by examining the impact of both leader individual positivity training and leader to follower positive behaviours on followers' attitudes and perceptions specified in the model described earlier. These variables include follower's perceptions of positive leadership, leader positivity, follower positivity, innovation, and burnout. Leaders were assigned to one of four groups following a 2 (positivity) x 2 (positive leadership) design with pre-test and post-test data collected from the subordinates of the leaders participating in the study. Specifically, group 1 received a treatment to manipulate the leader's state of positivity; group 2 received a treatment to manipulate the direct positive actions of the leader towards their followers.; group 3 received a combination of both treatments; and group 4 was the control and received no treatment. The initial intent was to have twenty leaders assigned to each group. However, logistical difficulties resulted in unbalanced cells with 21 leaders in the control (i.e., no training) group, 18 in the leader positivity only group, 21 in the positive leadership only group, and 20 in the combined leader positivity and positive leadership training group. Because the interventions were conducted in one organization and because of ethical implications, all participants were told there were three training sessions. The assignment of individuals to condition was explained as a function of scheduling and approximately one month after the cessation of data collection a fourth training session was administered such that all participants eventually received the training.

For purposes of analysis I tested two specific treatments (i.e., being versus doing positive leadership); Treatment A comprised of groups 1 and 3, attempted to alter the state of leader's positivity; treatment B comprised of groups 2 and 3, attempted to alter

the positive behaviours of the leader towards their followers. Group three included both training conditions, however to reduce the risk of contamination (i.e., internal validity), the duration of all training was controlled at 2.5hrs so the quasi-experiment included only the two conditions, Treatment A and B for analysis purposes.

The following were the hypotheses:

- Hypothesis 2.1: Follower post-test perceptions of their leader's positive leadership and leader positivity will be significantly higher in the treatment B condition than ratings in both the treatment A condition and the control group.
- Hypothesis 2.2: Follower post-test perceptions of their leader's positive leadership and leader positivity will be significantly higher in the treatment A condition than ratings in the control group.
- Hypothesis 2.3: Follower post-test perceptions of their own positivity will be significantly higher in the both the treatment conditions than the control group.
- Hypothesis 2.4: Follower post-test perceptions of their own innovation will be significantly higher in the both the treatment conditions than the control group.
- Hypothesis 2.5: Follower post-test perceptions of their own exhaustion burnout levels will be significantly lower in the both the treatment conditions than the control group.
- Hypothesis 2.6: Follower positivity will directly predict innovation and burnout.

4.2 Method

4.2.1 Participants

Eighty leaders and their direct reports from a long-term care facility were invited to participate in the quasi-experimental training intervention study. Leaders were invited to participate in the training workshops, and employees were invited to participate in two pre-post surveys. Of the 1713 workers who received surveys, 255 participants responded (15% response rate) at time 1. Due to matching participant responses at both the pre-test and post-test and listwise deletion, only 41 employee responses were retained. The sample of 41 participants consisted of 38 females and three males, having worked an average of five years in their current job and between five and 10 with the organization. Participant job positions were 42% management and supervisor, 21% union, 14% non-union, non-management, non-supervisory, and 21% other. Participants were given the opportunity to enter a draw for gift certificates after completing the survey, and all study procedures were reviewed and approved by the research ethics board of the university. An attrition test was conducted to test for any between group mean variance (i.e., the matched participants, and the unmatched participants from time one) to determine if there are any characteristic differences in the dropout group. The results show no significant mean difference in time 1 between the participants who dropped out of the study and the participants who completed both time one and two surveys. The results of the attrition test are shown in table 9 in section 4.3 study results.

4.2.2 Procedure

The primary researcher provided a website address for the electronic survey and an invitation letter that was distributed to all staff by the human resources department. Hardcopy surveys and postage paid stamped envelopes were provided by the researcher and were mailed out to all the field health care workers who did not have work-related access to a computer for the electronic survey. These workers were given the option to fill in the hardcopy or type in the electronic link to the survey. To assess the validity and causality inferences of the theoretical model, each participant was asked to complete a survey both at Time One and one month later at Time Two. The timing was based using a target of three weeks to change a behaviour and an additional week to complete the survey during work periods.). Kelloway and Francis (2012) provide a summary of methods to conduct descriptive longitudinal analyses in occupational health psychology research, including application of the general linear model, application of time series analysis and modelling growth curves. The pre- and post- two time point design is the most widely used "longitudinal" research design, enabling the researcher to examine the predictors and outcomes in cross-lagged correlations, crosslagged regression analysis, or structural equation modelling. The researchers advocate for incorporating a conceptualization of change when developing theories in occupational health psychology. However, currently little guidance is provided for planning longitudinal research (Kelloway and Francis, 2012). I agreed with the researchers and determined that a one month timeframe between the intervention and the post-test data collection would allow for the required behaviour change balanced with potential risk of attrition with the December holiday season.

At both Time One and Time Two, participants received a web link or a hardcopy survey containing an informed consent form, which explained the voluntary nature of the study (See Appendix F), and a survey. The survey contained items that assess the participant's perception of their direct manager's positive leadership, leader positivity, follower positivity, innovation, and burnout, and demographic items (see measures Study One). Due to the longitudinal nature of the study participants were asked to record a self-generated six-digit code on the survey to allow for matching surveys at Time Two. Participants were also asked to identify the name of their direct manager, as well as their health care organization.

In total, 80 leaders were assigned to one of four training groups. The researcher and the director of human resources assigned the leaders to each group with two main criteria:

1. A focus on a balance of all levels of management in the four groups, and
2. Trying to reduce the direct supervisor participating in the same training group as the employees.

In most cases this was achieved with three instances where the direct supervisor was in the group but during the training session the supervisor was assigned to a different discussion table to help reduce any conflict of bias.

4.2.3 Development of the Intervention

In reviewing the literature, very few studies to date had examined the impact of positive-oriented leader based training interventions (e.g., transformational leadership) on performance outcomes, and there were no known studies that examined the impact of such interventions within the context of positive leadership. This gap in the literature

provided an opportunity to explore an intervention experiment with my two positive leadership constructs of positive leadership and leader positivity given the positive correlation results with individualized consideration sub-scale of transformational leadership in Study One. I reviewed the experimental design of multiple transformational leadership interventions to determine an appropriate design methodology for my study. The first intervention (Kelloway et al, 2000) included a general coaching model that incorporated feedback and goal setting. The follower's perspective of the leader's transformational leadership style was obtained and inconsistencies between the leader's self-ratings and the ratings of their followers were identified, and specific goals were set to enhance the leader's transformational leadership behaviours. The second training method (Bass & Avolio, 1995) focused on enhancing transformational leadership behaviours through workshops that require the leaders to brainstorm and generate behaviours displayed by both effective and ineffective leaders. These behaviours were then linked to active (e.g., transformational and transactional) and passive (e.g., laissez-faire) theories of leadership. Leaders also participated in workshop activities (e.g., role playing, watching videos) aimed at enhancing transformational leadership. The workshop also emphasized the development of action plans for incorporating transformational leadership in leaders' everyday work activities. In addition, Kelloway, Barling and Helleur's, (2000) intervention study assessed the independent contributions of both elements of transformational leadership training (workshop and feedback). They examined the effects of leadership workshops and the feedback on their follower's perceptions of transformational leadership. The intervention was based on managers being assigned randomly to one of four groups: Two (training vs.

no training) or two (feedback vs. no feedback). The results suggest that workshop training and feedback do not necessarily need to be used together to enhance follower perceptions of transformational leadership. These findings extended previous research (e.g., Barling, Weber, & Kelloway, 1996) and indicated that both interventions may be implemented independently and still result in increased perception by followers of transformational leader behaviour.

Therefore, my design was based on the development of three workshops using two conditions– one focused on leader positivity and the second focused on positive leadership and the third group used a combination of the leader positivity and positive leadership condition. I implemented the workshops in a field setting using a two (positivity) by two (positive leadership) design. Pretest (one week before the training) and post-test data (one month after the training) data were collected from the staff of the leaders participating in the training (see *Figure 4*).

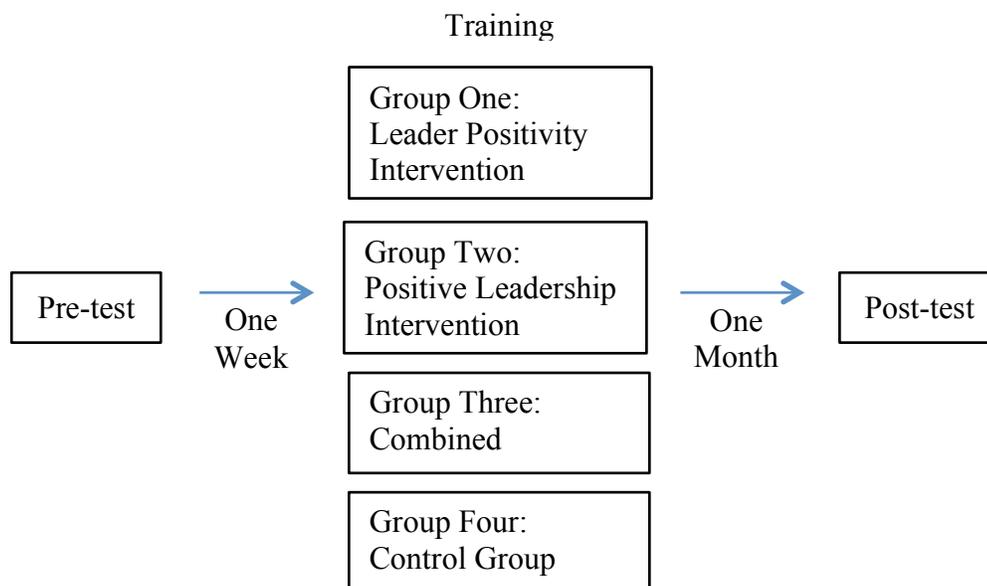


Figure 4. Leadership study two x two x two experimental design.

The training interventions were two and a half hours in length and followed a format that involved lecture, discussion and group exercises to create dialogue and application of the concepts. Table 6 highlights the consistent structure of the three training interventions and the content differences.

Table 6. Training intervention structure and content

Training Intervention Components	Group One Leader Positivity	Group Two Positive Leadership	Group Three Combined
Group exercise to develop a two-minute speech	Describe your ideal day at work.	Describe the ideal person you want to work with.	Describe your best day as a leader.
Lecture	Aspects of positive and negative emotions based on broaden and build theory. e.g. hope, trust, joy, and inspiration)	The five areas of positive leadership and the positive outcomes. (e.g. Thanking, praising, complimenting, helping, and cheering up)	Aspects of both positive leadership and leader positive and negative emotions.
Training Focus	Individual leader development.	A focus on the leader to follower relationship.	A combined focus of individual leadership development and the leader to follower relationship in a shortened form.
Exercises	Develop High Quality Connections Develop Distractions Dispute Negative Thinking	Giving Praise Perceived Authentic Feedback Perceived Authentic Thanking	Develop High Quality Connections Giving Praise Dispute Negative Thinking
Goal Setting	Apply one of the individual development tools in the leaders' daily routine.	Apply a leader to follower interaction tool in daily routine.	Set two goals, one individual and one leader to follower to include in the leader's daily routine.

Training Groups One and Two were focused on the different leadership constructs identified in Study One, leader positivity, and positive leadership respectively. Training

Group Three took aspects of both leadership constructs delivered in a shortened version to accommodate the two-and-a-half-hour training workshop time allocation. Each training group started with a 20-minute group discussion exercise to develop a two-minute speech on a specific topic. For example, Training Group One focused on ‘the ideal work day’, whereas Training Group 2 focused on ‘the ideal person you would want to work with’. The overall emphasis of Training Group One, leader positivity, was the focus on individual positive and negative emotion development and balancing. The individual exercises in the latter half of the workshop were based on Barbara Frederickson’s broaden and build theory to increase positive emotions and decrease the negative.

The exercise to develop more positivity was developing high quality connections which focuses on four aspects of the relationship:

1. Being present and attentive
2. Supporting other’s ideas
3. Building and showing trust
4. Play

The second exercise focused on decreasing negative emotions by developing distractions when negative thoughts start to take over our ability to function normally. The third exercises, similarly focused on decreasing the negative, and it was called ‘dispute negative thinking’. Participants were asked to consider a negative self-thought and then to counter it wildly with three affirmations about the self and then share it with a partner. The emphasis was on practicing these exercises so that they become second nature when the inevitable negative thoughts come into mind, and reducing their overall

impact on self-efficacy and productivity.

The emphasis of Training Group Two, positive leadership, was the focus on leader to follower interactions and relationship. The individual exercises in the latter half of the workshop were based on Kelloway et al.'s (2013) research having leaders interact with followers using positive behaviours such as thanking, supporting, and praising. The first exercise focused on understanding the difference between good and bad praise. An example that reflects good praise is: *"I am very happy with your performance in the workshop today. This will be a big help to our team"*. As opposed to bad praise, which may be intended to be positive but instead leaves the follower with a negative impression. An example of bad or ironic praise (Dennis, Purvis, Barnes, Wilkinson, & Winner, 2001) is: *"I am so glad you were able to complete this task in such an efficient manner, it's about time"*. The latter example emphasized a positive development so it is not intended to be criticism or constructive feedback, but addition of the *"it's about time"* reflects the possible frustration or sarcasm, which reduces the impact of the positive aspects of the statement.

The second exercise focused on the 'authenticity' of the feedback. The importance of the follower feeling the feedback was real and not just made in passing as a comment. This followed the principles of giving feedback (Baker, Perreault, Reid, & Blanchard, 2013). The third and last exercise focused on taking the time to thank followers for their work and effort. The emphasis on appearance of the authenticity of the 'thank you' to the follower was also emphasized. These exercises involved individual thought and then sharing with the smaller group at the table for discussion and then a larger group debrief to understand the key messages. There was a control, Group Four

that did not receive training until after the post-test. Weekly reminders were sent to all three groups for three weeks with a refresher short article on the benefits.

4.2.4 Measures

The measures for positive leadership, leader positivity, follower positivity, innovation, and burnout subscale exhaustion are described in Study One (See Appendices B-E). Each measure was used as both the pre-test and post-test. All measures are reliable and the Cronbach's alpha for each scale at both the pre-test and post-test is presented on the diagonal in Table 7.

To assess the effects of the leadership training on follower attitudes and perceptions, a two (Leader positivity) by two (Positive leadership) multilevel model of followers nested within supervisors was conducted using SPSS's mixed model function using predictions of Time Two variables while controlling for Time One. Independent variables were the training conditions [a] POS = Positive leadership, Groups Two and Three, and [b] LPS = Leader positivity, Groups One and Three. A manipulation check was implemented to check for a significant effect in either positive leadership behaviour in the two experimental conditions. The manipulation check tested if the follower's perception of their leader positivity was significant after Treatment A, and if the follower's perception of their leaders positive behaviours was significant after Treatment B. A learning test was also included in Time Two as a second manipulation check to ensure participant's knowledge of the positive leadership content has been transferred. When participants determined their goals for post workshop homework, the participants was asked to share why and how it related back to the training to determine if the

participant had understood the nature of the training content correctly.

4.3 Results

Intercorrelations and scale reliabilities for all study variables at both the pre-test and post-test are presented in Table 7. I tested my hypotheses using a multilevel, or mixed, model to account for the nesting of the data (i.e., followers within supervisors). All analyses controlled for respondent's gender, organizational tenure, and the length of time they have worked in the job.

Table 7. Means, standard deviations, reliabilities and intercorrelations (n = 41)

Variables	M	SD	1	2	3	4	5	6	7	8	9	10
1. Positive Leadership (T1)	2.27	1.07	(.94)									
2. Leader Positivity (T1)	2.53	1.11	.85**	(.94)								
3. Follower Positivity (T1)	3.15	0.89	.22	.27	(.87)							
4. Innovation (T1)	3.29	1.29	.54**	.58**	.36*	(.96)						
5. Burnout – Exhaustion (T1)	2.93	1.44	-.02	-.07	-.50**	-.09	(.90)					
6. Positive Leadership (T2)	2.20	0.96	.82**	.77**	.25	.51**	-.01	(.94)				
7. Leader Positivity (T2)	2.54	1.08	.61**	.72**	.28	.59**	-.12	.75**	(.96)			
8. Follower Positivity (T2)	3.20	0.92	.10	.14	.61**	.34*	-.04	.29	.38*	(.90)		
9. Innovation (T2)	3.25	1.36	.41**	.49**	.42**	.78**	-.16	.53**	.66**	.57**	(.96)	
10. Burnout – Exhaustion (T2)	2.89	1.43	-.01	-.01	-.48**	-.14	-.77**	-.10	-.14	-.23	-.15	(.94)

Note. Reliabilities for each scale are presented on the diagonal in parentheses.

*Correlation is significant at 0.05 level (2-tailed). ** Correlation is significant at 0.01 level (2-tailed).

Hypotheses 2.1 and 2.2 were tested with a manipulation check using multi-level regression to see if the two leader training conditions changed the leader outcomes [a] leader positivity, and [b] positive leadership, controlling for Time 1. Hypotheses 2.1 and 2.2 were not supported, as follower post-test perceptions of their leader's positive leadership, and leader positivity did not have a significant effect post the two leadership training conditions. In reflection, the timing of the post intervention survey may not have been long enough, and there may not have been enough email reminders and reinforcements or this method may not have been effective in creating a need for leaders

to continue the practice if the leaders started feeling more positive they may have felt they didn't need to continue their development.

In reviewing the regression analysis results of the two interventions conditions, I compared the post test scores across conditions to determine if there were any other effects. Hypothesis 2.3 was not supported as Treatment A (leader positivity, groups 1 and 3) and Treatment B (positive leadership, groups 2 and 3) did not predict follower positivity but hypothesis 2.4 was partially supported as treatment A predicted higher levels of follower innovation, ($B = 0.38$, $p < .05$). Hypothesis 2.5 was not supported, as both Treatments did not predict lower levels of follower burnout but hypothesis 2.6 was supported as follower positivity predicts higher levels of follower innovation, ($B = 0.49$, $p < .05$), and lower levels of burnout, ($B = -0.35$, $p < .05$). Table 8 presents the regression analysis results. Treatment A consisted of 39 leaders with 26 matched employee respondents, and Treatment B consisted of 41 leaders and 19 matched employee respondents (see appendix I)

Table 8. Study Two: Results of the regression analysis (Betas) ($n = 41$)

Predictor	Follower Positivity		Follower Innovation		Follower Burnout	
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>
Positive Leadership	0.15	0.12	0.71	0.12	-0.18	0.14
Leader Positivity	0.19	0.11	0.38*	0.14	-0.14	0.14
Follower Positivity	n/a	n.a	0.49**	0.13	-0.35*	0.13

Note. A follower positivity was not a predictor in this model.

* $p < .05$. ** $p < .01$.

To address the problem of poor sample size in study 2 an attrition test was completed to test for differences in the characteristics of the participants from the dropout group. No mean differences were found between the two groups, see table 9.

Table 9. Study Two: Results of the Attrition Test

Variable	Matched		Unmatched		ANOVA
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>
Positive Leadership	2.21	1.06	2.29	1.14	.17
Leader Positivity	2.49	1.08	2.61	1.15	.39
Follower Positivity	3.14	0.91	3.21	1.01	.17
Follower Innovation	3.29	1.28	3.47	1.46	.50
Follower Burnout	2.92	1.42	2.90	1.61	.01
n	41		133		

* $p < .05$.

4.4 Discussion

This study was designed to assess positive leadership based interventions emphasizing leader positivity behaviours and positive leadership behaviours specifically on follower perceptions. The effects of two experimental training conditions, leader positivity state (i.e., increase positive and decrease negative emotions), and positive leadership behaviour (i.e., thanking, praising, and supporting), on follower perceptions of their leader's positive leadership behaviours, positivity state, and follower's own positivity state, innovation, and emotional exhaustion were examined. The objective of each training condition was to improve leaders' positive leadership behaviour or positive emotional state through the goal setting technique (Latham & Locke, 1979). Training methodologies, which include modeling and vicarious learning, are central constructs in the social cognition or social learning theory framework (Appelbaum & Hare, 1996). Extensive empirical evidence has given strong support to the validity and utility of social learning theory and to the existence of strong links between task performance, motivation and self-efficacy (Nguyen, 2013; Bandura, 1991, 1986, 1977; Appelbaum & Hare, 1996;

Gist, 1987). The focus on a mostly random assignment of leaders with the assistance of the human resources director to the training conditions qualified this study as a quasi-experiment from which causality statements are possible (Cook, Campbell, & Day, 1979). The inclusion of a learning manipulation check was used to increase the amount of control exercised, thereby reducing potential threats to the validity of the findings.

The results conclude that neither intervention was successful – leader positivity state did not change as a result of the positivity intervention and positive leader behaviour did not change as a result of the positive leadership intervention. The lack of change in the positivity state of the leader could have a few different explanations. The first, was the lack of sufficient time between the training intervention and the time 2 survey for the leader to implement changes. It was also possible that the leader may have started to make improvements but once they started to feel more positive then could have abandoned the daily practice, like patients not finishing their antibiotics once they start to feel better. An alternative explanation is that my treatment of positivity as a state is a more enduring state, perhaps called a state-like trait. Personality traits are more challenging to change and thus the timing of the intervention, again, could have played a significant factor in the results.

However, the study did provide evidence for the association between leader positivity and follower innovation similar to Study One, and follower positivity was positively correlated with follower innovation and negatively correlated with follower emotional exhaustion, a sub-scale of the Maslach Burnout Inventory. As such future research, should be conducted to assess these outcomes.

4.4.1 Implications for Future Research

There are several interesting issues stemming from this research that require future investigation. One issue that needs to be examined is the identification of the optimal time-lapse required for the positive leadership and leader positivity conditions to have an impact on the organizational and individual outcomes, as this is not completely clear from the results of this study. The training content in the two conditions focused on improving positive leadership (Frederickson, 2009; Kelloway et al., 2013). In the positive leadership condition, leaders concentrated on transferring positive leadership behaviours to their work environment. Previous research shows that positive leadership directly predicts follower well-being (Kelloway et al., 2013).

However, there is no research indicating the length of time necessary for positive leadership to have an impact on organizational outcomes (i.e., innovation). This research did not find a significant effect of positive leadership on any of the organizational or individual outcome variables over a one-month period. The scale used to measure burnout is a seven point Likert Scale ranging from one (never) to seven (daily). As the study lasted one month, the opportunity to create a change in exhaustion levels without ample time for recovery could have impacted the results. The mean score indicated often once a week and the next Likert level was once a month. Conducting a longer longitudinal study to assess the potential improvements in exhaustion levels may produce the hypothesized results.

Similarly, follower positivity predicts individual well-being outcomes, which in turn predict higher organizational outcomes (Frederickson, 2009). Study Two did provide support for the effect of follower positivity on follower innovation and burnout and the

direct effect of leader positivity on follower innovation. Future research should be aimed at assessing the effects of leader positivity training on leader to follower exchange or relationship outcomes at various time intervals longer than one month. If positivity is a more enduring state-like trait rather than a more malleable state then the timing and the design of the study will likely need to be altered to ensure checkpoints with the participants are conducted at regular intervals over a longer period of time and through different media channels.

Secondly, this research assessed the impact of positive leadership and leader positivity on individual well-being attitudes and behaviour. There is the possibility that leaders felt an initial boost in positivity from the training and did not feel it was necessary to complete the entire treatment, similar to medical drug experiments with vaccinations and depression medication resulting in a short boost of positivity but a lapse back to normal levels without the injection of positivity activities to self and others (Ciechanowski, Katon, & Russo, 2000; Lin et al, 2004). Inclusion of a formal goal setting checkpoint or a brief online or in-person refresher could help to reduce the potential lapse in behaviour. An alternative approach is to incorporate integration into the employee performance measurement system to further assess the effectiveness of the leader positivity based training interventions. Frederickson, (2009), for example, found that general positivity development leads to improved health outcomes for employees by building personal resources that affect psychological resilience and ability to cope with chronic stress (Folkman & Moskowitz, 2000; Lazarus, 1993). Thus, researchers may also consider examining alternative workplace financial health-related outcomes such as reduced medical plan costs, and short-term disability costs (Greener & Guest, 2005)

associated with workers' absence because of a work-related stress, and poor mental health (Stewart, Ricci, Chee, Hahn, & Morganstein, 2003). The inclusion of a measure in the leader performance management check points may help to increase the adoption of the new positive leadership behaviours.

4.4.2 Implications for Practice

It is important to address up front that this experiment was not successful in predicting a change in behaviour based on the leadership training intervention and needs further investigation. However, there are several important practical implications resulting from this study. Leader positivity increased follower innovation and follower positivity increased innovation and reduced emotional exhaustion. So, while there was not a statistically validated change in leader positivity or positive leadership behaviours from the training there was an association with the change in the follower innovation, positivity and burnout behaviours. As such I recommend continued experimentation with this specific leadership training over a longer period. Given that the training consisted of a half-day workshop, this is a relatively low cost leadership development intervention that yields potential positive results in terms of organizational and individual well-being outcomes. Previous research on leadership training interventions (Barling et al., 1996; Kelloway et al., 2000; Mullen & Kelloway, 2009), provided evidence that the leaders participating in the positive leadership training displayed transformational leadership behaviours, as reported by their followers. Furthermore, a positive leadership style resulted in enhanced perceptions of well-being attitudes and behaviour. Thus, training a small portion of organizational members (e.g., leaders) has a significant impact on many individuals within the organization (e.g., followers).

As the results of this study provided evidence for a change in follower innovation and burnout outcomes and past research has shown the effectiveness in these low-cost leadership training interventions, the potential benefits to an organization to engage in a longer study should outweigh the potential negative consequence of taking two and a half hours for leaders to participate in a positive leadership training workshop. From Study One, we know that positive leadership has a direct effect on follower burnout levels, and individual leader positivity has a direct and indirect effect on follower's innovation (indirect through follower positivity). Thus, similar to previous leadership development intervention studies that examined the indirect effects of leadership training on employee attitudes and performance (e.g., Barling et al., 1996; Kelloway et al., 2000), this research provides some empirical evidence for how the effects of positive leadership are manifested through various positivity attitudinal variables.

Barbara Frederickson's research (2009) highlighted the significant benefits that positivity can cause in both individual and organizational outcomes, therefore the implied incremental benefits of leader positivity training include potential improved negotiation skills, general health, networking, cooperation, and resiliency based on the broaden and build theory. The implied benefits derived from a two-and-a-half-hour leader positivity training intervention have very strong return on investment potential in the workplace with very minimal investment. Given the very busy schedules and pressures in the workplace this training could lead to a very high return for organizations. The potential benefits for an organization to engage in a follow-up leadership intervention study outweigh the potential time commitments of their leaders.

4.4.3 Limitations

A potential limitation in Study Two is non-response bias. It is possible that the perceptions of the followers who responded to the survey may not be representative of the perceptions held by non-respondents. However, the potential threat of non-response bias is minimal per Schalm and Kelloway (2001). Their research suggests that a low response rate does not jeopardize sample representativeness as the average correlation between response rate and effect was $-.15$ with a non-significant corrected variance across studies of $.02$. Therefore, although the response rate was low there is evidence supporting the representativeness of the finding to the health care workers who did not participate in the study (Schalm & Kelloway, 2001). A second limitation is the small sample size of 41 matched participants who participated in both Time One and Time Two surveys. An attrition test was conducted to ensure the characteristics of the dropout respondents from Time One were not significant from the matched participants in Times One and Two.

4.4.4 Conclusion

In sum, like previous studies of leadership development based interventions (e.g., Barling et al., 1996; Kelloway et al., 2000, Mullen et al, 2009), the findings of this study provide empirical support for the potential benefit of positive leadership behaviour development but are not conclusive from this study. This study extends beyond previous positivity based interventions (Frederickson, 2009), and positive leadership impact (Kelloway et al., 2013) by examining the impact of leader positivity and positive leadership based interventions. Although the training intervention was not initially successful there are many indicators that a longer research study may have important

implications for both researchers and human resource experts interested in leadership development that leads to improved organizational and personal outcomes.

CHAPTER FIVE: GENERAL DISCUSSION

In this chapter I will discuss the combined results of my two research studies exploring two new leadership constructs and the impact on innovation and emotional exhaustion. I will also highlight my contributions to the academic leadership literature and the leadership development practices in the organizational behaviour environment to show how these leadership constructs can improve employee well-being and innovation in the workplace.

5.1 Discussion

My research makes several important contributions to the existing knowledge base. I examined two new positive leadership constructs that have incremental influences on follower's state and behaviours beyond those of individualized consideration from the widely used transformational leadership construct. My findings indicate that a leader's positivity state, (i.e, where a leader is perceived to be expressing joy, inspiration, hope, and trust by followers), increases the follower's own positivity state and directly and indirectly increases follower's innovation. This finding addresses the current gap in the knowing and doing leadership theory. As Pfeffer (2015) highlighted in his book, we preach that leaders should be authentic in their actions but do we want a leader to convey a message about development of a follower when they are in a frustrated state of mind or they are trying to get the feedback in before a deadline? Will the authenticity of their

mood result in a decrease in follower positive mood, confidence, or performance driving potentially poor individual and organizational outcomes? Or would it be more practical to provide leadership development tools to leaders so they can learn how to manage their emotions, and consider the contagious effect of their emotional state to others? My research suggested these tools and development practices could produce improvements in an individual's well-being and develop their innovative mindset.

The second relatively new construct from Kelloway et al's research (2013) called positive leadership, emphasizes the direct positive behaviour interaction of the leader-follower exchange (i.e., thanking, cheering up, supporting, praising, or complimenting the follower). My research findings showed a direct relationship with the reduction of follower emotional exhaustion. See Table 10 for a summary of the supported hypotheses. These nuanced differences are important contributions to both the academic and practitioner audiences and move beyond the individual welfare benefits of transformational leadership personal consideration behaviours. The impacts of direct leader to follower positive interactions reduced burnout effects in employees but did not show any change in innovation or overall employee positivity. Given the behaviours measured were personal acts towards the employee in the form of praise, thanking and support I surmise that the employee may have felt valued by the leaders' actions.

The results of the leader's positive attitude and actions showed increases in follower positivity and innovation. The direct measures for this leadership construct included demonstrating hope, trust, joy and inspiration by followers. My interpretation of this result is that positive people can make others around them more positive through emotional contagion. Barbara Frederickson's research indicated that positivity leads to

more creativity (Frederickson, 2009) and my research extended this finding to include the full breadth of innovation from idea generation, idea promotion to idea realization.

Table 10. Summary of confirmed hypotheses for Study One and Two

	Hypothesis	Outcome
1.1	The three positive leadership constructs, [a] positive leadership, [b] leader positivity, and [c] individualized consideration transformational leadership are empirically distinct and positively correlated.	Supported
1.2	Follower positivity (FPS) directly and positively predicts innovation	Supported
1.4	Follower burnout will be directly predicted by positive leadership , and be negatively correlated.	Supported
1.5	Follower innovation will be directly predicted by leader positivity and be positively correlated.	Supported
1.6a	The effect between follower innovation and leader positivity is mediated by follower's perceived positivity and positively correlated.	Supported
2.4	Follower post-test perceptions of their own innovation will be significantly higher in the treatment A* condition than the control group	Supported
2.6	Follower positivity will directly predict [a] innovation, and [b] burnout.	Supported

Note: * = leader positivity condition (LPS)

These results provide further empirical support for the role that leadership plays in cultivating positive and healthy climates within organizations (Kelloway et al., 2013).

This builds on the positivity literature (e.g., Frederickson, 2001, 2005, 2009) by illustrating the impact of positivity on innovative behaviours in the workplace. The theoretical propositions of the partially mediated model were tested in a sample of long-term health care employees. While the intervention was not successful, the effects of

leader positivity on follower positivity and follower innovation were consistent between the two studies and suggest future research would be an opportunity to understand the effects with a larger population sample and with longer testing periods.

5.2 *Implications for Future Research*

Taken together, Study One contributed to our understanding of the processes through which both positive leadership and leader positivity affect organizational and individual well-being outcomes within organizations. Study Two built on the established model by assessing an intervention aimed at enhancing positive-oriented leadership. The intervention was assessed using a field experiment in which leaders within a long-term health care organization were somewhat randomly assigned (i.e., logical assignment to create representation from all levels of management in each group) to positive leadership training, leader positivity training, a combined training group, or a wait-list control group. These assessments were sparse in the general leadership literature (for exceptions see Barling et al., 1996; Kelloway et al., 2000, Mullen et al, 2009) and, thus far, non-existent in the realm of positive leadership. Thus, my research constituted the first known assessment of a positive leadership behaviour based intervention on organization and individual well-being outcomes. Although the intervention was not successful, the support for future research in positive leadership interventions using a longer period of time is provided. My research extended beyond the assessment of whether training works to provide information on the process through which training works. This research built upon the social learning theory literature. Training methodologies, which include modeling and vicarious learning, are central constructs in the social cognition or social learning theory framework (Appelbaum & Hare, 1996). Extensive empirical evidence has

given strong support to the validity and utility of social learning theory and to the existence of strong links between task performance, motivation and self-efficacy (Appelbaum & Hare, 1996; Gist, 1987).

There were several issues stemming from this research that warrant further investigation. In the research the incremental effects of positive leadership and leader positivity over individual consideration transformational leadership were examined. In future research, it would be useful to determine whether positive leadership and leader positivity augment other components of transformational leadership approaches within the health care industry. Both positive and transformational leader behaviours are necessary within the health care work environment. The importance of leaders and their followers to emphasize positivity in the workplace can lead to a thriving and flourishing well-being climate for staff and patients in the healthcare industry per the positivity research from Frederickson (2005).

Frederickson (2009) determined that managers with greater positivity were more accurate and careful in making decisions and were more effective interpersonally. The studies also concluded that managers with higher positivity levels could infect their work groups with greater positivity, which in turn produced better coordination among team members and reduced the effort needed to get their work done (Frederickson, 2009). These positive emotions broaden people's outlook, bringing more possibilities into view and thoughts and views surface more spontaneously; people are better able to envision prospects and win-win solutions; people become more likely to build lasting relationships, and attract loyalty instead of bitterness (Frederickson, 2009). Organizational research has also shown that employees who perceive their supervisor as

supportive experience reduced work stress, compared to support from other sources, even co-workers (Lim et al., 2008). To achieve high levels of mental well-being performance and participation, one can argue that a positive leadership oriented approach would achieve effects beyond those of individual consideration transformational leadership.

The findings of the two studies highlighted the effects that positive leadership has on follower burnout and leader positivity has on follower positivity and innovation. Leaders may display both positive and negative types of leadership, particularly with respect to performance versus mental well-being. Leaders may display positive behaviours in one aspect of work (i.e., trust, joy, inspiration), and negative behaviours in other competing organizational areas (i.e., speed of output). In contrast, it is possible that leaders may actively focus on mental well-being, at the cost of performance if they understand the long-term effects of employee mental well-being. In either case, the organizational goals are unbalanced as one area improves as the other declines. Continued research on the differences between the two positive leadership constructs is warranted based on the findings of both studies. Specifically, is leader positivity a state or more of a state-like trait? Can the leader's state of positivity be manipulated through tools and development practices with slightly longer testing periods or is this more of an enduring personality trait?

Future research may also assess whether the effects of the positive leadership and leader positivity generalize to other health care contexts, such as acute health care. Long-term health care and acute health care differ with respect to the variety and extent of health conditions that patient's experience, thus, it is important to determine whether

positive leadership and leader positivity apply across organizational settings. In addition, there is greater emphasis on the general workplace mental health climate based on the release of the psychological health and safety in January 2013 in Canada (Psychological Health, 2013). Future research could look at generalizability to other industries such as high technology firms where there is a strong need for innovation in the workforce where cultivating a positive and creative problem-solving climate would be highly beneficial. Future research should also be conducted to examine the predictors of positivity and mental well-being outcomes beyond the variables in this study. The results of these studies suggested that leader positivity is a predictor of follower positivity, and follower positivity mediated the relationship with innovation. In addition, positive leadership has a direct and negatively correlated causal relationship with follower emotional exhaustion. Future research should examine the impact of these two leadership constructs on other mental well-being outcomes.

My study did not provide evidence for the success of the positive leadership state and behaviour interventions. Future research must also be aimed at examining longer intervals between assessments to determine if the timing of this study (e.g., one month between tests) reduced the positive impact on lower exhaustion in followers. Longer intervals with reminders and follow-up videos or messages could help with the impact on the three dimensions of burnout (e.g., exhaustion, self-efficacy, and cynicism). Perhaps significant effects for the other organizational and individual mental well-being outcome variables would be retained as well. In sum, this research made a significant contribution to the growing body of evidence supporting the role of positive leadership and leader positivity, incremental to individual consideration transformational leadership, in

enhancing workplace innovation and mental well-being attitudes and behaviour. The findings provided a basis for future research on the effects of leader positivity based training interventions on organizational and individual outcomes in the workplace.

5.3 Implications for Practice

The findings of this research have several meaningful and practical implications for innovative and mental well-being climates within organizations. Due to the more recent emphasis on mental well-being in the workplace, leaders must ensure that their behaviours and those of their employees aim to create a healthy mental and physical well-being climate in the workplace in alignment with the recent workplace psychological health and safety standards (i.e., Psychological Health and Safety Standards, 2013). Although the standards are intended as guidelines and not compliant practices, the shift toward developing mental well-being among employees as a means for improving workplace health is promising. Leaders monitoring of follower mental well-being is challenging due to a variety of factors (i.e., awareness, competency to assist with mental well-being issues, and stigma) based on the Canadian Mental Health Commission. Positive leadership and leader positivity approaches provided an alternative, such that continuous monitoring of employee mental well-being is not necessary for bringing about positive mental well-being outcomes. Leaders inspire and motivate individuals to voluntarily increase their own levels of positivity, impacting a climate of self-care and resiliency, in addition to the overall mental well-being climate assessed in this research.

Leader positivity created an environment based on trust and inspiration to produce innovative ways for approaching and solving work-related issues to improve the overall

well-being of their coworkers and the work environment. Although the positive leadership behaviour training intervention was not successful, the training appears to be a very low cost intervention that has potential positive effects on a variety of innovative and mental well-being outcomes. Given the time and financial pressures many organizations are facing this makes for a very attractive proposition for organizations. Although the reported effect sizes were small, the potential implications of the findings must not be underestimated. The impacts of poor mental well-being can lead to spiraling and poor health (Fredrickson & Branigan, 2005) which has significant costs in the form of absenteeism, presenteeism and leaves of absence. Thus, even a small effect can translate into significantly lower costs for the individual and organization if a mental injury is prevented because of positive leadership intervention.

The findings of this research also provide further empirical evidence for Frederickson et al.'s (2001) observation of the usefulness of a positivity approach challenging organizational settings. Health care leaders manage teams in emergency situations under time pressures (Flin & Yule, 2004). Frederickson (2005) suggests that positivity motivates individuals to persevere when conditions are stressful and challenging. Thus, when confronted with time pressures and role overload within the healthcare system, leader positivity helps to motivate individuals to maintain a positive and innovative general well-being climate. The research showed that leaders who were perceived by followers to have maintained a high positivity level enhanced the follower's positivity attitudes. In addition, those followers also demonstrated higher perceived innovation skills. Thus, it is important that human resources, specifically mental well-being experts and organizational leaders, recognize the direct implications of their

leader's positivity on employees' mental well-being behaviour and performance and the benefits of a more innovative climate in the workplace to generate, realize, and implement ideas and solutions to trending workplace issues and challenges.

5.4 General Summary

My research provided important new findings for two new leadership constructs of positive leadership behaviours and a leader's positivity state. Kelloway et al. (2013) defined positive leadership as those behaviors enacted by leaders designed to create positive mood states in their followers (i.e., Thanking, cheering up, praising good work, and etc.). Positive leadership occurs when one person takes the initiative to bring consideration into the relationship with others to generate positive emotions.

Organizational research has also shown that employees who perceive their supervisor as supportive experience reduced work stress, compared to support from other sources, even co-workers (Lim, Cortina, & Magley, 2008). My research contributed an additional finding that positive leadership reduces follower emotional exhaustion, a sub-scale of burnout. With the current organizational pressures to do more with less, this finding provides researchers and practitioners with important new information to help reduce work-related stress on employees.

The contribution stems from the incremental benefits to follower's moods in the workplace over and above the interactions between leader and follower with individualized consideration dimension of transformational leadership. Transformational leadership is widely studied and uses four dimensions that emphasize the role model behaviour of the leader, creates inspiration to follow a vision of change, while stimulating the intellectual needs of the follower, and takes into consideration the individual's

welfare. Like most leadership theories, transformational leadership has a gap in the application of personal consideration. The emphasis is on improving the welfare of the follower but there is no specific intention to promote a positive mood post the interaction between the leader and follower. However, a leader's positivity state is contagious and provides an opportunity for the leader to use tools and practices to increase their positivity levels that transfer to others through emotional contagion. Similarly, positive leadership focuses on specific positive interactions with followers (i.e., thanking, praising, helping, complimenting, and cheering up) that are intended to increase the follower's positive emotions. The need for more positive experiences and general environments in the workplace is researched frequently and is present in the news, in journal articles, and in daily conversations. These two leadership approaches address this gap in the transformational leadership application with individuals.

In addition, my research also looked at the potential organizational outcomes influenced by these two leadership constructs. My findings supported my hypotheses that developing individual leader positivity (i.e., hope, joy, inspiration, and trust) increased follower positivity but also increase dfollower innovation. The implications of these results are powerful and should be explored in future research. Recent research on positivity suggests 'flourishing' can be developed through positive emotions such as cooperation, openness, and mindfulness and that these impact how followers are able to adapt and rebound to inevitable hardships in the workplace, suggesting an increase in their overall well-being (Fredrickson & Losada, 2005). In addition, managers with greater positivity were more accurate and careful in making decisions and were more effective interpersonally. There is evidence showing that "*simply imagining a joyful memory or*

receiving a small kindness can make a difference in the ease with which people locate creative and optimal solutions to problems they face on a daily basis” (Frederickson, 2009, p. 59). The studies also concluded that managers with higher positivity levels could influence their work groups with greater positivity, which in turn produced better coordination among team members and reduced the effort needed to get their work done (Frederickson, 2009); and people who come to the bargaining table with more positivity strike the best deals through cooperation (Kopelman, Rosette, & Thompson, 2006).

Leaders who develop a balance between positive and negative emotions, using positivity tools (i.e., dispute negative thinking, mindfulness, and creating high quality connections) cultivate an innovative mindset in their followers. This innovative mindset is highly sought after by entrepreneurial-thinking organizations facing global pressures and fast-paced change agendas. Per the Innovation Policy Platform created by the World Bank, innovation is a primary focus for the United Nations task force team’s agenda for development, highlighting critical role innovation plays for developing nations, not just high-income nations (Zbierowski, 2016; World Bank, 2013). Accentuating the positive is a necessity in today’s changing world and has positive impacts on leader and follower behaviours beyond the original benefits of transformational leadership individualized consideration studies. More academic research is needed to keep unfolding the powerful influences of positive states and behaviours in workplaces and beyond.

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Appendix A Study One Consent Letter

Positive Leadership Study

My name is Heidi Weigand. I am a doctoral student with Saint Mary's University conducting research on positive leadership. I would like you to take part in a 10 - 15 minute survey to understand how your supervisor's behaviours influence your well-being. This research will help to understand the incremental benefits of positive leadership behaviours on employee well-being. The findings from this research will be posted on the Canadian National Centre for Occupational Health Website once the data has been analyzed. <http://www.smu.ca/centres-and-institutes/cncohs.html>

This survey will be confidential and you have the option to stop the survey at any point before submitting your final responses and you may skip any questions you are not comfortable answering. Once you submit your responses you will not be able to remove your answers as there are no identifiers in the survey to connect your responses back to you. Only I (email: Heidi.weigand@smu.ca or phone (902) 491-6456) and my advisor, Dr. Kevin Kelloway (email: kevin.kelloway@smu.ca or phone: (902) 491-6355) will have access to the data and results will be reported in group totals only. I thank you in advance for your participation. The survey data will be collected using Qualtrics Software and the data will be kept on a confidential server in Ireland.

Although we do not anticipate any negative reaction, it is possible that you may feel some anxiety or depressed mood as a result of completing this questionnaire. Feelings such as this that persist should be discussed with a qualified counsellor or health care provider. Should you experience any negative reaction or wish to discuss your experience, please do not hesitate to contact me. You may want to consult the Canadian Mental Health website for helpful advice on dealing with work life balance issues <http://www.cmha.ca/mental-health/your-mental-health/worklife-balance/>.

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728. REB# 15-166

Appendix B Positive Leadership**Positive Leadership Scale, Five Items (Kelloway Weigand, McKee, Das, 2011)**

Using the following scale, please answer the questions below:

1	2	3	4	5
Never	1 to 2 times	3 to 5 times	6 to 10 times	More than 10 times

In the last month my supervisor / manager...

Direct

1. Cheered me up
2. Complimented me
3. Thanked me
4. Helped me out
5. Praised me for my job performance

Appendix C Follower Positivity

Follower Positivity (Frederickson, 2009)

Instructions: How have you felt in the past day? Look over the past day (i.e., from this time yesterday up to right now).

1	2	3	4	5
Not at all	A little bit	Moderately	Quite a bit	Extremely

Using the 0-4 scale below, indicate the greatest degree that you've experienced of each of the following feelings since in the last week....

	Statement:	Type your rating
1	What is the most hopeful, optimistic, or encouraged you felt?	
2	What is the most inspired, uplifted, or elevated you felt?	
3	What is the most joyful, glad, or happy you felt?	
4	What is the most affection, closeness, or trust you felt?	

Appendix D Leader Positivity

Leader Positivity (LPS) – New Construct

Using the 1-5 scale above, indicate the greatest degree that you have experienced each of the following behaviours from your supervisor / manager in the last month

1	2	3	4	5
Not at all	A little bit	Moderately	Quite a bit	Extremely

Using the 0-4 scale below, indicate the greatest degree that you have experienced of each of the following feelings since in the last week....

	Statement:	Type your rating
1	My supervisor was hopeful, optimistic, or encouraging in the workplace	
2	My supervisor was inspired, uplifted, or elevated in the workplace	
3	My supervisor was joyful, glad, or happy in the workplace	
4	My supervisor displayed affection, closeness, or trust in the workplace	

Appendix E Innovation

Innovation Behaviour Scale (Janssen, 2000)

Using the above scale please indicate how often have you performed these behaviours in

0	1	2	3	4	5	6
Never	Sporadic A few times a year or less	Now and then Once a month or less	Regular A few times a month	Often Once a week	Very Often a few times a week	Daily

the workplace....

1. Creating new ideas for difficult issues (idea generation).
2. Searching out new working methods, techniques, or instruments (idea generation).
3. Generating original solutions for problems (idea generation).
4. Mobilizing support for innovative ideas (idea promotion).
5. Acquiring approval for innovative ideas (idea promotion).
6. Making important organizational members enthusiastic for innovative ideas (idea promotion).
7. Transforming innovative ideas into useful applications (idea realization).
8. Introducing innovative ideas into the work environment in a systematic way (idea realization).
9. Evaluating the utility of innovative ideas (idea realization).

Appendix F Study Two Consent LetterAccentuate the Positive - Leadership Study Time One for Employees

My name is Heidi Weigand. I am a doctoral student with Saint Mary's University conducting research on leadership impact on employee well-being. I would like to invite you to take part in **two surveys** over the next 6-weeks. Each survey should take **10 - 15 minutes** to understand how your supervisor's behaviours influence your well-being. This research will help to understand the impact of positive leadership behaviours . **The survey questions will focus on your supervisor's behaviours in the office, your level of positivity, burnout, types of coping skills and innovation skills.** Types of questions include: "My supervisor has thanked me", "My supervisor was angry, irritated, or annoyed in the workplace" , "Working all day is really a strain for me", "In my opinion, I am good at my work", "How much did you try to make some plans in order to resolve the situation?"

A draw for four \$50 Visa Gift Cards will be conducted two weeks after the second survey close date. Each time you fill in a survey you will be given an opportunity to enter your email address into the draw at the end of the survey which will be stored in a separate database so no identifying information will be available in your survey responses.

This survey will be confidential and you will create a confidential code to connect your two surveys. You will also be asked for your supervisor's first and last name *This information will be used to connect your survey responses to your supervisor for data analysis purposes only. Your survey responses will remain confidential and will not be shared to the supervisor or the company.*

You have the option to stop the survey at any point before submitting your final responses and you may skip any questions you are not comfortable answering. You will not have the option to remove your responses once the survey has been submitted. Only I and my advisor, Dr. Kevin Kelloway (email: Kevin.kelloway@smu.ca or Phone: (902) 491-6355) will have access to the data and results will be reported in group totals only. The findings will be reported at the group level, with a minimum of three people per group with no demographic information, so that supervisors cannot identify individual respondents. Data will be collected using Qualtrics Software and the server is located in Ireland.

Although we do not anticipate any negative reaction, it is possible that you may feel some anxiety or depressed mood as a result of completing this questionnaire. Feelings such as this that persist should be discussed with a qualified counsellor or health care provider such as your Employee Assistance Program or Peer Support Program. Should you experience any negative reaction or wish to discuss your experience, please do not hesitate to contact me at email: Heidi.weigand@smu.ca or by phone at (902) 491-6456. You may want to consult http://www.cmha.ca/bins/content_page.asp?cid=2-1841-1843-1895&lang=1 for helpful advice on dealing with work life balance issues.

As researchers, we are committed to maintaining your anonymity and confidentiality. Any specific concerns you note on the survey will NOT be relayed to the supervisor or company (only group totals are reported).

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728. REB# 15-167.

Appendix G Study Two Demographics

1. Please select the location with which you currently work from the list below. Check only one.

- locations not disclosed per organization feedback

2. What is your gender?

- Male
- Female

3. How many years have you worked for this organization?

- Less than 6 months
- 6 months to 2 years
- 2 years to 5 years
- 5 years to 10 years
- 10 years to 15 years
- 15 years to 20 years
- than 20 years

4. How many years have you worked in your current job?

- Less than 6 months
- 6 months to 2 years
- 2 years to 5 years
- 5 years to 10 years
- 10 years to 15 years
- 15 years to 20 years
- than 20 years

5. Please select the response that best reflects your job type.

- Union
- Management / Supervisory
- Non Union / Non-Management / Non Supervisor
- Other

Appendix H Summary of Hypotheses and Findings

	Hypothesis	Outcome
1.1	The three positive leadership constructs, [a] positive leadership (POS) , [b] leader positivity (LPS) , and [c] individualized consideration (IC) transformational leadership are empirically distinct and positively correlated.	Supported
1.2	Follower positivity (FPS) positively and directly predicts innovation	Supported
1.3	Follower positivity (FPS) negatively and directly predicts burnout.	Not Supported
1.4	Follower burnout will be directly predicted by [a] leader positivity, and [b] positive leadership and be negatively correlated.	Partial Support a) = no b) = yes
1.5	Follower innovation will be directly predicted by [a] leader positivity , and [b] positive leadership and be positively correlated.	Partial Support a) = yes b) = no
1.6a	The relationship between follower innovation and leader positivity is mediated by follower's perceived positivity and positively correlated.	Supported
1.6b	The relationship between follower innovation and positive leadership is mediated by follower's perceived positivity and positively correlated.	Not Supported
1.7a	The relationship between follower burnout and leader positivity is mediated by follower's perceived positivity and negatively correlated.	Not Supported
1.7b	The effect between follower burnout and positive leadership is mediated by follower's perceived positivity and negatively correlated.	Not Supported
2.1	Follower post-test perceptions of their leader's positive leadership, and leader positivity will be significantly higher in the <u>treatment B*</u> condition than ratings in both the Treatment A condition and the control group.	Not Supported
2.2	Follower post-test perceptions of their leader's positive leadership, and leader positivity will be significantly higher in the <u>treatment A*</u> condition than ratings in the control group.	Not Supported
2.3	Follower post-test perceptions of <u>their own positivity</u> will be significantly higher both the Treatment conditions than the control group.	Not Supported
2.4	Follower post-test perceptions of their own innovation will be significantly higher both the Treatment conditions than the control group.	Partial Support TA = yes TB = No
2.5	Follower post-test perceptions of <u>their own exhaustion levels</u> will be significantly higher both the Treatment conditions than the control group	Not Supported
2.6	Follower positivity will directly predict [a] innovation , and [b] burnout.	Both Supported

Note: Treatment A is the leader positivity treatment; Treatment B is the positive leadership treatment.

Appendix I Summary of Study 2 Participants

Intervention Leader to Follower Participation Rates							
		Group 1	Group 2	Group 3	Group 4	Treatment A	Treatment B
Leaders in Treatment Conditions	80	18	20	21	21	39	41
Matched Respondents	41	13	6	13	9	26	19
Leaders with Respondents	# of Leaders	Group 1	Group 2	Group 3	Group 4	Treatment A	Treatment B
Corporate Leadership	4	1	1	1	1	2	2
Corporate Director	2	1	1	0	0	1	1
Manager	6	0	1	4	1	4	5
Supervisor	9	4	1	1	3	5	2
Total Leaders	21	6	4	6	5	12	10
% of leaders trained whose followers responded		33%	20%	29%	24%	31%	24%
Average followers per leader with respondents		2.17	1.50	2.17	1.80	2.17	1.90