THE ANTECEDENTS OF ABUSIVE LEADER BEHAVIORS: WHY LEADERS INTENTIONALLY ENGAGE IN ABUSIVE LEADER BEHAVIORS

By

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ABSTRACT

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Abusive leadership has predominantly focused on the detrimental outcomes of abusive leader behaviors for recipients. However, we know little about why leaders intentionally engage in abusive leader behaviors and why such behaviors are reinforcing for leaders. Drawing from theories of self-regulation, I propose that follower behaviors can disrupt leaders' goal directed behaviors and activate motives to engage in abusive leader behaviors. Specifically, I hypothesize that follower poor in-role performance, disrespectful behaviors, and violation of social and legal norms may trigger abusive leader behaviors motivated by compliance, social identity and retributive justice reasons. In addition, theories of self-regulation also indicate that conquering the impediments and obstacles satisfy their psychological needs, improving their subjective well-being. Thus, I propose that when leaders engage in abusive leader behaviors for compliance, social identity and retributive reasons, they fulfill their needs for accomplishment, identity and order. Such need satisfactions foster higher subjective well-being, leading to work engagement, positive emotions and organization-based self-esteem. An experience sampling methodology is utilized to examine the proposed hypotheses.

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INTRODUCTION

Abusive leadership, defined as leaders engaging in hostile verbal and nonverbal behaviors, has received increasing attention over the past 20 years (Tepper, 2007). Previous research has shown that abusive leader behaviors lead to detrimental outcomes for organizations (Martinko, Harvey, Brees, & Mackey, 2013; Tepper, 2000). For example, abusive leader behaviors are positively associated with follower counterproductive workplace behavior (Ferris, Yan, Lim, Chen, & Fatimah, in press), turnover intentions, and job dissatisfaction, and negatively associated with follower commitment (Tepper, 2000), and citizenship behaviors (Aryee, Chen, Sun, & Debrah, 2007).

Given the detrimental effects caused by abusive leader behaviors, it raises the question of why leaders intentionally engage in such behaviors in the first place. The majority of research on antecedents of abusive leader behaviors has focused on the unintentional and/or automatic factors that elicit abusive leader behaviors. For example, previous research has shown that leaders' experience of depletion or mental fatigue and strong negative emotions contribute to abusive leader behaviors (Barnes, Lucianetti, Bhave, & Christian, 2015; Mawritz, Folger, & Latham, 2014). However, leaders may also intentionally engage in abusive leader behaviors. For example, when leaders perceive poor performance performed by followers, leaders may tell their followers that they are incompetent or to make negative comments about their followers to others (Liang et al., 2015; Walter, Lam, van der Vegt, Huang, & Miao, 2015). From the perspective of leaders, doing this may be a way to justify their abusive behaviors, and it is also a way to communicate high performance standards and improve team performance, which is beneficial for leaders' own perceived competence. Therefore, it seems important to understand why leaders

intentionally engage in abusive leader behaviors and how such behaviors influence leaders themselves.

In order to understand why leaders may exhibit abusive behaviors toward their subordinates and the personal consequences of doing so, it is necessary to adopt an actor-focused perspective. To date, research has mostly applied a recipient-focused lens to abusive leader behavior, showing that it has detrimental effects on employees and workteams (Tepper, 2000). However, less is known about how abusive leader behaviors might influence actors (i.e., leaders). If leaders engage in abusive leader behaviors for intentional reasons, it is possible that such behaviors may be reinforcing in some manners for leaders. For example, through abusive leader behaviors, leaders may show competence, demonstrate or bolster their power and restore equity or balance in their workgroup. Thus, overlooking the possible reinforcing consequences of abusive behavior for leaders is unfortunate because it may be possible to prevent abusive leader behaviors by understanding what it contributes to actors (i.e., the leaders).

Therefore, the aim of this dissertation is to understand why leaders intentionally engage in abusive leader behaviors, what follower behaviors leaders perceive may trigger such behaviors, and how engaging in such behaviors influences leaders themselves. Theories of self-regulation (Bandura, 1986; Carver & Scheier, 1982; Gollwitzer, 1990) may shed light on this process as they suggest that environmental events and stimuli can impede and disrupt people's goal directed behaviors. When such disruptions occur, it activates particular motives aimed at overcoming the impediments and obstacles. Overcoming these impediments and obstacles help people resume functioning at optimal levels and satisfy important psychological needs, which leads to improved subjective well-being. Specific to this dissertation, I position follower behaviors as external stimuli that can thwart leaders' goal strivings (e.g., rude behavior from

followers threatens leaders' identity of authority), which triggers a behavioral response in leaders (e.g., aggressive behavior) in order to overcome the obstacle and restore well-being.

In order to understand the intentional motives for leaders to engage in abusive leader behaviors, I draw on social interactionist theory of aggression (Felson, 1993), which posits that there are three intentional motives that account for why people engage in abusive leader behaviors: compliance, social identity, and retributive justice. I then identify three follower behaviors that may frustrate leaders and trigger each of the leader intentional motives in the perspective of leaders. I then integrate theories of needs (Deci & Ryan, 2000; McClelland, 1967; Murray, 1938) with this work to suggest that engaging in abusive leader behaviors for intentional reasons may satisfy certain fundamental needs, which in turn contribute to leader well-being. For example, if followers perform poorly, leaders may have the motivation to engage in abusive leader behaviors to achieve compliance. When employees comply and complete their work tasks, it may provide leaders with a sense of accomplishment and competence, leading to more positive emotional experiences and higher organization-based self-esteem in leaders.

In this dissertation, I examine some follower behaviors that may trigger leader intentional motives to engage in abusive leader behaviors and why engaging in abusive leader behaviors for intentional motives may be reinforcing for leaders. To focus on leader intentional motives, I also control for two established unintentional or uncontrolled triggers of aggression: negative emotions, depletion, and reciprocity (Barnes et al., 2015; Collins & Jackson, 2015). My proposed model is illustrated in Figure 1. This dissertation offers three contributions to the existing literature. First, I examine the intentional motives for abusive leader behaviors. Previous research has primarily focused on the unintentional motives of abusive leader behaviors. It has been assumed that abusive leader behaviors are automatic and uncontrollable responses. For example,

Barnes et al. (2015) found that when leaders are depleted, they are more likely to engage in impulsive behaviors, such as abusive leader behaviors. Mawritz et al. (2014) showed that when leaders are angry and anxious, they are more likely to engage in abusive leader behaviors. Cropanzano and Mitchell (2005) suggested that people may endorse reciprocity belief when someone mistreats them. Thus, leaders are more likely to retaliate back to the unfavorable treatment received from followers as a second nature by engaging in abusive behaviors. However, leaders may sometimes engage in abusive leader behaviors intentionally. They may decide to engage in abusive leader behaviors for a specific reason rather than a failure of self-control or due to the experience of negative emotions. For example, when followers violate social norms, leaders may feel obligated to correct follower behaviors by yelling at their followers. Thus, this dissertation takes a needed first step to examine intentional motives of abusive leader behaviors.

Second, I identify three follower behaviors which leaders perceive as potential antecedents of abusive leader behaviors. Previous research has focused primarily on (poor) follower performance as a trigger of abusive leader behaviors (Liang et al., 2015; Walter et al., 2015). However, leaders may perceive that other follower behaviors may also trigger abusive leader behaviors. For example, if leaders perceive that their followers purposely ignore leaders' orders and requests or make inappropriate or rude remarks about their leaders, leaders may put their followers down in front of others in order to re-establish their own power and authority in the group. Also, if leaders perceive that followers violate group norms pertaining to fair interpersonal interactions, leaders may aggress against their followers in order to 'right a wrong' and restore a sense of balance or fairness in the workteam. Identifying follower behaviors that may trigger abusive leader behaviors is especially important because it shows abusive leader

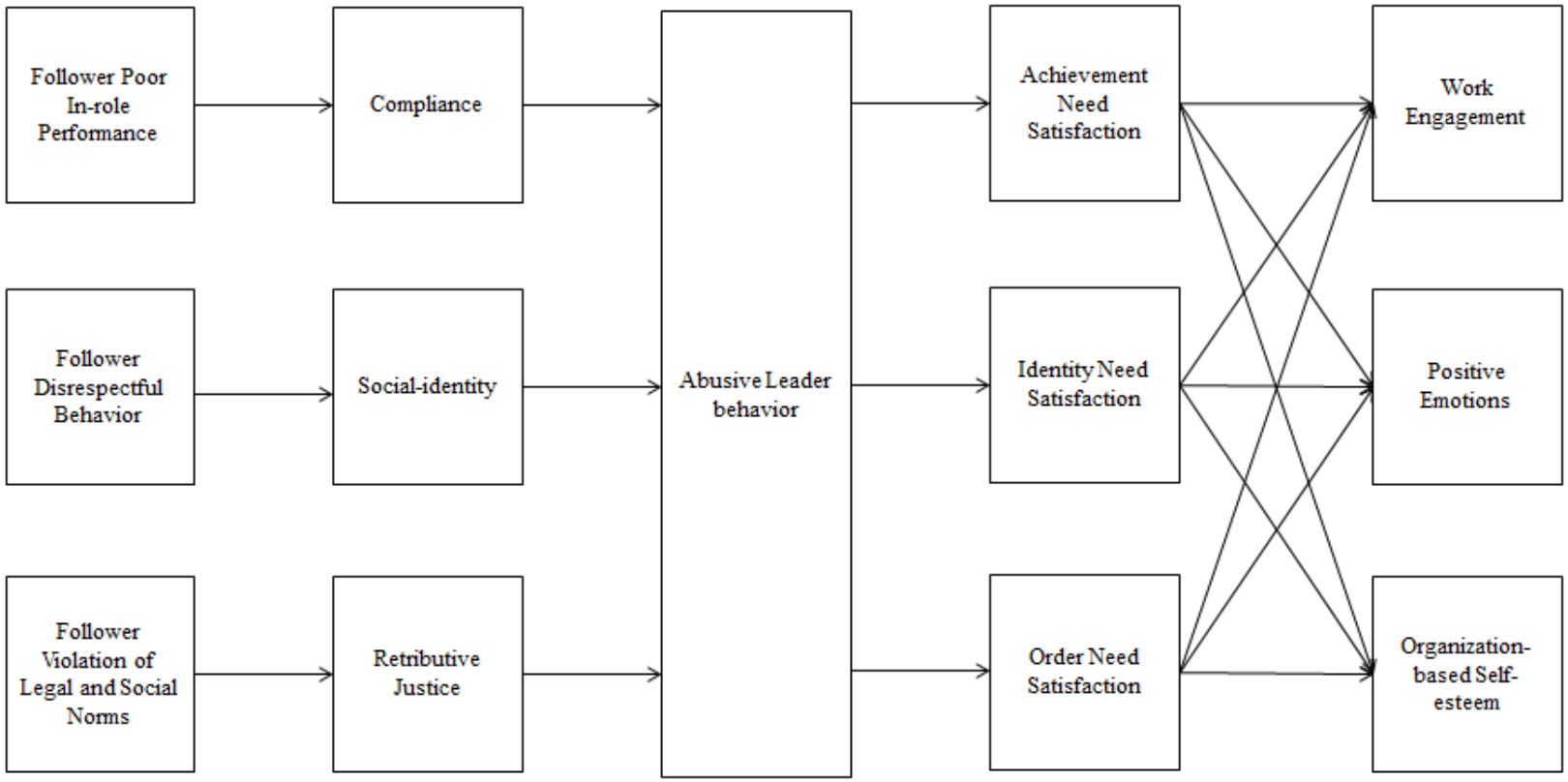
behaviors are not always unavoidable. If followers know their behaviors could trigger abusive leader behaviors, then they could prevent themselves from being abused by performing well, respecting and verifying the identities of leaders, and obeying social and legal norms. Thus, this research has both theoretical contributions for abusive supervision literature and practical contributions for followers and organizations interested in curbing abusive leader behaviors.

Third, this dissertation contributes to the literature by shifting from the prevalent focus on the recipients (i.e., followers) to the focus on the actors (i.e., leaders). Using an actor centric perspective is especially important because it provides insight into leader subjective experience of work (Weiss & Rupp, 2011), it explains why leaders engage in abusive leader behaviors and it illustrates how engaging in such behaviors is reinforcing for leaders themselves. Without such a perspective, it is hard to fully avoid abusive leader behaviors in the workplace. Given that leaders may feel their fundamental needs are satisfied by engaging in abusive leader behaviors, organizations could provide other ways for leaders to fulfill their needs. For example, organizations could provide weekly recognitions or awards for leaders who perform exceptionally well. By doing so, leaders may feel their needs for accomplishment and competence are satisfied. If their needs are satisfied through these other means, then leaders may be less likely to engage in intentional abusive behaviors. Thus, abusive leader behaviors could be reduced through other need satisfying channels provided by organizations.

The remainder of this dissertation proceeds as follows. First, I review the abusive leader behavior literature. This section includes an overview of the abusive supervision domain, describes how abusive leader behaviors are different from abusive supervision, illustrates previous findings on abusive leader behaviors, and focuses heavily on the antecedents of abusive leader behaviors. Next, I introduce aggression literature as the overarching theoretical

perspective that ties my model together. This section includes an overview of the social interactionist view of aggression, describes the three intentional motives of aggression, and reviews how it has been applied in the domain of organizational behavior thus far. Then, I introduce three fundamental needs for leaders at work. The fourth section of the manuscript includes formal hypotheses derived from the social interactionist theory of aggression for predicting antecedents of intentional motives and outcomes of intentional motives for abusive leader behaviors. I then discuss the proposed method for testing the proposed relationships.

Figure 1 - Proposed Theoretical Model



LITERATURE REVIEW: ABUSIVE LEADER BEHAVIORS

The literature on abusive leader behaviors has grown exponentially over the past two decades (Martinko et al., 2013; Tepper, 2007). Abusive supervision is defined as follower perceptions of leader sustained displays of hostile verbal and nonverbal behaviors (Tepper, 2007). This traditional definition involves two characteristics. First, abusive supervision relies on follower observation of leader behaviors. It is the subjective appraisal of leader behavior by followers rather than the behavior itself. However, one problem with this conceptualization is that a behavior (e.g., swearing at a follower) may be viewed as abusive by some followers but not others. Perceptions of behavior can vary across followers and may also be biased by follower values and attitudes. A second assumption of the traditional definition of abusive supervision is that it is a static leadership style. According to Tepper (2007), one is characterized as an abusive leader if he/she engages in "sustained" hostile behaviors. Thus, if the leader only yelled at their subordinates on one occasion, then it would not necessary be labeled abusive supervision. Focusing on leadership styles, however, may be limited because there is high within-person variability in abusive leader behaviors (Johnson, Venus, Lanaj, Mao, & Chang, 2012). Given these issues, the definition of abusive supervision has evolved from its initial conceptualization.

More recent research defines abusive leadership as leader displays of hostile verbal and nonverbal behaviors, thus removing the stipulation that it must be perceived as abusive by followers (Tepper et al., 2009; Tepper, Lambert, Henle, Giacalone, & Duffy, 2008; Tepper, Moss, & Duffy, 2011). For example, Tepper et al. (2008) defined abusive leader behaviors as "sustained forms of nonphysical hostility perpetrated by managers against their subordinates" (p.721). In this dissertation, I adopt this more recent view and focus on specific abusive leader behaviors that have been categorized as abusive rather than follower perceptions of abuse. The

types of leader behaviors that are considered to be abusive include ridiculing followers, telling followers that they are incompetent, and putting followers down in front of others (Tepper, 2000). I focus on leader actual abusive behaviors because the purpose of this dissertation is to understand why leaders intentionally engage in abusive leader behaviors and why engaging in such behaviors is replenishing for leaders themselves. Using follower perception of abusive leader behaviors rather than leader actual behaviors may be biased because follower perception of abusive behaviors may be influenced by follower personality or leadership prototypes. For example, Wu and Hu (2009) found that follower core self-evaluation is negatively related to follower perception of abusive supervision. Epitropaki and Martin (2005) also found that leadership prototypes influence follower perception of leader behaviors. If followers perceive their leader as a negative prototype, they may view negatively towards their leader behaviors regardless of their leader actual behaviors. Thus, using follower perception of abusive leader behaviors may not be appropriate to understand the intentional motives and the potential benefits of abusive leader behaviors.

In addition, leaders may perceive abusive leader behaviors as legitimate rather than being abusive / or transgressions. According to Tepper (2007), leaders are more likely to engage in abusive leader behaviors when they perceive such behaviors as legitimate. For example, if organizations have a norm of displaying aggressive behavior, then leaders may perceive engaging in abusive leader behavior as legitimate (Tepper, 2007). As another example, leaders may think that telling followers that they are incompetent is a way to inspire followers, which may be deemed legitimate rather than abusive. Thus, I focus on specific behaviors that are labelled abusive rather than followers' or leaders' perceptions of abuse.

I also focus on abusive leader behaviors rather than abusive leadership styles. The majority of research on abusive leader behaviors has taken a static view (Barnes et al., 2015), meaning that it focuses on the average number or the pattern of leader behaviors that leaders engage in over time. This view assumes that leaders have a specific leadership "style" by averaging leader behaviors over time and across subordinates. However, it has been shown that leader behaviors fluctuate from day to day, including abusive leader behaviors (Barnes et al., 2015; Johnson et al., 2012). Thus, leaders could exhibit different leader behaviors in a day. This notion is consistent with previous research on employee behaviors that organizational citizenship behavior and counterproductive work behavior are exhibited by the same employee (Dalal, 2005; Dalal, Lam, Weiss, Welch, & Hulin, 2009). In fact, Johnson et al. (2012) found that there was more within-person variance in abusive leader behaviors than between-person variance. Thus, using a static view may be limited for our understanding of abusive leader behaviors. Therefore, in this dissertation, I adopt an event-based view, which focuses on leader behaviors on within-leader differences in abusive behaviors across days rather than static between-person differences.

Outcomes of Abusive Leader Behaviors

One reason abusive supervisor receives attention is because of the detrimental impact it has on followers, teams, and organizations. Abusive leader behaviors influence follower attitudes and well-being. When leaders are abusive, followers may experience lack of support from the leaders and organizations. Such perceived lack of support leads them to experience low job satisfaction and low organization commitment (Bowling & Michel, 2011; Tepper, 2000). Being told that one is incompetent, being excluded from the group, and being yelled at threaten follower psychological need satisfaction (Lian, Ferris, & Brown, 2012) and also undermine their self-esteem (Hobman, Restubog, Bordia, & Tang, 2009). With abusive leaders, followers need to

exert additional psychological resources to handle their interpersonal stressors, leaving them emotional exhausted (Wu & Hu, 2009). Research has also shown that abusive leader behaviors bring follower psychological distress and health problems, including depression (Tepper, Moss, Lockhart, & Carr, 2007), anxiety (Hobman et al., 2009) and insomnia (Rafferty, Restubog, & Jimmieson, 2010).

Abusive leader behavior also influences work teams, including coworkers and leaders themselves. Followers tend to respond aggressively to abusive leader behaviors. For example, they may engage in interpersonal deviant behaviors towards their coworkers (e.g., cursing at coworkers or making fun of coworkers at work; Thau & Mitchell, 2010). They may even retaliate against the wrongdoer (Skarlicki, Folger, & Gee, 2004), especially those who harm them. Thus, it has been shown that abusive leader behaviors are positively related to follower aggression towards their leaders (Inness, Barling, & Turner, 2005; Mitchell & Ambrose, 2007; Tepper et al., 2009). In addition, abusive leader behaviors also foster poor relationships between leaders and followers, leading to low follower citizenship behaviors in the workplace (Aryee et al., 2007; Xu, Huang, Lam, & Miao, 2012; Zellars, Tepper, & Duffy, 2002). With abusive leader behaviors, employees are less likely to respond favorably to coworker's prosocial behaviors because they may perceive such behaviors as ingratiating behaviors towards their leaders (Tepper, Duffy, Hoobler, & Ensley, 2004). Also, with the poor relationships with followers, followers are less likely to reciprocate with high performance. They may instead repay leaders with poor performance (Harris, Kacmar, & Zivnuska, 2007).

Finally, abusive leader behaviors also bring detrimental effects to organization. Previous research has shown that abusive leader behaviors may prompt followers to engage in organizational deviance behavior (e.g., putting little effort into work or taking property from

work without permission; Mitchell & Ambrose, 2007; Thau, Bennett, Mitchell, & Marrs, 2009; Wang, Mao, Wu, & Liu, 2012). This trickle-down effect of abusive supervision occurs because followers may choose not to aggress against their leaders directly because they are afraid that leaders may further retaliate (Mitchell & Ambrose, 2007).

Based on my review of outcomes above, it is apparent that abusive leader behaviors have negative effects on followers, teams, and organizations. Thus, there is value in curbing such behaviors. Preventing or reducing abusive leader behaviors requires an understanding of its antecedents. As will be reviewed below, the list of antecedents that have been studied to date appears incomplete, focusing primarily on automatic and uncontrollable factors, such as emotions and self-regulation failures. It is possible, however, that some instances of abusive leader behaviors are instrumental, from the perspective of leaders. For example, leaders may engage in abusive leader behaviors in order to improve follower performance. Understanding these instrumental or intentional motives is more practical and useful than automatic or uncontrollable antecedents like depletion and negative emotions because such intentional motives are more easily to curb than those uncontrollable motives. Thus, in the next section, I review the antecedents of abusive leader behaviors and indicate the limitation of this literature and address the antecedents that are missing from this literature.

Antecedents of Abusive Leader Behavior

Previous research on antecedents of abusive leader behaviors has mainly focused on automatic and uncontrollable factors, such as leader emotions and leader depletion, and personality (Barnes et al., 2015; Collins & Jackson, 2015; Tepper, 2007). For example, abusive behavior can be an automatic response when leaders experience strong negative emotions. According to Krasikova and LeBreton (2012, p. 1326), "Abusive behaviors are often associated

with heightened emotions and thus tend to be more spontaneous, harder for the leader to control." Previous research has suggested that people tend to act aggressively when they experience negative emotions (Neuman & Baron, 1998). For example, expression of anger, outrage and frustration can take the form of behaviors that resemble abusive leader behaviors (e.g., yelling, swearing, and name calling; Neuman & Baron, 1998). To extend this idea in the organizational setting, leaders are more likely to engage in abusive leader behaviors towards their followers when they experience anger and anxiety (Collins & Jackson, 2015; Mawritz et al., 2014). One reason is because leaders have higher status and power than followers do and thus followers with lower status are more likely to be the target of abuse (Aquino, Tripp, & Bies, 2001).

Leader depletion may also trigger abusive leader behaviors. According to Baumeister, Bratslavsky, Muraven, and Tice (1998), when people are depleted, they are less likely to concentrate, exert effort, and sustain task performance. For example, when people are depleted, they are less likely to engage in effortful productive behaviors like helping (Johnson, Lanaj, & Barnes, 2014) and voice (Lin & Johnson, 2015). Instead, they are more likely to succumb to selfish, impulsive, and deviant behaviors. For example, previous research has shown that depletion reduces people's ability to suppress deviant behavior (Christian & Ellis, 2011) and unethical behavior (Gino, Schweitzer, Mead, & Ariely, 2011). Thus, when leaders are depleted, they are more likely to display hostile and impulsive behaviors, like abusive leader behaviors (Barnes et al., 2015; Yam, Fehr, Keng-Highberger, Klotz, & Reynolds, In press).

Leader personality may also influence their tendency to engage in abusive leader behaviors. Leader negative affectivity (i.e., their tendency to experience negative emotions) is positively related to abusive leader behaviors (Tepper et al., 2009; Zellars et al., 2002). Research

has also shown that narcissistic leaders are more likely to engage in abusive leader behaviors because their mental model or prototype of leaders may include attributes like tyranny (Hansbrough & Jones, 2014). Such trait includes dominating, manipulative, selfish (Foti, Bray, Thompson, & Allgood, 2012). With such prototype in mind, leaders may perceive abusive leader behaviors as legitimate. Thus, narcissistic leaders are more likely to engage in abusive leader behaviors (Hansbrough & Jones, 2014).

The review above demonstrates that the majority of research on antecedents of abusive leader behaviors has focused on relatively automatic and uncontrollable factors, such as negative emotions and depletion. However, it is possible that leaders engage in abusive leader behaviors for intentional reasons. For example, recent research has indicated that follower poor performance may trigger leaders to engage in abusive leader behaviors (Liang et al., 2015; Walter et al., 2015). Thus, it seems fruitful to extend this line of research and further understand leader intentional motives of abusive leader behaviors. Using social interactionist theory of aggression as an overarching framework, this dissertation identifies leader intentional motives of abusive leader behaviors along with the antecedents of such intentional motives.

THEORETICAL BACKGROUND: SOCIAL INTERACTIONIST THEORY OF AGGRESSION

According to social interactionist theory of aggression, aggression involves two tenets (Tedeschi & Felson, 1994). First, aggression is a form of social influence. People can influence other people by engaging in aggressive behaviors. Although there are several ways to influence others, Tedeschi and Felson (1994) suggest that people choose to engage in aggression rather than other more benign forms of social influence when they perceive aggression is a more effective and less expensive way to influence others. For example, if one has higher status and power than the target, then engaging in aggressive behaviors may be more successful and less costly. Second, aggression is instrumental. People engage in aggression to obtain their ultimate ends. For example, aggression could be used to change the target's actions, to compel and deter their behaviors, and to lower their status. Thus, under these assumptions, people engage in aggression with intentional motives. Tedeschi and Felson (1994) suggest that there are three intentional motives of aggression: compliance, social identity, and retributive justice. Below I review each of these motives.

Compliance

People engage in aggressive behaviors for compliance reasons. According to Felson (1993), compliance is to force others' behaviors to be consistent with one's expectations or one's desires for their behaviors. For example, parents may spank a child so that he/she obeys in the future. In the workplace, leaders are motivated to control and influence their work group, especially their followers (Mechanic, 1962), because doing so is their duty and responsibility. Thus, they have the motivation to influence their followers' behaviors to meet their expectations.

Abusive leader behaviors could be triggered by compliance reasons. This is because they are motivated to influence their followers. In addition, with their high status and power in the workgroup, leaders may perceive engaging in abusive behaviors for compliance as a low-cost and successful strategy for leaders. As Tepper (2007, p. 273) noted, "some supervisors abuse their subordinates because they find them difficult to deal with." Thus, leaders tend to engage in abusive behaviors to control their follower behaviors. They may use abusive leader behaviors to tell their followers that they are doing something wrong or they do not meet their expectations. For example, leaders may yell at their followers because of their poor performance (e.g., neglecting to follower proper procedure). By doing so, leaders could also direct their followers' attention to improve their in-role performance.

Social Identity

People also engage in aggressive behaviors for social identity reasons. According to Felson (1993), social identity refers to one's concerns about how one is perceived by others. Identity-driven aggression is intended to influence others' perceptions of the perpetrator. For example, leaders may yell at their followers in order to establish their identity as a leader in the group or to show that they have higher power and status in the group. Thus, identity-driven aggression focuses on changing others' perceptions, while compliance-driven aggression focuses on changing others' behaviors.

In the workplace, leaders are motivated to establish and maintain their social identity in the group (Scott, Colquitt, & Paddock, 2009). This is because people have the tendency to control how others perceive them (Leary & Kowalski, 1990). With their motivations, leaders may engage in abusive behaviors for social identity reasons. Previous research has suggested that people strive for status and a positive social identity (Anderson, Hildreth, & Howland, 2015;

Tajfel & Turner, 1979). If such status or identity is threatened, then leaders may react aggressively to preserve and restore their status in the work group (Aquino et al., 2001) or to defend and protect their identity (Aquino & Douglas, 2003). For example, if followers criticize leaders' suggestions and opinion in public, leaders may perceive their status/identity in the group is threated. Leaders may try to put their followers down in front of others to reclaim or restore their status/identity in the group. Therefore, one intended reason for leaders to engage in abusive behavior is social identity.

Retributive Justice

People also engage in aggressive behaviors for retributive justice reasons. According to Felson (1993), retributive justice is to restore the balance of justice by paying back the perpetrators. People have a general tendency to believe a just world (Scott et al., 2009), and expect everyone to obey justice rules (Lerner, 1980). Cropanzano, Goldman, and Folger (2003) suggest that people retaliate against the target for deontic reasons. It has been shown that if someone violates justice rules, people may engage in aggressive behaviors towards the actor even if they are not the victims (Skarlicki & Rupp, 2010). For example, when people perceive that their coworker receive disrespectful treatment from another coworker, they may write a letter to complain about their coworker in order to maintain a just world (Skarlicki & Rupp, 2010). Thus, justice-driven aggression may be driven by the third party, who is not the beneficiary of such aggression. Such assumption is different from compliance-driven aggression and identity-driven aggression because the perpetrators of those two aggressions are the beneficiary.

According to Scott et al. (2009), leaders are motivated to maintain a just world because they believe doing so is the right thing. Such motivation may prompt leaders to engage in

abusive behaviors to "pay back" the perpetrator and restore equity when s/he violates justice rules. Leaders are more likely to engage in abusive leader behaviors when their followers engage in some questionable behaviors because leaders have higher power and status than followers. For example, if a follower steals company property, the leader may ridicule him/her in order to restore a just world. Therefore, retributive justice is another reason why leaders intend to engage in abusive leader behaviors.

Applications in Organizational Behavior Domain

Previous research has examined these three motives (i.e., compliance, social identity, and retributive justice; Scott, Garza, Conlon, & Kim, 2014). Interestingly and counter to social interactionist theory of aggression, researchers have considered decidedly non-aggressive behaviors as means to satisfy these motives (i.e., adhering to fairness; Scott et al., 2009; Scott et al., 2014). According to the social interactionist theory of aggression though, aggressive behaviors, paradoxically, may also achieve the same ends. This is possible because adhering to fairness behaviors are different from (not the opposite of) abusive leader behaviors. Adhering to justice rules, such as treating followers in a polite manners, is different from being rude to followers (the absence of politeness is not abusive). According to Colquitt, Long, Rodell, and Halvorsen-Ganepola (2015), purely measuring adherence justice rules is limited because not adhering justice rules is not the same as violating justice rules. For example, leaders who do not explain the procedures thoroughly are different from the leaders who actively withhold information about decision-making procedures (Colquitt et al., 2015). Thus, if violating justice rules is different from adhering to them, then abusive leader behaviors, by extension, are also different from adhering to justice rules. In fact, leaders could adhere to justice rules and engage in abusive leader behaviors at the same time. For example, leaders may treat their followers

politely, but leaders may also invade follower privacy. Therefore, given that adhering to justice rules is fundamentally different from engaging in abusive leader behaviors, it is difficult to infer such motives from justice adherence, and identifying intentional motives for abusive leader behavior is fruitful.

Given that social interactionist theory of aggression suggests leaders engage in abusive leader behaviors for a reason. They may do so to justify their needs or concerns. Understanding what needs leaders have and how such needs may be satisfied by engaging in abusive leader behaviors are especially important because it is possible for organizations to provide other channels to satisfy leaders' needs, reducing abusive leader behaviors. Therefore, in the next section, I identify the most relevant needs for leaders in the workplace.

NEEDS THEORY

In the previous section, I discussed three intentional motives for abusive leader behaviors. When leaders engage in abusive leader behaviors for these intentional motives, one reason is for need satisfaction. That is, from a self-regulation perspective, motives are activated when environmental events and stimuli threaten one's goal strivings. Needs can be conceptualized as higher-order, abstract goals that exist at the top of people's goal hierarchies (Austin & Vancouver, 1996; Carver & Scheier, 1998). Needs cannot directly influence people's goal-oriented behavior; instead, needs operate via motives, which are thoughts that direct one's behaviors to satisfy one's needs (Carver & Scheier, 2008; Larsen & Buss, 2005). Thus, motives prompt a behavioral response in order to effectively deal with the environmental impediment, and thus satisfy the need that was threatened. As I argue below, each motive is aligned with a particular work-relevant need. People have a variety of concerns and needs that are either facilitated or thwarted in the workplace. Drawing on social interactionist theory of aggression (Tedeschi & Felson, 1994), I identity the most relevant needs for leaders at work. In particular, experiences at work are critical for satisfying employees' achievement needs (i.e., a need to feel competent and successful), identity needs (i.e., a need to be understood by others), and order needs (i.e., a need to create social order and boundaries of appropriate behaviors). In the section below, I will introduce these three needs and then discuss how each of these needs is particularly important for leaders.

Achievement Need

An achievement need is defined as people's desire for effectiveness and achievement, and their hopes to be rewarded and acknowledged for such effectiveness and achievement. With such need, people strive for being useful and worthwhile at work. They tend to maximize their

outcomes and performance in the workplace. For example, Deci and Ryan (2000) suggest that people have the need for showing their competence and usefulness at work. McClelland (1961) propose that people tend to strive for achievement and being effective. With achievement needs, people also strive for rewards and acknowledgement. They are sensitive to rewards, bonuses, and promotions. For example, Cropanzano, Byrne, Bobocel, and Rupp (2001) indicate that people concern with fairness because their efforts will be reciprocated with favorable outcomes. Allen and Meyer (1990) suggest that people tend to weigh their costs and benefits for leaving/staying the organizations.

An achievement need is especially important for leaders in the workplace because this is one of the reasons why leaders go to work (i.e., to provide service, be useful at work, and gain rewards). Leaders tend to have a strong desire for acknowledgement in the workplace, and hope their efforts may be rewarded. In addition, they tend to show their competence and usefulness at work, and they are motivated to strive for achievement. This is because doing so allows leaders to show that they are effective leaders (House, Spangler, & Woycke, 1991). In fact, Lanaj, Johnson, and Lee (2016) found that when leaders feel they are competent and effective, they are more likely to experience positive emotions. Therefore, an achievement need is particularly relevant for leaders in the workplace.

Identity Need

An identity need is defined as people's need to be understood by others based on their understanding of themselves and for others to recognize their position within the organizational hierarchy. People tend to seek feedback from others to understand if they perceive the same way others understand themselves (Grant & Parker, 2009). With this need, people tend to identify themselves with one of the roles or groups in the organizations. Sluss and Ashforth (2007)

suggest that one of the determinants of people's self-definitions at work is their interdependent roles in the workplace. For example, people may define who they are based on their relationship with others (Brewer & Gardner, 1996), such as their roles as leaders in leader-follower relationship. Cropanzano et al. (2001) also demonstrate that people prefer to be included in the group because doing so serves as a feedback showing that they establish some relationships with group members and provide them a sense of identity and self-worth. In fact, Swann, Rentfrow, and Guinn (2003) suggest that people have the need to establish their identity in the workgroup, and hope others would perceive them as the same way. For example, people who identify themselves as leaders in the group would hope others grant them as leaders in the group. They may do so by seeking feedback from their followers to see if their followers perceive them as leaders in the group.

Identity need is especially important for leaders because of leaders' desires to be recognized in their positions and roles. This is because their positions/roles as leaders foster them higher power than others, enabling them to control and influence others (House et al., 1991). In addition, such need is especially important in the workplace because it provides existence security and fosters smooth interactions with others by stabilizing how people respond to the actor (Swann et al., 2003). Leaders have more desires than others to seek smooth interactions with others, especially with their followers, because leaders and followers have strong bonds to work together. Smooth interactions enable them to work more efficiently. Therefore, an identity need is particularly important for leaders at work.

Order Need

An order need refers to people's desire to maintain social order and create certainty and boundary of appropriate behaviors for social interactions. People prefer to work in a certain

environment (Van den Bos & Lind, 2002). This is because such environment provides clear rules and social norms so that when someone breaks the social boundary, they will be punished for their behaviors. For example, if followers understand that if they badmouth their coworkers, their leaders may ridicule them, then followers may be less likely to criticize their coworkers. Thus, by establishing boundaries of appropriate behaviors, leaders may create a sense of security and certainty within the workplace. Establishing a sense of security and certainty also entails ensuring that people get what they deserve, which parallels the notion of belief in a just world (Lerner, 1980). This idea of balance and fairness in economic and social exchanges is a prevalent one at work. For example, equity theory posits that people compare their input and output ratios with others' ratio, and they strive for equity between the two ratios (Adams, 1963). Thus, people are motivated to maintain justice a balance at work. For example, employees may voluntarily avoid getting more pay than they deserve because of their belief in a just world (Lerner, 2003).

An order need is especially important for leaders because they are positioned at a higher hierarchical level and have more power than followers. They may therefore feel that maintaining a just world and creating social order are their responsibilities. In addition, an order need creates social order and certainty for followers. It demonstrates what the appropriate behaviors are in the organization. With an order need, leaders may react to followers' socially inappropriate behaviors (e.g., theft and badmouthing) via verbally aggressive reprimands. Doing so not only prevents a poor work environment but also enables leaders to create a better workplace for employees. Thus, an order need is particularly important for leaders.

Summary

Leaders may engage in abusive leader behaviors to satisfy different needs (i.e., achievement, identity, and order needs). Such needs are distinct and different from each other.

An achievement need is satisfied when leaders could influence their followers' task-related behaviors effectively and affect their followers' task performance. An identity need is satisfied when leaders could control how followers perceive leaders themselves (i.e., whether leaders' identity, power and authority are recognized by followers). An order need is satisfied when leaders maintain social order and create boundary of appropriate social behaviors. Although these needs are different, it is possible that leaders engage in abusive leader behaviors to satisfy multiple different needs at the same time. For example, in a team setting, tasks are interdependent and team members interact closely with each other (Kozlowski & Bell, 2003). When followers violate social norms and rules, leaders may engage in abusive leader behaviors to correct followers' behaviors. Doing so maintain social order and create boundaries of appropriate social behaviors at work, fulfilling leaders' meet their order needs. It also meets their achievement needs by influencing followers' performance because team members' social interactions closely influence followers' performance (Mathieu & Schulze, 2006). Therefore, although these needs are distinct from each other, it is possible that in some circumstances these needs could be met via an abusive leader behavior.

HYPOTHESIS DEVELOPMENT: PREDICTING INTENTIONAL MOTIVES OF ABUSIVE LEADER BEHAVIORS

Leaders have social interactions with their followers. During the course of their interactions, there will be times when followers act in ways that thwart or challenge leaders' needs. According to theories of self-regulations, environmental events and stimuli can threaten one's goal strivings (Bandura, 1986; Carver & Scheier, 1982; Gollwitzer, 1990). Thus, when follower behaviors thwart or challenge leaders' needs, such behaviors may be perceived as stimuli that threaten leaders' goal striving. Such disruptions will activate corresponding motives aimed at overcoming the impediments and obstacles. Thus, leaders' intentional motives will trigger behaviors to change followers' actions, and shape the interactions to reestablish need satisfaction. For example, Aquino and Douglas (2003) showed that when people perceived identity threat, they are more likely to engage in aggressive behaviors, implying that some behaviors, such as treating other coworkers poorly, could trigger people's social identity motives for aggression. Therefore, in the following section, I discuss what followers' behaviors could trigger the three intentional motives of abusive leader behaviors.

Antecedents of Compliance Motive of Abusive Leader Behaviors

According to social interactionist theory of aggression, one reason for leaders to engage in abusive leader behaviors is to enhance compliance by others (Tedeschi & Felson, 1994). Leaders are motivated to control and influence their follower behaviors because doing so enables their followers' behaviors to be consistent with leader's expectations or leader's desires of their followers' behaviors (Felson, 1993). In the workplace, one of the most salient goals and expectations of leaders is their follower in-role performance. They focus on motivating their employees in order to achieve better in-role performance (House & Mitchell, 1974). Thus, they

expect their followers to perform well.

When leaders perceive followers do not perform well, they are motived to control their followers behaviors by engaging in abusive behaviors (Liang et al., 2015; Walter et al., 2015). Leaders may do so for several reasons. First, followers' poor in-role performance is an unwanted outcome that leaders do not expect their followers to have. Thus, leaders are motivated to push their followers away from such an outcome. One way to do so is to engage in abusive leader behaviors in order to control and influence follower behaviors (Tedeschi & Felson, 1994). Second, followers' poor in-role performance is a signal that followers did not meet leaders' expectations and desires. In order to push their followers to meet their expectations, leaders are motivated to control their followers behaviors by directing their followers towards putting more efforts on the task and improving their followers' performance. Therefore, I suggest that follower poor in-role performance may trigger compliance motives of abusive leader behaviors.

Hypothesis 1: Follower poor in-role performance is positively related to compliance motives of abusive leader behaviors.

Antecedents of Social Identity Motives of Abusive Leader Behaviors

Leaders engage in abusive leader behaviors not only because they want to control their follower behaviors but also because they want to control their follower perceptions (Tedeschi & Felson, 1994). According to Leary and Kowalski (1990), leaders are motivated to control how others perceive them. They tend to create a desired image or identity, and hope others to see them similarly. In the work group, one salient identity for leader is their higher power and authority role as leaders. Thus, leaders tend to claim and protect such an identity (DeRue & Ashford, 2010).

Swann et al. (2003) suggest that people tend to seek feedback from the one who they

have many interactions with to understand how others perceive them. In the workgroup, leaders interact with their followers mostly; thus, they tend to seek feedback from their followers to see how their followers perceive leaders themselves. They may use follower behaviors towards them as a proxy of such feedback. It has been shown that identity threat is perceived when the other party challenges and calls in to question people's self-worth and identity (Aquino & Douglas, 2003; Steele, 1988). One way that followers may threaten the identity of their leaders is by displaying disrespectful behaviors, which are the behaviors that indicate followers do not respect leaders' identity, including counterproductive behaviors towards supervisors and challenging voice behaviors that challenge the status quo. This is because such disrespectful behavior indicates that followers do not recognize their leaders' power, authority, and identity in the group or followers, depriving leaders' power and authority. For example, when followers badmouth their leaders, leaders may feel they lack power and authority in the group. Thus, they are motivated to reclaim their identity by responding with socially dominant and aggressive behaviors. Therefore, I suggest that follower disrespectful behavior triggers social identity motives of abusive leader behaviors.

Hypothesis 2: Follower disrespectful behavior is positively related to social identity motives of abusive leader behaviors.

Antecedents of Retributive Justice Motives of Abusive Leader Behavior

Leaders may engage in abusive leader behaviors to control followers in order to obtain better in-role performance or better self-images (i.e., compliance and social identity), but they may also do so for other reasons. That is, they may engage in abusive leader behaviors because they feel doing so is the legitimate thing to do (i.e., retributive justice). According to Lerner (1980), most people believe in a just world, and expect people get what they deserve. Given that

leaders have higher power and authority in the group, they may feel obligated to maintain justice balance. Thus, when leaders' perceive justice balance is broken, they are motivated to restore such balance.

With stronger responsibilities and obligations, leaders are motivated to correct the perceived offensive and norm-violating behaviors when the justice balance is broken (Lerner, 1980). They may do so by engaging in abusive leader behaviors because such behaviors are the response to follower social and legal norm violation; thus, abusive leader behaviors may be perceived as legitimate. For example, leaders may yell at their follower because their follower uses company property for personal use. In fact, Scott et al. (2009) suggest that follower norm-violating actions may prompt leaders to restore justice. Such norm-violating actions include spreading gossip in the workplace, being rude to coworkers, and stealing things from the workplace (Messick, Bloom, Boldizar, & Samuelson, 1985). If such actions are perceived as unjustifiable, intentional and attributed to followers, then leaders are motivated to restore justice by engaging in abusive leader behaviors.

Hypothesis 3: Follower violation of social and legal norms is positively related to retributive justice motives of abusive leader behaviors.

Summary

So far, I have argued that follower behaviors may trigger three different motives of abusive leader behaviors. Specifically, I propose that follower poor in-role performance, follower disrespectful behaviors and follower violation of social and legal norms may trigger compliance, social identity, and retributive justice reasons of abusive leader behaviors, respectively. It is possible that these follower behaviors are correlated with one another. For example, one of the follower disrespectful behaviors is follower counterproductive work behaviors towards

supervisors, while one of the follower violations of social and legal norms is follower counterproductive behaviors towards organizations. Although both of these constructs represent counterproductive work behaviors, such behaviors are different and distinct. In fact, Dalal et al. (2009) found that at the within-person level, counterproductive work behaviors towards supervisors are only slightly related to counterproductive work behavior towards organizations and towards coworkers (the standardized regression coefficient regressing from counterproductive work behavior towards organizations and towards coworkers to counterproductive work behavior towards supervisors are .11 and .18, respectively). Given that these behaviors are not highly correlated, it may indicate that these behaviors are distinct from each other. There are also some other reasons why these behaviors are distinguishable. First, follower poor in-role performance is specific to compulsory task related behaviors. It refers to whether or not followers fulfill or satisfy production and task-related expectations or norms. It does not pertain to extra-role behaviors, such as organizational citizenship behaviors, nor does it relate to social or legal norms in the workplace. Second, follower disrespectful behaviors involve behaviors that challenge the status quo, including challenging voice behaviors and counterproductive work behaviors towards supervisors. Challenging voice behaviors involve criticizing leaders, or leaders' work processes; thus, leaders are likely to perceive such behaviors as personal (Burris, 2012). According to Burris (2012), leaders are likely to perceive their status as threatened when followers engage in challenging voice behaviors. Thus, challenging voice behaviors may challenge the status quo and threaten leaders' identity. Likewise, counterproductive work behavior towards supervisors is perceived as challenging and threatening behaviors because such behaviors intend to harm people with more power and higher hierarchical level (Bruk-Lee & Spector, 2006). Given that disrespectful behaviors involves non-

task related behaviors, including extra-role behaviors (e.g., challenging voice behaviors) and behaviors violating social norms specifically related to supervisors, such behaviors are different from follower poor in-role performance. Finally, follower violation of social and legal norms involves counterproductive work behaviors towards coworkers and organizations. It is different from poor in-role behaviors because it is related to social and legal norms rather than production norms. It is different from follower disrespectful behaviors because such behavior does not challenge or undermine the authority of leaders. Therefore, I expect that these three follower behaviors are distinct and different.

HYPOTHESIS DEVELOPMENT: INTENTIONAL ABUSIVE LEADER BEHAVIORS AND OUTCOMES

Going beyond the above predictions of what behaviors may trigger three different intentional motives of abusive leader behaviors, I next consider the implications of these intentional motives of abusive leader behaviors. Theories of self-regulation suggest that when people are motivated to overcome impediments and obstacles, they may turn this motivation into actions to overcome disruptions. Doing so, they satisfy their psychological needs and resume functioning at optimal levels (Bandura, 1986; Carver & Scheier, 1982; Gollwitzer, 1990). Thus, when leaders overcome followers' disruptions by engaging in abusive leader behaviors motivated by different reasons, their needs may be satisfied, bringing leaders' higher well-being. I next discuss how intentional abusive leader behaviors meet leaders' different fundamental needs in the workplace.

Consequences of Compliance-driven Abusive Leader Behavior

When leaders perceive poor follower performance, they are motivated to control follower behaviors. Given that leaders have more power and status than followers, one of the most accessible (but not necessarily desirable) ways for them to influence followers is via abusive leader behavior. Compliance-driven abusive leader behaviors include directing followers' behaviors towards the desired outcomes, and deviating their behaviors from the undesired outcomes. For example, leaders may yell at their followers to tell their followers that they have poor task performance and that they should improve their performance. Doing so may show leaders are able to control their followers and the environment around them; thus, they may perceive such actions as effective in the workplace.

When leaders engage in abusive leader behaviors to remind their followers that they have

poor in-role performance, leaders may also perceive doing so as feedback giving to followers. By giving feedback to followers, leaders could facilitate progress towards the desired goal (i.e., high in-role performance). Thus, leaders may feel they get credits for follower better in-role performance or effective outcomes, leading to a sense of competence and accomplishment. Therefore, given that compliance-driven abusive leader behaviors make leaders to feel effective, competent and accomplishment, I believe that doing so satisfies their achievement needs.

Hypothesis 4: Compliance motives have a positive indirect effect on satisfaction of achievement need via abusive leader behaviors.

Consequences of Social Identity-driven Abusive Leader Behavior

When leaders perceive followers do not recognize their power and authority, they are motivated to control how followers perceive them. Previous research has shown that when people's identity is threatened, they tend to engage in aggressive behaviors as a way to protect and defend the desired identity (Aquino & Douglas, 2003; Baumeister, Smart, & Boden, 1996). In a similar vein, when leaders feel their identity in the group is threatened, they may engage in abusive leader behaviors to protect their identity. For example, leaders may put their followers down or ridicule their followers in front of others in order to show that they have higher power and authority. By engaging in abusive leader behaviors motivated by social identity reasons, leaders will reconfirm their identity in the group and be recognized by their power and authority. Thus, leaders are more likely to feel identity need satisfaction after engaging in abusive leader behavior for social identity reasons.

Hypothesis 5: Social identity motives have a positive indirect effect on satisfaction of identity need via abusive leader behaviors.

Consequences of Retributive Justice-driven Abusive Leader Behavior

People tend to believe people get what they deserve (Lerner, 1980). Thus, leaders are motivated to maintain a just world and sustain a justice balance. When such balance is violated, leaders may engage in abusive leader behaviors to restore such balance. This is because leaders may perceive their abusive leader behaviors as legitimate and as ways to punish followers' inappropriate behaviors. Doing so enables leaders to maintain a social order at work and create boundary of appropriate behaviors. For example, if followers spread gossip about their coworkers, leaders may openly ridicule them in response. Doing so would lessen the likelihood that followers engaged in future gossip by establishing the boundary of appropriate behaviors. Leaders could further establish a safe and secure environment by creating social order and boundary of appropriate behaviors at work. Thus, leaders may feel their order needs are satisfied by engaging in abusive leader behaviors for retributive justice reasons.

Hypothesis 6: Retributive justice motives have a positive indirect effect on satisfaction of order need via abusive leader behaviors.

Consequences of Need Satisfactions

To review, abusive leader behaviors is reinforcing because such behaviors could influence leaders' achievement, identity, and order need satisfactions. Such need satisfactions may further influence leaders' well-being. Thus, leaders are motivated to engage in abusive leader behaviors. In fact, previous research showed that need satisfaction influences more general well-being (Deci et al., 2001; Sheldon & Elliot, 1999). Need satisfaction may influence leaders' well-being in multiple ways. It may influence leader behavioral, affective and cognitive outcomes. In this dissertation, I specifically focus on work engagement (a behavioral marker of well-being), positive emotions (an affective marker), and organization-based self-esteem (a

cognitive marker) as leaders' well-being. This is because whether leaders are fully involved with their work (Christian, Garza, & Slaughter, 2011), whether leaders experience positive emotions (Bono & Ilies, 2006), and whether leaders have high self-esteem (Hill & Ritchie, 1977) are especially important for leaders at work. For example, leaders' positive emotions and self-esteem are perceived as one of the indicators of leader effectiveness (Bono & Ilies, 2006; Hill & Ritchie, 1977). In addition, work engagement, positive emotions and self-esteem are the three facets of well-being that are most studied so far (Deci et al., 2001; Sheldon & Elliot, 1999). Thus, I focus on examining how need satisfactions are related to these three facets of well-being.

Behavioral aspect of well-being refers to the extent that people feel motivated and devoted towards their work. People invest their full resources to be involved with their work tasks. Interestingly, work engagement is defined as people's employment of their physical, cognitive, and emotional resources to express their "preferred self" and to devote themselves to work (Kahn, 1990). Salanova, Agut, and Peiro (2005) suggest that engagement is a state where people are vigorous, dedicated, and absorbed at work. Engaged employees put their full energy to dedicate themselves to complete their work tasks (Rich, Lepine, & Crawford, 2010). They are not only physically involved with their work tasks, but also cognitive focused and emotionally connected to their work (Kahn, 1990). Previous research has shown that work engagement brings higher task performance and organizational citizenship behaviors (Rich et al., 2010). Thus, work engagement is a marker of behavioral aspect of well-being.

When people's fundamental needs are satisfied, they are more likely to feel energetic and vigorous (Ryan & Frederick, 1997). They have the vitality available to be involved at work, and to fully concentrate on their task. Thus, it has been shown that need satisfaction is positively related to vigor and dedication (Vansteenkiste et al., 2007). In addition, previous research has

found that when people's needs are satisfied, they tend to work voluntarily and achieve better performance (Baard, Deci, & Ryan, 2004; Gagne, 2003; Kasser, Davey, & Ryan, 1992). Given that need satisfaction energizes people to work on their task, I hypothesize that need satisfaction is positively related to work engagement.

Hypothesis 7a: Need satisfactions (i.e., achievement need, identity need and order need satisfactions) are positively related to work engagement.

Affective aspect of well-being means that people experience positive feelings and emotions. Positive emotions is defined as people's experience of feelings such as excitement and enthusiasm (Barsky & Kaplan, 2007). People experience positive emotions when they experience positive events (David, Green, Martin, & Suls, 1997). Previous research has shown that when peoples' needs are satisfied, they are more likely to experience positive feelings and emotions (Lanaj et al., 2016; Reis, Sheldon, Gable, Roscoe, & Ryan, 2000; Sheldon, Ryan, & Reis, 1996). For example, Sheldon et al. (1996) found that need satisfaction for competence and autonomy fosters people to experience positive emotions. Similarly, I hypothesize that leaders' need satisfaction is positively related to positive emotions.

Hypothesis 7b: Need satisfactions (i.e., achievement need, identity need and order need satisfaction) are positively related to positive emotions.

Finally, cognitive aspect of well-being means that a person cognitively perceives him or herself as someone who is meaningful and worthwhile at work. Such people are satisfied with their roles in organizations. According to Pierce, Gardner, Cummings, and Dunham (1989), organizational-based self-esteem is defined as the degree to which people believe themselves as capable and worthy as organizational members. Previous research has suggested that feeling capable and worthy could be influenced by people's experience of positive and negative events,

including how they are evaluated by others, whether they receive approval by others, and most importantly, whether their needs are satisfied (Greenier et al., 1999). It has been shown that people perceive need satisfaction as a positive event, fostering in them a higher sense of self-esteem (Deci et al., 2001; Gagne, Ryan, & Bargmann, 2003; Heppner et al., 2008). For example, when people feel they are competent, they are more likely to feel a sense of self-worth (Johnson & Forsman, 1995). In fact, Pierce and Gardner (2004) demonstrate that employee need satisfaction fosters higher levels of organization-based self-esteem. Therefore, I hypothesize that need satisfaction enhances people's organization-based self-esteem.

Hypothesis 7c: Need satisfactions (i.e., achievement need, identity need and order need satisfaction) are positively related to organizational-based self-esteem.

Summary

Abusive leader behaviors are detrimental to the target of abuse (Martinko et al., 2013; Tepper, 2000). Paradoxically, such behaviors may not necessarily be as detrimental to actors (i.e., the leaders who engage in abuse). This dissertation aims to understand why leaders intentionally engage in abusive leader behaviors and what they may potentially gain from doing so. Specifically, I hypothesize that follower poor in-role performance, disrespectful behaviors, and violation of social and legal norms may trigger abusive leader behaviors motivated by compliance, social identity, and retributive justice reasons. In addition, engaging in these abusive leader behaviors could satisfy leaders' needs (accomplishment, identity and order needs) and further enhance leaders' subjective well-being.

To examine the proposed model, I use an experience sampling method. This is because I focus on leader specific *behaviors* rather than leadership *styles*, which are patterns of leader behaviors that emerge over time. In fact, Barnes et al. (2015) showed that there is 57% of within-

person variance in abusive leader behaviors, indicating that abusive leader behaviors vary from one day to the next. Thus, examining abusive leader behaviors in a within-person study reflects the dynamic of such behaviors. In addition, examining the proposed model in a within-person study also allows me capture the short-term consequences of abuse leader behaviors (i.e., need satisfactions and subjective well-being). Lanaj et al. (2016) suggest that need satisfactions are also dynamic phenomena that fluctuate over time. Thus, the adoption of an experience sampling method also captures the dynamic of the outcomes variables.

The proposed model was assessed via two daily surveys for fifteen workdays. All the variables were reported from one source (i.e., leaders themselves). In the first daily survey, leaders' baseline need satisfactions and well-being were assessed. In the second daily survey, I assessed follower behaviors, abusive leader behaviors for three different motives, leaders' need satisfactions and well-being. I assessed follower behaviors and abusive leader behaviors at the same time because doing so allows leaders to indicate what follower behaviors trigger them to engage in abusive behaviors and what the motives are behind such abusive leader behaviors. In addition, I assessed leaders' need satisfactions and well-being at both times 1 and 2. Doing so allows me to capture the changes in leaders' need satisfactions and well-being, alleviating the concerns about the direction of causality of the hypotheses (e.g., Johnson et al., 2014; Lin, Ma, & Johnson, 2016).

In addition, although the majority of research to date has used follower report to assess abusive leader behaviors, using self-report in this dissertation has several advantages. First, this dissertation focuses on understanding why leaders intentionally engage in abusive leader behaviors. Having follower report of abusive leader behaviors and their perceptions of why leaders engage in such behaviors are fundamentally different from leader report of the same

variables. For example, leaders may engage in abusive leader behaviors in order to correct follower task-related behaviors (i.e., for compliance reasons); however, followers may perceive that leaders do so in order to show that leaders have more power and authority than followers (i.e., for social identity reasons). Thus, it may be more appropriate (and accurate) to use self-report of abusive leader behaviors and the motives of such behaviors because doing so answers the research questions of this dissertation. Second, follower report of abusive leader behaviors may not purely reflect leader behaviors. Followers' perception of abusive leader behaviors could be influenced by their personality or leadership prototypes (Epitropaki & Martin, 2005; Wu & Hu, 2009). For example, followers with low core self-evaluation are more susceptible to negative information, and more likely to perceive negative behaviors from their leaders, reporting more abusive leader behaviors (Wu & Hu, 2009). Thus, using follower report of abusive leader behaviors may not be adequate. Finally, leaders may engage in abusive leader behaviors towards different employees. The report of one subordinate may not adequately capture all instances of abusive leader behaviors. In fact, Berry, Carpenter, and Barratt's meta-analytic findings (2012) showed that self- and other-report of deviant behaviors are moderately related to each other, that other-report of deviant behaviors account for little incremental variance above and beyond self-report, and that self- and other-report of deviant behaviors exhibit similar patterns of relationships. In a similar vein, Lin et al. (2016) found that using self- and other-report of abusive leader behaviors yielded similar patterns of relationships. Thus, using self-report of abusive leader behaviors was deemed appropriate in this dissertation.

Finally, I examined the proposed model via daily rather than weekly or monthly surveys. Doing so is necessary because leaders are more likely to accurately recall their behaviors and the reasons why they engaged in such behaviors within days rather than over longer periods of time,

such as weeks or months. In addition, given that abusive leader behaviors are not as frequent as other leader behaviors, such as initiating structure or consideration (Lin et al., 2016), assessing leader behaviors for a period of fifteen workdays will enable me to obtain sufficient observations.

METHOD

Sample and Procedure

Data were collected from 375 full-time employees who formally manage at least one direct report. These leaders were employed in a variety of industries, including manufacturing (17%), health care (12%), education (9%), banking (9%) and retail (8%). Their demographics were as follows: about half (54%) of participants were male; their age ranged from 50-60 (46%), 20-30 (27%) and 40-50 (16%); they worked in their companies for 11.58 years (SD = 10.77). On average, they have about 11.05 direct subordinates (SD = 78.39) and 41.55 indirect subordinates (SD = 224.63). They interacted with their subordinates about 21.24 hours (SD = 12.94) out of their average 45.78 work hours (SD = 8.32) per week.

Students in a large Midwest university were asked to recruit leaders (i.e., full-time employees who has at least one subordinate) to participate in the research study. This sample, which focuses on leaders, is appropriate because this dissertation aims to understand why leaders intentionally engage in abusive behaviors. One week before the start of the daily surveys, 529 leaders first completed a one-time survey, which assesses their demographics. Leaders then completed two daily surveys for 15 workdays. Doing so enables me to assess within-person variance of abusive leader behaviors for different motives, leaders' need satisfactions and well-being. This is especially important because this design allows me to assess specific leader behaviors rather than leadership styles, which is an average of leader behaviors over time.

The first daily survey was sent in the beginning of leaders' workday (i.e., in the morning). In the first daily survey, I assessed leaders' need satisfaction and well-being at that time. The second daily survey was sent at the end of leaders' workday (i.e., in the evening). In the second daily survey, leaders were first asked to think about their hostile verbal and nonverbal

behaviors towards their followers during the day and reported the frequency of engaging in such leader behaviors during the day. Then, they were asked to report the motive(s) for performing such behavior, and the follower actions that triggered such behavior. Finally, leaders reported their need satisfactions at work and their own well-being (i.e., work engagement, positive emotions and organization-based self-esteem) for that particular day.

Out of 529 leaders, 448 leaders (85%) completed at least one full day of surveys. On average, leaders completed 9.39 full days of surveys out of their 15 workdays. To ensure the data quality, I employed two criteria for inclusion of the sample. First, we only remained the days where both leaders and followers were at work. If they were not at work, then abusive behaviors would not be able to take place. Second, leaders had to complete at least three full days of surveys. This has been a general rule of thumb to be considered the minimum number of within-person cases for analysis (da Motta Veiga & Gabriel, 2016; Trougakos et al., 2016). The final sample includes 375 leaders (71%) completing an average of 9.44 day of surveys.

Measures

Abusive leader behaviors. Each day, leaders were instructed to think about their hostile verbal and nonverbal behaviors towards their followers, and then indicated the frequency of engaging in such behaviors during the day (1 = "Never" to 6 = "Five or more times"). The hostile verbal and nonverbal behaviors included 24 abusive supervision items adapted from Dalal et al. (2009), Ferris, Brown, Berry, and Lian (2008), and Tepper (2000). Example items are "I told a subordinate that he/she was incompetent," and "I told a subordinate that his/her thoughts or feelings were stupid." Coefficient alphas, averaged across days, was .83.

Intentional motives for abusive leader behaviors. Leaders were asked to consider the hostile verbal and nonverbal behaviors that they engaged in, and then indicate the intentional

reasons for doing such behaviors. Intentional motives will be assessed via the scales developed by Scott et al. (2014). An example item for compliance motive is "behave in the ways that I want him/her to at work." An example item for social identity motive is "think of me as a leader." An example item for retributive justice motive is "see the world as a just place." Leaders reported the extent to which each item described the reason they engaged in abusive behavior (1 = "Strongly disagree" to 5 = "Strongly agree"). Coefficient alphas, averaged across days, were .90 for compliance, .99 for social identity, and .98 for retributive justice.

In order to capture abusive leader behaviors done purely for intentional motives, I controlled for automatic and spontaneous factors that may similarly prompt leaders to engage in abusive leader behaviors. Previous research has suggested that leaders are more likely to engage in abusive leader behaviors when they experience negative emotions, when they lack self-control, and when they received unfavorable treatment from followers (Barnes et al., 2015; Collins & Jackson, 2015; Cropanzano & Mitchell, 2005). Negative emotions, depletion, and reciprocity were measured in daily surveys along with the intentional motives. Leaders were asked to consider the hostile verbal and nonverbal behaviors that they engaged in, and then indicated whether they engaged in such behaviors because of negative emotions, depletion, and reciprocity. Negative emotions were measured with 3 items from PANAS-X developed by Watson and Clark (1994), including "angry," "hostile," and "irritable." Depletion was be measured with 3 items using the scales adapted from Twenge, Muraven, and Tice (2004). An example item is "I feel drained." Reciprocity was measured with 2 items using scales adapted from Eisenberger, Cotterell, and Marvel (1987). Coefficient alphas, averaged across days, were .91 for negative emotions, .94 for depletion, and .98 for reciprocity. Leaders reported the extent

to which each item described the reason they engaged in the abusive behavior (1 = "Strongly disagree" to 5 = "Strongly agree").

Follower-based antecedents for abusive leader behaviors. Leaders were asked to think about the hostile verbal and nonverbal behaviors that they engaged in, the reasons they engaged in such behaviors, and then considered the actions of their followers prior to their abusive behaviors. Based on my theoretical framework, three types of follower actions were assessed: followers' poor in-role performance, disrespectful behavior and violation of social and legal norms. Leaders reported the frequency that their followers engaged in such behaviors during the day using a 6-point scale (from 1 = "Never" to 6 = "Five or more times").

Follower poor in-role performance during the day was measured by 6 items adapted from Williams and Anderson (1991). Example items are "My subordinate did not meet formal performance requirement of the job," and "My subordinate did not fulfill a specific responsibility." Coefficient alpha, averaged across days, was .91.

Follower disrespectful behavior was measured with 8 items adapted from Maynes and Podsakoff (2014), Liang, Farh, and Farh (2012), and Dalal et al. (2009). The items are all reworded towards leaders. Example items are "My subordinates made insulting comments about me," and "My subordinates made critical comments when I asked them to do something." Coefficient alpha, averaged across days, was .82.

Follower violations of social and legal norms were measured with 11 items adapted from counterproductive work behavior towards organizations and coworkers (Dalal et al., 2009; Robinson & O'Leary-Kelly, 1998). Example items are "My subordinate damaged property belonging to the company," and "My subordinate criticized a coworker." Coefficient alpha, averaged across days, was .79.

Need satisfaction. I measured the satisfaction of three types of basic needs: achievement, identity and order. Leaders reported the extent to which they agreed with all items using a five-point Likert scale (from 1 = "Strongly disagree" to 5 = "Strongly agree").

Achievement need satisfaction was measured using items from competence need satisfaction and accomplishment need satisfaction scales. Three achievement need satisfaction items will be adapted from scales by La Guardia, Ryan, Couchman, and Deci (2000) and by Steers and Braunstein (1976). Items are "I feel like a competent person," "I feel capable and effective," and "I feel I am improved on my past performance at work." Coefficient alphas, averaged across days, were .87 for the focal outcome measure, and .83 for the baseline measure.

Identity need satisfaction was measured using 3 items adapted from self-verification need satisfaction scale (Wiesenfeld, Swann, Brockner, & Bartel, 2007) and power need satisfaction scale (Steers & Braunstein, 1976). Items are "I feel others recognize me as a leader," "I feel in control over the events around me at work" and "I feel 'in command.' " Coefficient alphas, averaged across days, were .86 for the focal outcome measure, and .84 for the baseline measure.

Order need satisfaction was measured with 4 items adapted from cognitive closure need satisfaction scale (Neuberg, Judice, & West, 1997). Example Items are "I feel there is social order at work," and "There is little uncertainty at work." Coefficient alphas, averaged across days, were .84 for the focal outcome measure, and .81 for the baseline measure.

Well-being. Three different markers of well-being – which reflect behavioral, affective, and cognitive well-being – will be measured. Leaders reported the extent to which they agreed with all items using a 5-point scale (from 1 = "Strongly disagree" to 5 = "Strongly agree").

Work engagement, a behavioral marker of well-being, was measured with 4 items developed by Rich et al. (2010). Example items are "I exert a lot of energy on the job," and "I

am absorbed by my job." Coefficient alphas, averaged across days, were .80 for the focal outcome measure, and .78 for the baseline measure.

Positive emotions, an affective marker of well-being, were measured with 4 items developed by Mackinnon et al. (1999), including "inspired," "excited," "enthusiastic," and "determined." Coefficient alphas, averaged across days, were .88 for the focal outcome measure, and .91 for the baseline measure.

Organization-based self-esteem, a cognitive marker of well-being, was be measured with 4 items using Pierce et al.'s (1989) scale. Example items are "I am valuable in my workplace," and "I am an important part of my workplace." Coefficient alphas, averaged across days, were .95 for the focal outcome measure, and .96 for the baseline measure.

Analyses

Given that the data were nested within person, I tested the hypotheses using multilevel path analyses in Mplus 7.11 (Muthén & Muthén, 2012). Doing so is appropriate because it takes into account the non-dependence of the data and it allows me to test all the hypotheses simultaneously. The within-person variables – follower behaviors, intentional motives of abusive behaviors, abusive leader behaviors, need satisfactions, and well-being – were modeled as level 1 variables using random slopes. Following the suggestions by Hofmann, Griffin, and Gavin (2000) and Enders and Tofighi (2007), I group mean centered the exogenous variables (i.e., centering around the person). This allows me to show the pure within-person fluctuations by controlling for between-level confounds.

Given that the model is a multi-level model, I followed the recommendations by Preacher, Zyphur, and Zhang (2010) to test mediation and to estimate the significance of the indirect effect. This method allows me to test the indirect effect using simultaneous estimation

method (Preacher & Hayes, 2004). Doing so is more beneficial than using piecemeal estimation approaches (e.g., hierarchical linear modeling) because the piecemeal approach may have potential bias from not estimating all parameters simultaneously. Then, I used Monte Carlo simulation with 20,000 replications to estimate confidence intervals (CI) around the indirect effect.

RESULTS

Tables 1 present the means, standard deviations, and correlations among variables. Before testing hypotheses, I first examined the proportion of within-person variance in my focal variables to ensure that using multilevel analyses is appropriate. Table 2 presents the proportion of within-person variance in each variable. The focal variables showed considerable amount of proportion of within-person variances, ranging from 27% to 60%, suggesting that using a within-person study is adequate. This result also confirmed that these variables vary from one day to another, and justified the use of multilevel analyses.

Table 1 – Descriptive Statistics and Correlations among Study Variables

	Variable	Mean	SD	1	2	3	4	5	6	7	8
Focal Variables											
1	Follower poor performance	1.27	0.40	(.91)							
2	Follower disrespectful behavior	1.06	0.17	.34*	(.82)						
3	Follower violation of norms	1.07	0.17	.29*	.51*	(.79)					
4	Compliance motives	2.53	0.69	.09*	.04*	.02	(.90)				
5	Social identity motives	2.70	0.66	.03	.03^{+}	.02	.57*	(.99)			
6	Retributive justice motives	2.42	0.60	.02	–.01	.01	.44*	.52*	(.98)		
7	Abusive leader behaviors	1.06	0.14	.35*	.55*	.42*	.09*	.03^{+}	.03	(.83)	
8	Achievement need satisfaction	3.90	0.44	–.05*	–.11*	–.05^{+}	.09*	.05*	.04^{+}	–.10*	(.88)
9	Identity need satisfaction	3.81	0.44	–.04^{+}	–.08^{+}	–.00	.05*	.08*	.03	–.02	.54*
10	Order need satisfaction	3.64	0.46	–.10*	–.08*	–.07*	.01	.03	.06*	–.06^{+}	.39*
11	Work engagement	3.68	0.53	.07*	.04	.04	.05*	.04^{+}	.07*	.08*	.20*
12	Positive emotions	3.49	0.50	–.02	–.06^{+}	–.01	.01	.03	.04^{+}	–.03	.33*
13	Organization based self-esteem	4.02	0.40	.03	–.02	.02	.07*	.08*	.05*	–.00	.39*

Note. Level 1 N = 3541, Level 2 N = 375. * $p < .05$, $^{+}$ $p < .10$

Table 1 (cont'd)

	Variable	Mean	SD	9	10	11	12	13
Focal Variables								
9	Identity need satisfaction	3.81	0.44	(.86)				
10	Order need satisfaction	3.64	0.46	.45*	(.84)			
11	Work engagement	3.68	0.53	.17*	.11*	(.80)		
12	Positive emotions	3.49	0.50	.28*	.25*	.23*	(.88)	
13	Organization based self-esteem	4.02	0.40	.39*	.29*	.42*	.33*	(.95)

Note. Level 1 N = 3541, Level 2 N = 375; * $p < .05$, $^{+}$ $p < .10$

Table 1 (cont'd)

Variable	Mean	SD	1	2	3	4	5	6	7	8
Control Variables										
14 Negative emotions	1.64	0.52	.17*	.17*	.11*	.19*	.19*	.23*	.25*	–.09*
15 Depletion	1.84	0.61	.12*	.14*	.10*	.17*	.16*	.19*	.17*	–.14*
16 Reciprocity	1.99	0.66	.05^{+}	.10*	.07*	.26*	.23*	.27*	.13*	.00
17 Achievement need sat. (baseline)	4.01	0.39	–.01	–.00	–.03	.04*	.04*	.04*	.01	.14*
18 Identity need sat. (baseline)	3.89	0.37	–.01	–.03	–.02	.01	.05*	.01	–.02	.13*
19 Order need sat. (baseline)	3.65	0.41	–.00	–.06*	–.07^{+}	–.01	.02	–.00	–.02	.10*
20 Work engagement (baseline)	3.60	0.50	.03	.01	–.00	–.00	.03	.02	.01	.09*
21 Positive emotions (baseline)	3.51	0.51	–.01	–.00	–.03	.00	.01	.02	.01	.12*
22 OBSE (baseline)	4.08	0.33	.04^{+}	.01	.03	.05*	.06*	.00	–.01	.14*

Note. Level 1 N = 3541, Level 2 N = 375. OBSE = Organization-based self-esteem. * $p < .05$, $^{+}$ $p < .10$

Table 1 (cont'd)

Variable	Mean	SD	9	10	11	12	13	14	15	16
Control Variables										
14 Negative emotions	1.64	0.52	–.06*	–.08*	.01	–.10*	–.06*	(.91)		
15 Depletion	1.84	0.61	–.12*	–.12*	.04^{+}	–.19*	–.06*	.57*	(.94)	
16 Reciprocity	1.99	0.66	–.01	.01	–.01	.00	–.00	.37*	.39*	(.98)
17 Achievement need sat. (baseline)	4.01	0.39	.13*	.05*	.06*	.15*	.08*	–.03	–.05*	.05*
18 Identity need sat. (baseline)	3.89	0.37	.19*	.09*	.05*	.11*	.12*	–.07*	–.08*	–.01
19 Order need sat. (baseline)	3.65	0.41	.12*	.19*	.02	.12*	.08*	–.04^{+}	–.07*	–.00
20 Work engagement (baseline)	3.60	0.50	.07*	.01	.22*	.11*	.13*	–.00	–.01	–.02
21 Positive emotions (baseline)	3.51	0.51	.09*	.07*	.09*	.26*	.08*	–.04^{+}	–.07*	.01
22 OBSE (baseline)	4.08	0.33	.12*	.07*	.08*	.11*	.18*	–.05*	–.06*	–.01

Note. Level 1 N = 3541, Level 2 N = 375. OBSE = Organization-based self-esteem. * $p < .05$, $^{+}$ $p < .10$

Table 1 (cont'd)

	Variable	Mean	SD	17	18	19	20	21	22
Control Variables									
17	Achievement need sat. (baseline)	4.01	0.39	(.83)					
18	Identity need sat. (baseline)	3.89	0.37	.49*	(.84)				
19	Order need sat. (baseline)	3.65	0.41	.28*	.35*	(.81)			
20	Work engagement (baseline)	3.60	0.50	.18*	.13*	.06*	(.78)		
21	Positive emotions (baseline)	3.51	0.51	.32*	.26*	.24*	.23*	(.91)	
22	OBSE (baseline)	4.08	0.33	.34*	.34*	.21*	.28*	.28*	(.96)

Note. Level 1 N = 3541, Level 2 N = 375. OBSE = Organization-based self-esteem. * $p < .05$, $^{+}$ $p < .10$

Table 2 – Proportion of Within-person Variance among Study Variables

	Within-person Variance (e^2)	Between-person Variance (r^2)	% of Within-person Variance
Focal variables			
Follower poor performance	0.16	0.15	0.52
Follower disrespectful behaviors	0.03	0.02	0.60
Follower violation of norms	0.03	0.02	0.60
Compliance motives	0.47	0.92	0.34
Social identity motives	0.44	1.06	0.29
Retributive justice motives	0.36	0.96	0.27
Abusive leader behaviors	0.02	0.02	0.50
Achievement need satisfaction	0.19	0.14	0.58
Identity need satisfaction	0.19	0.21	0.48
Order need satisfaction	0.21	0.27	0.44
Work engagement	0.29	0.22	0.57
Positive emotions	0.25	0.32	0.44
Organization-based self-esteem	0.16	0.18	0.47
Control variables			
Negative emotions	0.27	0.34	0.44
Depletion	0.38	0.44	0.46
Reciprocity	0.44	0.64	0.41
Achievement need sat. (baseline)	0.15	0.13	0.54
Identity need sat. (baseline)	0.14	0.20	0.41
Order need sat. (baseline)	0.17	0.26	0.40
Work engagement (baseline)	0.25	0.31	0.45
Positive emotions (baseline)	0.26	0.31	0.46
OBSE (baseline)	0.11	0.19	0.37

Note. Level 1 N = 3541, Level 2 N = 375. OBSE = Organization-based self-esteem.

I then ran multilevel confirmatory factor analyses for my focal variables. I included all of the focal variables. The model has acceptable fit to the data: $\chi 2(2598) = 7368.62$; CFI = 0.92; RMSEA = .02; and SRMR (between) = .06, and all loadings were significant ($p < .05$). I compared this model with another model, where follower behaviors were combined, intentional motives were combined, need satisfaction were combined, and well-being were combined. The alternative model has a bad fit: $\chi 2(2734) = 24847.32$; CFI = 0.62; RMSEA = .05; and SRMR (between) = .09, and it is significantly worse than the proposed model ($\Delta \chi^2$s ($\Delta df = 136$) $\geq$ 17478.7). This finding further established the discriminant validity of my focal variables.

Tests of Hypotheses

Figure 2 shows the results of my analysis. Hypothesis 1 predicted that follower poor in-role performance is positively related to compliance motives of abusive leader behaviors. The results showed that follower poor in-role performance was positively related to compliance motives of abusive leader behaviors ($\gamma = .15$, $p < .01$), supporting Hypothesis 1. Hypothesis 2 proposed that follower disrespectful behavior is positively related to social identity motives of abusive leader behaviors. The results showed that follower disrespectful behavior was not related to social identity motives of abusive leader behaviors ($\gamma = .10$, $p = .11$). Thus, Hypothesis 2 was not supported. Hypothesis 3 predicted that follower violation of social and legal norms is positively related to retributive justice motives of abusive leader behaviors. The results showed that follower violation of social and legal norms was not related to retributive justice motives of abusive leader behaviors ($\gamma = .08$, $p = .40$). Hypothesis 3, thus, was not supported.

Hypotheses 4-6 were to understand how each intentional motive is related to abusive behaviors and how such abusive behaviors fulfill leaders' need satisfactions. In order to ensure that leaders engage in abusive behaviors intentionally, I controlled for previous established

automatic and spontaneous motives (i.e., negative emotions, depletion and reciprocity). In addition, I also controlled for morning baseline need satisfactions in order to assess change, showing that engaging in abusive leader behaviors may fulfill leaders' need satisfactions, and increase their well-being that day. Previous scholars have employed similar methods to study daily effects of activities (e.g., Koopman, Lanaj, & Scott, 2016; Lanaj et al., 2016).

Hypothesis 4 predicted that compliance motives of abusive behaviors have a positive indirect effect on satisfaction of achievement need via abusive leader behaviors. The results showed that compliance motives of abusive behaviors were positively related to abusive leader behaviors ($\gamma = .02$, $p < .01$), but unexpectedly, the results also showed that abusive leader behaviors were negatively related to achievement need satisfaction ($\gamma = -.38$, $p < .01$). The indirect effect of compliance motives on satisfaction of achievement need via abusive leader behavior was negative and significant (indirect effect = .01, 95 % CI = [-.016, -.002]). Thus, Hypothesis 4 was not supported.

Hypothesis 5 predicted that social identity motives of abusive behaviors have a positive indirect effect on satisfaction of identity need via abusive leader behaviors. The results, however, showed that social identity motives of abusive behaviors was not related to abusive leader behaviors ($\gamma = -.00$, $p = .77$), and that abusive leader behaviors were not related to satisfaction of identity need ($\gamma = -.20$, $p = .13$). The indirect effect of compliance motives on satisfaction of achievement need via abusive leader behavior was not significant (indirect effect = .00, 95 % CI = [.000, .006]). Thus, Hypothesis 5 was not supported.

Hypothesis 6 predicted that retributive justice motives of abusive behaviors have a positive indirect effect on satisfaction of order need via abusive leader behaviors. Unfortunately, the results showed that retributive justice motives were not related to abusive leader behaviors (γ

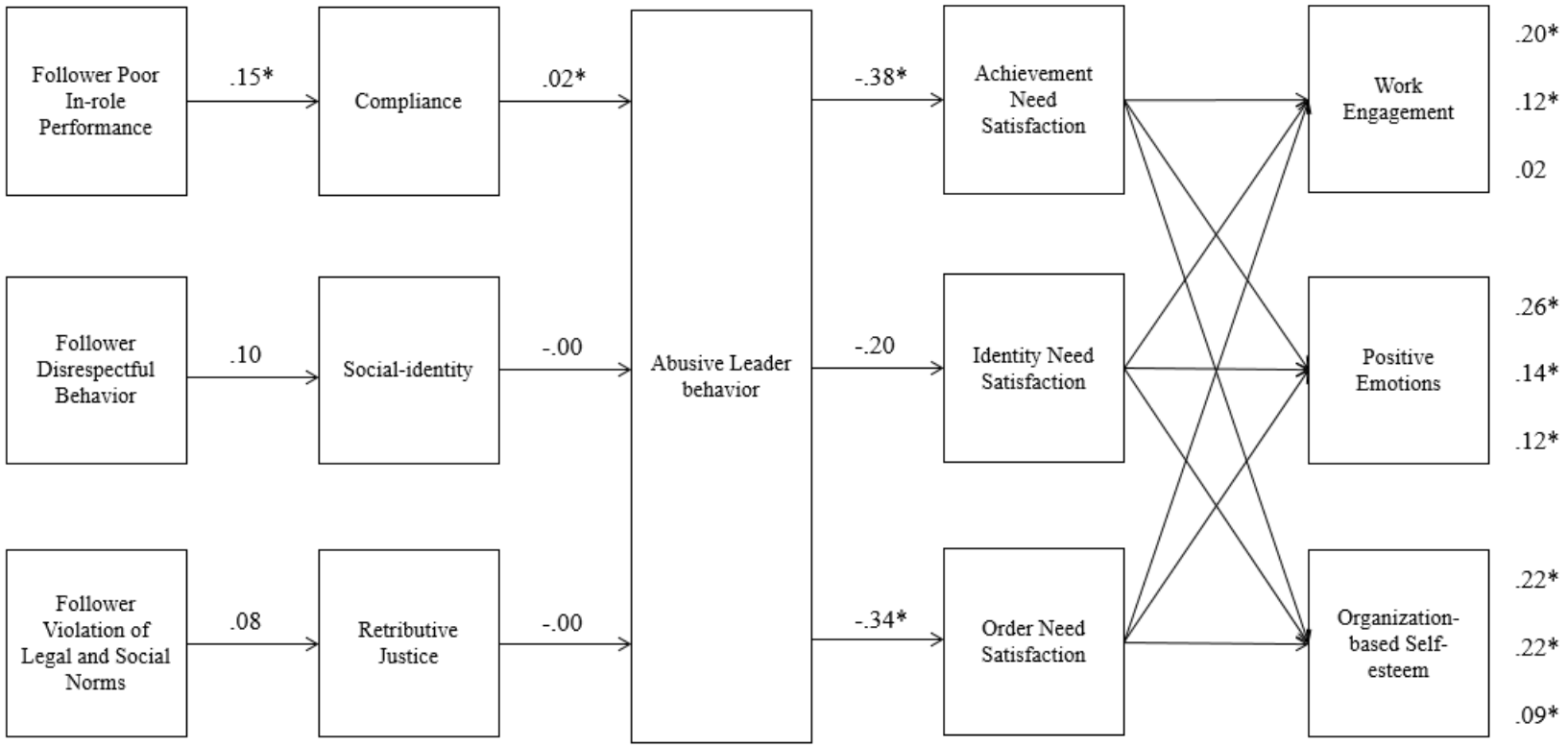
= -.00, p = .62), and that abusive leader behaviors were negatively related to order need satisfaction (γ = -.34, p < .01). The indirect effect of compliance motives on satisfaction of achievement need via abusive leader behavior was not significant (indirect effect = -.01, 95 % CI = [-.004, .004]). Thus, Hypothesis 6 was not supported.

Though I did not hypothesize the relationship between automatic and spontaneous motives (i.e., negative emotions, depletion, and reciprocity) and abusive leader behaviors, I controlled for those motives in order to further understand intentional motives of abusive behaviors. Consistent with previous research (Mawritz et al., 2014), negative emotions were positively related to abusive leader behaviors (γ = .05, p < .01). However, depletion and reciprocity were not related to abusive leader behaviors (γ = .01, p = .20; γ = .00, p = .64, respectively). This result suggests that negative emotions are the primary automatic and spontaneous motives of abusive leader behaviors.

Hypotheses 7a, 7b, 7c proposed that need satisfactions (i.e., achievement need, identity need and order need satisfactions) were positively related to well-being (i.e., work engagement, positive emotions and organizational based self-esteem). I controlled for baseline need satisfaction and well-being to assess change when testing these hypotheses. Doing so allows me to understand how need satisfactions could increase leaders' well-being. The results showed that achievement, and identity need satisfactions were positively related to work engagement (γ = .20, p < .01; γ = .12, p < .01 respectively,), but not order need satisfaction (γ = .02, p = .54). Thus, Hypothesis 7a was partially supported. The results showed that achievement, identity and order need satisfactions were positively related to positive emotions (γ = .26, p < .01; γ = .14, p < .01; γ = .12, p < .01, respectively), supporting Hypothesis 7b. Finally, consistent with Hypothesis 7c,

achievement, identity and order need satisfactions were positively related to organizational based self-esteem ($\gamma = .22$, $p < .01$; $\gamma = .22$, $p < .01$; $\gamma = .09$, $p < .01$, respectively).

Figure 2 – Results of Proposed Model



Note. Level 1 N = 3541, Level 2 N = 375; * $p < .05$

Supplementary Analyses

I conducted several supplementary analyses to further probe the relationships in my model and examine several constructs that could potentially confound the proposed hypotheses.

Abusive leader behaviors. Though the hypotheses were aimed at understanding the potential intentional motives as to why leaders engage in abusive behaviors, I failed to support some of the theory that I developed in the dissertation. I proposed that leaders may engage in abusive behaviors for intentional motives. However, the results showed that some intentional motives were not related to abusive leader behaviors. It may be due to little variance of abusive behaviors or the way I assessed my focal variables. First, as Table 2 shows, the within person and between person variances of abusive behaviors are extremely low (.02). Such little variance prevents me from identifying meaningful relationships. Second, when I was assessing the motives, I first asked the participants to rate the frequency with which they engaged in abusive leader behaviors and then asked them to rate their motives for engaging in such behaviors. This method assumes that leaders must have engaged in abusive leader behaviors on that particular day. However, I conducted the focal analyses on all observations, regardless of whether or not supervisors reported having engaged in abusive behavior on a particular day. It is possible that leaders have the motives to engage in abusive behaviors without exhibiting it. Thus, I reran analyses, this time retaining observations only on days when leaders engaged in abusive leader behaviors. I conducted supplementary analyses in order to address two research questions: (a) What follower behaviors precede abusive behaviors for intentional reasons? (b) How do leaders feel after engaging in abusive leader behaviors for intentional reasons? Similar to what I propose in my dissertation, I proposed that follower poor in-role performance, disrespectful behavior, and violation of social and legal norms are positively related to abusive behaviors for compliance,

social identity, and retributive justice motives, respectively. When leaders engage in compliance, social identity, and retributive justice driven abusive behaviors, their achievement, identity, and order need satisfactions would be fulfilled, respectively. Need satisfactions, in turn, are positively to leaders' well-being (i.e., work engagement, positive emotions, and organizational based self-esteem).

Selecting the observations to days when leaders engage in abusive behaviors results in a sample of 101 leaders who exhibited abusive behaviors on an average of 5.48 days. Table 3 presents the proportion of within-person variance in each variable. Consistent with Table 2, my focal variables showed large amount of proportion of within-person variances, so using a within-person study is adequate. In addition, I have larger within person variance in abusive behaviors for social identity and retributive justice motives. Shown in Figure 3 are the results of the supplementary analysis. These results showed that follower in-role poor performance was positively related to compliance driven abusive leader behaviors ($\gamma = .17$, $p < .05$), and that follower disrespectful behaviors were positively related to social identity driven abusive leader behaviors ($\gamma = .14$, $p < .01$). However, follower violation of norms was not related to retributive justice driven abusive leader behaviors ($\gamma = .00$, $p = .98$).

The results further showed that compliance, social identity, and retributive justice driven abusive behaviors were positively related to achievement, identity, and order need satisfactions, respectively ($\gamma = .14$, $p < .01$; $\gamma = .09$, $p < .05$; $\gamma = .12$, $p < .01$, respectively). Achievement and identity need satisfactions were marginally related to work engagement ($\gamma = .12$, $p < .10$; $\gamma = .14$, $p < .10$, respectively). However, order need satisfaction was not related work engagement ($\gamma = .07$, $p = .23$). Achievement and order need satisfaction were positively related to positive emotions ($\gamma = .20$, $p < .05$; $\gamma = .17$, $p < .01$, respectively), but not identity need satisfaction ($\gamma =$

.07, $p = .32$). Achievement, identity, and order need satisfactions were positively related to organizational based self-esteem ($\gamma = .20$, $p < .01$; $\gamma = .21$, $p < .01$; $\gamma = .12$, $p < .01$).

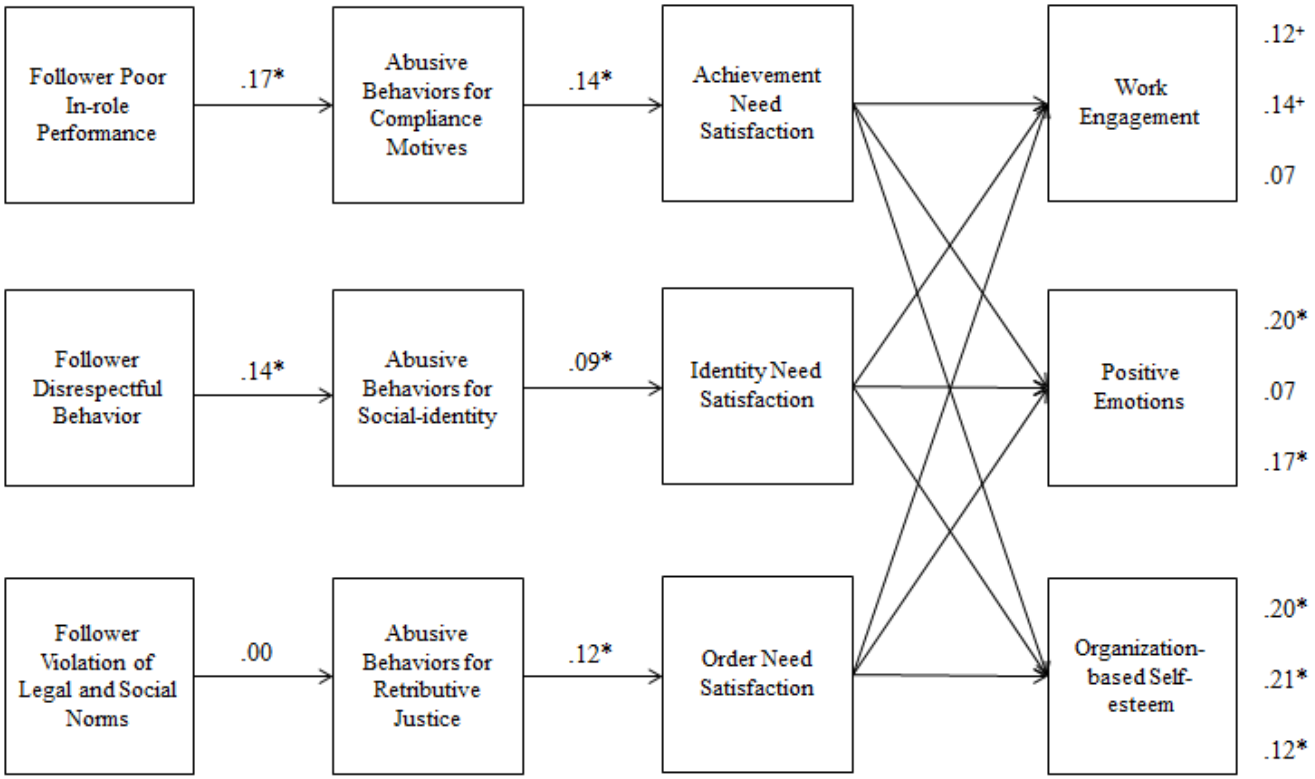
Though the theory suggests that follower poor in-role performance are positively related to abusive behaviors for compliance reasons, follower disrespectful behaviors are positively related to abusive behaviors for social identity reasons, and follower violations of norms are positively related to abusive behaviors for retributive justice reasons, it is possible for cross ties to occur. For example, follower poor in-role performance may signal leaders do not lead the group effectively. If leaders have an identity as effective leaders at work, then such identity may be threatened, so they may have social identity motives of abusive behaviors. Similarly, though the theory suggests that abusive behaviors for compliance reasons are positively related to competence need satisfaction, abusive behaviors for social identity motives are positively related to identity need satisfaction, and abusive behaviors for retributive justice motives are positively related to order need satisfaction, the cross ties may occur as well. For example, leaders may feel they are judges or peacemakers at work after engaging in abusive behaviors to maintain a just world, increasing their order need satisfactions. Thus, because of these reasons, I tested all the cross ties. The results showed that none of the cross ties were significant, implying that the ties I proposed are the primary links.

Table 3 – Proportion of Within-person Variance among Study Variables

	Within-person Variance (e^2)	Between-person Variance (r^2)	% of Within-person Variance
Focal variables			
Follower poor performance	0.31	0.39	0.44
Follower disrespectful behaviors	0.12	0.10	0.55
Follower violation of norms	0.11	0.08	0.58
AS for compliance motives	0.53	0.42	0.56
AS for social identity motives	0.40	0.68	0.37
AS for retributive justice motives	0.39	0.73	0.35
Achievement need satisfaction	0.34	0.14	0.71
Identity need satisfaction	0.34	0.17	0.67
Order need satisfaction	0.34	0.26	0.57
Work engagement	0.32	0.12	0.73
Positive emotions	0.35	0.36	0.49
Organization-based self-esteem	0.21	0.23	0.48
Control variables			
Negative emotions	0.44	0.3	0.59
Depletion	0.53	0.44	0.55
Reciprocity	0.48	0.55	0.47
Achievement need sat. (baseline)	0.19	0.12	0.61
Identity need sat. (baseline)	0.19	0.19	0.50
Order need sat. (baseline)	0.26	0.22	0.54
Work engagement (baseline)	0.3	0.37	0.45
Positive emotions (baseline)	0.33	0.33	0.50
OBSE (baseline)	0.16	0.19	0.46

Note. Level 1 N = 553, Level 2 N = 101; AS = Abusive behaviors; OBSE = Organization-based self-esteem

Figure 3 – Results of an Alternative Model



Note. Level 1 N = 553, Level 2 N = 101; * $p < .05$, $^{+}$ $p < .10$

Positive follower behaviors. I proposed that follower disrespectful behaviors are positively related to social identity motives of abusive behaviors. However, such effect was not supported. It may be due to the fact that I mainly focus on follower negative behaviors, so social identity motives and reciprocity motives may overlap to some extent (the correlation between the two is r = .23). Reciprocity motives of abusive leader behaviors are defined as leaders paying back follower mistreatment by engaging in abusive behaviors (Eisenberger et al., 1987). Follower disrespectful behaviors are one of the follower mistreatments towards leaders as they indicate that followers do not respect leaders' identity, including engaging in counterproductive behaviors towards supervisors and disruptive voice behaviors that challenge the status quo. Thus, when followers disrespect them, leaders may also engage in abusive behaviors for reciprocity reasons, which are paying back negative behaviors without further thoughts. At the same time, leaders may also feel their identity was threatened, so they engage in abusive behaviors intentionally. Thus, leaders were likely to engage in abusive behaviors for reciprocity motives and social identity motives. Therefore, it is possible that the effects of follower disrespectful behaviors on social identity motives were weakened.

Alternatively, it may be possible that follower positive behaviors may trigger leaders' intentional motives. For example, it is possible that constructive voice behaviors may threaten leaders' identity in the group. Constructive voice behaviors are defined as employees express ideas, information and recommendation to change the work context (Maynes & Podsakoff, 2014). Such behaviors include giving suggestions to fix the problems and offering recommendations to improve work practices. However, those behaviors aim to change the work group. According to Burris (2012), speaking up to alter and change generally accepted practices may challenge the status quo, especially to the ones who are in charge. Given that leaders are

someone with high power and status, they are more likely to feel their status or identity in the workgroup is threatened when their followers engage in constructive voice behavior. Therefore, I ran post hoc analyses to examine if follower constructive voice behaviors are positively related to social identity motives of abusive behaviors.

Follower constructive voice behaviors were measured with three items adapted from Maynes and Podsakoff (2014). An example item is "Today, my subordinates made suggestions about how to improve work methods or practice." I measured such behaviors with other proposed follower behaviors in the evening survey. Instead of testing the effect of follower disrespectful behaviors on social identity motives of abusive behaviors, I examined the effect of follower constructive voice behaviors on social identity motives of abusive behaviors. Consistent with my prediction, the results showed that follower constructive behaviors were positively related to social identity motives of abusive behaviors ($\gamma = .07$, $p < .01$). Thus, such proposition is supported.

Different types of disrespectful behaviors. Besides positive follower behaviors, it is also possible that certain types of disrespectful behaviors are more likely to prompt leaders to have social identity motives of abusive behaviors. For example, Spector and Fox (2002) suggest that active deviant behaviors are more likely to be punished than the passive ones because it is directed to the target immediately and is perceived as threatening. Thus, it is possible that active disrespectful behaviors, such as challenging leaders' authority, are more likely to be perceived as threatening, compared to passive disrespectful behaviors, such as ignoring leaders' request. To test this idea, first I ran multilevel confirmatory factor analyses to if disrespectful behaviors scale items loaded on a single factor. The fit statistics showed an acceptable fit: $\chi2(10) = 120.92$; CFI = 0.89; RMSEA = .06; and SRMR (between) = .05, and all loadings were significant ($p < .05$).

This results suggest that only one factor lies in disrespectful behaviors. Though the results suggest it does not worth splitting the scale into two factors, I still ran supplementary analyses to see if leaders are more likely to respond to active disrespectful behaviors than the passive ones. In fact, paying a closer look at the items I have, four out of five items were active disrespectful behaviors, and only one item was passive disrespectful behaviors. The results showed that both active disrespectful behaviors ($\gamma = .07$, $p = .11$) and passive disrespectful behaviors ($\gamma = .07$, $p = .14$) were not related to social identity motives of abusive behaviors. Thus, unfortunately, the results of active and passive disrespectful behaviors did not differ.

It is still possible that other types of disrespectful behaviors are more likely to prompt leaders to feel threatening and trigger them to have social identity motives of abusive behaviors. In particular, person-related disrespectful behaviors, such as made critical comments about leaders, may be more threatening than task-related disrespectful behaviors, such as made critical comments about the work leaders assigned to them. In fact, the supplementary results showed that person-related disrespectful behaviors were marginally positively related to social identity motives of abusive behaviors ($\gamma = .12$, $p < .10$), but task-related disrespectful behaviors were not related to social identity motives of abusive behaviors ($\gamma = .05$, $p = .57$). Thus, the results showed that person-related disrespectful behaviors are more likely to prompt leaders to have social identity motives of abusive behaviors.

Personality. Though it is interesting to understand intentional motives for leaders to engage in abusive behaviors, it is also intriguing for me to understand what personality or individual differences may prompt people to engage in abusive behaviors. That is, instead of looking at what drives leaders to engage in abusive leader behaviors within a day, I also explore what kind of leaders are more likely to engage in abusive behaviors at the between-person level.

Tedeschi and Felson (1994) suggested that people with more power are more likely to engage in aggression because they expect power to help them achieve what they want with low costs. Such belief in power may prompt people to engage in aggression. Thus, it is possible that people with power distance belief are more likely to engage in abusive leader behaviors.

To test this idea, I aggregated daily abusive leader behaviors to level 2 to represent leader tendency of engaging in abusive behaviors. Power distance belief was measured with 8 items developed by Earley and Erez (1997). An example item is "In work-related matters, managers have a right to expect obedience from their subordinates." In order to understand the relationship between power distance belief and abusive leader behaviors, I regressed abusive leader behaviors on power distance belief. The results showed that power distance belief was positively related to leader tendency of engaging in abusive leader behaviors ($\beta = .24$, $p < .01$). Such results support my proposition that endorsing power distance beliefs may prompt leaders to engage in abusive behaviors.

Another individual difference that may be related to abusive leader behaviors is trait self-control. Trait self-control is defined as people's "capacity to inhibit its antisocial impulses and conform to the demands of group life" (Tangney, Baumeister, & Boone, 2004, p. 272). When people lose self-control, they are more likely to engage in counterproductive behavior because they cannot control their impulses (Marcus & Schuler, 2004). Extending this idea to work, leaders with low trait self-control are less likely to suppress their impulses and more likely to express their hostility to followers (Liang et al., 2015). Thus, if leaders are inclined to have low self-control (i.e., have less capacity to control their impulses), they are more likely to engage in abusive leader behaviors.

To test this idea, I measured trait self-control with 10-item self-control scale developed by Tangney et al. (2004) in the one-time survey. An example item is "I am good at resisting temptation." Similarly, I aggregated daily abusive leader behaviors to level 2 to represent leaders' tendency to engage in abusive behaviors. I ran a regression analysis to test this relationship. Supporting the proposition, the results showed that trait self-control is negatively related to abusive leader behaviors (β = -.18, p < .01).

Moderators. I proposed to understand intentional motives of abusive behaviors. Unfortunately, I found that some intentional motives were not positively related to abusive leader behaviors. It is possible that leaders have those motives, but they suppress them so as not to act counter to effective leadership prototypes (Epitropaki & Martin, 2004). Previous research has suggested that people are more likely to lash out and express their hostility to others when they lose self-control (Liang et al., 2015; Tangney et al., 2004). According to Baumeister et al. (1998), people have a limited pool of resource for them to enact self-control. When they run out of their resources, they may experience depletion or mental fatigue. Such depletion may prompt them to engage in deviant behaviors or abusive behaviors (Lin & Johnson, 2015). Thus, it is possible that the positive relationship between intentional motives of abusive behaviors and abusive leader behaviors will be more positive for leaders with high depletion (vs. low).

Instead of treating depletion as a control variable, I treated depletion as a level 1 moderator of the relationships between intentional motives and abusive leader behaviors. I first group mean centered the variables and then created the interaction terms. Unfortunately, the moderating effect of depletion on the relationship between compliance motives of abusive behaviors and abusive leader behaviors was not significant (γ = .01, p = .58). The moderating effect of depletion on the relationship between social identity motives of abusive behaviors and

abusive leader behaviors was not significant ($\gamma = .00$, $p = .79$), and the moderating effect of depletion on the relationship between retributive justice motives of abusive behaviors and abusive leader behaviors was not significant ($\gamma = -.02$, $p = .15$). Thus, unfortunately, the idea that the moderation effects of depletion were not supported. This result may suggest that intentional motives of abusive behaviors were independent from depletion motives of abusive behaviors.

Though I did not find the interaction effect of intentional motives and depletion motives on abusive behaviors, it is possible that trait self-control could serve as a level 2 moderator that moderates the relationship between intentional motives and abusive leader behaviors. According to Tangney et al. (2004), trait self-control is one's capacity to suppress their impulses. Suppressing one's impulses or hostility to others allows people with high self-control form better relationship with others and perform better on tasks (Baumeister et al., 1998; Tangney et al., 2004). Thus, it is possible that leaders with high self-control are more likely to control their intentional motives to engage in abusive behaviors. Unfortunately, the supplementary analyses showed that trait self-control did not moderate the relationship of compliance motives, social identity motives, or retributive justice motives with abusive behavior ($\gamma = -.00$, $p = .81$; $\gamma = -.01$, $p = .42$; $\gamma = .01$, $p = .24$, respectively). Thus, these propositions were not supported.

DISCUSSION

Abusive leader behaviors have long been shown to have detrimental outcomes for followers, work teams, and organizations (Martinko et al., 2013; Tepper, 2000). Given these detrimental outcomes, it is important to understand why leaders engage in such behaviors. The majority of research to date has indicated that abusive leader behaviors are due to negative emotions and depletion (Barnes et al., 2015; Collins & Jackson, 2015; Cropanzano & Mitchell, 2005; Lin et al., 2016). This dissertation takes a needed first step to understand possible intentional motives for leaders to engage in abusive behaviors and why engaging in such behaviors might be reinforcing for leaders. Drawing from theories of self-regulation, I propose that leaders may engage in abusive behaviors for intentional motives, triggered by follower behaviors and that engaging in abusive behaviors for intentional motives may increase leaders' need satisfaction and well-being. To empirically test these propositions, I collected experiencing sampling data from 375 leaders.

The results of this dissertation showed that leaders may engage in abusive behaviors for compliance reasons, and that abusive behaviors are negatively related to need satisfaction. However, the results of the supplementary analysis showed that when leaders engage in abusive behaviors, they may perceive they engage in abusive behaviors for compliance, social identity, and retributive justice reasons, and that intentional reasons of abusive behaviors are positively related to need satisfaction. Such results may suggest that leaders may engage in abusive behaviors for compliance reasons, but when they engage in abusive behaviors, they may give compliance, social identity, and retributive justice reasons. In addition, engaging in abusive behaviors are negatively related to need satisfaction. Only when leaders give intentional reasons,

they will feel good about themselves. In this discussion, I discuss the implications of the results, limitations and future research, and conclusions.

Implications of Results

As I previously reviewed in my results section, some of the hypotheses in this dissertation were supported, while others were not. Several theoretical and empirical reasons may be responsible for the mixed findings, which I discuss below.

Follower behaviors. I extended social interactionist theory of aggression by showing the possible antecedent of compliance motives. Specifically, the results showed that follower poor in-role performance was positively related to compliance motives of abusive behaviors. According to Tedeschi and Felson (1994), people may engage in abusive behaviors for intentional motives. However, we know little about what behaviors may trigger people to have those motives. Integrating social interactionist theory of aggression and theory of self-regulation suggests that follower poor in-role performance could trigger compliance motives of abusive behaviors because leaders may perceive such poor performance as a disruption. Understanding the possible antecedent is important because organizations could provide training sections and inform leaders that they might engage in abusive behaviors when followers do not perform well. However, given that previous research has shown that engaging in abusive behaviors is not an effective way to influence the followers (Tepper, 2000, 2007), organizations could encourage leaders to adhere to justice rules to influence followers rather than to engage in abusive behaviors (Scott et al., 2014). Adhering to justice rules could not only achieve leaders' goal (i.e., get their compliance) but also increase follower job satisfactions (Colquitt, Conlon, Wesson, Porter, & Ng, 2001; Scott et al., 2014).

Though this dissertation attempts to explore other follower behaviors that could potentially trigger intentional motives of abusive behavior, none of the predictions were supported. That is, the results showed that follower disrespectful behaviors were not related to social identity motives of abusive behaviors and that follower violation of legal and social norms were not related to retributive justice motives of abusive behaviors. These unsupported hypotheses may be due to how I operationalized the follower behaviors. First, I define follower disrespectful behaviors as any follower behaviors that indicate not respecting leaders' identity. Thus, when I operationalized it, I included a broad range of follower disrespectful behaviors, including person-related disrespectful behaviors (i.e., followers disrespect their leaders) and task-related disrespectful behaviors (i.e., followers disrespect the tasks leaders assigned to followers). However, the behaviors that are directed to the target are more likely to be perceived as threatening (Spector & Fox, 2002). Thus, as supplementary analyses showed, leaders' are more likely to feel their identity is threatened when followers engage in person-related disrespectful behaviors rather than task-related ones. For example, leaders may not feel their identity is threatened when followers made critical comments about the work they assigned to them because leaders may perceive such comments are about the work rather than leaders themselves. Given that follower disrespectful behaviors are a composite of a wide range of destructive behaviors, the link from follower disrespectful behaviors to social identity motives of abusive behaviors may be weakened. Future research could define disrespectful behaviors more precisely and measure those as person-related disrespectful behaviors.

Second, I define violation of norms as violation of social and legal norms, and operationalize such violation of norms as counterproductive work behaviors towards coworkers and organizations, including criticizing coworkers and saying rude things about the company.

However, it is possible that ethical norms are more relevant. In fact, Christian, Christian, Garza, and Ellis (2012) have suggested that people may feel justified to engage in aggression when someone breaks ethical/moral norms to restore moral order. Therefore, it is possible that leaders may engage in abusive behaviors for retributive justice reasons when their followers engage in unethical behaviors, such as cheating and lying. Future research could assess a broader range of norm violation behaviors, including violation of ethical norms, to see if they are related to abusive behaviors for retributive justice reasons.

Intentional motives of abusive behaviors. This dissertation contributes to abusive supervision literature by proposing and testing possible intentional motives of abusive behaviors. Specifically, I found that follower poor performance is positively related to compliance motives of abusive behaviors and compliance motives are positively related to abusive behaviors. Such results are consistent with previous findings suggesting that follower poor performance may prompt leaders to engage in abusive behaviors (Liang et al., 2015; Walter et al., 2015). However, the majority of research to date has focused on emotion as the mechanism for why leaders engage in abusive behaviors. For example, Liang et al. (2015) suggested that hostility mediates the negative relationship between follower poor in-role performance and abusive leader behaviors. Thus, this dissertation shifts the predominant focus from 'hot' motives like emotions to more deliberative and 'cold' motives of abusive leader behaviors and showed that affecting compliance may be another reason why leaders engage in abusive behaviors.

Unfortunately, I did not find that social identity and retributive justice motives of abusive behaviors were related to abusive leader behaviors. Such results may be due to the fact that those two motives are less relevant for leaders' in-role responsibilities compared to compliance motives. If the motives are relevant for leaders' in-role responsibilities, leaders may feel the urge

the engage in abusive behaviors and respond to such motives quickly. One of the responsibilities that leaders have is to get followers comply and get followers do what leaders ask them to do. Thus, compliance motives of abusive behaviors are more likely to prompt leaders to engage in abusive behaviors because leaders feel they have the urge and need to change their followers quickly. Social identity and retributive justice motives, however, are less likely to be related to leaders' in-role responsibilities. For example, it is not leaders' in-role responsibility to maintain a just world. Thus, it is possible that leaders are less likely to engage in abusive behaviors for identity and retributive justice reasons than compliance reasons. However, leaders would still sometimes engage in abusive behaviors for social identity and retributive justice reasons. To further understand the potential antecedents for leaders to engage in abusive behaviors for social identity and retributive justice reasons and the consequences of them, as part of supplementary analyses in the results section, I only consider days where leaders engage in abusive behaviors. Briefly, when I did this, I found follower disrespectful behaviors were positively related to abusive behaviors for social identity reasons and follower violation of social and legal norms were positively related to retributive justice reasons. I summarize these results in greater detail below in the 'Results of supplementary analyses' subsection.

Outcomes of abusive behaviors. This dissertation extends abusive supervision literature by understanding how abusive leader behaviors could influence leaders themselves. The majority of research to date has focused on the consequences of abusive behaviors towards the recipients, including followers, work teams, and organizations (Martinko et al., 2013; Tepper, 2000). This dissertation, however, takes an actor-centric perspective by focusing on the consequences of abusive behaviors for leaders. Unexpectedly, the results showed that abusive behaviors were negatively related to achievement and order need satisfaction and unrelated to identity need

satisfaction. Such results run counter to my predictions. These unsupported hypotheses may be due to the fact that leaders engage in abusive behaviors for depletion and negative emotions, or that leaders may engage in abusive behaviors for several different reasons other than the ones I examined, such as weather, perceived luck that day, and commute stressors. When leaders engage in abusive behaviors for these incidental reasons, leaders are less likely to feel their competence, identity and order needs are satisfied at work. Given that I cannot preclude all the possible factors driving the relationships, such results could not accurately test my hypotheses, which aims to understand the potential consequences of leaders after leaders engage in abusive behaviors for intentional motives. In the next section, I will discuss the results of supplementary analyses to further understand these hypotheses.

Results of supplementary analyses. In the supplementary analyses, I focused only on days where leaders engage in abusive behaviors because of three reasons. First and foremost, if leaders do not engage in abusive behaviors on a certain day, then asking them why they engage in abusive behaviors that day would not be relevant. Thus, focusing on the days where leaders engage in abusive behaviors is a more adequate approach to understand intentional motives. Second, if leaders do not engage in abusive behaviors on a certain day and they still completed the reasons of engaging in abusive behaviors that day, this may suggest that those participants did not pay attention to complete the surveys. That is, to some extent, these participants failed the attention check. Third, the hypotheses aim to understand the consequences of abusive behaviors for intentional motives. This implies that leaders have to engage in abusive behaviors for such motives. Thus, it is important for me to use abusive behaviors as a check to assume that leaders engage in abusive behaviors and further focus on abusive behaviors for intentional reasons. Thus, in supplementary analyses, I examined when abusive supervisor behavior

occurred, what follower behaviors (if any) were related to abusive behaviors for the three intentional motives (i.e., affecting compliance, social identity, and retributive justice), and whether engaging in such behaviors are reinforcing for leaders. Interestingly, the results showed that follower poor in-role performance is positively related to compliance driven abusive behaviors, and follower disrespectful behaviors are positively related to identity driven abusive behaviors. Such results contribute to social interactionist theory of aggression by suggesting possible antecedent of intentional motives of aggression. Previous research has only focused on follower poor performance as an antecedent of abusive behaviors (Liang et al., 2015; Walter et al., 2015). This dissertation, however, expands the literature by suggesting that disrespectful behaviors may also trigger leaders to engage in abusive behaviors for social identity reasons. Understanding such results is important because it suggests that leaders may attribute their abusive behaviors to follower poor performance and disrespectful behaviors.

In addition, the results also contribute to abusive supervision literature by suggesting that follower behaviors may trigger leaders to engage in abusive behaviors towards them intentionally. The majority of research to date has focused on depletion and negative emotions (Barnes et al., 2015; Collins & Jackson, 2015), which are less controllable and predictable by followers. For example, if leaders engage in abusive behaviors because of their lack of sleep, it is hard for followers to prevent themselves from abused. However, my results suggest that leaders may engage in abusive behaviors for intentional reasons as well. They may perceive they engage in abusive behaviors because of compliance, social identity and retributive justice reasons. Such intentional reasons are more malleable. Organizations could guide and train leaders to engage in other behaviors when they have such intentional motives.

The supplementary results also suggested that compliance driven abusive behaviors are positively related to achievement need satisfaction, identity driven abusive behaviors are positively related to identity need satisfaction, and retributive justice driven abusive behaviors are positively related to order need satisfaction. Such results contribute to abusive supervision literature by exploring one of the potential consequences for leaders who engage in abusive behaviors. The majority of research to date has focused on how abusive leader behaviors influence followers, work teams and organizations (Martinko et al., 2013; Tepper, 2000). Numerous research has indicated that abusive behaviors are detrimental for recipients (Aryee et al., 2007; Mitchell & Ambrose, 2007; Tepper et al., 2007). Given that abusive behaviors are so detrimental for recipients, it is intriguing to understand why leaders still engage in abusive behaviors. This dissertation answers this questions by suggesting that engaging in abusive behaviors for intentional reasons is beneficial to leaders. Specifically, engaging in abusive behavior for intentional reasons may satisfy leaders' need satisfaction and increase their well-being. This results show that leaders engage in abusive behaviors for intentional reasons may benefit them momentarily.

All the focal variables in supplementary analyses were examined at the same time, raising causal order problems. Although my theory suggests that follower behaviors activate abusive behaviors for intentional motives, and doing so may increase need satisfaction and well-being, there are plausible alternative explanations as well. For example, it is possible that when leaders engage in abusive behaviors for intentional motives, such as compliance motives, followers responded with poor performance. Or when leaders engage in abusive behaviors for social identity reasons, followers responded with disrespectful behaviors. To alleviate the concern of alternative explanation, I compared the fit of my proposed model in the supplementary analysis

with the model where follower behaviors and abusive behaviors for intentional motives were reversed. The results showed that my proposed model has lower AIC and BIC (AIC = 9902.39, BIC = 10290.07) than the reverse order model (AIC = 11095.06, BIC = 11509.34). According to Kline (2005), lower AIC and BIC are preferred because they are more likely to replicate. It suggests that my proposed model has a better fit than the reverse causal order model. In addition, to further alleviate the concern of alternative explanation, I controlled for morning baseline need satisfaction and well-being in the analyses, so I could assess change in need satisfaction and well-being.

This dissertation also offers practical implications. This dissertation has suggested that leaders may engage in abusive behaviors for intentional motives – compliance, social identity and retributive justice, not just automatic and spontaneous motives. Understanding this is important because organizations could actually curb abusive leader behaviors. For example, organizations could provide training sessions to inform leaders the detrimental outcomes of abusive behaviors and let them know other ways to get their followers comply, to protect their identity, and to maintain a just world. One way to do so is to adhere to justice rules (Scott et al., 2014). Adhering to justice rules could not only fulfill leaders' motives but also create a positive work environment. Thus, organizations could encourage leaders to adhere to justice rules when they have intentional motives and further curb abusive leader behaviors.

In addition, this dissertation also showed that engaging in abusive behaviors are negatively related to need satisfactions, which in turn are detrimental to leaders' well-being. Thus, organizations could provide training sessions to inform leaders that abusive behaviors are not only detrimental to recipients but also detrimental to the actors themselves. Thus, it is unwise for leaders to engage in abusive behaviors. In addition, though the supplementary analyses

showed that engaging in abusive behaviors for instrumental motives are beneficial to leaders in the short run, the positive indirect effect on well-being is quite small (the indirect effects of abusive behaviors for instrumental motives on work engagement, positive emotions and organizational based self-esteem are around .01 to .02), suggesting that engaging in abusive behaviors for instrumental reasons would not be very beneficial. With the detrimental outcomes for followers, work teams and organizations, engaging in abusive behaviors would not be beneficial at all. Thus, organizations could further inform leaders with the consequences of abusive behaviors for instrumental reasons and prevent leaders from engaging in abusive behaviors.

Strengths, Limitations and Future Directions

I discuss several strengths with this dissertation. First, this dissertation's focus on intentional motives of abusive behaviors addresses a limitation in existing research. Most research to date has primarily focused on uncontrollable motives of abusive behaviors, such as negative emotions and depletion (Barnes et al., 2015; Collins & Jackson, 2015; Cropanzano & Mitchell, 2005; Lin et al., 2016). This dissertation takes a needed first step to understand intentional motives of abusive behaviors. In order to further understand the intentional motives of abusive behaviors, this dissertation controls for previous established motives, including negative emotions, depletion and reciprocity.

Second, this dissertation takes an actor centric perspective to understand consequences of abusive behaviors for leaders. It shifts the predominant focus from followers to leaders. Specifically, I focus on the short-term outcomes of abusive behaviors for leaders themselves. Thus, I collected leaders' daily well-being so that I could further understand the outcomes of abusive leader behaviors for leaders themselves.

Third, I utilized experiencing sampling method in this dissertation. Most research to date has taken a static approach to understand abusive behaviors (Tepper, 2007). However, recent research has suggested that leaders vary their abusive behaviors from one day to another (Barnes et al., 2015; Johnson et al., 2012). Thus, in line with recent research, I took a dynamic approach and utilized experiencing sampling methods. That is, leaders completed two daily surveys for fifteen workdays in this dissertation. Doing so allows me to understand dynamic of abusive behaviors. Using experiencing sampling methods also helps me to control for individual differences, such as social desirability, and ensures leaders have more accurate recalls of the motives for their abusive behaviors.

However, these strengths are still accompanied by some limitations. First, this dissertation has common method bias (CMV) problem as I largely rely on self-report data. I chose leader reports for all of the focal constructs because leaders have the best insight about their motives for abusive behaviors and their feeling and experiences after engaging in abusive behaviors. These motives and feelings are not readily visible to others. To alleviate common method bias, I controlled for some potential within-person confounds, such as transient states, like negative emotions and depletion that may affect the analyses when understanding the intentional motives of abusive behaviors. I also group mean centered daily variables at person level so that potential between-person confounds, such as social desirability and response tendencies, will be controlled for.

Second, I exclusively focus on follower negative behaviors as antecedents of abusive leader behaviors because negative behaviors are more likely to be perceived as disruptions or threats to leaders (Staw, Sandelands, & Dutton, 1981). However, some positive behaviors may also be perceived as threatening to leaders as well. For example, though constructive voice

behaviors are perceived as employee extra role behaviors (Van Dyne & LePine, 1998), such behaviors may alter and challenge the status quo (Burris, 2012). Thus, leaders may feel their identity or status quo in the group is threatened when followers engage in constructive voice behaviors. In fact, in my supplementary analyses, I showed that constructive voice behaviors are positively related to leaders' identity motives for abusive behaviors. Thus, it is possible that follower positive behaviors, such as constructive voice behaviors, may trigger leaders to engage in abusive behaviors. Future research could explore a broader range of follower behaviors (e.g., proactive behaviors) to see whether they trigger abusive supervisor behavior for intentional motives.

Third, this dissertation mainly focuses on intentional motives of abusive behaviors. However, it is possible that some incidental factors could trigger abusive behaviors as well. For example, previous research has shown that weather could influence a variety of employee work behaviors, including punctuality, productivity, and helping (Cunningham, 1979; Lee, Gino, & Staats, 2014; Mueser, 1953). It is possible that weather could also influence abusive leader behaviors. In fact, Larrick, Timmerman, Carton, and Abrevaya (2011) found that high temperature triggers people to experience anger, prompting them to retaliate. Thus, it is possible that leaders are more likely to engage in abusive behaviors on days where temperature is high versus low. Besides weather, another incidental factor that might influence abusive leader behaviors is leaders' commute stressors. If leaders experience stress when commuting to work (e.g., getting in a traffic jams or being pulled over by the police), such stress is likely to carry over to work. In fact, previous research has suggested that stress may prompt people to engage in counterproductive behaviors (Fox, Spector, & Miles, 2001). Similarly, when leaders experience stress, they are more likely to engage in abusive behaviors. Thus, future research could explore

how incidental factors, such as weather and commute stressors, could influence abusive behaviors.

Fourth, this dissertation aims to understand why engaging in abusive behaviors is reinforcing for leaders, so I mainly focus on short-term consequence of abusive behaviors. In the short run, leaders may provide a quick way to get their followers compliance, restore a threatened identity, or create a just world. Doing so may increase their well-being. However, it is possible that abusive behaviors may bring different outcomes to leaders in the long run. For example, after leaders engage in abusive behaviors, they may ruminate about their behaviors at night and feel guilty about such behaviors. Such sense of guilty may prompt them to engage in prosocial behaviors (Baumeister, Stillwell, & Heatherton, 1994), such as helping behaviors or even transformational leader behaviors on the next day.

It is also possible that in the long run, followers imitate and learn from their leader behaviors, engaging in counterproductive behaviors at work (Mawritz, Mayer, Hoobler, Wayne, & Marinova, 2012). With the increase of follower counterproductive behaviors, leaders may feel they fail to lead the group effectively. Thus, their competence need may not be satisfied in the long run, decreasing leaders' well-being. In addition, in the long run, followers may also try to retaliate back to leaders by engaging in counterproductive behaviors (Mitchell & Ambrose, 2007). Leaders may experience negative affect and burnout because leaders need to handle such counterproductive behaviors (Mitchell & Ambrose, 2007; Tepper et al., 2007) that followers acted towards them and the organizations. In addition, followers are more likely to turnover and leave the organizations when leaders engage in abusive behaviors (Harvey, Stoner, Hochwarter, & Kacmar, 2007; Tepper, 2000). In the long run, leaders need to spend additional time and costs in recruiting and hiring new employees. Therefore, engaging in abusive behaviors may not be

beneficial for leaders in the long run. Thus, future research could further explore other leader outcomes of abusive behaviors.

Fifth, this dissertation only focuses on leaders. Specifically, it focuses on leaders' attribution of why they engage in abusive behaviors. However, leadership is a social process with reciprocal interactions involving a leader and one or more followers. It would also be interesting to understand such motives from followers as well. Previous research has focused on two attributions that followers give for abusive supervision – performance promotion and injury initiation (Liu, Liao, & Loi, 2012). However, it is possible that followers may perceive leaders engage in abusive behaviors for other intentional reasons as well. For example, followers may perceive leaders engage in abusive behaviors because leaders feel their identity is threatened or because leaders need to create a just world at work. It is also possible that followers perceive leaders engage in abusive behaviors for unintentional reasons. For example, followers may perceive leaders engage in abusive behaviors because leaders are depleted and exhausted. Thus, future research could explore both intentional and unintentional attribution of abusive behaviors and see if followers would respond differently based on different attributions. For example, if followers perceive leaders engage in abusive behaviors for performance promotion reasons, they may be more likely to focus on their task, increasing their performance. On the other hand, if followers perceive leaders engage in abusive behaviors because they experience negative emotions, followers may retaliate leaders by engaging in counterproductive behaviors.

Another avenue for research is to explore the situations where leaders are sensitive to each intentional motive. It is possible that when leaders are more sensitive to certain motives, they are more likely to respond to the corresponding disruptive event. For example, if leaders are more sensitive to their power or identity in the work group, then they are more likely to respond

to follower disrespectful behaviors. Power distance belief is defined as the degree to which people accept that power is distributed unevenly (Kirkman, Chen, Farh, Chen, & Lowe, 2009). When leaders have high power distance belief, they are more likely to believe that they are inherent with higher power in the group. If followers do not respect them, such high power is threatened; thus, leaders with high power distance belief are more likely to have the motivation to engage in abusive behaviors for social identity reasons. Therefore, it is possible that leader power distance belief may moderate the relationship between follower disrespectful behaviors and social identity motive of abusive behavior.

As another example, if leaders are sensitive to follower poor performance, leaders are more likely to have the motivation to engage in abusive behaviors for compliance motive. Specifically, when leaders' performance evaluation is tied with followers' performance evaluation, leaders are more likely to respond to follower poor performance. In fact, Walter et al. (2015) found that the negative relationship of follower performance with abusive behaviors is stronger when leaders' outcome depends on follower. Thus, it is possible that when followers have poor performance, leaders are more likely to have compliance motives of abusive behaviors for leaders whose performance evaluation is tied with their followers' performance (versus those whose performance evaluation is less dependent on that of their followers).

Conclusions

This dissertation aims to understand the intentional motives of abusive leader behaviors. Understanding intentional motives is critical because most research to date has focused on uncontrollable motives. The findings showed that follower poor performance may trigger leaders to have compliance motives of abusive behaviors, leading to abusive leader behaviors. In addition, this dissertation also takes a needed first step to understand the proximal consequences

of abusive leader behaviors for leaders themselves. Though the results were opposite of my prediction, it may suggest that on days when leaders did not engage in abusive behaviors, they have higher well-being compared to days when they engaged in abusive behaviors.

APPENDICES

APPENDIX A: Between-person Measures

Power: INSTRUCTIONS: Below are a number of statements with which you may agree or disagree. Using the response scale provided, please indicate your agreement or disagreement with each statement. **Reward Power:** In general, I can … 1. … increase my subordinate's pay level 2. … influence my subordinate getting a pay raise 3. … provide my subordinate with special benefits 4. … influence my subordinate getting a promotion **Coercive Power:** In general, I can … 1. … give my subordinate undesirable job assignments 2. … make my subordinate work different for my subordinate 3. … make things unpleasant here for my subordinate 4. … make being at work distasteful for my subordinate **Legitimate Power:** In general, I can … 1. … make my subordinate feel that he or she has commitments to meet 2. … make my subordinate feel like he or she should satisfy his/her job requirements 3. … give my subordinate the feeling he or she has responsibilities to fulfill 4. … make my subordinate recognize that he or she has tasks to accomplish	**Hinkin & Schriesheim (1989)** 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

Expert Power: In general, I can … 1. … give my subordinate good technical suggestions 2. … share with my subordinate my considerable experience and/or training 3. … provide my subordinate with sound job-related advice 4. … provide my subordinate with needed technical knowledge **Referent Power:** In general, I can … 1. … make my subordinate feel valued 2. … make my subordinate feel like I approve of him/her 3. … make my subordinate feel personally accepted 4. … make my subordinate feel important	
Power In my relationships with others at work, … 1. … I can get them to listen to what I say 2. … my wishes do not carry much weight (R) 3. … I can get them to do what I want 4. … even if I voice them, my views have little sway (R) 5. … I think I have a great deal of power 6. … my ideas and opinions are often ignored (R) 7. … even when I try, I am not able to get my way (R) 8. … If I want to, I get to make the decisions	**Anderson et al. (2012)**
Status 1. My peers respect me and hold me in high esteem 2. I am not concerned with my status among my peers (R) 3. I am a highly valued member of my work group 4. I am admired by my peers 5. I have influence over other people's decisions 6. I have a position of prestige and social standing 7. Others do not view me with respect and hold me in esteem (R) 8. Others view positively about me	**Adapted from Need for social status measure** **Flynn et al. (2006, JPSP)**

Power 1. I supervise a large number of subordinates. 2. I formally manage many other people. 3. I can provide rewards to others at my own discretion. 4. I have a great deal of power at work. 5. I have authority to discipline others when needed. 6. My designated role (official title) allows me to control a lot of resources (e.g., budget, personnel).	
Status 7. Others often seek my opinion because they respect me. 8. I have a good reputation among those I work with. 9. I am highly respected by others at work. 10. People look up to me because I am good at my job. 11. I am admired by others at work because I am seen as competent in my work. 12. Coworkers come to me because they trust my judgment.	
Demographics: Tenure Number of subordinates they have Hours/Week Hours interact with subordinate in general Gender Age Race Industry Positions in the organization	

APPENDIX B: Within-person Measures

Are you at work today? **Are your subordinates at work today?** **Are your subordinates around today?**	
Abusive Leader Behaviors: INSTRUCTIONS: Leaders may exhibit different behaviors towards their subordinates daily. In the survey below, we will be asking you questions about the episodes that may have occurred at work with your subordinate. Please take a moment to consider episodes that involved with your subordinate, and then indicate the behaviors that you have engaged in below: <AS> 1. Ridiculed my subordinate 2. Told my subordinate their thoughts or feelings are stupid 3. Gave my subordinate the silent treatment 4. Put my subordinate down in front of others 6. Reminded my subordinate of his/her past mistakes and failures 7. Didn't give my subordinate credit for jobs requiring a lot of effort 10. Expressed anger at my subordinate 11. Made negative comments about my subordinate to others 12. Was rude to my subordinate 14. Told my subordinate he/she was incompetent <CWBI> 16. Criticized my subordinate's opinions or suggestions 17. Excluded my subordinate from a conversion <Ostracism> 19. Ignored or avoided a subordinate 24. Treated a subordinate as if s/he was not there	**Tepper (2000)** **Dalal et al. (2009)** **Ferris et al. (2008)** 1 = never 2 = once 3 = twice 4 = three times 5 = four times 6 = five or more times

Intentional Motives: INSTRUCTIONS: Please continue to think about the episodes that you involved with your subordinates today. The questions below ask you to consider these potential reasons for your actions. Please consider each reason, and then indicate the extent to which it provides an explanation for your actions. **Compliance:** Today, I engaged in these behaviors to ensure that my subordinate would … 5. … obey my orders 6. … behave in the ways that I want him/her to at work 7. … carry out his/her job as I would want him/her to **Social Identity:** Today, I engaged in these behaviors to ensure that my subordinate would … 5. … think of me as a leader 6. … know that I am a leader 7. … have an impression of me as a leader **Retributive Justice:** Today, I engaged in these behaviors because I … 9. … was concerned that people get what they deserve 10. … saw the world as a just place 11. … ensured that people get what they deserve	**Scott, Graza, Conlon, & Kim (2014)** 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
Automatic and/or uncontrollable Motives: INSTRUCTIONS: Please continue to think about the episodes that you involved with your subordinates today. The questions below ask you to consider these potential reasons for your actions. Please consider each reason, and then indicate the extent to which it provides an explanation for your actions.	**Watson & Clark (1994)** **Twenge, Muraven, & Tice (2004)**

Negative Emotions: Today, I engaged in these behaviors because I felt… 1. … angry 2. … hostile 3. … irritable **Depletion:** Today, I engaged in these behaviors because … 1. … I felt drained 2. … my mental energy was running low 3. … I felt like my willpower was gone **Other Motives:** Are there other reasons for you to engage in these behaviors? Yes/No If so, please specify: _____	1= strongly disagree 2= disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
Follower Poor Performance: INSTRUCTIONS: Please continue to think about the episodes that you involved with your subordinates today, and indicate the extent to which your subordinate acted in the following manner. Today, my subordinate … 1. … failed to complete assigned duties 2. … did not fulfill a specific job responsibility 3. … failed to perform tasks that are expected of him/her	**Williams & Anderson (1991)** 1= strongly disagree 2= disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

Follower Disrespectful Behavior: INSTRUCTIONS: Please continue to think about the episodes that you involved with your subordinates today, and indicate the extent to which your subordinate acted in the following manner. Today, my subordinate … 1. … made insulting comments about me 2. … made critical comments when I asked them to do something 3. … made critical comments about the work I assigned to them 4. … challenged my authority in the work unit 5. … ignored what I said to him/her	**Maynes & Podsakoff (2014)** **Liang et al. (2012)** **Dalal et al. (2009)** 1= strongly disagree 2= disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
Follower Violations of Norms: INSTRUCTIONS: Please continue to think about the episodes that you involved with your subordinates today, and indicate the extent to which your subordinate acted in the following manner. Today, my subordinate … 1. … behaved in an unpleasant manner toward a coworker 2. … avoided interacting with a coworker 3. … damaged property belonging to the company 4. … said rude things about the company	**Dalal et al. (2009)** **Robinson & O'Leary-Kelly (1998)** 1= strongly disagree 2= disagree

5. … criticized a coworker 6. … acted counter to company norms	3 = neither agree nor disagree 4 = agree 5 = strongly agree
Achievement Need Satisfaction: INSTRUCTIONS: Below are a number of statements with which you may agree or disagree. Using the response scale provided, please indicate your agreement or disagreement with each statement. <Morning survey> Right now, … 1. … I feel like a competent person 2. … I feel capable and effective 3. … I feel I improved on my past performance at work <Afternoon survey> At the end of the work day, … 4. … I felt like a competent person 5. … I felt capable and effective 6. … I felt I improved on my past performance at work	**La Guardia et al. (2000)** **Steers & Braunstein (1976)** 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
Identity Need Satisfaction: INSTRUCTIONS: Below are a number of statements with which you may agree or disagree. Using the response scale provided, please indicate your agreement or disagreement with each statement. <Morning survey> Right now, …	**Wiesenfeld et al. (2007)** **Steers and Braunstein (1976)** 1 = strongly disagree

1. … I feel others recognize me as a leader 2. … I feel in control over the events around me at work 3. … I feel "in command" <Afternoon survey> At the end of the work day, … 4. … I felt others recognize me as a leader 5. … I felt in control over the events around me at work 6. … I felt "in command"	2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
Order Need Satisfaction: INSTRUCTIONS: Below are a number of statements with which you may agree or disagree. Using the response scale provided, please indicate your agreement or disagreement with each statement. <Morning survey> Right now, … 1. … I feel there is social balance at work 2. … there is little uncertainty at work 3. … work tasks and interactions are orderly <Afternoon survey> At the end of the work day, … 1. … I felt there is social balance at work 2. … there was little uncertainty at work 3. … work tasks and interactions were orderly	**Neuberg et al. (1997)** 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
Work engagement: INSTRUCTIONS: Below are a number of statements with which you may agree or disagree. Using the response scale provided, please indicate your agreement or disagreement with each statement. <Morning survey> Right now, … 1. … I exert a lot of energy on the job 2. … I am striving hard to complete my job 3. … I am absorbed by my job	**Rich et al. (2010)** 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree

<Afternoon survey> At the end of the work day, … 4. … I exerted a lot of energy on the job 5. … I strove hard to complete my job 6. … I was absorbed by my job	4 = agree 5 = strongly agree
Positive emotions: INSTRUCTIONS: Please indicate your agreement or disagreement to how well this list of emotions describes your feeling. <Morning survey> Right now, I feel … 1. … inspired 2. … excited 3. … enthusiastic <Afternoon survey> At the end of the work day, I felt … 4. … inspired 5. … excited 6. … enthusiastic	**MacKinnon et al. (1999)** 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
Organization-based self-esteem: INSTRUCTIONS: Below are a number of statements with which you may agree or disagree. Using the response scale provided, please indicate your agreement or disagreement with each statement. <Morning survey> Right now, … 1. … I count in my workplace 2. … I am an important part of my workplace 3. … I am valuable in my workplace <Afternoon survey>	**Pierce et al. (1989)** 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree

At the end of the work day, … 4. … I counted in my workplace 5. … I was an important part of my workplace 6. … I was valuable in my workplace	5 = strongly agree

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