

Leadership emotional labour and team engagement

The role of the emotional labour of leaders, the culture, and the engagement of employees

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Abstract

Leadership emotional labour and team engagement: The role of the emotional labour of leaders, the culture, and the engagement of employees

This study investigates the impact of how leaders deal with their emotions on employee engagement. To this equation it was summed the cultural background and its influence on the perception and delivery of emotions. Through interviews and questionnaires, research on the field was conducted involving leaders and subordinates from diverse business areas. An adapted version of the scale of the emotional labour of Kruml and Geddes (2000) and the shorter version of the Utrecht Work Engagement Scale (UWES-9) were applied. The findings demonstrate leaders performing higher degrees of emotional labour, influence the engagement of employees regarding their feeling of happiness working intensely, and the sense of bursting with energy. Culture is identified as impacting on the feeling of the appropriateness of expressing emotions, the perception of changing the feelings to match the expectations, and the movement to separate their individuality from the job and team. This study also reveals the level of leadership emotional labour influencing the emotional labour of employees. As practical implications, some organizational policies to support leaders and employees from the diverse cultural background were suggested.

Keywords: emotional labour; leadership; employee engagement; culture

Kurzreferat

Führungsemotionale Arbeit und Teamengagement: Die Rolle der emotionalen Arbeit von Führungskräften, die Kultur und das Engagement der Mitarbeiter

Diese Studie untersucht den Einfluss des Umgangs von Führungskräften mit ihren Emotionen auf das Engagement ihrer Mitarbeiter. Zu dieser Gleichung wurde der kulturelle Hintergrund und sein Einfluss auf die Wahrnehmung und die Darlegung von Emotionen zusammengefasst. Mittels Interviews und Fragebögen wurde auf diesem Gebiet unter Beteiligung von Führungskräften und deren Angestellten aus unterschiedlichen Geschäftsfeldern geforscht. Eine angepasste Version der Skala der emotionalen Arbeit von Kruml und Geddes (2000) und die kürzere Version der Utrecht Work Engagement Scale (UWES-9) wurden angewendet. Die Ergebnisse zeigen, dass Führungspersönlichkeiten, die ein größeres Maß an emotionaler Arbeit aufweisen, das Engagement der Mitarbeiter in Bezug auf ihr Gefühl des Glücklichen, der Arbeitsintensität, und das Gefühl, vor Energie zu strotzen, beeinflussen. Kultur wird identifiziert als einflussnehmend auf das Gefühl der Angemessenheit vom Ausdrücken von Emotionen, auf die Wahrnehmung des Veränderens von Gefühlen um den Erwartungen zu entsprechen und auf die Bereitschaft, ihre Individualität zwischen dem Job und dem Team zu trennen. Diese Studie zeigt auch jenen Grad der emotionalen Arbeit von Führungskräften, welche die emotionale Arbeit der Arbeitnehmer beeinflusst. Als praktische Implikation wurde eine Organisationspolitik vorgeschlagen, in der Führungskräfte und Mitarbeiter aus unterschiedlichen kulturellen Hintergründen unterstützt werden.

Schlagworte: emotionale Arbeit; Führung; Mitarbeiterengagement; Kultur

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List of Abbreviations and Symbols

EL	Emotional labour
LEL	Leadership emotional labour
EE	Employee engagement
SA	Surfacing acting
DA	Deep acting

1. Introduction

Much has been said about emotions, to enhance awareness and transform it into a strategic instrument of action. In the workplace, the list of benefits for those who dominate emotions is substantial. Stronger interpersonal bonds, an image of honesty, recognition as a charismatic and empathetic person, or even an effective professional, to name but a few of them.

However, when it comes to our workplace, are we really letting emotions go beyond our speech and permitting them to transpire from our body, tone of voice, facial expression, gestures, or attitudes? And even more crucial, should we do that?

The response might be frustrating but intriguing: it depends.

Depends on the emotional labour. The concept developed by Hochschild in 1940 reveals we deliver our emotions based on the organizational display rules. Managing emotions in order to convey what is expected of us consumes our energy, attention, and time.

This research considers emotional labour as the management and (non-)expression of emotions to behave as expected for the job position. The strategies to regulate the delivery of the emotion might vary. A continuum range is formed from the point in which we only change the appearance, putting on a mask with the emotional expression required - the called surfacing acting; going to the point where we convey a genuine emotion, the truly felt emotion – named passive deep acting. When we decide to internally manage our feelings and dedicate ourselves to feel what is expected, it is the third form of emotional labour strategy, the active deep acting.

These emotional regulation strategies assumed by an individual, and the perception of feeling rules, were demonstrated to vary significantly according to the culture (Mesquita & Delvaux, 2013). Therefore, the cultural background was a variable emphasized in this research.

Regarding roles, emotional labour was already investigated in a large variety of job positions, mainly the service sector. Salesperson, airline cabin crew, nurses, beauty care professionals, and others demonstrated their management of emotions to represent the professional image expected. Emotional labour is certainly recognized in these job roles, but not limited to them.

Pursuing into the core of the organizations, we might notice other job positions in which is expected a controlling and precise delivery of emotions. The leaders perform as much emotional labour as service workers (Brotheridge and Grandey, 2002).

The expectancy for a figure that might guide, motivate, support, develop, host, monitor, control and still build a sincere and strong relationship requires from leaders substantial emotional labour.

The leadership emotional labour lays mainly on the guidance toward the goals (Humphrey, 2012). This means, one of the consequences of leadership emotional labour is team performance (Moon et al., 2019).

Expanding the idea of performance, this research focused on the study of leadership emotional labour and employee engagement. Assuming as “engaged” the well-performing employee that also establishes a personal relationship with the work and the organization (Schaufeli and Bakker, 2010).

Immersed in this fruitful scenario, this research aims to investigate “Does the emotional labour of leaders influence the engagement of employees and to what extent is a possible connection dependant on the cultural background of those involved?”.

Unfolded from this question, we hypothesize that “Leaders adapt their emotional labour strategy to each situation and perform more than one sort of emotional regulation”, also “The degree of leadership emotional labour required by a leadership role might vary according to frequency, attentiveness, variety, and emotional dissonance”. Regarding engagement, “Leaders who engage more in deep acting and genuine emotions promote higher levels of employee engagement within the team”. Lastly, “The perception of the leader’s emotional labour is influenced by the degree of expressiveness of the culture.”

The current study has considerable contributions. It represents the first attempt to study the influence of leadership emotional labour on employee engagement and correlate it with the cultural background. Also, it addresses a lack of literature regarding the emotional labour of leaders (Humphrey, 2012), and academic research on employee engagement (Schaufeli & Bakker, 2010). This study also foments the literature of culture and its influence on emotions.

2. Theoretical Framework

Immersed in a vastness of very interesting studies, one at a time, the journals, articles, and books were leading us to the final scope of this study. As in a seam where each stitch connects with the previous and the next, the theories were studied to support this research.

In this chapter, the scientific literature is explored to fundament the understanding of the main concepts addressed. It is organized in three broad sub-chapters: emotions, employee engagement, and leadership. All of them opening specific topics outlining the research question.

2.1 Emotions

One of the uniquely human attributes is the expression of emotions. We can concentrate on our inner processes and self-assess feelings and emotions. It is possible to consider the exclusivity of our species being biped, the complex reasoning, the management of feelings and other cognition processes.

It is evident the social factor influencing some of them. A stimulating environment impacts walking, reasoning, attention, memory, and others. Though, emotions are not exclusively associated with the social context. Hochschild (2012) presented a polarized overview gathering the emotion theories in organismic and interactional, as summarized below.

The organismic is the biological approach. It begins in the 1870s by Charles Darwin considering emotion as instinct, therefore universal and comparable to emotions of animals. Darwin focuses on visible gestures and their representation as the prehistoric period.

Two decades later, William James considers emotion as a psychological process of the brain reacting consciously. The emotions are related directly to the body and the influence of the body causes a change in emotions. Also, a last influence on the organismic theory is from Sigmund Freud in the 1920s, the libidinal discharge. Emotion, or affects, motivates unconsciously one to act, as a defence against an unpleasant situation.

Moving to the other strand, the interactional model focus on the social factor and the meaning of the psychological process of experiencing emotion. Here the biological factor appears as a complementary element to compose the emotion.

The contribution of John Dewey, in 1922, to this model was to consider that each emotion is formed in the social context. Later on, Hans Gerth and C. Wright Mills pondered that our emotional expressions were formed by the reaction of the other, and so not necessarily the first impulse of our feelings. In the 1960s, Erving Goffman presented the idea that one consciously suppressed feelings due to unconscious social rules. In this way, each social situation has logic and a sense of obligation.

However, separating theories of emotions into opposite sides is a shallow understanding. Grabbing the social into the organismic it is possible to reference the remarkable "Civilization and Its Discontents" of Freud (1929). It exploits the very force of civility rules on what we show and suppress. Several individual's desires and feelings have no room in a social structured life. Humanity and its impulses must be repressed and controlled to build civility and foment sociability.

The Freudian theory has a biological slant as the impulses originate from the inside seeking expression outside. Still, the social regulations prevent the exposure of more private feelings and keep the coexistence among individuals harmonious.

Lessening the biological basis and bringing into discussion the reference of a social-centred theory, Lev Semenovitch Vigotski considers historic and social characters the more significant. He ponders the biological feature as being one of the three components of emotion. Emotions are determined by the social relations and remain in an intraindividual context. (Vigotski, 1933, as cited in Machado et al., 2011).

The social and cultural context prevails on the emotions to the Vigotski theory. The being is recognized in a specific moment and location. We act and react according to our interaction with reality. The building of the psychological functions, including the emotions, vary and is strongly correlated to the context, being the biological fact a small part of the whole.

The importance of emotions is not unique to the founders of Psychoanalysis and the Culture-Historical Theory. To the Gestalt therapy, emotions are representative of the body, and it brings the truth of the individual experience. Also, to Behaviourism the emotions are an evolutionary legacy added to the individual's history and sustained by the social consequences.

A glance into the theoretic psychological approaches identifies emotions as a human being expression constructed, regulated, motivated, and/or maintained by the social interaction. Contemporarily, there is no more room for extremism. Emotions are for sure a biological process, certainly determined by the social context.

Assuming this perspective and pondering the basic psychological emotion definitions, I follow Gooty et al. (2010) and other scholars considering that “emotions are transient, intense reactions to an event, person or entity” (p. 980). Hence, it is a short-lived sudden response to a personal meaningful trigger.

Facing a quite considerable array of emotions, the difficulty lays in finding consensus on emotions terminology and the identification of basic emotions. Recent research of Ekman (2016), based on scholars of emotions field, results in five main groups of emotions: anger, fear, disgust, sadness, and enjoyment. Each of these groups open a diverse assortment of other emotions.

The scientific research of Paul Eckman resulted in a social project called “atlas of emotions”. The basic groups and the inserted emotions aim to promote emotional awareness through the development of the vocabulary of emotions.

Understanding the terminology of emotions also requires the comprehension of the differentiation with other concepts as moods, affects, and temperaments. Moods last more than emotions and less than affects, also the former is less intense than emotions (Gooty et al., 2010).

Affects are considered individual traits that influence the person to recognize events as positive or negative. Affects are more stable and longer-lasting emotional experience (Gooty et al., 2010). Similarly, temperaments are defined as the inclination to evoke a particular emotion or mood (Goleman, 2020).

2.1.1 Emotions at the workplace

Over the years machinery, systems, infrastructures, and processes have improved, getting into the apex conceivable for the technological moment. Businesses have invested extensively to provide the most productive and profitable backdrop.

It is evident that a company must capitalize on its assets. From a wide perspective, the better the resources, the greater the profits. Yet, as we dig deeper into the outcomes of a company, the personal differences in performance are found in the same settings and job position. People matter.

The relation between individuals, their emotions, and the workplace were firstly approached in 1936, by the human relations movements. The called Hawthorne movement, by Elton Mayo, introduced psychology to the organizational context (O'Connor, 1999),

inaugurating a new management field. This new scientific management emerged under hard criticism from psychologists and mostly sociologists (Muldoon, 2017).

To Mayo, human nature is based on the Freudian idea of the unconscious and the outside suppressor. The manager assumes the role of the outer that maintain order, repressing individuals' impulses, promoting the adjustment, and linking workers' mental, emotional, psychological, and moral with the organization (O'Connor, 1999).

Seven decades after the human relations movement, organizations are still seeking to understand factors that encourage employees to bring their whole selves to work (Iszatt-White, 2009). The barrier to keep our professional side-parted from the other-selves was nurtured for years. It takes time, and only through social reinforcement and a proper safe surrounding, individuals may dispose of their wholeness to work.

Regarding the context, the called "affective revolution" propels the individual to a full commitment to work. This revolution was described by some scholars as the shift of the paradigm from a cognition focused model to a cognition and affective model of organizational behaviour and was only recognized in the last three decades (Gooty et al., 2010).

Several emotional topics are associated with the workplace. Recently, one of the most widespread is emotional intelligence. A classic definition of emotional intelligence involves the awareness to access and regulate emotions (Iszatt-White, 2009). Without this skill people lose themselves in inner conflicts, sabotaging their dedication to work and clear thoughts (Goleman, 2020).

Emotional Intelligence under the eyes of Goleman was initially considered composed of five elements: self-awareness, management of emotions, motivating through emotions, recognizing others' emotions and handling relationships (Goleman, 2020, p.71). Later the same author regrouped it into a four-capabilities model: self-awareness, self-management, social awareness, and social skills (Goleman, 2000). Emotional Intelligence has been studied as specific emotional capabilities, such as empathy and emotion regulation (Gooty et al., 2010).

Associating emotions specifically to the organizational expectations turned up in the literature in the 1940s as "emotional labour". Since its first studies, a lot had been developed on this matter, but only recently was the emotional labour related to the daily task of the leaders.

2.1.2 Emotional labour

Emotional labour as “the management of feeling to create a publicly observable facial and bodily display” sold for a wage is the definition by Arlie Hochschild (2012, p.7), the pioneer author of the topic, with the first version of “*The managed Heart*”, dated from 1940. Hochschild immersed in the reality of airline cabin crews, theorized about the requirement of inducing and suppressing feelings as part of the job.

Scholars criticized the ‘management of feelings’ as an inapplicable focus. The differentiation of the experience of emotion from the expression of emotion (Ashforth & Humphrey, 1993) is also represented by the definition of “emotional labour as the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions (Morris & Feldman, 1996, p. 987).

As researchers dwell on emotional labour, abbreviated to EL, a varied gamma of definitions emerged. In common they retract EL as involving managing emotions/emotional expressions aligned with organizational/occupational display rules (Glomb & Tews, 2004). A significant addition by Glomb and Tews (2004) includes in EL definition the expression and the non-expression of emotions.

In the light of this background, this research considers emotional labour as the management and (non-)expression of emotions to behave as expected for the job position. Considering EL composed of the complexity of an inner controlling and suppressing of emotions and its behavioural response.

Even though the first studies date back from the 1940s it was only after the 2000s that emotional labour was highlighted as a hot research topic. Certainly, a great influence lays on the global economy and the growth of the service sector.

The manufactory industry had already expanded its focus to not only the product but also the service involved. Quoting Hochschild (2012, p.92) “When competition in price is out, competition in service is in”.

Also, the service sector rises its global significance, appearing as one of the greatest shares of the economy. The attention and controlling by organizations of the service delivery increases. The service provider has been required to integrally be involved, seeking the excellent service delivered.

This pursuit of the state-of-the-art in service brought the importance of the purposeful delivery and control of emotions. Therefore, the emotional response of employees became a point of management. According to Morris and Feldman (1996,

p.988), the delivery of emotions desired by the businesses turns out to be a key component of the job performed. So then, “expressing of emotion has now become a market- place commodity”.

The management of emotions as a commercial source is approached in a narrow perspective by Hochschild. She considers feelings a sense, as hearing and sight, that spontaneously emerges as a clue of the self-relevance of our experience. Therefore, as feelings are used to do the job “the worker can become a strange or alienated from an aspect of self – either the body or the margins of the soul” (Hochschild, 2012, p.7).

Hochschild has been criticized because of the restrictive conception of emotional labour. Both strategies defined by her (presented in detail below) are bounded to negative effects. The surface acting represents an individual’s alienation, deep acting is about an altering of the self (Bolton & Boyd, 2003), and the unique benefit to the employee is the financial return (Iszatt-White, 2009).

Ashforth and Humphrey (1993) presented a complementary perspective, expanding the focus on the costs of emotional labour, considering potential benefits. Following the social identity theory, the individual identity is composed of the personal identity – e.g., Traits and abilities, and the social identity – e.g., religion, career. As we pinpoint ourselves into a social group, we tend to embrace the stereotype of that group. No prejudice regarding the authenticity is felt.

The emotional labour bound with the social identity theory results in a perception of a lower cost for the individual. The identification with the role and the willingness to behave as expected for that chosen identity present no damages for the self. In case of great identification of the person with the values and norms of the role, the individual might experience EL as enjoyable, impacting well-being (Ashforth & Humphrey, 1993). Any negative effect of EL would be moderated by the personal and social identities of the individual (Iszatt-White, 2009).

Over the years, emotional labour has been applied to a diverse range of occupations as airline cabin crew (Hochschild, 2012; Bolton & Boyd, 2003), employed undergraduate students (Diefendorff et al., 2005); college leaders (Iszatt-White, 2009); medical service employees (Moon et al., 2019), front-line employees in the service industry (Yang et al., 2019), School principals (Kiral, 2016) working adolescents and young adults (de Castro et al., 2006), to name but a few examples.

Also, the applicability over the world was varied, including US (Hochschild, 2012; Diefendorff et al., 2005; de Castro et al., 2006; Morris & Feldman, 1996), UK (Bolton &

Boyd, 2003; Iszatt-White, 2009), South Korea (Moon et al., 2019), China (Yang et al., 2019), and Turkey (Kiral, 2016).

The recent but great number of studies on emotional labour expands considerably the theoretical framework. Considering our research focus, a delimitation of the subtopics on emotional labour is essential. Therefore, below the comprehension of EL here utilized will be presented in detail.

2.1.2.1 Emotion Regulation

The concept of surface acting and deep acting in the emotional labour theory is widespread. However, where it is exactly located in the theory and what it means are the main questions. Grandey et al. (2005) classify these internal processes as emotion regulation.

Hochschild (2012, p.37) described two diverse strategies to perform emotional labour. The surface acting, considered the most superficial expression of emotion, is described as putting on a mask of the emotion expected. The SA involves expressing without experiencing the emotion, “the body, not the soul is the main tool of trade”.

Deep acting, as a more authentic strategy, involves the effort of modifying internally the felt emotions. It is about the “will to evoke, will to suppress, and will to somehow allow a feeling” Hochschild (2012, p. 39).

Deep acting was presented by Moon et al. (2019) as a cognitive process. Initial evidence confirms one may reframe internally and elaborate emotions by observing the emotional labour being displayed in an interaction between the other two individuals. Hence, the DA involves more than conveying an emotion, it includes cognitive process as attention, memory, thinking and judging, for example.

Diefendorff et al. (2005) called SA and DA as compensatory strategies, as they are associated with the impossibility of delivering spontaneously the applicable emotion. According to him, usually correlating SA with hiding negative emotions or faking positive emotions and DA the attempt to experience positive emotions.

Some scholars long for a third strategy, which would set a more natural and spontaneous delivery of emotions. Ashforth and Humphrey (1993) name it as spontaneous and genuine emotion, that simply represents the delivery of what is felt.

SA, DA and a third construct, which encompass the expression of naturally felt emotions, were demonstrated through the research of Diefendorff et al. (2005). More than only accusing the existence, the frequency of this third structure were higher than SA and DA, indicating a significant role an emotional strategy.

As individuals display the truly felt emotion, they seem sincere (Ashforth & Humphrey, 1993). Hence, genuine emotion promotes a higher perception of authenticity than deep acting (Humphrey, 2012).

The three emotional strategies were also focused on by Kruml and Geddes (2000). However, in a diverse disposition. The deep acting as defined before is named by them as active deep acting. The genuine emotion is called passive deep acting, as a spontaneous process of delivering what is felt. For the authors, surface acting and passive deep acting create a continuum range in which both are placed in the opposite ends, namely emotive dissonance. The deep acting - or active deep acting - is a distinct construct, called by them as emotive effort.

The decision for SA, DA or genuine emotion, regardless of the nomenclature applied, depends on the traits and emotional tendencies of the person, and the perception of the context. However, it does not respond to the degree of emotional labour required for a position. For this, emotional labour dimensions are introduced in the next paragraphs.

2.1.2.2 Emotional Labour Dimensions

Emotional labour as a theory itself is meaningful and distinguishable. However, to understand specificities and identify degrees of emotional labour is essential to pull this concept apart. One of the most cited compositions of emotional labour is the four dimensions of Morris and Feldman (1996). Frequency, attentiveness, variety, and emotional dissonance turned up as elements to interpret the level required to present a proper emotion in an organization. The dimensions, antecedents and relations are presented in Figure 1 and described below.

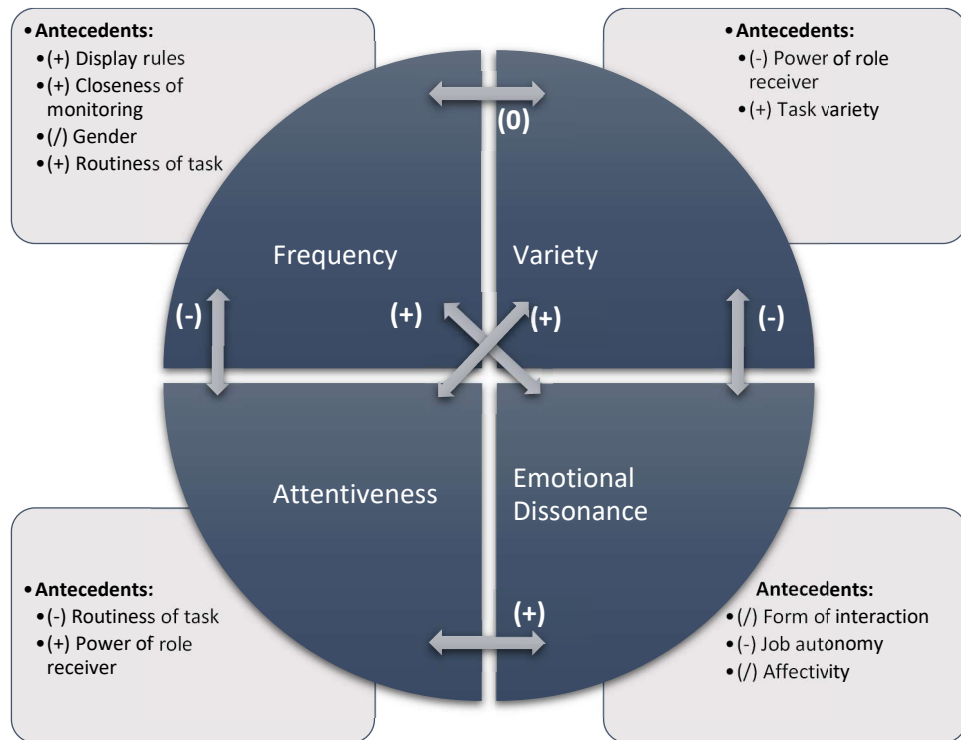


Figure 1: Representation of 4 dimensions of EL and antecedents

Frequency contemplates how often the appropriate emotional delivery required is. It involves the regularity of interaction between the employee and the client. This dimension is positively influenced by how the emotional delivery rules are exposed – explicitness of display rules; by the controlling and monitoring of this delivery – closeness of monitoring; and by how the interaction is regulated by procedures - routineness of tasks. Another influence comes from the gender that, apparently women deliver more emotional response than men (see Morris & Feldman, 1996, for reviews of gender antecedent).

Attentiveness measures how the employee must be vigilant to deliver the emotional reaction expected. It includes the duration and the intensity. So, a longer duration of interaction requiring an emotional delivery and a higher extent of articulating an emotion, demand more attentiveness and consequently, more emotional labour. Routineness of tasks appears also as an antecedent for attentiveness, however, negatively related. So, a standard role demands less attentiveness. Positively related to attentiveness is the importance of the client, known as the power of role receiver.

The variety of emotions required by the role is another dimension to compose the emotional labour. A diverse range of emotions, including positive, negative, or neutral emotions, demands the employee a higher level of EL. An antecedent of variety is the power of the role receiver. As powerful as the client, the probability to show negative or even

neutral emotions are lower. Another influence on the variety of emotions is the task variety, positively related.

Emotional dissonance is the last dimension and presents the conflict between the truly felt emotion and the emotion demanded to be shown. The emotional dissonance is higher for personal interactions because the service provider must control not only what is spoken, but also the body language. Job autonomy is negatively related to emotional dissonance. Also, the tendency to feel a specific mood influences emotional dissonance. If one has positive affectivity or predisposition for positive mood, and the role requires negative emotions delivered, the emotional dissonance is more significant.

The comprehension of an emotional dissonance was already nominated by Hochschild (2012). According to her, the difference between what we feel and what we show is not supported for long periods. Thus, to reduce this distance we might either change the feeling or change the delivery. Usually, if demanded by the job, we change the feeling.

Some scholars approximate the concept of emotive dissonance to the strategy of surface acting (Kruml & Geddes, 2000). If we consider SA delivering emotions different from what is felt, certainly emotional dissonance is associated. However, the dissonance requires a conflict, a strain associated with this distance between felt and feigned.

According to Morris and Feldman (1996), all four dimensions present positive relation to emotional exhaustion. So, the higher the frequency, attentiveness, variety, or emotional dissonance, the higher the sense of exhaustion the employee experiences.

Among them, the 4 dimensions also have correlations, so frequency is positively related to dissonance and negatively related to attentiveness. Attentiveness is positively related to dissonance and variety. The variety is negatively related to dissonance. Frequency and Variety have no direct relationship.

2.1.2.3 Personality traits

Deep acting, surface acting and genuine emotions bind themselves differently to the variables of personality and context. According to Diefendorff et al. (2005) DA is strongly related to situational factors, but SA and genuine emotions are linked more to personal attributes.

It means some specific personality traits forecast the delivery of the emotion truly felt, and the behaviour of hiding or faking emotions. The emotional display rules, the context and the characteristics of the job interfere more with trying to feel what is expected.

In accordance to Diefendorff et al. (2005), an extrovert person is more likely to experience positive emotions, and so more inclined to deliver genuine emotions. By Judge et al. (2009), making use of DA, the extroverts tend to feel more frequently positive affects, but also negative affects. It means extroversion is associated with a more emotionally reactive person, sensitive to all emotional inducements.

Concerning extroversion and introversion, Judge et al. (2009) found out that emotional labour is less gratifying and more arduous for introverts than extroverts. Also, introverts have more emotional exhaustion and negative affects using SA.

The study of agreeableness – people that appreciate positive interactions with others – demonstrated that this trait is significantly associated with predisposition to display naturally felt emotions at work Diefendorff et al. (2005). Hence, people who like to devote themselves to personal interactions usually convey genuine emotions.

Both traits, agreeableness and extroversion, predict less occurrence of faking emotions (SA) and more incidence of genuine emotions. The agreeableness also foresees deep acting (Diefendorff et al., 2005). Thus, those who appreciate interpersonal interaction engage more to feel what is expected.

A slightly similar finding was presented by Brotheridge and Grandey (2002) that identified positive emotional expressivity was negatively correlated with SA. In another rendering, expressive people who tend to have positive emotions are less inclined to engage in surfacing acting.

A high frequency of surfacing acting was associated with people with a high level of self-monitoring, people that seek for managing their image in other people's eyes. Also, fake positive emotions are more frequent among people who usually experience negative emotions (Diefendorff et al., 2005).

Clearly, personality traits and emotional labour strategy configure a correlation in varied directions of influence. The personality trait shapes the chosen EL strategy, due to a tendency of acting. Even, the impact of the emotional regulation strategy in the personality trait is not direct, because the trait is more stable, the emotional costs and consequences of the experience set an indirect effect.

2.1.3 Emotion and Culture

Naturally, no one denies the biological factor of emotions. However, the cultural influence on emotions is as evident as the organic. Some scholars differentiate biological emotions and cultural emotions, but reaffirm, in the end, no emotion is integral neither one nor another (Matsumoto & Hwang, 2012).

The cultural influence in the process of feeling emotions starts when the biological phenomenon goes through an interpretation and classification process. The culture, summed to the context analysis, direct the labelling of the emotion (Matsumoto & Hwang, 2012).

Naming emotions is not a universal and indiscriminate process. Some distinguished emotions are exclusively culture named. To call but a few examples, *Litost* is a Czech word with no precise equivalent translation, that is a feeling related to regret and remorse (Hochschild, 2012). In the same way, Parkinson and Manstead (2015) mention *Schadenfreude*, a German word to describe a pleasure felt with others misfortune. It does not imply it is a feeling that occurs exclusively in these cultures. The sentiments might appear in diverse cultural contexts, however, the process of nominating the specific emotion associated with that situation is distinct by culture.

Even what is considered positive or negative emotions might differ cross-culturally. Pride, for example, was indicated as a negative emotion in India. A distinct reaction if compared with other western cultures (Scollon et al., 2004).

Some patterns and similarities occur across cultures. The reaction to pleasant or unpleasant emotions was demonstrated worldwide (Scollon et al., 2004). Likewise, the facial expressions were shown by the research of Ekman and Friesen (1971) as universal. Comparing the interpretation and expression of facial emotions between literate culture (Western participants) and preliterate culture (New Guinean participants) the results nurtured an evolutionary basis line of thought.

Critical recent studies as American Psychological Association (2011) found out we perceive emotional facial expressions differently. For instance, Chinese participants considered more eyes signals, while Western Caucasians based the interpretation of facial emotion expression on the eyebrows and mouth, highlighting the risk of misunderstanding in cross-cultural interactions.

The further comprehension is evident in the interference of culture. However, also for the conception of facial expressions as an evolutionary basis, culture has elementary

importance. Despite considering the articulation and interpretation of facial expressions non-culture related, and so not learned from the social interaction. The conclusions reaffirm the culture is central in producing the emotion according to the situation and considering its antecedents and its consequences (Ekman & Friesen, 1971).

The context, including culture, influences the pre- and post-process of delivering emotion. The emotion evoked for a person in a specific situation varies in agreement with the culture. Also, the reinforcement of this emotion, the interpretation as an adequate reaction or not is firmly related to the culture one is immersed in.

Specifically, regarding emotional labour and culture, Mesquita and Delvaux (2013) have shown a strong correlation. Their study reveals the feeling of display rules is influenced by the most predominant culture. It means policies of emotional expression different from the prevalent culture faces great resistance.

The use of emotional regulation also varies depending on the culture. Studies demonstrated, for example, East Asians uses more suppression and European Americans more cognitive reappraisal to regulate emotions (Bebko et al., 2019).

Even in the face of the breakthroughs of the research on emotional labour and culture, Allen et al. (2014) affirm emotional labour must expand the studies considering the cross-cultural factors.

Regardless of the culture, some emotions are recognized as commonly expressed. Anger, fear, disgust, sadness, and enjoyment are the consensus by emotions renowned scientists in the field of emotion (Ekman, 2016). However, many other emotions might be expressed, considering the level of expressivity of the culture.

The variety of emotional behaviour across cultures was explored by Gesteland (2005), recognizing the culture as emotionally expressive, variably expressive, and emotionally reserved cultures.

Gesteland (2005) appreciates the emotional expressiveness of culture through three main interpersonal communication styles: verbal, paraverbal, and nonverbal. First, the verbal aspect refers to the words per se, it considers the significance of the words. The paraverbal element is composed of many factors. The silence, for example, has its cultural differences, for expressive cultures a silence longer than two seconds is perceived as awkward, instead, to reserved cultures it is a natural moment for communication. Still, as paraverbal factors, is possible to list tone of voice. Reserved cultures present low monotone and expressive cultures speak loudly. An additional feature of expressive cultures is to

consider interruptions while speaking as usual and part of the conversation, while reserved cultures interpret interruptions as impolite.

The third and last factor of cultural emotion expressiveness, defined by Gesteland (2005), is nonverbal communication, in other words, body language. This category includes four main traits of behaviour:

- Proxemics, that is the spatial distance between people in social or intimate communication.
- Haptics, defining how the people in a particular culture are used to shake hands or touch each other in social interaction.
- Oculistics, presenting the behaviour towards gaze behaviour and intense eye contact.
- Kinesics, including facial expressions and gestures, are usually much more exploited for expressive cultures during the conversation.

Substantial expertise was established regarding emotions and cultural influence. A limit must be taken to keep the topic aligned to the research question. Therefore, the most important for this research is the comprehension that the culture influences what, when and how the emotions are expressed. Also, the culture as leverage of emotions directly affects the emotional labour.

The expression of emotions at the workplace talks about us, our origins, our path, our values. It is part of the individual identity, influencing the way of dealing with tasks, colleagues, and leaders. The expression of the identity at work is also part of a broader concept, employee engagement. The manner one can deliver wholeness at work is the engagement deeply approached in the next chapter.

2.2 Employee Engagement

2.2.1 Definition and approaches

Not far from other business topics, employee or work engagement - here abbreviated to EE - emerged from a dual line of knowledge. A business perception supported by daily learnings, most widespread through grey literature. Along with the academic studies evaluating the practical view and expanding the understanding, theorizing, and empirical analyses.

According to Schaufeli and Bakker (2010) the engagement in business is recognized as first used by the Gallup organization in the 1990s. It refers to the involvement, satisfaction, and enthusiasm of the employee towards work. This association of engagement to an individual emotional attachment to the organization and a desire to stay in the company, approximate the business conception of engagement to the notion of employees' satisfaction and involvement.

The engaged worker is continuously related to organizational financial return and great performance. Phuangthuean and Benchakhan (2018) considers the relationship between employee engagement and organizational performance encourages the involvement of all stakeholders in the topic.

The concept of engagement by academy, which is the focus of this research, emerged recently. Employee or work engagement, as it will be differentiate afterwards, has been stressed only in the past two decades. To Bailey et al. (2015) even after the first academic study in 1990, employee engagement became a topic in evidence only from 2003 on.

Most scholars consider the groundwork for scientific engagement research to be Kahn (1990) (Bailey et al., 2015; Soane et al., 2012; Schaufeli & Bakker, 2010) Kahn's definition relates engagement to the work role (Schaufeli & Bakker, 2010) and considers people attached physically, cognitively, and emotionally to work (Soane et al., 2012; Schaufeli & Bakker, 2010).

Kahn considers engaged the one who expresses his or her individuality at work (Schaufeli & Bakker, 2010). In this way, to Kahn engagement is not a personal trait, instead, it is a state in which an individual is willing to do meaningful work (Soane et al., 2012). To the pioneer, the engaged employee establishes a self-connection to the work and others, being involved and well-performing (Khodakarami et al., 2018).

The remarkable first study on employee engagement is commonly approached on a superficial basis as described above. However, for this study, a deep look into this construct turned up indispensable.

Returning to the initial study on employee engagement, people regulate a degree of expressing and employing (engagement) or withdrawing and defending (disengagement) their selves in the work. Or in Kahn's words "calibrations of self-in-role are personal engagement or personal disengagement" (Kahn, 1990, p.694).

Personal Engagement is the self-presence of the work. Supported by an appropriate condition, the person combines self-employment – an investment of physical, cognitive and emotional energy into the role; and self-expression – displaying their genuine identity, thoughts and feelings within the role. Thus, "people who are personally engaged keep their selves within a role, without sacrificing one for the other." (Kahn, 1990, p. 700)

Personal disengagement was defined as the behaviour of removing personal energies categorizing unemployment of self into the role. One acts in an automatic, apathetic, and effortless way. Also works through self-defence, suppressing emotions and performing according to a defined script (Kahn, 1990).

Khan (1990) defined three psychological conditions influencing employee engagement. To summarize, we presented them as:

- Meaningfulness – the perceived return on personal investment on work. Composed by a challenging task, a role carried for identity and status, and interpersonal valued work interactions.
- Safety – trusted environment to self-expression. Including supportive and trusting interpersonal relationship, open group dynamic, a leader who shows support, resilience and trust, and a task that respects the organizational rules.
- Availability – means how ready people are to engage. It comprises physical disposition, emotional resources to invest, levels of confidence and self-consciousness, and outside life factors.

Following this first definition, some scholars approached engagement as involvement, satisfaction, and enthusiasm (Harter et al., 2002), fulfilling work-related mental state (Schaufeli et al., 2002), psychological presence in the role (Saks, 2006), and cognitive, affective, and physical investments (Shuck and Wollard, 2010) (see Khodakarami et al., 2018, for detailed historic review of engagement definition).

Picking Schaufeli et al. (2002), we verify this definition assumed engagement as an opposite conception to burnout. Those engaged feel the energetic connection with the work,

but instead of stress and exhaustion - as occurs with burnout, they feel involvement and experience efficacy (Schaufeli & Bakker, 2010).

According to this strand, engagement is supported by three main dimensions: *vigor*, including persistence, high levels of energy and mental resilience; *dedication*, more than identification, it involves the sense of significance, pride, enthusiasm, and inspiration; and *absorption* feeling immersed into the role, deeply and fully concentrated (Schaufeli et al., 2002).

Later, Soane et al. (2012) proposed a new view of engagement considering three pillars: activation, positive affect and focus. Also, concerned about the question of whether engagement is a state or a set of behaviour, based on Kahn's perception, decided for the state approach.

Intending to clearly define employee/work engagement, Schaufeli and Bakker (2010) differentiate it from some widely known terms. The most important comparison for this research was related to beliefs (job involvement, organizational commitment) and affects (job satisfaction and positive affectivity). Following it is summarized the main disparities with employee/work engagement.

- Job involvement - categorized the person psychologically involved in the work. It is a concept close to engagement, but not equivalent.
- Organizational commitment - not related to work role, instead, it towards organizations.
- Job satisfaction – satisfaction is related to contentment, instead of excitement, that is engagement. It is a more cognitive approach.
- Positive affectivity – defined as a personal trait, here the context is irrelevant.

Regarding the terminology “employee engagement” and “work engagement” Schaufeli and Bakker (2010) settled a study on the differences between them. The theoretical review defined that “employee engagement” implies the personal relationship with the work and the organization, while “work engagement” is exclusively associated with the work.

2.2.2 Applicability

Although recently addressed, much has been studied about engagement. A significant varied sample is noticed. To quote some, we list architecture firm and summer camp staff (Kahn, 1990), public health care organization, members of trade unions, Workers

from Educational Department, and dentists (Seppälä et al., 2009), workers from elderly service units (Fong & Ng, 2012), students of architecture and engineering, county extension agents, and individuals employed in a public sector organization (Mills et al., 2012), manufacturing company (Soane et al., 2012), government officers (Phuangthuean et al., 2018).

A great variation of study location is also perceived as we cite West Indies and United States (Kahn, 1990; Mills et al., 2012), Finland (Seppälä et al., 2009), United Kingdom (Soane et al., 2012), China (Fong & Ng, 2012), Thailand (Phuangthuean et al., 2018).

Some findings on particularities of engagement will increment the discussion chapter of this research. However, quite broad topics might already compose the understanding of engagement.

Engagement is extensively associated with positive consequences: personal development (Schaufeli & Bakker, 2010), organizational performance (Soane et al., 2012; Schaufeli & Bakker, 2010), organizational citizenship behaviour, and reducing turnover intention (Soane et al., 2012).

Regarding stability, engagement is presented with a higher level than other work-related emotions, but less stable than personality traits. A longitudinal study suggests work engagement presented stability over 3 years of accomplishment. It may suggest an individual tendency to feel work engagement (Seppälä et al., 2009).

An important consequence of the engagement studies is the unfolding development of measurement instruments. Based on the potential benefits to workers and companies, academia and businesses have been seeking for a tool to evaluate engagement, supporting fomenting practices.

Therefore, a heap of engagement scales might be found in the literature. Some varying due to the basic understanding of engagement. Even those who based the concept of engagement as the opposite of burnout, do not believe the burnout commonly used scale (Maslach-Burnout Inventory – MBI) is satisfactory to measure engagement, defending an independent measure to identify engagement (Schaufeli et al., 2002).

Scholars have dedicated their research to review, analyse and evaluate the engagement scales. Khodakarami et al. (2018) to orient a decision-making process of choosing engagement scale, studied the six most important scales of employee engagement:

- Utrecht Work Engagement Scale – UWES (Schaufeli and Bakker, 2003)
- Three-dimensional scale of May (May et al., 2004)
- Organizational engagement scale – OES (Saks, 2006)
- Job engagement scale – JES (Rich et al., 2010)
- Intellectual, social and affective engagement scale – ISA (Soane et al., 2012)
- Employee engagement scale – EES (Shuck et al., 2014)

Every scale has its value and importance, however facing the need for a selection, this researcher opted for Utrecht Work Engagement Scale (UWES). It has been considered the most widely used measure of engagement (Schaufeli & Bakker, 2010; Mills et al., 2012; Khodakarami et al., 2018). More profound studies about UWES will be approached during the method session.

The scale is only a tool to facilitate the comprehension of the degree of engagement, but what is more essential is the perception that engagement is the expression of individuality. Subject of influence, the engagement boosts the demand for considering the founts of influence within the workplace. One crucial source is surely the leader, representing the organization within the micro-environment. It guides us to explore the theories of leadership through the next lines.

2.3 Leadership

Much has been said, written, and developed about leadership. It became a convergent theme of different fields of study. The varied range of theories defined the behaviours, traits, or styles of a (great) leader. However, the theories and conceptions are still marked by inconsistency and contradictory bases. In order to reach the extensive range of leadership theories, Furnham (2005) developed an excellent comparative study on the theories and their specificities. This study underpins the understanding of leadership theories applied here.

Most of the leadership theories are categorized into three groups: trait, behavioural, and situational. The trait theories present the leader as a person with a certain set of competencies that distinguish them from the non-leaders. The behavioural scholars depict the leader regarding some preferences and styles, such as how much the leader delegates; if he/she is authority; or it relates to the focus on relationship or results. The last approach, situational, considers leadership far from a bunch of traits that respond to any context. On contrary, leadership varies adapting to the circumstances. Also, a fourth and most recent trend is presented and involves transformational, charismatic, and visionary leadership (Furnham, 2005).

Although leadership theories awaken a fascinating discussion, considering the compromise with the research topic, only one situational leadership theory, some traits, and part of the fourth trend will be presented here. They were selected based on the principles and beliefs of the researcher, but also pondering the leadership trends most correlated to the literature of emotions.

The validity and meaningfulness of the traits and behavioural theories are undeniable. Though, these pages are guided by the situational approach of leadership, due to the comprehension of a diversified reality demanding adapted styles. The leadership style, in this matter, would be a strategic temporary choice addressed to the context demands. Among the variety of situational theories, we based our comprehension on the six leadership styles of Goleman (2000).

1. Coercive style: the approach is directive, the guidelines are imposed, and the employee is expected to only to follow the orientation.
2. Authoritative style: establish the goals and a vision, also allowed people to behave with autonomy.
3. Affiliative style: the leader focuses on the people, their morale, and prioritize team building.

4. Democratic style: include the team in the decision-making process, pressing forward liability and engagement.
5. Pacesetting style: leader determine high-performance requirements and act as an example.
6. Coaching style: concentrating on the development of long-term strength, assisting the team concerning their weaknesses.

2.3.1 Leadership and Emotions

The process of selecting the leadership style considered by the situational theory, according to Iszatt-White (2009), already recognize the need for emotional awareness, to decide on the best leadership style for the condition.

Currently, emotions are profoundly related to the process of leading (Iszatt-White, 2009; Gooty et al., 2010) and its influence on the outcomes from leaders and their teams (Gooty et al., 2010). Also, an element that differentiates leadership from headship - manager enforced to the followers - are the common feelings (Furnham, 2005).

Emotion is a constant element recognized within the leading processes. However, certain leadership theories receive an instantaneous association to emotions, for example, the charismatic and transformational leadership styles (Iszatt-White, 2009; Gooty et al., 2010).

Charismatic and transformational are often consider equivalent models. The leaders attribute meaning to the work, so followers concentrate their energies to respond to work goals (De Hoogh et al., 2005). The correlation between charismatic and transformational leadership style and emotions were demonstrated by a recent neural-based study (Wang, 2019). Despite the varied brain activation depending on the four-leadership style analysed - charismatic, transformational, destructive, and culturally responsive school leadership -, emotion was the common factor present in all of them.

Regarding charismatic leadership, the part of the brain that is activated when a leader envisions the future is the same as it is for emotions. Transformational leaders have a more direct relation through expressing positive emotions and realizing followers' emotions (Wang, 2019).

Relate to specific leadership personality traits, skills, or behaviours, frequently the five-factor model of personality is cited. According to De Hoogh et al. (2005), the five factors – extroversion, agreeableness, consciousness, neuroticism, and openness to experience – might predict leader effectiveness. Also, Furnham (2005) cited studies that determined the

Big Five traits predicted transformational leadership behaviour. Specifically, extroversion and agreeableness are positively related to transformational leadership.

Highlighting these two traits, emotions and neural processes, Wang (2019) recognized leaders' extroversion activating a large volume of the brain structure of emotions. Agreeableness was identified in the superior temporal sulcus that supports emotional contagion and empathy.

The importance of empathy to the leading process was emphasized because of the demand for electing an appropriate emotional expression (Humphrey et al., 2008) and towards to establish a better relationship and share identity with followers (Gooty et al., 2010)

Understanding and describing some personality traits and leadership styles is not a precise assurance of a pattern of behaviour and consequences. De Hoogh et al. (2005) accentuates the essential role of the context and the situation requirements into the leadership styles and traits responses.

2.3.2 Leadership Emotional Labour

Hochschild (2012) already in her first sketch identified a bunch of occupations correlated to the concept of controlling the delivery of emotions according to job expectations. The proper construct of emotional labour was created through research involving flight attendants.

The first studies explored primarily the most notorious "service with a smile" occupations. One by one, salespeople, nurses, caregivers, school workers, beauty care professionals, and other services were observed under the slant of the emotional labour.

According to Morris and Feldman (1996), countless other roles should be studied, as delivery rules and social expectations are identified in various job positions. Even after the highlighted importance, the emotional labour of leaders remained a worthwhile field of study (Humphrey et al., 2008).

The intricacy involving leadership and emotional labour was briefly considered in the literature up to the 2000s. The opening research of Hochschild (2012) and Ashforth and Humphrey (1993) outwardly mentioned it.

The pioneer study focused on leadership emotional labour was Brotheridge and Grandey (2002). It pointed out the frequency of performing EL of leaders and other service

workers were equivalent. It means the occurrence of a leader delivering emotional labour was similar to a salesperson's.

The significance of this is tremendous. It implies that leaders dealing with their teams are doing business. As the leader became the inspiring, change agent, who embraces the individualities and reinvigorates the enthusiasm, the leader is peddling a vision, a team culture, and a purpose.

To Humphrey (2012), to move the team towards the goals, a leader must express emotions and lead with EL. Therefore, a leader performs emotional labour always when they display emotion to influence the subordinates, their moods, and motivations. It demands a leader who remains with a consistent image beyond the office door.

In contrast to other leadership theories, leadership emotional labour, also referenced by its abbreviation LEL, is not a leadership style, it is a tool of management (Iszatt-White, 2009), a set of behaviours to support the relationship between leader and team (Humphrey, 2012).

Either if the leader interprets the situation and the follower level of maturity, if the leader has the perfect leadership traits, or if the leader believes people like or dislike working, all of them must manage greatly their emotions to impact the team.

However, commonly EL is correlated to charismatic and transformational leaders, as if the leaders first assume this leadership style, then performs EL. Nevertheless, the relation cause-effect might be the opposite. To Humphrey (2012) the leader who performs EL might develop a better relationship with team members, and be recognized as charismatic, and transformational.

Thus, a great implication of the studies on Leadership EL is that leaders that express more emotions at work are considered more charismatic and are better motivators (Humphrey et al., 2008).

At this point, it is important to emphasize that the correlation between charismatic leadership style and emotional labour is not exclusive. The leader who conveys emotional labour is more frequently recognized as charismatic. Although leaders with other leadership styles also greatly express emotions.

Humphrey (2012) pointed out leadership styles, such as pragmatic or transactional, also deliver emotions well. Considering the orientation slant, not only the relationship oriented leaders, but also the task oriented leaders need to be able to express the proper emotion (Humphrey et al., 2008).

The awareness of emotions might also speak about emotional intelligence. According to Humphrey et al. (2008) the emotional intelligence guides the leader to recognize the timing to deliver EL and may facilitate the use of genuine emotional and deep acting.

Regarding the differences in EL strategies, the use of DA and genuine EL, even to express negative emotions, helps leaders to develop a better relationship with followers. Also, the leaders are perceived as more authentic and honest (Humphrey, 2012).

Employees recognizing their leader deep acting towards the customer is positively related to followers' perceptions of authentic leadership. An effect of the perception of authenticity of the leader is identification and trust that conducts to higher levels of job performance (Moon et al., 2019).

The surface acting is not always perceived as a negative behaviour. Employees consider SA, in a case of restricted time and resources, a crucial strategy (Moon et al., 2019).

Even not being disapproved by employees, the SA presents higher levels of dissonance, the level of discrepancy between what is felt and what is delivered. The stress is recognized as tied with the dissonance. The greater the dissonance, the more intense the psychological cost to the leader is, and a stressful experience to him/her and the followers. SA involves the highest ratio of emotional dissonance, therefore it is more stressful (Humphrey, 2012).

DA and genuine EL present higher rates of coherence between the felt and the delivered emotions, so lower level of dissonance and stress. Genuine EL may lead to stress not because of dissonance, but due to over-commitment (Humphrey, 2012).

Additionally, the longitudinal aspect and the scope of emotions arise the complexity of leadership emotional labour. The continuing relationship of leaders and followers, instead of a single occasion, which is common in the render service, add density to the LEL (Iszatt-White, 2009). Also, a vast and more complex range of emotions is required of the leader, compared to the traditional positions of the service industry studies on this topic (Iszatt-White, 2009).

Scholars also consider the concept of "acting in good faith", which means the fake emotions delivered for a good reason. Humphrey (2012) exemplify a leader whose emotional exhaustion is high but believe in the team potential and wants to boost the commitment of the team, so fake enthusiasm in "good faith."

The benefits for the wellness of EL may come only for skilled leaders who learn with the experience of performing EL and develop a more efficient role. The use of genuine EL and DA by leaders enhance the trust of the followers and develop the relationship with them. A moral committed leader is more propensity to perform EL to achieve proper goals (Humphrey, 2012).

Engaging in EL the leader influences emotions and moods of the followers, and consequently shape their performance. So, the effort to influence subordinate emotions may result in a more effective leader (Humphrey et al., 2008)

In the current scenario, most of the leadership EL studies approached antecedents and consequences of LEL (Moon et al., 2019). As antecedents, the purpose of influencing the group member's emotions (Humphrey et al., 2008).

As consequences of performing LEL, the follower performance (Humphrey et al., 2008; Moon et al., 2019), the leader effectiveness (Humphrey et al., 2008), the staff feeling valued (Iszatt-White, 2009).

The findings of the research on LEL shed a light on a leader awareness of one's emotions in order to choose the perfect timing and emotional answer to influence the team. This emotionally expressive leader might be identified in various leadership styles, but it is commonly associated with the charismatic and transformational. The strategies of deep acting and genuine emotional labour aggregate to this leader a trustful and profound relationship with the team. The demanding judgement to choose the emotion in a vast range and the intensity performing EL to motivate the teams might expose leaders to a more stressful position regarding EL.

With the theoretical basis solidified, it is the moment to understand the development of this research. The methodological definitions, the research strategies and the unfolding of every stage are then approached in the next chapter.

3. Methodology

3.1 Research Design

This thesis examines the influence of the leaders' "emotional labour" on team members' "employee engagement". Both constructs are fundamentally influenced by social and individual factors like culture, gender, age, business field and personality traits. Therefore, these control variables were also approached in the study.

Among the mediating variables, culture was highlighted considering the growing tendency of multicultural teams and the robust impact of culture in the way one delivers and understands the expression of emotions. In this context, cultural diversity became a requirement for sampling.

The research design contained a substantial review of literature considering the topics: emotional labour, leadership emotional labour, employee engagement, and instruments to appraisal employee engagement. Pondering the relative newness of these subjects, they were studied in a large manner, including the initial ideas and various strand fields.

Theories of emotions, leadership, and culture were valued as essential to support the comprehension of the main topic and to fundament the discussion. Although, these are fruitful and inviting theoretical realms they were kept restricted to the direct interface with the research question.

This research was conducted in the field. Despite the substantial empirical studies of emotions frequently conducted in the lab, emotional labour presents the specificity of expectations of organizations. The bound between the individual and organizational, guided this research to perform a study considering the real relationship between leaders, teams, and organizations expectancy.

The sample of real-world leaders and teams were formed starting from the researcher personal network and it proceeds considering the indication of the participants, the called snowball method (Saunders, 2015).

Two complementary tools were developed: the interview and the questionnaire. Seeking to capture the complex reality of delivering emotions and performing with engagement, the interview brings along the leader's perception of their role, the company's expectation, and their emotional awareness.

The self-reported questionnaire responds to two purposes. First, it arises from the understanding of emotions as a social construct. The leader intention and perception of conveying emotions may differ from the team's grasp of the same phenomena. Consequently, the teams' understanding of the leader's emotional expression is the first goal of the questionnaire. The second one is the measurement of employee engagement. The scale indicated in the literature oriented the identification of level of employee engagement.

The analysis of the relationship between the variables was based on the deductive approach. The data was analysed associating the leader's emotional labour, follower engagement, and culture correlations. The hypotheses were analysed to confirm or deny it based on the empirical data.

The literature findings guided the interpretation of the quantitative and qualitative data. The previous studies on EL and EE oriented the process of investigating the research question.

3.1.1 Research Question

Despite the massive sum of research on emotional labour applied to service workers, there is a lack of research on leadership emotional labour. The performance of emotional labour by leaders is still a notable opportunity for studies (Humphrey, 2012), principally its influences on employee's job performance (Moon et al., 2019).

More than centring on the relationship between emotional labour and job performance, this study introduces the concept of employee engagement. There is a lack of academic research on employee engagement, which only after the 2000s was explored (Schaufeli & Bakker, 2010). Therefore, an urge to develop theoretical background and understanding of the operationalization of employee engagement is highlighted by Soane et al. (2012).

Kahn (1990) the pioneer on employee engagement underlines research should connect employee engagement to other existing concepts related to the person-role relationship. Supported by this thought-provoking suggestion this research correlates employee engagement and leadership emotional labour, being the first to explore this direct correlation.

The present study attempts to investigate "Does the emotional labour of leaders influence the engagement of employees and to what extent is a possible connection

dependant on the cultural background of those involved?”. Placed in the theoretical framework of emotional labour and employee engagement this question opens an array of derived questions. This inquiry unfolded are here presented in the manner of hypothesis.

The relationship raised from the research question asks for a beforehand analysis. The prior focused on leadership emotional labour lays on its shallow and recent studies. Therefore, LEL related to the emotional regulation and the four dimensions were also included in this analysis.

The theoretical framework stated that emotional labour is expressed through sorts of emotional regulation. The original idea of Hochschild (2012) categorized emotional regulation as surface acting and deep acting, in a one-off manner. Ashforth and Humphrey (1993) included the idea of genuine emotion when one expresses true feelings. According to Kruml and Geddes (2000), it is a continuum range, in which we vary from the surface acting to passive deep acting. Considering the existence of three emotional regulation strategies surface acting, deep acting (or active deep acting) and genuine emotion (or passive deep acting) that works as a range, in which one adapts the strategy according to the situation, the first hypothesis is:

H1 - Leaders adapt their own emotional labour strategy to each situation and perform more than one sort of emotional regulation.

To cope with the singularity of the emotional labour and to comprehend the level of emotional labour required for a leadership position in general, the four dimensions of Morris and Feldman (1996) are considered. The degree of a proper emotion expected for the leaders is related to frequency, attentiveness, variety, and emotional dissonance.

The frequency of an appropriate delivery of expected emotions is influenced by its antecedents. In the case of leaders, the absence of explicit display rules, the inexistence of procedures and routine, and the absence of closeness monitoring are negatively correlated to emotional labour.

Attentiveness, as the level of vigilance of the emotional display, has a positive influence on LEL. The antecedents of building longer interactions, higher intensity to motivate and influence the teams, and the absence of a routineness of tasks in a leadership position indicates a higher level of LEL.

The influence of the dimension variety is based on the range of emotions to be performed, and the task variety. Considering a leader must be able to express positive,

negative, and neutral emotions in order to orient and guide their team. Also, they not only have the leading task, but they also have to respond to other organizational goals, the dimension of variety is presented as a strong positive influence on the leadership emotional labour.

The last dimension emotional dissonance refers to the mismatch between the truly felt and the emotion expressed. Roles with a great level of autonomy, as in the case of the leaders, establish a negative relationship between EL and emotive dissonance. It means, the absence of explicit rules about how to deal with the team lightens the load of LEL.

Considering frequency and emotional dissonance have a negative influence on leadership emotional labour, and attentiveness and variety have a positive, this investigation hypothesize:

H2 – The degree of leadership emotional labour required by a leadership role might vary according to frequency, attentiveness, variety, and emotional dissonance.

Leaders cast and convey emotions toward influencing their teams (Humphrey, 2012). As leaders express more emotions, better motivators they become (Humphrey et al., 2008). Precisely, the strategies of deep acting and genuine EL promote a better relationship of leaders and subordinates by the perception of an authentic and honest leader (Humphrey, 2012) which conducts to high levels of job performance (Moon et al., 2019). Expanding the concept of performance to the notion of engagement, the great individual results are summed up to the physical, cognitive, and emotional energy invested into the role and, the ability to express the genuine identity, thoughts, and feelings at work (Kahn, 1990). It means the influence of a leader's emotional labour would not only sway the job results but also impact on how much employees are able to expose their individuality in the work, to will for a profound connection to work and others.

H3 – Leaders who engage more in deep acting and genuine emotions promote higher levels of employee engagement within the team.

The emotional reaction and the behaviour of expressing feelings and sentiments are influenced by the cultural background. Cultures might be emotionally expressive, variably expressive, and emotionally reserved (Gesteland, 2005). The three levels of expressiveness are perceived in verbal, paraverbal and nonverbal communication styles. A person from an emotionally reserved culture, for example, might express her/his emotion

through a lower tone, smooth body language and subtle facial expression. Therefore, the expression and perception of delivering emotions might be influenced by culture.

H4 – The cultural background influences the perception and delivery of emotional labour.

3.1.2 Sample definition

The relationship between the organizational expectation of the emotional expression of leaders and the employee's involvement with work was a topic evaluated as better studied in the field. The peculiarities of this relationship are mastery verified in the realm, with real-world participation, due to countless variables influencing this process.

These variables are identified in the field and are not manipulated, precluding their elimination. The data is considered within the groups formed by leader and team, with a profound understanding of their reality. Also, some generalization is possible, considering the entire data. It is important to mention that the variables untreated and the small sample is a clear limitation for this research.

First, the sample criteria were defined. The research required the participation of the leader and her/his team. Like that, it would be possible to understand the view of the leader who is delivering the emotional labour, and the perception of the team who is observing it.

To rely on a multicultural perspective a cultural background of the team was required. Among the followers would be essential to contemplate at least two different nationalities. Thus, the cultural influence on the perception of the delivery of emotional labour would be analysed.

The delimitation of the region covered for this research was defined considering the cultural multiplicity. The study was located in the region of the Principality of Liechtenstein, Austria and Switzerland. Liechtenstein has a great international workforce, statistically expressed as 70% of all employees are foreign nationals, and 53.5% of employees commuting from abroad every day (Liechtenstein Marketing, 2017). This characteristic brings to the region formed by Liechtenstein, Switzerland (Canton of Saint Gallen), and Austria (state of Vorarlberg) a multicultural feature.

The region was defined, but the population was still too broad. A strategy to reach the sample was still missing. So, it was specified considering three main points. First, the delicacy of the topic. To talk about emotions, the leader must trust the research and feel comfortable to approach a matter maybe not even focused on a self-reflection. Second, it

was requested for the leader to be a considerable open-minded because the team would be involved. A direct relationship between the researcher and employees was built up. Also, the theme of emotions enhances, and analysis of leader's emotional labour is formed. Third, various types and sizes of company, and levels of leadership were included seeking for increasing the generalization. Considering the decision for ensuring a great variety of business field, all the participants are from different companies. Also, the industry varies, so the results will not depict a specific industry or business.

Up to here, the sample demands a leader with a varied cultural team, from the region of Liechtenstein, Austria (Vorarlberg) or Switzerland (Sankt Gallen) that is opened to include her/his subordinates in the research and which company is from a different field in comparison with the other business of the sample.

Considering these requirements, the sample composition started from the researcher network, then following through indication from the person previously invited, the method known as a snowball (Saunders, 2015). It means every person contacted about the research was invited to indicate someone who would fit into the requirements and would like to participate in this research.

At first, the network used was based on the University (students, professors, and presenters) and from personal life. Already in this step, only one contact per company was made. It started contacting 13 people, 7 of them were not able to compose the sample and did not indicate anyone. The other 6 indicated at least one potential participant. Already in the second level of indication, 5 participants were included in the sample: John, James, Elly, Dominik, and Joana. In the third level of contact, came Max and Daniel. An atypical case as Daniel, that the indication and contact were not from the initiative of the investigator. Instead, Daniel contacted the author of this research asking to participate.

The researcher contacted 30 people and ended up with 7 groups leader-team composing the sample. Figure 2 demonstrates the schema of acquiring the sample.

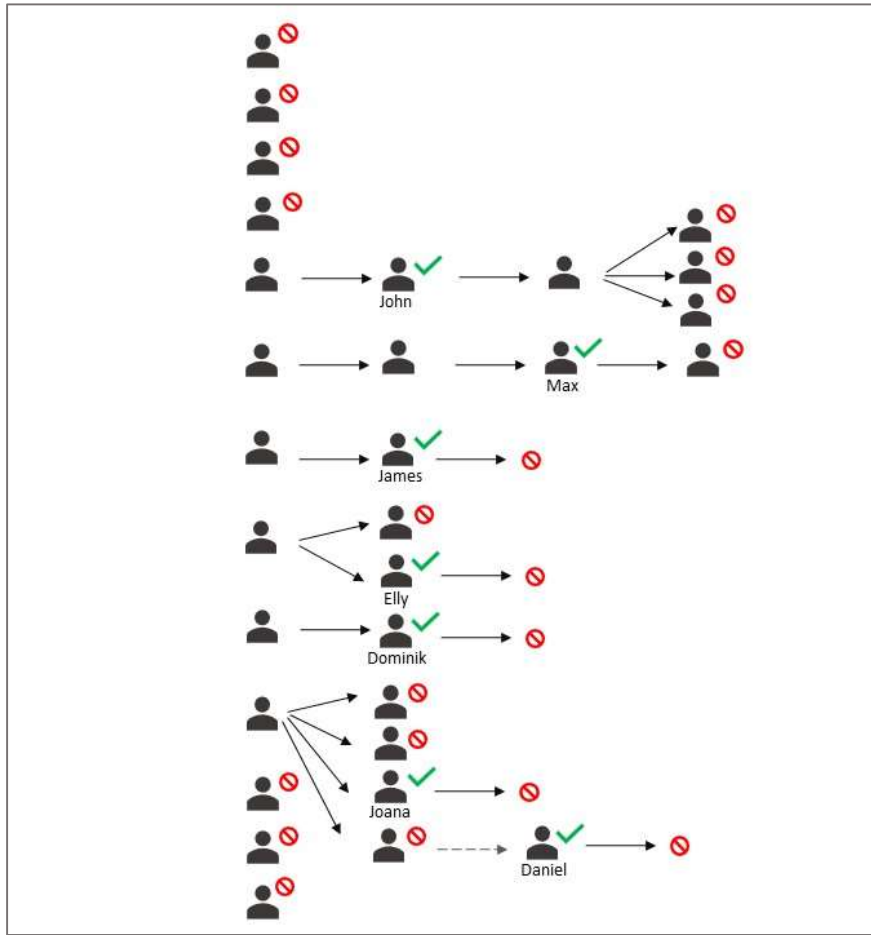


Figure 2: Shaping the sample.

The negative answer regarding participation was mostly related to three main reasons. First, the scenario did not meet the requirements. It occurred because the leader has no direct subordinates, only through a matrix structure. Also, for times the team did not present the diverse cultural background required.

The second reason was correlated to the agenda: the impossibility to find a slot time to schedule the interview with the leader; the leaders' commitment to other organizational surveys (as Great Place to Work or Satisfaction Survey); or the busy routine of the team that would make their participation difficult through the questionnaire.

A third blocking point most cited to withdraw the participation in this research was linked to the language. The interview conducted exclusively in English was mentioned as a limitation because the official language of the region is German. This was not a problem faced in the questionnaire, that was provided in both languages.

An understanding of each sampling group will be approached in the Analysis Chapter. The sample involves 7 diverse companies, 4 from Austria, 2 from Liechtenstein

and 1 from Switzerland. Regarding the business field, there is a company from the academic field, textile industry, service sector, technology industry, and 3 other from manufacturing industry.

3.1.3 Collecting data

The studies focusing on leaders come as a recent wave of emotional labour. A lot must be understood about this specific role and its implications. As Iszatt-White (2009) considers it is essential to realize how leadership emotional labour is in comparison with the other groups of EL, mapping the disparities and similarities.

Hence, this research seeks for the comprehension of the degree of emotional labour required of the leaders. Is that equivalent to the service sector? How do the leaders and their teams feel this management of emotions, required for outside expectations? The most logical and direct way of understanding it is by asking it. Therefore, two main tools were used the interview and the questionnaire.

The interview entails the open space for the leaders to expose their ideas through their own words, bringing their beliefs and experiences regarding managing emotions in a leadership position. Also, the interview was a tool to better identify the leadership style of every leader participant and their relationship with the teams and the organization.

The questionnaire was a mode to establish a direct connection to the employees. However, more than this, and what fortifies the application of it to the leaders - a questionnaire is a great tool to approach sensitive topics. Morris and Feldman (1996), based on previous scholars, emphasize that one advantage of using a questionnaire to approach emotional topics is the opportunity to access especially delicate information as the difference between the emotion truly felt and the shared one.

The various source, including the perspective of the leader and the team, is based on the conception of the emotional labour as a trade. Role one is a person who manages the emotions to influence another person, role two. In this case, this research opts to ponder both roles, asking the participation of role one (leader), and role two (team).

According to Diefendorff et al. (2005), studies on emotional labour should include multiple sources to “reduce the possible influence of percept-percept inflation” (p. 354). Percept-percept inflation is a recurrent bias associated with self-reported questionnaires (Crampton & Wagner, 1994). It means emotional labour studies working with self-reported

questionnaires should include more than one perspective, to cross the data and amplifying the comprehension.

Both tools used to collect data - the interview and the questionnaire - are accurately presented through the following lines.

3.1.3.1 Interview

It was defined for a semi-structured interview, built up based on the literature background. Figure 3 introduces the mind map that guided the interview. The interview aimed to understand the leader's perspective of four groups of information.

First, "leadership" that includes the identification of the leadership style, the perception of the company expectations, specificities of the position and experience as a leader. Secondly, the interview was driven to understand the leader view about emotion at work. It comprises the perception of the leadership role regarding delivering emotions, recognizing situations in which emotions were elaborated, hidden or faked. The third group of data gathered through the interview was about personal behaviour regarding emotions. The aim was to know how much emotions are managed at work in comparison with private life. Also, a tendency for feeling specific emotions and expressiveness were addressed. Additional information was categorized as a fourth grouping, including questions regarding Covid-19 adaptations, culture differences, and team engagement.



Figure 3: Mind Map of Interview

As it is a not fully structured interview, the interviewer covered all topics naturally, as they emerge in the conversation, not necessarily following an order. The start and the end were the same for all interviews. A small talk and time invested in the rapport started the interview, sequentially the interviewer present a brief overview of the master thesis topic and the research design. Then a personal presentation of the interviewer and successively an introduction of the participant. As closing points, it was approached the next steps, including the explanation about the questionnaire, the team participation, and the upcoming feedback of the research.

The interviews latest on average 44:34 minutes, recognizing the outliers Joana's interview with 53:16 minutes and James with 35:17 minutes. All the interviews were in English. The conduction was online, through video meetings performed in the platform

Skype (6 of 7) and one on Microsoft Teams. Considering the lengthy process of gathering participants developed for this research, the total period of interviews lasted for 59 days, from 22/03 to 19/05.

All the interviews were recorded with the participant's previous verbal agreement. The base of the transcriptions was facilitated by artificial intelligence, through the Program Microsoft Stream. Afterwards, this ground was carried to the programs Excel and Word to compound the foundation of the transcription. This baseline was treated on the program MAXQDA in which it received ordination, time stamping, wording review, and codification. The transcript of every interview is available in Appendix.

The qualitative analysis was supported by reports from MAXQDA. The theoretical saturation was identified in the seven interviews, as no new code or concept arose from this analysis.

3.1.3.2 Questionnaire

The main idea that motivated the questionnaire was to access the degree of employee engagement of each subordinate. Added to this, the possibility to enable another space in which leaders would freely expose their feelings and experiences. It is a tool to catch the leader's and subordinates' emotional labour. Also, an instrument to avoid the percept-percept inflation of leadership emotional labour.

The questionnaire was available in English and German and the fulfilment was about 15 minutes. It was online, available for two weeks on the platform LimeSurvey. The framework of the questionnaire was divided into three main parts plus the informed consent. In general, it is organized in 79 questions, as demonstrated in the table below. The whole questionnaire is accessible in the appendix.

Main Part	No. Questions	Purpose	Scale
Informed Consent	1	Establish the participation as volunteer, confidential and withdrawable. The agreement was compulsory.	no scale
Questions about you	19	Demographic inquiry Mainly focused on personal data and culture background	various
	15	Behaviour at work Reflection on the emotional behaviour in a regular workday and organization expectations.	5-point Likert scale ("Strongly Agree" to "Strongly Disagree")
	9	Emotional Labour Scale* Verify degree and strategies of emotional labour applied in a everyday life at work.	5-point Frequency Scale ("Always" to "Never")
	9	Employee Engagement Scale* Check the level of employee engagement recognized through a self-report perspective.	7-point Frequency Scale ("Always" to "Never")
Questions about your leader	16	Behaviour of the LEADER at work Reflection on the emotional behaviour of the leader in a regular workday and organization expectations.	5-point Likert scale ("Strongly Agree" to "Strongly Disagree")
	9	Emotional Labour Scale applied to the LEADER* Verify degree and strategies of emotional labour applied by the leader in an everyday life at work.	5-point Frequency Scale ("Always" to "Never")
Coments	1	Open space to include any feedback regarding the research topic, the questionnaire, or any other opinion.	no scale

Table 1: Questionnaire Framework

The questionnaire was the same applied to leaders and subordinates. It means the part “questions about your leader” was disregarded in relation to the leaders since their belief about themselves were already collected within the part “questions about you”. Also, their opinion regarding their leaders is irrelevant for the purpose of this research. The “questions about your leader” were maintained in the leaders’ questionnaire with a unique reason that they knew exactly what would be asked to their employees. The orientation for leaders was to analyse this part carefully but complete it anyway, only to be able to finish the survey. The leaders’ answer to the part “questions about your leader” were discarded.

The items pointed out in the table with the asterisk (*) are scales integrally adapted from the literature review. So, “Emotional Labour Scale”, “Employee Engagement Scale” and “Emotional Labour Scale applied to the LEADER” were based on scales published in scientific articles. Considering the relevance of this matter, it is detailed below.

3.1.3.2.1 Emotional Labour Scale / Emotional Labour Scale applied to the LEADER

This scale was adapted from the study *Exploring the Dimensions of Emotional Labor: The Heart of Hochschild's Work* by Kruml and Geddes (2000). The second sample developed by them included 6 items to be analysed to comprehend the degree of “emotive effort” and the “emotive dissonance” and so recognize the extent of emotional labour performed by the worker. Originally this scale was applied to service workers therefore the items count on an adaptation regarding the applicability to leaders. Also, 3 more questions were included, pondering questions related to company expectations. It is a widespread study, quoted for 1070 articles¹, some of them important in the field, as Grandey (2000), Brotheridge and Lee (2003), and Diefendorff (2005).

The scale analysis considers emotive dissonance determining the distance between the emotion delivered and the emotion felt. This factor is composed of 2 items that categorize EL in a continuum going from a higher mean score representing surface acting (higher emotive dissonance) to a lower mean score indicating a passive deep acting (less emotive dissonance). The factor emotive effort is arranged by 4 items representing the active deep acting, that is the degree to which the feelings are managed.

3.1.3.2.2 Employee engagement scale

This part of the questionnaire replicates the Utrecht Work Engagement Scale – UWES by Schaufeli and Bakker (2010). This scale is presented in two models the first with 17 items and the shorter version with 9, known as UWES-9.

The UWES-9 appointed as the preferred version in comparison with UWES-17 (Mills et al., 2012). The shorter version holds a good construct validity, so the interpretation of the scale remains similar for different professions (Seppälä et al., 2009).

Crossing the items described in the UWES-9 with the 7-point frequency scale (from always to never) as lower the value, the higher the degree of employee engagement depicts for that person in that professional moment.

The data of the questionnaire was exported from the platform LimeSurvey and analysed in the systems Excel, and SPSS.

¹ According to google scholar, accessed on 10th June 2021.

4. Analysis

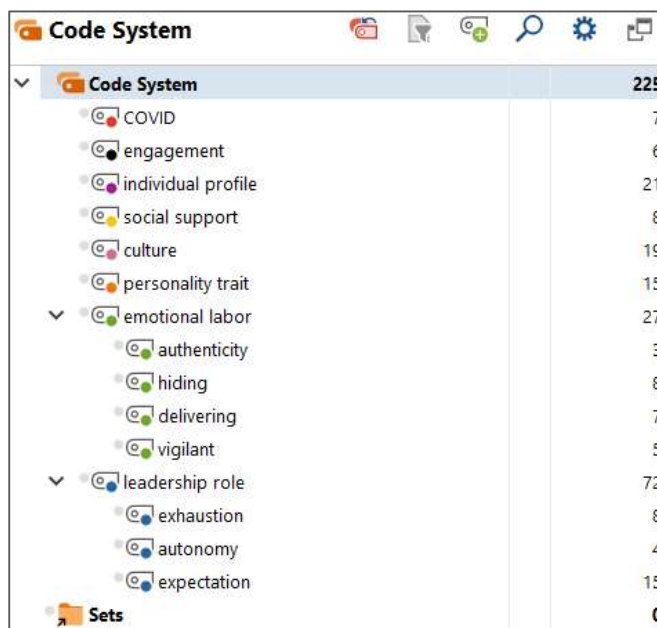
Regarding the data, qualitative and quantitative analysis were carried out. Both are shown here with the aim of confirming or disconfirming the hypothesis and building knowledge to develop the research theme.

Questionnaire and interview were shaped in a broad format to generate a fertile database. With data at hand, various statistical analysis was enabled. This chapter focused on presenting the meaningful data, to know the sample and guide the analysis of the assumptions.

The sample of this study presents the uniqueness of composing an integral sample but also sorted groups endorsed by the leader-team relationship. Hence, the results embrace a general overview and a seven-group sample analysis.

The study of the qualitative data was supported by the software MAXQDA. The transcription of the interviews was analysed and codified to ground from the leader's perception the knowledge to answer the research question.

The 15 codes – Covid, engagement, individual profile, social support, culture, personality trait, emotional labour, leadership role, authenticity, hiding emotions, delivering emotions, vigilant, exhaustion, autonomy, and expectation – were recognized within the answering of the participants. The 15 initial codes were built on 8 final categories, as shown in the Figure 4.



Code System	Count
Code System	225
COVID	7
engagement	6
individual profile	21
social support	8
culture	19
personality trait	15
emotional labor	27
authenticity	3
hiding	8
delivering	7
vigilant	5
leadership role	72
exhaustion	8
autonomy	4
expectation	15
Sets	0

Figure 4: Category building

As one of the most important objectives of the interview was to understand how this leader sees the leadership position, what was her/his leadership style, and how she/he perceives the organizational expectations, the code with higher frequency was the “leadership role” with 72 occurrences. The second higher rate of recurrence was “emotional labour”, with 27 incidences followed by “individual profile” with 21.

The quantitative data was exploited making use of the Microsoft Excel mainly for descriptive analysis of data and SPSS for the inferential statistics. To point out the committed to the confidentiality, some data work within the groups were limited, avoiding identification.

Other measures related to data protection were assumed, following the guidelines of the General Data Protection Regulation. The Informed Consent was compulsory for every participant, and it was presented beforehand to the access of the questionnaire. Also, the pseudonymization of the leaders and the omission of personal and professional information was a strategy of data protection. The possibility of participating without answering most of the demographic inquiry, exception culture related questions, was a manner of avoiding any discomfort of employees regarding identification.

4.1 Sample Categorizations

Analysing data is extracting a meaning and understanding of the participants from given theme. However, there is no one exclusive perspective to be discovered. The perspective of participants is permeated from their experiences and identity, it is their true.

A minimum understanding of individual characteristics and context might throw light on their standpoint. Therefore, a general overview of the sample and more detailed exploration of each group leader-team individually is presented in the following lines.

The first sub-chapter describes the global overview of the sample, considering responses of leaders and employees disassociated from the team. It means through this reflection leader and employees will not categorize a group.

The composition of the 7 groups formed by leaders-teams and the deep understanding of this microsystem will be exploited in the sub-item 4.1.2 where the groups will form the sample described.

4.1.1 Overall Sample

All leaders participated in the interview. This phase was obligatory to the participation on this research. Therefore, the data is composed by 7 interviews that lasted on average 44:43 minutes, with two outliers one interview lasting 35 minutes and the other 53 minutes.

The sample invited to participate through the questionnaire was of 99 people, 7 leaders and 92 subordinates. The participation of the leaders was compulsory and the subordinate's voluntary. The participation rate of leaders and teams was 71.7%, and exclusively completed answers 60.6%.

To ensure the trust on the research, the questions about demographic data were maintained facultative, so participants would be able to skip it. The use of this alternative is evident within the gender inquiry. As the only question with a significant blank percentage, the gender is distributed as 43.33% male, 28.33% female and 28.33% N/A. Exclusively regarding the gender of the leaders the sample is composed by 71.4% males.

The age group most current was 40% of people between 31 and 40, followed by 28.33% between 21 and 30 and 25% with age between 41 and 50. The work experience is well dispersed, as presented in the Table 2.

YEARS OF WORK EXPERIENCE	PARTICIPANTS	PERCENTAGE
LESS THAN 1 YEAR	2	3.33%
BETWEEN 1 AND 5	14	23.33%
BETWEEN 5 AND 10	12	20.00%
BETWEEN 10 AND 15	10	16.67%
BETWEEN 15 AND 20	10	16.67%
BETWEEN 20 AND 25	6	10.00%
MORE THAN 25	6	10.00%
(BLANK)		0.00%
GRAND TOTAL	60	100.00%

Table 2: Distribution of work experience of participants

Regarding the educational background, the sample is considered with a high education level. As inquiry about the higher degree acquired, 48.33% marked a master's degree, 21.67% Bachelor's, and 13.33% PhD.

The cultural reference of the participants was a topic especially stressed. Not only was the nationality approached, but also the living and working experiences in contact with other cultures.

Regarding the country of origin, the sample is identified as 46.67% from Austria, 13.33% from Switzerland and 40% from other countries. An expressive percentage of the option “Others” is centred in Germany, 37.5%. The exact allocation of countries is given in the following table.

Country	N. Participant	Percentage
Germany	9	37.50%
Spain	3	12.50%
Brazil	2	8.33%
Syria	2	8.33%
Russia	1	4.17%
Bosnia and Herzegovina	1	4.17%
China	1	4.17%
India	1	4.17%
Japan	1	4.17%
Portugal	1	4.17%
South Africa	1	4.17%
USA	1	4.17%
Total	24	100.00%

Table 3: Country of origin referring to the item "other".

Most of the participants listed above talk always – 50% or very often – 18.18% with people from their home country. Most of them, specifically 87.50%, lived for more than 20 years in their country of birth. These 24 people from other countries are symmetrically divided between having and not having previous contact with people from Switzerland, Liechtenstein, or Austria.

Considering the whole sample, 56 people, who represents 93.33% of the participants, do not have a different cultural background from the country where they were born. The 6.67% that do have other culture at home listed, African, Asiatic, Austrian, and Russian cultures.

Regarding the country of working, 58.33% have their jobs in Austria, 23.33% in Liechtenstein and 13.33% in Switzerland. South Africa was the workplace of 2 participants and United Arab Emirates of 1.

Concerning the country of residence, the Austrian percentage increases 10%, and Switzerland grows 8.34%, South Africa and United Arab Emirates maintain the same percentage of 3.33% and 1.67% respectively. As living country Germany was also listed, presenting 5%.

The person with whom the participants live with had a similar distribution presented in the country of origin. Austria represents 43.33%, Switzerland 8.33% and other countries

26.7%. Added up to the country above listed as “other” there is also Czech Republic and Serbia. It is worth highlighting 25% declared living alone.

Answering the question “Besides the country you were born in and the country you live/work in at the moment, have you lived in another country?” 41.7% affirms had a complementary culture experience, as shown in the Table below.

Country of complementary experience	People	Percentage
Australia	2	3.3%
England	2	3.3%
Germany	2	3.3%
Italy	2	3.3%
Spain	2	3.3%
Dänemark	1	1.7%
Deutschland	1	1.7%
deutschland, Schweiz, Irak	1	1.7%
France, Sweden	1	1.7%
Italien	1	1.7%
Jamaica	1	1.7%
Kanada	1	1.7%
Lichtenstein	1	1.7%
Neuseeland	1	1.7%
Norway	1	1.7%
South Africa	1	1.7%
Spain, Mexico, Thailand, United Arab Emirates, South Africa	1	1.7%
Switzerland	1	1.7%
UK	1	1.7%
UK, United States	1	1.7%

Table 4: Country of complementary cultural experience

4.1.2 Grouping Sample

At this point the results from leaders and her/his subordinates will be grouped and analysed as a microsystem. The deep look into the specific context might guide the investigator of this research to expand the comprehension of the whole sample.

To analyse the perception of employees it was applied the arithmetic mean as measure of location. Although mode presents also good representativity considering the 5-point Likert scale, mean includes all employees perception and facilitates the visualization in graphics in comparison with multiple modes.

All the data here analysed was extracted from interviews and questionnaires. No other font of information about the participants was used. Looking after the confidentiality, only information evaluated as important and not identifiable was included.

The following lines aim to dig into each group to potentialize the sample understanding. Therefore, an overview of the group, considering demographic data and culture background is explored. Afterwards, the scale “behaviour at work” is presented through a graphic comparing the mean of employees’ opinion about themselves, the mean of employees’ perception about the behaviour of the leader and the leader self-assessment.

The emotional labour, leadership emotional labour and employee engagement are explored together through the second graphic. The emotional labour and leadership emotional labour are based on the employees’ comparison between their EL and the emotional labour of the leader.

Employee engagement counts on a presentation by employee and it is distributed on quartiles. Considering the scale with 9 questions and a 7-point Frequency Scale, from "Always" to "Never", a range between 9 to 63 points is formed. The lower the value, the more engaged the employee. So, the first quartile with the most engaged employees goes from 9 to 22, second quartile from 23 to 36, third from 37 to 50, and the last quartile 51 to 64 points.

The inferential statistical analysis of the data is presented in the item “4.1.3. Testing Hypothesis”.

4.1.2.1 Group 1

The leader of the first group, received the pseudonym John. He is a German, 37-years-old engineer. He is working in the educational field, coordinating a research centre in a university of the region. After 9 years of experience in a leadership position, he now leads a team of 21.

For John, the leadership role involves given the vision, good communication skills, empathy, and supporting the team, because “you as a leader are responsible that you get out all the big rocks in the way”. He considers 80% of his time as a leader dedicated to communicating with the team.

John affirms holding 100% of autonomy to the interaction with the team. He considers the expectation of the company lies in the development of his team and the funding achievement.

Pondering about the leadership style, it was possible to recognize the Authoritative or Visionary as he focuses on “to give the direction, to give a vision” and the Coaching style considering the emphasis on empathy and the development of the team.

John’s interview lasted 48:59 minutes, and was conducted on Ms Teams, by request of the interviewee. The participation rate of his team through the questionnaire was 73.7% in general and 57.9% considering only completed answers.

The ratio of 45.45% of the participants of this team identified themselves as males. The exact same percentage preferred not selecting a gender. The age is distributed with 54.55% between 21 and 30 years old, 18.18% between 31 and 40, and 18.18% between 41 and 50 years old. The highest educational level of 54.55% of them is a master’s degree, followed by 27.27% with a doctorate and 18.18% with a bachelor.

Almost half of this group stands in an early career, as 45.45% have between 1 and 5 years of work experience. Then 27.27% have already between 15 and 20 years of work experiences. The groups of years of work experience between 10 and 15, 20 and 25, and less than 1 year have all of them 9.09%.

Regarding the culture, 81.82% of the participants of this team is from Austria, the other 18.18% came from Germany. No participant presented any cultural background at home different from Austrian and German. All of them work and live in Austria and no one live with someone from a diverse culture. A complementary cultural experience was reported as Denmark, England, Germany, Italy, and Norway were countries in which the participants have already lived.

The Behaviour at work session of the questionnaire presented 15 traits and behaviours to employees and leader recognize themselves how they recognize that characteristic in their personality. It is possible to notice a convergence between employees’ opinion about John and the John’s self-perception.

As shown by the graphic below, according to John’s self-report and the median of employee’s perception, John is communicative, tends to approach people and seems comfortable within the team. Also, his team considered he appreciates interpersonal interaction, and presents empathy and extroversion.

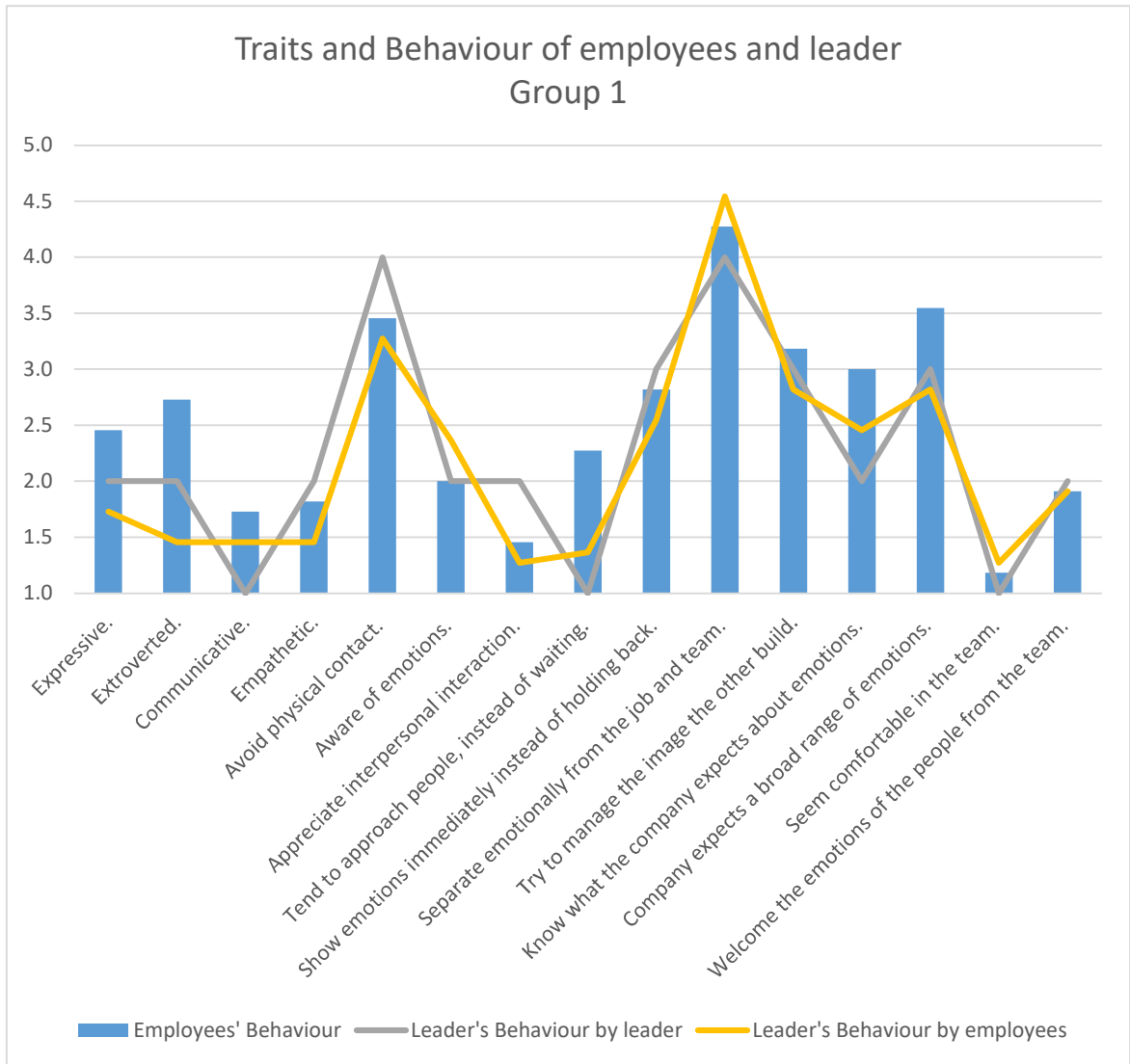


Figure 5: Behaviour at work of Group 1

Regarding the greatest differences between employees' behaviour and leader's behaviour by employees' is highlighted extroversion – 1.2 higher to employees, approaching people – 0.9 superior for employees, and the range of emotions expected from the leadership – 0.7 more for employees. The scale here configures the less value, more the behaviour is present and recognized as a trait of that person. It means John's behaviour is similar to the employees in the other 12 elements, but the three cited before, it is most present in John than in the other employees.

The Figure 6 presents the employee engagement, emotional labour and leadership emotional labour by participant.

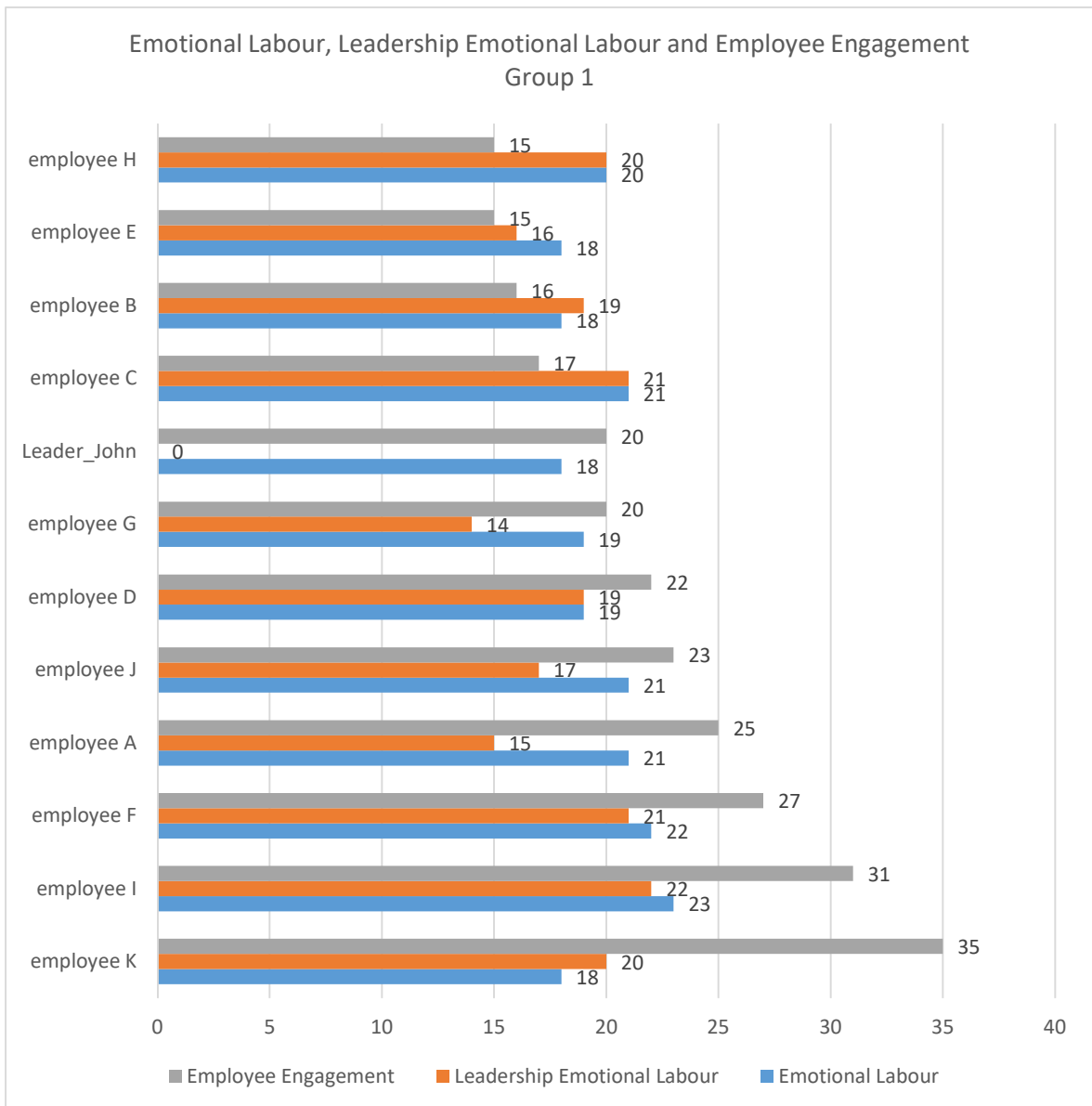


Figure 6: EL, LEL and EE of Group 1

Regarding EL and LEL in a range from 0 to 24, the greatest the value, the lower the degree of emotional labour required. John identified his level of EL as 18. According to employee's perception, 6 participants perceived the leadership emotional labour heavier to leaders than to themselves. An equivalence of EL required between employees and leader was perceived by 3 employees. The other 2 responding recognized the level of EL required for the leader lower than their own position.

Pondering the emotional labour to the group 1, most of the participants recognized John manages his feelings more than themselves. Regarding the employee engagement of group 1, the distribution is located between 15 and 35.

Dividing the engagement by quartile, 63.6% of employees of the group 1 recognized themselves with the greatest degree of engagement. The percentage remainder is concentrated in the second quartile. The leader's engagement is presented near the average, with 20 points, also in the first quartile.

4.1.2.2 Group 2

For this research called James, the Japanese leader holds the position of global sales director of a textile company with 10 people directly reporting to him. Between 31 and 40 years old, he has been in a leadership position for three years and a half.

It is possible to recognize a combination of Coaching and Affiliative in the leadership style of James. The first as he supports the employees "discussing about their careers" and when he "give more kind of coaching, to guide or to explain". The affiliative is centred in his identification of his role as to "to give the nice environment for everybody" and "motivating the team members, and also a little bit like more to the emotional side. So, my team members want to work for me somehow. Because I'm the good leader."

For James, dealing with the team is like 60 - 70% of his routine. Regarding the expectation of the company to his position he is emphatic defining "increase the sales". As social support, he mentioned considering his boss as his back facing any issue.

The interview with James lasted 35:17 minutes and was conducted through Skype. Although his team is composed by 10 subordinates, James preferred to consider the participation only of the people work in the head office with him. Hence the population of this group is 5 people. The participation rate was 100% considering all answer and 80% pondering only completed surveys.

Regarding the demographic categorization of the participation the ratio 75% - 25% defined this group. The gender selected is 75% female and 25% did not answer it. Also, 75% is between 21 and 30 years old and 25% between 41 and 50 years old. The highest educational level presents 25% to Bachelor and 75% marked Master's. Finally, about work experience 75% have between 1 and 5 years and 25% between 15 and 20.

The country of origin of this team is 25% from Austria, and 75% from other countries, listed as Germany – 67% and Syria – 33%. Regarding the participants from different countries, most of them talk always with people from their home country, all of them lived

there for more than 15 years, and most of them had no previous contact with people from Liechtenstein, Austria, or Switzerland before moving to this region.

All people from this team had no other culture background at home. The whole sample also works in Austria from no more than 5 years. Regarding the country of residence, 75% lives in Austria and 25% in Germany. Half of the team lives alone, 25% with a partner from Austria and the other 25% with people from the country of origin. Regarding a complementary cultural experience living in a diverse country, 75% of the team reported this experience, mentioning countries as England, Italy, and Spain.

The Figure 7 demonstrates the Behaviour analysis of participants from group 2.

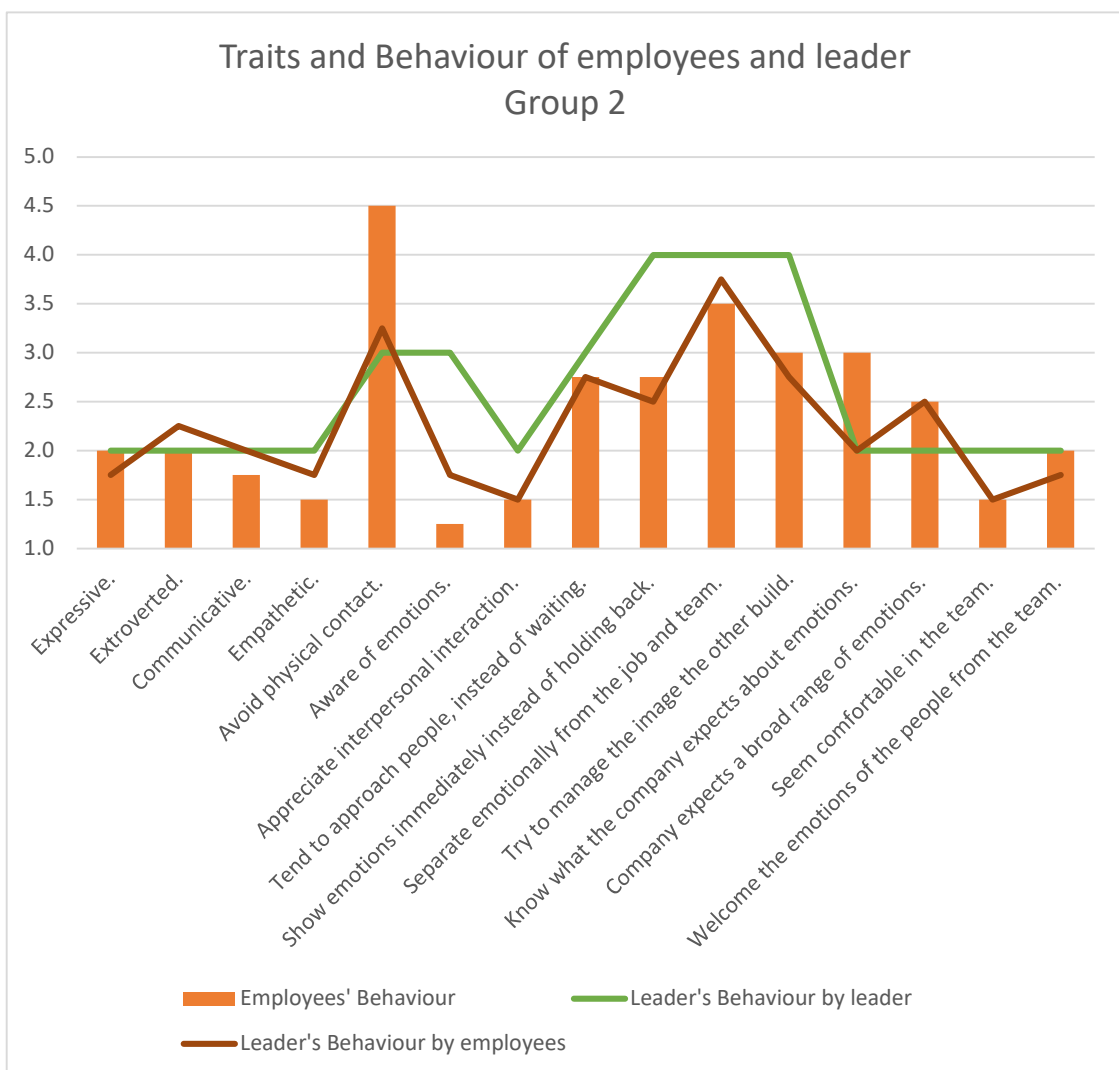


Figure 7: Behaviour at work of Group 2

The perception of employees' and leader's regarding the behaviour of the leader have a constant proximity of 0.5 points, exception to the awareness of emotion, showing emotions promptly, and managing the image the others built. It means James perceive

himself performing these three behaviours in lower levels if comparing with his team's perception.

Comparing employees' opinion of themselves and their opinion about James, they recognized that "avoid physical contact" and "know what the company expects about emotions" are stronger in the leader than in their own behaviour.

The Figure 8 shows 50% of the respondents of this team recognize EL is more present within the leadership role than in their own role. The 25% believes it is at the same level and the other 25% considers her/his EL higher than leader's.

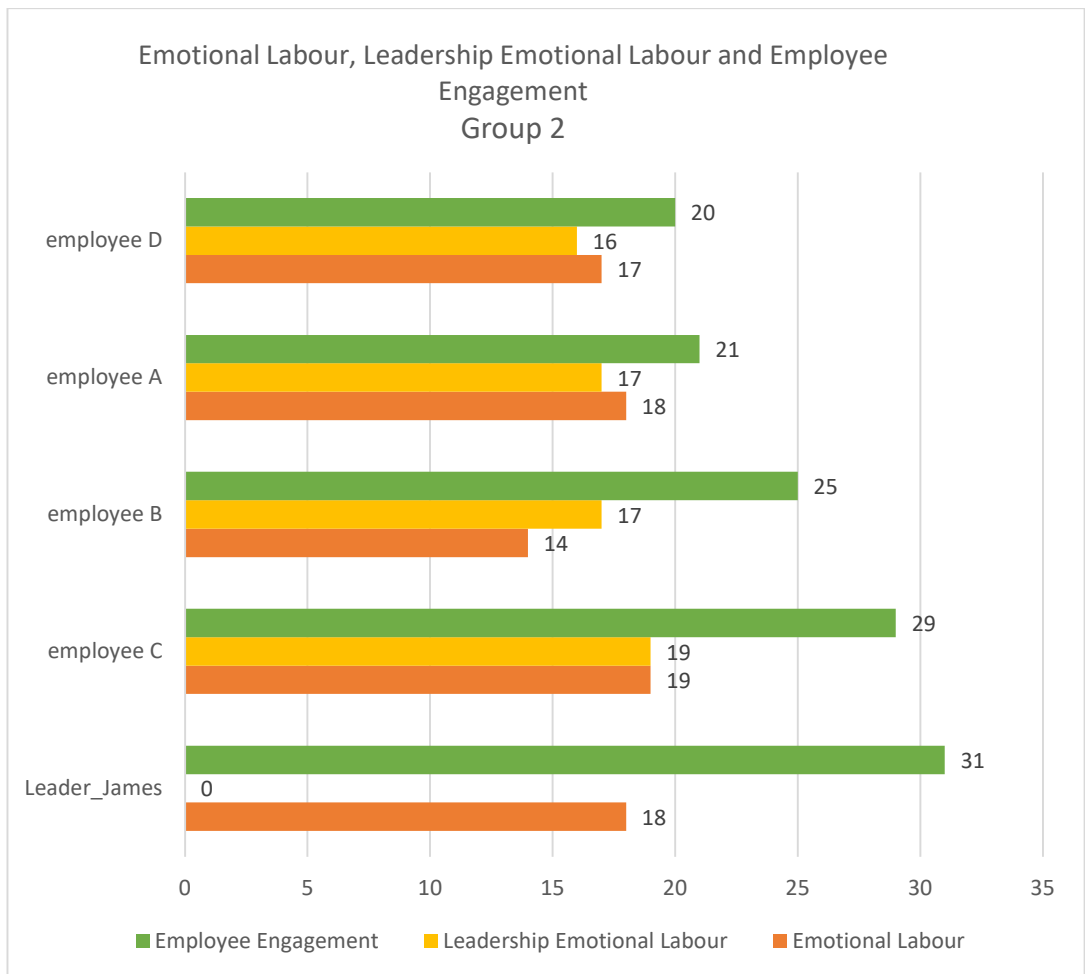


Figure 8: EL, LEL and EE of Group 2

Regarding the engagement of the group 2, 60% of the employees recognized their engagement in the second quartile, including the leader. The 40% leftover considered themselves in a higher level of engagement, the first quartile.

4.1.2.3 Group 3

The head of commodity manager from a manufacturing industry, with the pseudonym Max was born in Russia, with a Germanic ascendent. Holding a Bachelor of Economics, for the last 7 years he has been leading purchasing departments.

Max emphasizes each person is an individual and requires a different leadership behaviour. For him, an important aspect of leadership is focusing on targets, individual and team goal, so then people might work together. It configures the Pacesetter leadership style. As he considers the developing people's skills an essential point, the Coaching style is also present.

The time dedication to the team vary according to Max, however he contemplates at least 60 to 70% reserved to people. According to him, his position requires a very high responsibility level, and targets on the emotional, financial, and organizational ways are the most important expectation from this leader.

Performed by the Skype platform, the duration of the interview with Max was 45:03 minutes. From a total of subordinates indicated, the participation rate of this employees was 66.7%, being all the participations completed.

The gender ratio of this group consists in 66.67% Male, 16.67% Female, and 16.67% not answering. The prevalent age group is from 31 to 40 years old, with 66.67%. The groups 21 – 30, and 41 – 50 presented 16.67%. Considering the educational level, 66.67% holds a bachelor's degree and 33.33% a master's degree. Half of the group have from 10 to 15 years of work experience. The remainder participants are equally distributed between 1 and 5 years, between 15 and 20, and between 20 and 25.

Regarding the cultural background, none of the participants was born in the region of Austria, Liechtenstein, and Switzerland. Half of the participants came from Germany, followed by one participant from Bosnia Herzegovina, one from Brazil, and one from USA. The great majority keeps contact with people from their home country, 50% always and 33.33% very often.

All participants lived in their home country for a period superior to 20 years. Considering the contact with people from Austria, Liechtenstein, and Switzerland from the country of birth, 66.67% answered positively and 33.33% affirms did not have relationship with people from this region.

The completeness of the participants of the group 3 had no other culture at home and all of them work in Liechtenstein. However, none of them lives in Liechtenstein, living 50% in Austria, 33.33% in Switzerland, and 16.67% in Germany.

Regarding the living cultural composition, 33.33% declared living alone. The people who live accompanied includes people from Austria, Brazil, Bosnia Herzegovina, and Germany. An additional cultural experience living abroad was declared by 33.33% of the participants listing South Africa and Switzerland as previous residences.

The figure 9 shows the comparison of what Max recognizes as his behaviour at work and the mean of his team’s perception. It is possible to highlight three items of divergent perspective (more than 0.5 points between employees’ and leader’s views). Employees evaluate “communicative” and “trying to manage the image others built from him” stronger than the leader’s own view. Max pointed “know what the company expects about emotions” more present in his behaviour than his team sees it.

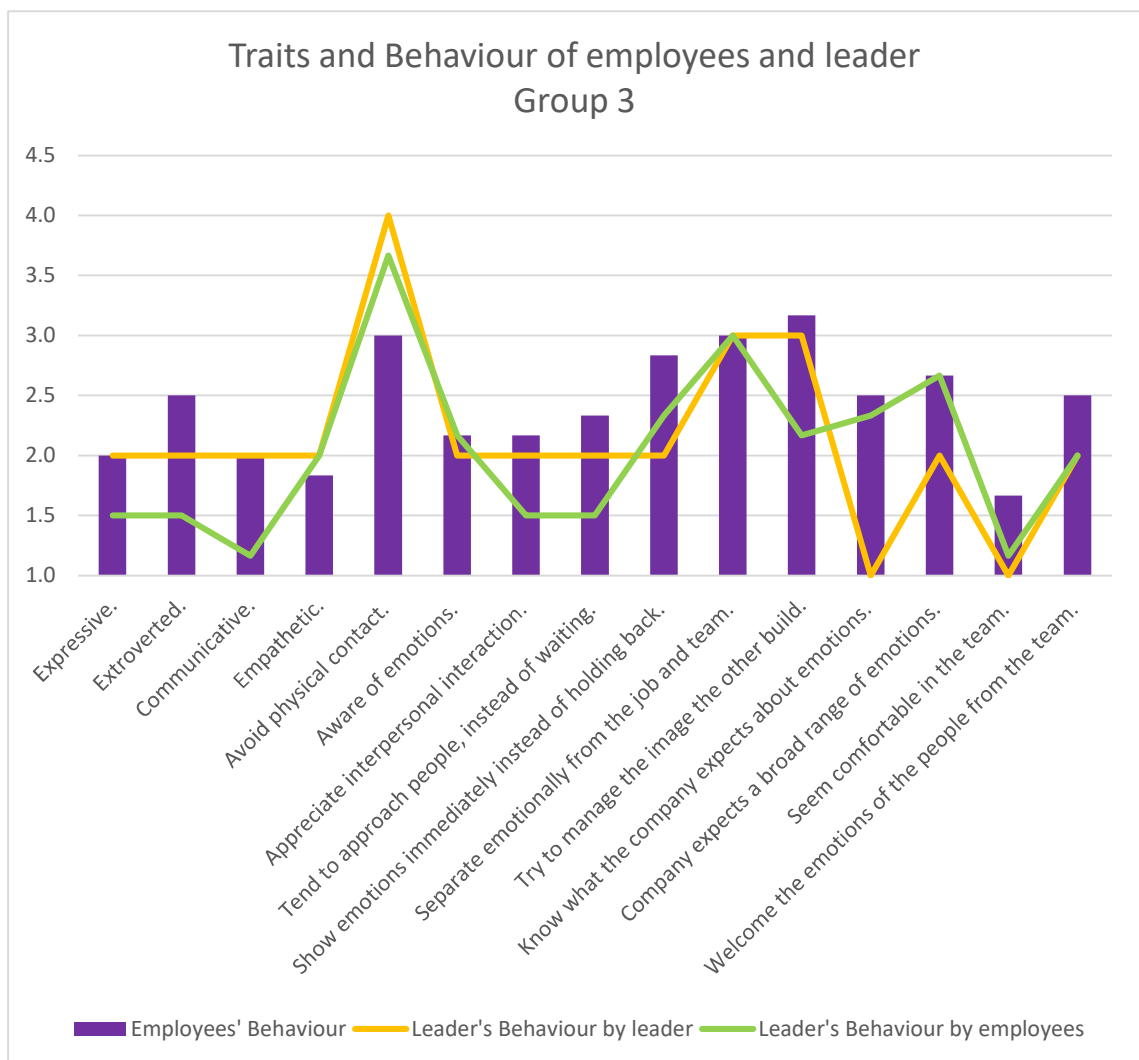


Figure 9: Behaviour at work of Group 3

Regarding the employee's opinion about their behaviour and the leader's behaviour, the greatest differences are extroversion (1.0 point stronger in the leader), the management of the others image (1.0 point more present in the behaviour of the leader) and the movement of approaching the other (0.8 sounder to leader).

The following graphic represents the data of EE, LEL and EE. Emotional Labour in his self-report was summed as 14 by Max. To 66.66% of his team, the leader performs more EL than themselves. To the others 33.33% their position required more management of emotions than the leadership role.

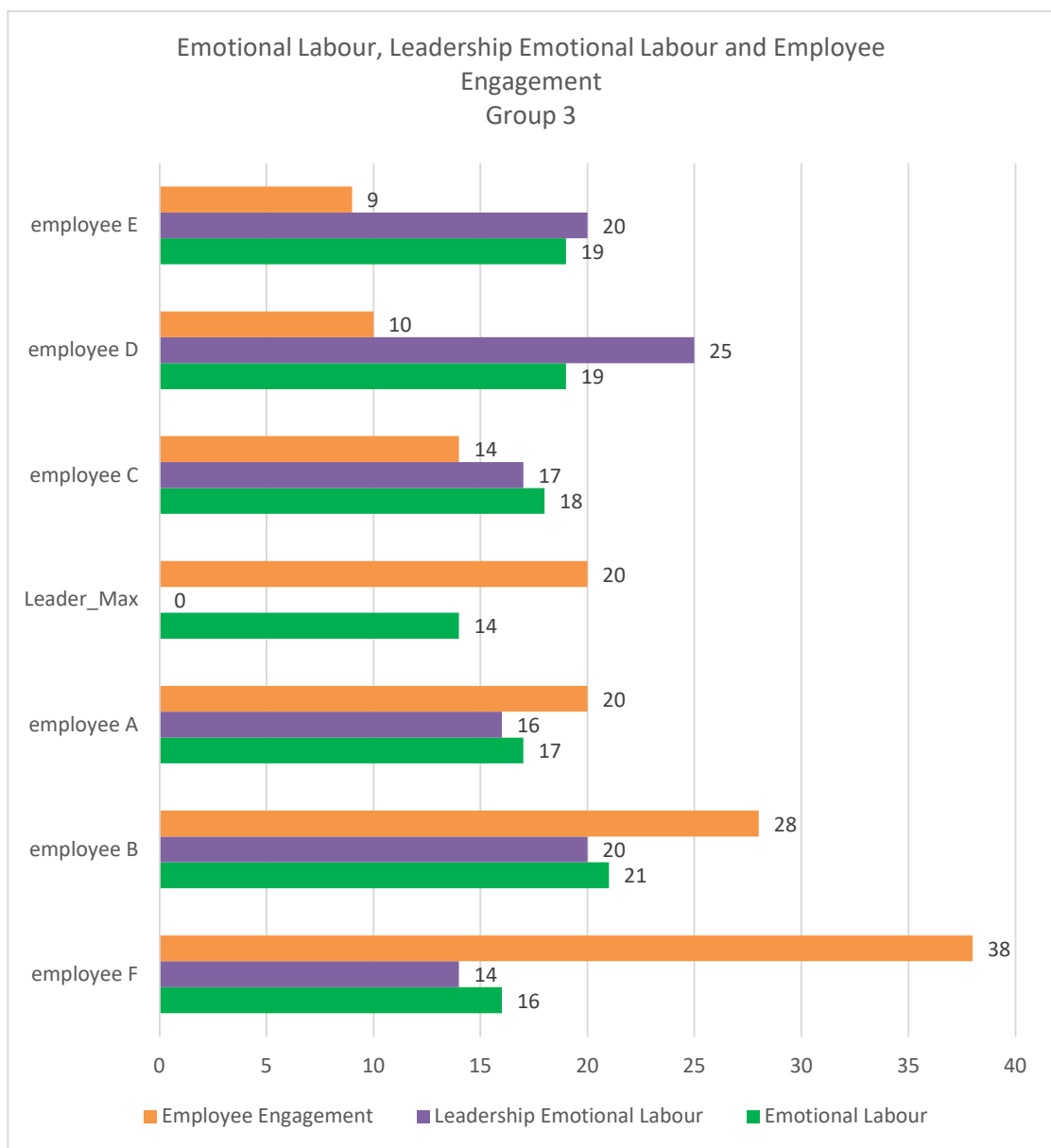


Figure 10: EL, LEL and EE of Group 3

Regarding the employee engagement of group 3, Max and 66% of his team considered themselves engaged in the higher levels, located their sum of employee engagement within the first quartile. The other 33% are equally divided between the second and the third quartile.

4.1.2.4 Group 4

Pseudonymized as Elly, a woman between 31 and 40 years old, originally from Spain, chemical engineering is the leader head of material research from a large company in the manufacturing industry. Currently the team composition is undergoing some changes, but in average she has 15 people in her team. The diverse background, nationalities, and levels of experience, and work projects, according to her, are the most challenging.

It has been almost 3 years leading and Elly question herself about her leadership style. According to her, the other leaders of the company have much more answers and assume a formal posture in front of the team, the boss, and the colleagues. For Elly, a leader should be the one “who made the right questions, and kind of I spark ideas on my head”. It is associated to the Coaching style.

A complementary style recognized in her speech is the Affiliative, considering her idea that a leader is “who engages, who inspired to make the best. Who inspired you to do your best work, to kind of to really motivate you, to maybe like search for, like to be curious, to look for other opportunities, not just like finish that project”.

Regarding the autonomy to lead, Elly clarifies she feels freedom to interact with her team in her way, to try new strategies and work decisions. She considers her practice more limited for the team resistance than from the company expectations. The expectations oriented to her position, according to her, are bounded to results and developing everyone of the team.

Operated by Skype, the interview with Elly lasts 46 minutes. She indicates 14 people to answer the survey and the participation ratio was 57.1%, and 42.9% considering only the full answers.

The gender distribution was 50.0% Female, 16.7% Male, and 33.3% not answering. The age is centred in the group of 31 to 40 years old – 50%. The groups of age between 21 – 30, 41 – 50 and above 51 received 16.7% each.

Regarding the highest level of educational qualification, the group of participants is equally divided between doctorate and Master's. The years of work experience received 66.7% in the range between 5 and 10 years, and 33.3% between 20 and 25.

Most of the group has a cultural background diverse. Coming 66.7% from China – 25%, Portugal – 25%, and Spain – 50%. The corresponding 33.3% is originally from Austria. All the participants that were born not in the region lived in their countries for more than 20 years. Most of them are always in contact with people from their home country (66.7%) and had no contact with people from Liechtenstein, Austria, or Switzerland (75%). Only one participant presents a cultural background at home distinct from the country of birth, and it was an Asiatic origin.

Concerning the country of work, all this group works in Liechtenstein for quite diverse time, as shown in the table below.

HOW LONG HAVE YOU WORKED IN THIS COUNTRY?	
Less than 1 year	33.33%
Between 1 and 5	33.33%
Between 5 and 10	16.67%
Between 15 and 20	16.67%

Table 5: Time working in Liechtenstein - group 4

The country of residence of the participants is Austria – 50%, Switzerland – 33.3%, and Germany – 16.7%. One respondent declares living alone. Those who lives accompanied, 50% lives with someone from Austria, 33.3% with someone from Germany, and 16.7% with a person from Portugal. Half of the respondents of this group affirms had a previous experience living in a diverse country, including Germany, France, Sweden, and Spain.

The Figure 11 represents the questions of the survey presented as Behaviour at work.

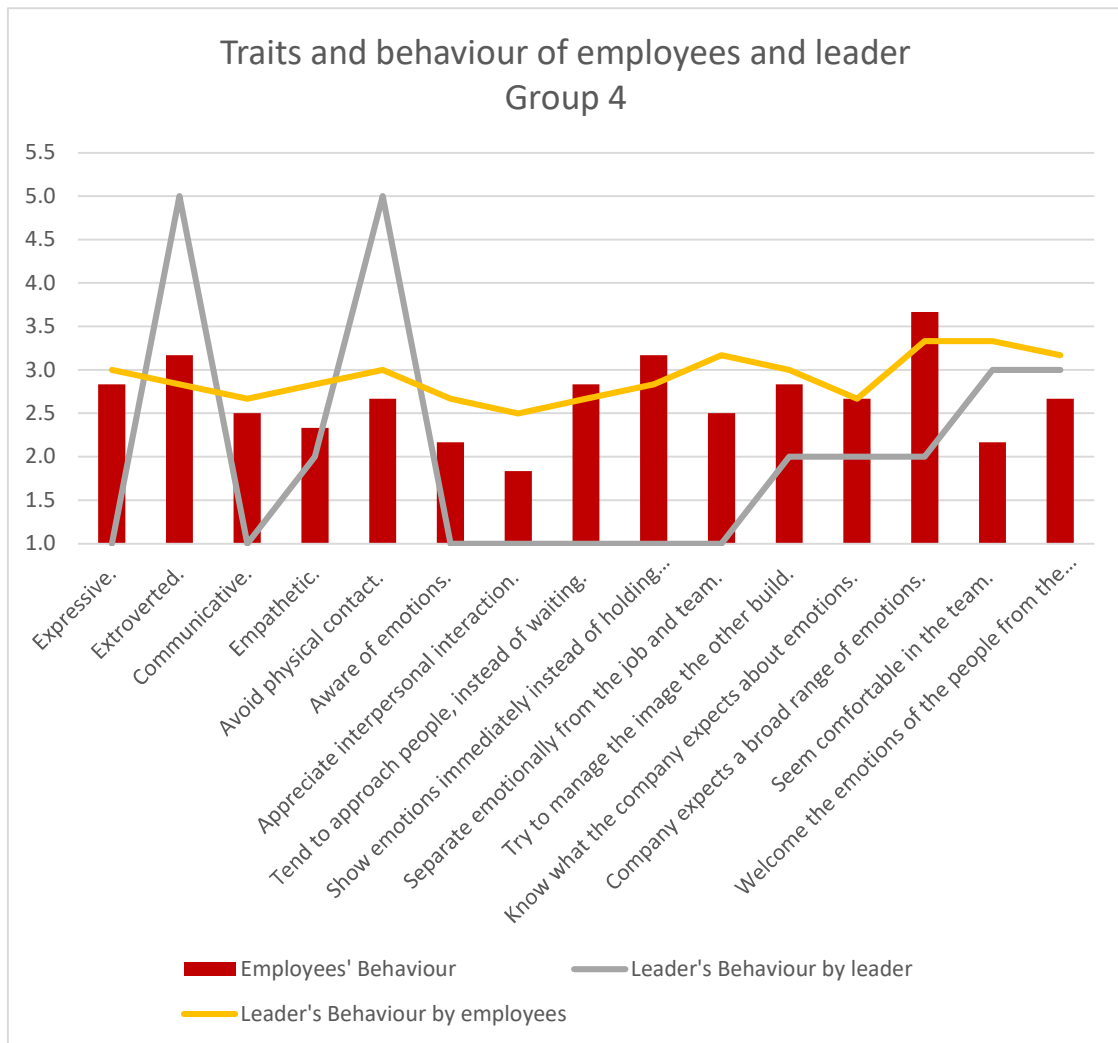


Figure 11: Behaviour at work Group 4

It is possible to notice a great discrepancy between the opinion of leader about herself and the opinion of the employees about her. The closer points are that she “welcome the emotion of the people”, “seem comfortable in the team”, and “know what company expects regarding emotions”. The average of employee’s opinion about the leader is around 3.0 through all the questions. The leader’s perception of herself includes a greater variability as 5 and 1.

Regarding the comparison between the employees’ perception of their behaviour and the behaviour of Elly, the larger differences is identified in the item “seem comfortable in the team”, where employees’ recognize this statement more present in their behaviour than in the Elly’s (1.1 points in the graphic). With 0.7 points of distance, the behaviours of “separate emotionally from the job and the team”, and “appreciate interpersonal interaction” are stronger to employees.

According to the employees of group 4, the emotional labour was recognized more present in their roles than in the leadership position – 50%. The opposite was signaled by 33.3% and 16.7% considered exact the same value for EL and LEL. The Leader recognized her EL in a level of 15 points. The EL of group 4 is represented in the figure below.

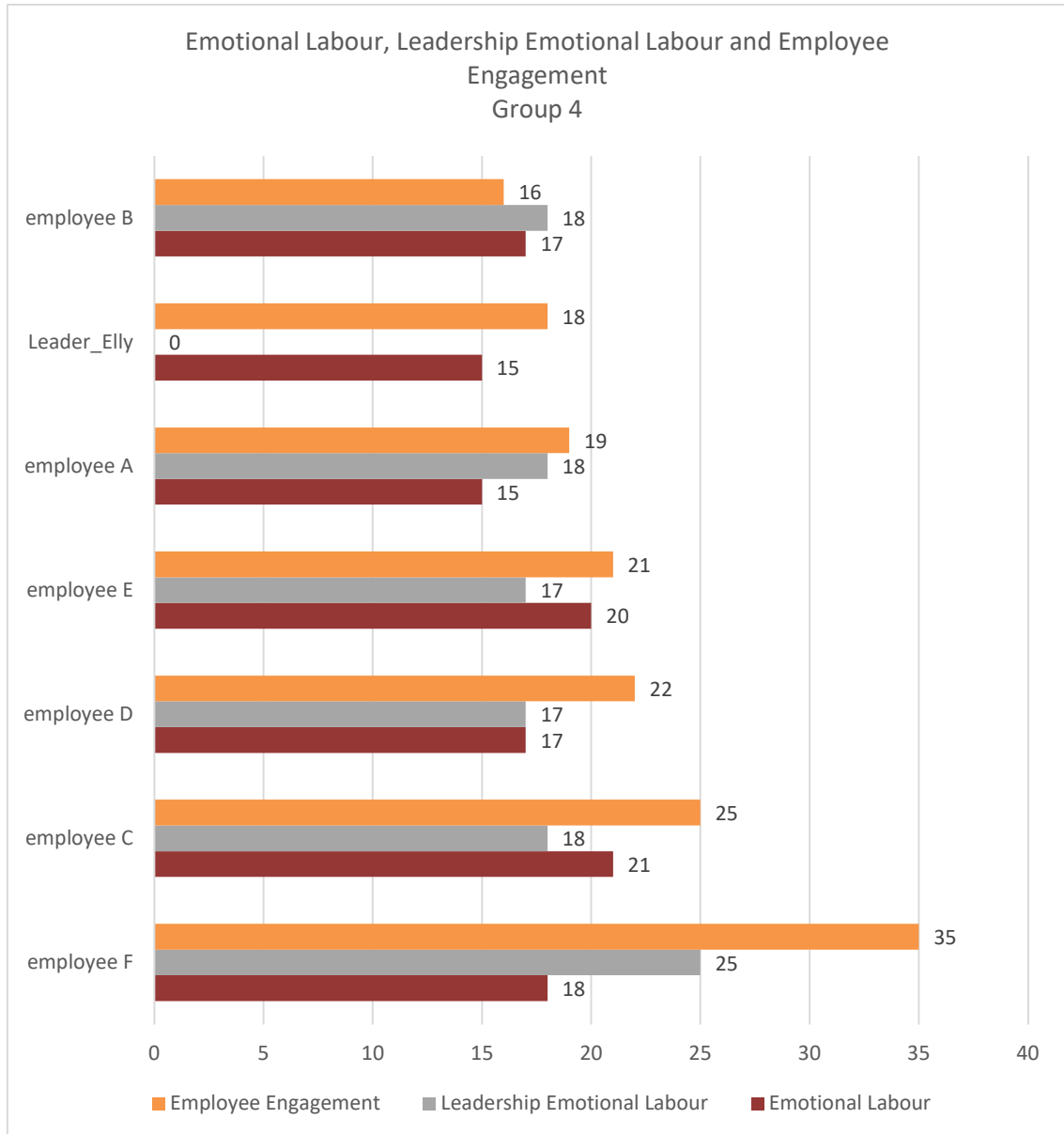


Figure 12: EL, LEL and EE of Group 4

The employee engagement is localized mostly in the first quartile of the range, as 66.7% of the employee's had the sum of their engagement between 9 and 22. The corresponding 33.3% of the group identify themselves within the second quartile of the engagement.

4.1.2.5 Group 5

Identified for this research as Dominik, the leader of group 5 has been taking over leadership roles since 2003. Austrian, between 41 and 50 years old, mechanical engineering, Dominik works for a company of the manufactory industry and had already experience working in Spain, Mexico, Thailand, United Arab Emirates, and South Africa.

According to the interviewee, "being a leader started always first with building up the team itself. It means to select the team members and then trained". He completed pondering "So for me it's more that mentoring and the coaching thing. To give the direction and let the people then work by themselves". It makes his preference for the Coaching style clear.

Dominik considers at least 50% of his day working with people. The leader identified full autonomy to act within his role. Regarding the company expectations he affirms being guided through the targets. For him "We have our goals and it's expected that we do the things what is necessary and that we do it right".

Presently the company Dominik works for has a matrix structure. It means this leader have a direct team, but also indirect subordinates. Considering the particularity of the theme of this research, he prefers to include specifically who works responds direct to him, therefore 3 employees.

The duration of the interview was 37:33 and the participation rate of this group was 100%, with no partial answer. All members of this team are originally from countries different of the region where the research was conducted. The three countries of birth of the participants are Brazil, India, and South Africa.

All of them keep constant contact with people from home country (66.7% always and 33.3% very often). Regarding the period living in the home country, 66.7% had a time superior to 20 years, 33.3% less than 5 years.

One of the employees of the team had previous contact with someone from Liechtenstein, Austria, or Switzerland in the home country. In regard to a diverse cultural background at home, one of the respondents pointed out African Cultures.

This team assume a very distinct situation considering the others from the sample. To these participants the place of work and residence is diverse within the team. It means, 66.7% works and lives in South Africa, 33.3% in United Arab Emirates, and the leader in Austria. An additional experience living abroad was related for one participant, and the country of living was Italy.

The behaviour of Dominik in his own perception in comparison with the view of the team are the same to four statements: “expressive”, “aware of emotions”, “separate emotionally from the job and the team”, and “welcome the emotions of the people”. This behaviour analysis is shown in the Figure 13.

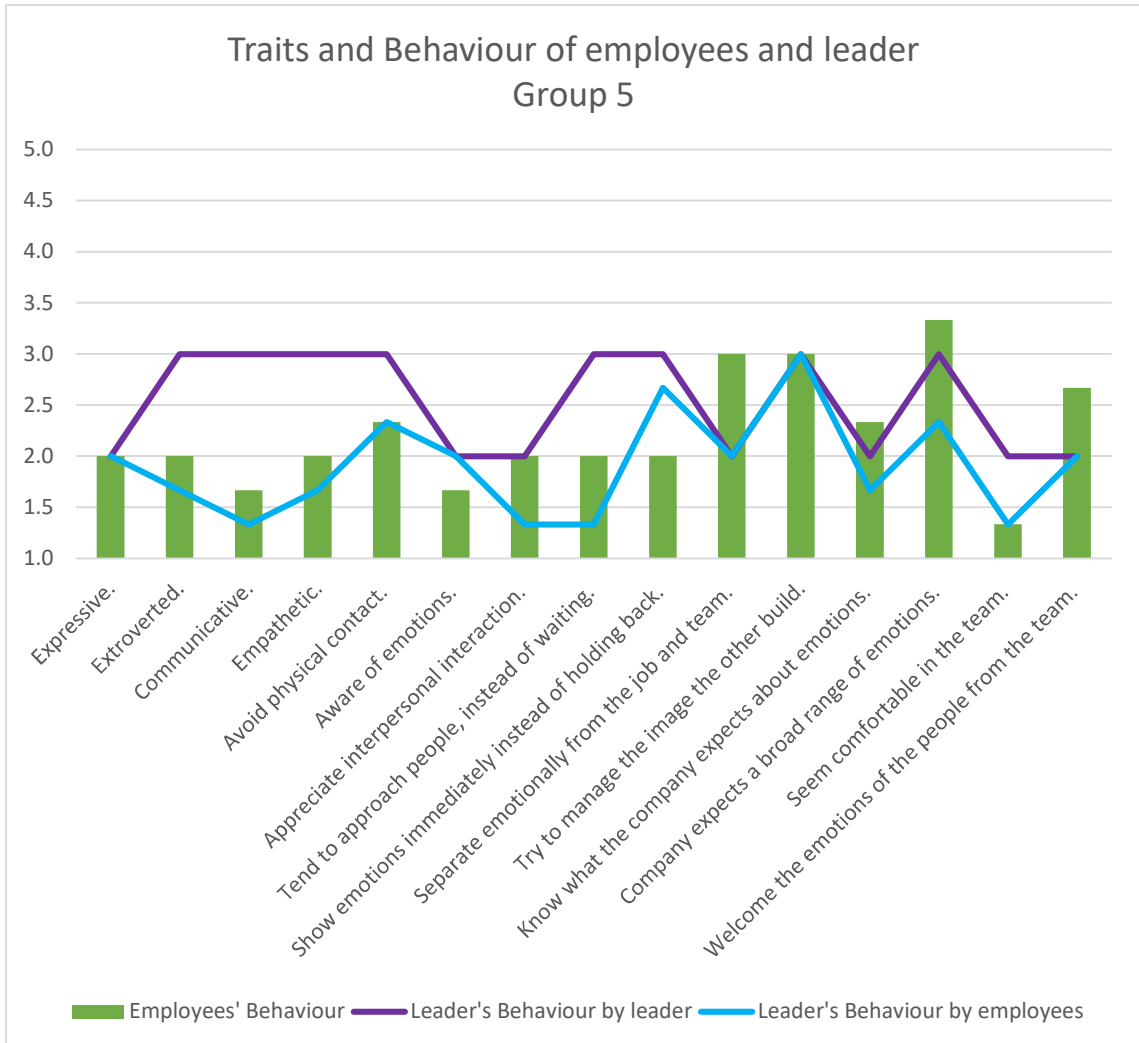


Figure 13: Behaviour at work of Group 5

Contrasting the behaviour of employees and the behaviour of the leader according to the team, it is possible to verify employees believe their awareness of their emotions is superior to the leader's. Also, they consider themselves showing more emotions immediately in comparison with Dominik.

Approaching the emotional labour of this group, the following graphic shows that two members of this team consider the leadership emotional labour higher than their own emotional management requirements. The other respondent considers the EL of her/his position is the same as for the leader.

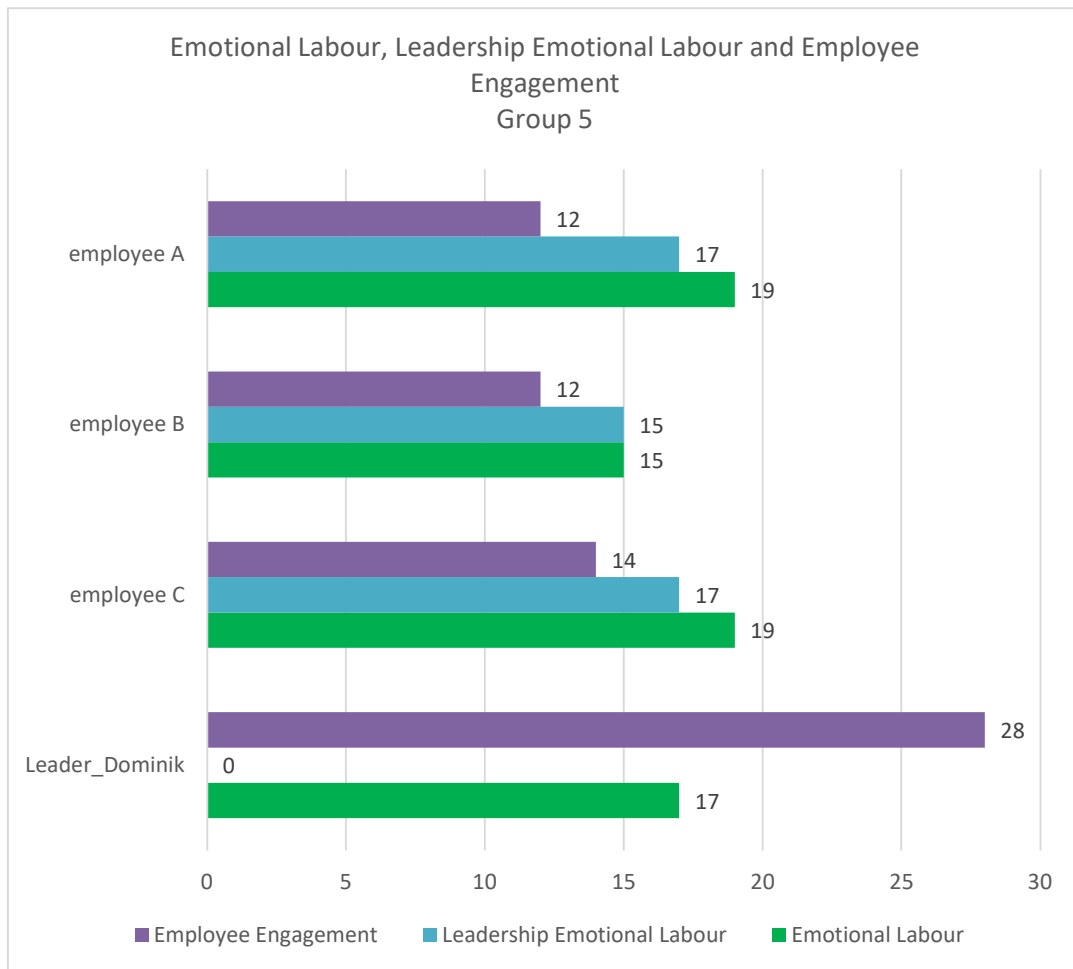


Figure 14: EL, LEL, and EE of Group 5

Regarding the employee engagement, it is possible to notice the employees of this team are all presented in the first quartile of the engagement. The leader engagement is configured as second quartile.

4.1.2.6 Group 6

With the pseudonymous of Joana, she is the leader coming from a service sector. She started in the company already 20 years ago and after some months she was invited to assume a leadership position. Since then, she is in the leadership role. Social worker, 47 years old, she believes the leader is the employee who takes the responsibility and carry it out, in her words, "It's a person who say yes to responsibility. So yes, I am ready to get my package on my shoulder and walk with it ".

For her, the leader “has to be interested on other people” and the leadership style vary according to the situation. Joana performs her leadership style focusing on people – Affiliative style and giving them voice to decide some important tasks – Democratic style.

The duration of the interview was 53:16. Her team is the larger of the sample, with 32 employees indicated to answer the questionnaire. The participation rate of group 6 is 62.5% including partial answer and 50% only fully completed replies.

Pondering the demographic data, 37.50% declared female, the same percentage preferred not answering, and 25% stated male. The greater percentage is centred between 41 and 50 years old – 37.5%. It is followed by 31.25% between 31 and 40, 18.75% between 21 and 30 and 6.25 replied in both edges – below 20, and above 51.

The educational level of group 6 presented 31.2% with professional qualification, 25% with bachelor, 25% with Master, and 8.75% with a secondary level. The years of work experience had representants in all range, as demonstrated in the table below.

Years of work experience	Percentage
Less than 1 year	6.25%
Between 1 and 5	25.00%
Between 10 and 15	25.00%
Between 15 and 20	12.50%
Between 20 and 25	6.25%
More than 25	25.00%

Table 6: Years of work experience group 6

Regarding the culture, 87.5% is from Austria, 6.25% from Switzerland, and 6.25% from Syria. All participants of this group work and live in Austria. Two participants affirm living with people from diverse culture, as Syria and Serbia. A complementary cultural experience living abroad was reported by 25% of this group, including countries as Germany, Liechtenstein, New Zealand, and United Kingdom.

Relate to the behaviours of Joana at work her self-report and the perception of the employees have no touch points. However, it is possible to cite as the closer points: expressiveness, communication, knowing the expectation of the company about emotions, and welcoming emotions of the team.

The view of the employees in relation to their self-analysis and the evaluation of Joana considered empathy, interpersonal interaction, and seem comfortable in the team most present in their behaviour as in the leader’s. The perception is detailed through the graphic below.

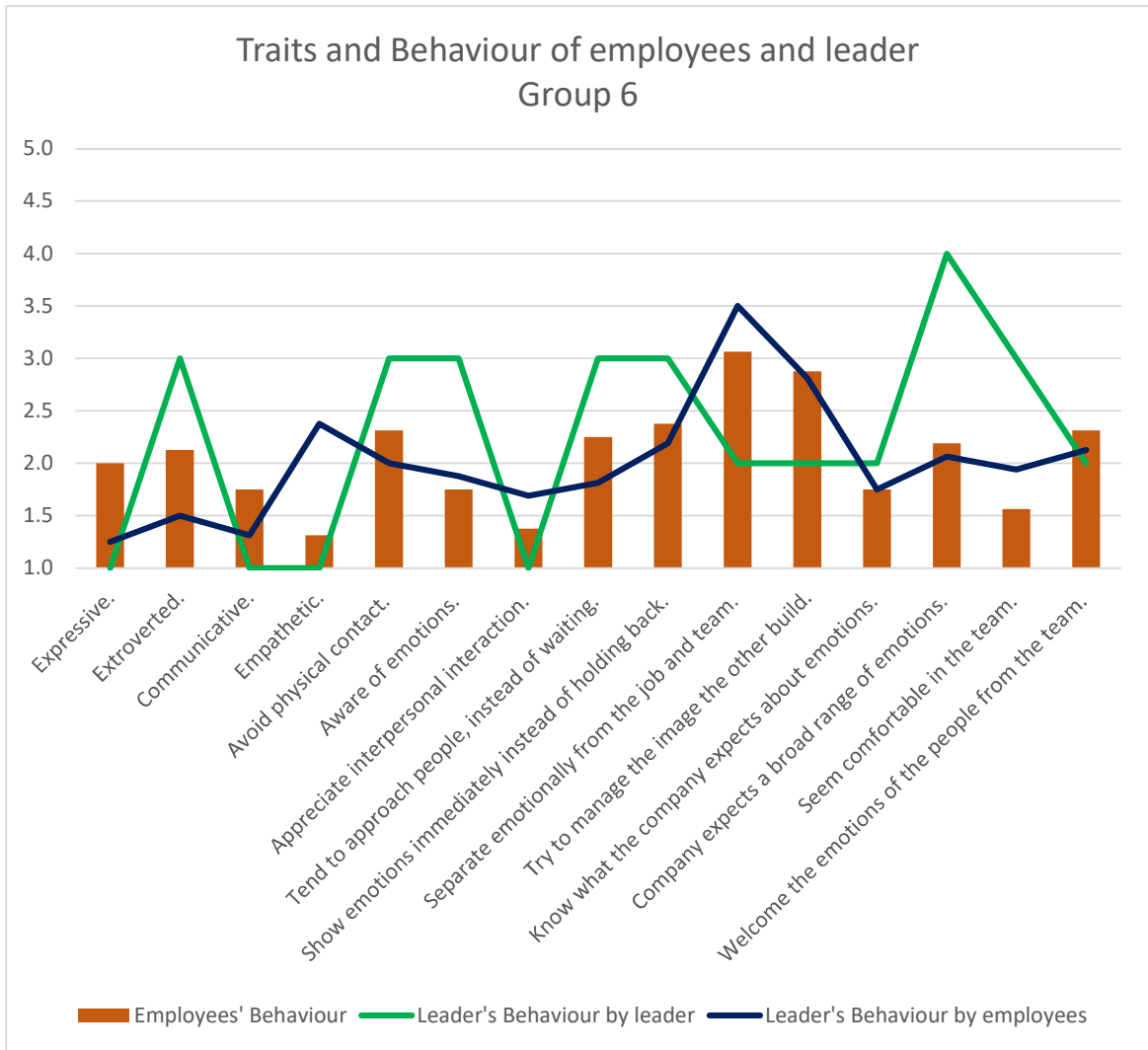


Figure 15: Behaviour at work of Group 6

The emotional labour of this group is represented in the Figure 16.

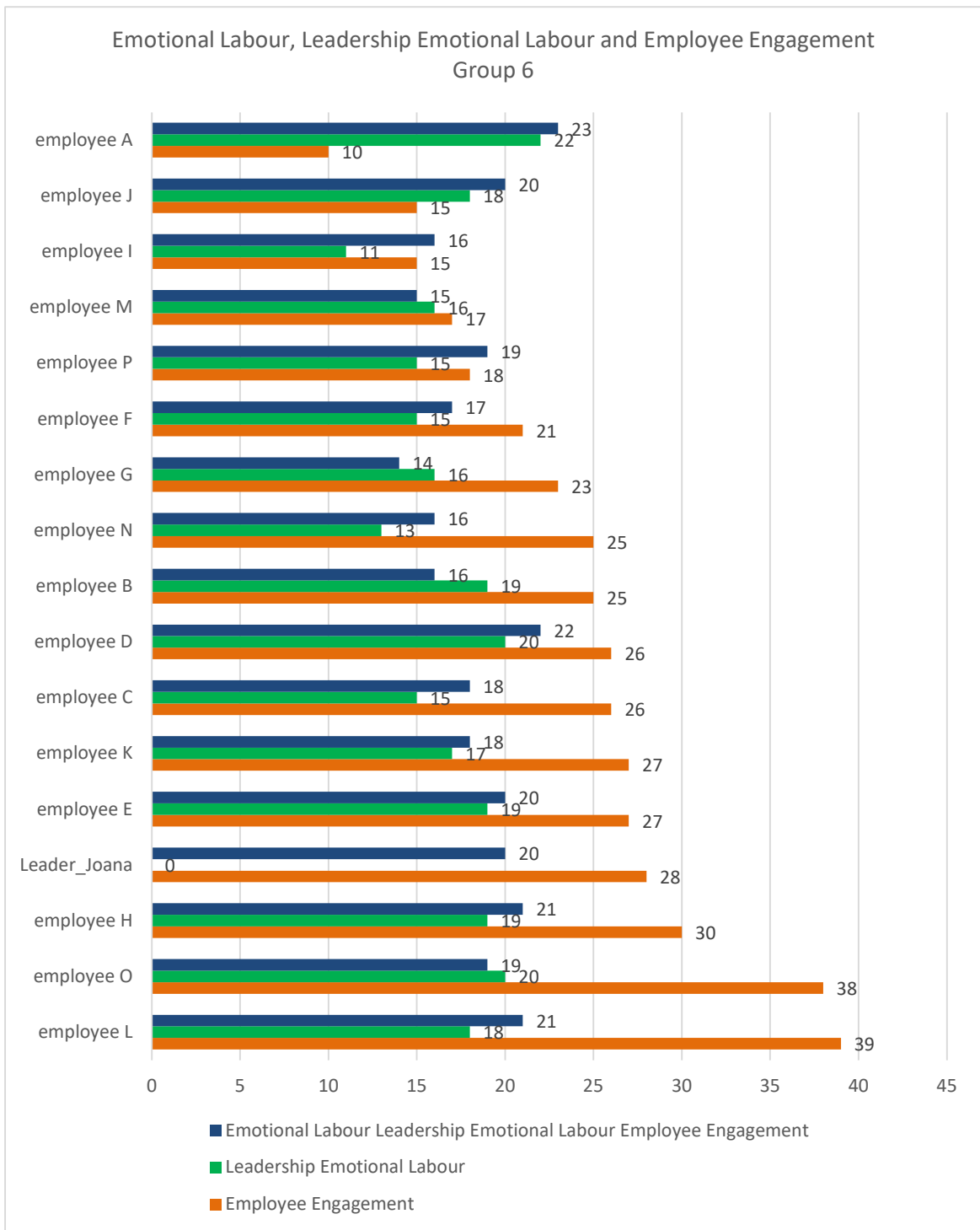


Figure 16: EL, LEL, and EE of Group 6

As it is possible to observe through the lower values, 75% of the employees of this group recognize the leadership emotional labour more present than in their own role. The other 25% believe their emotional labour is superior to the leadership emotional labour.

Regarding the employee engagement, half of the subordinates of group 6 is in the second quartile, 37.5% define themselves with higher engagement levels, and the third quartile contains 12.5%.

4.1.2.7 Group 7

Mechanical engineer with emphasis in robotics, called as Daniel for this research, he is 32 years old and the CTO of a company of the technological field. Leading different departments with around 20 people, Daniel has six and a half years of experience in a leadership position.

For him, a leadership position encompasses three most important points. First the personal focus, meaning the leader should foment a happy and safe workplace. Second, the technical level, supporting employees with work issues. And the last one is to strengthen the ties, keeping the team together. This definition expresses a combination of Coaching and Affiliative leadership styles. He also added he “act as kind of a filter in between to make sure that these demands somehow meet in a realistic way”.

This interview lasted 45:50 minutes. Daniel indicates 10 subordinates to participate in the survey. The participation rate of group 7 is 80% in general, and 70% considering only completed answers.

The gender distribution of this group is centred in male with 85.7% and 14.3% did not answer the question. The people age is localized mostly between 31 and 40 years old – 57.1%, followed by 28.6% between 21 and 30, and 14.3% between 41 and 50 years old.

Regarding the highest educational level, 85.7% had a master's degree and 14.3% a bachelor. The percentage of people with work experience between 5 and 10 years is the highest, 71.4%. The concentration between 1 and 5 years, and between 20 and 25 is the same, 14.3%.

The cultural background of the team is basically Germanic, as 85.7% of the subordinates are from Switzerland and 14.3% from Germany. All of them live and work in Switzerland. Considering the people who the employees live with, there is only a German person cited. A supplementary experience living abroad includes Australia (28.6%) and Canada (14.31%).

Regarding the behaviour of Daniel, his self-evaluation and the average of employees' view agree in three points: empathy, awareness of emotions, and how he seems comfortable in the team. As demonstrated below.

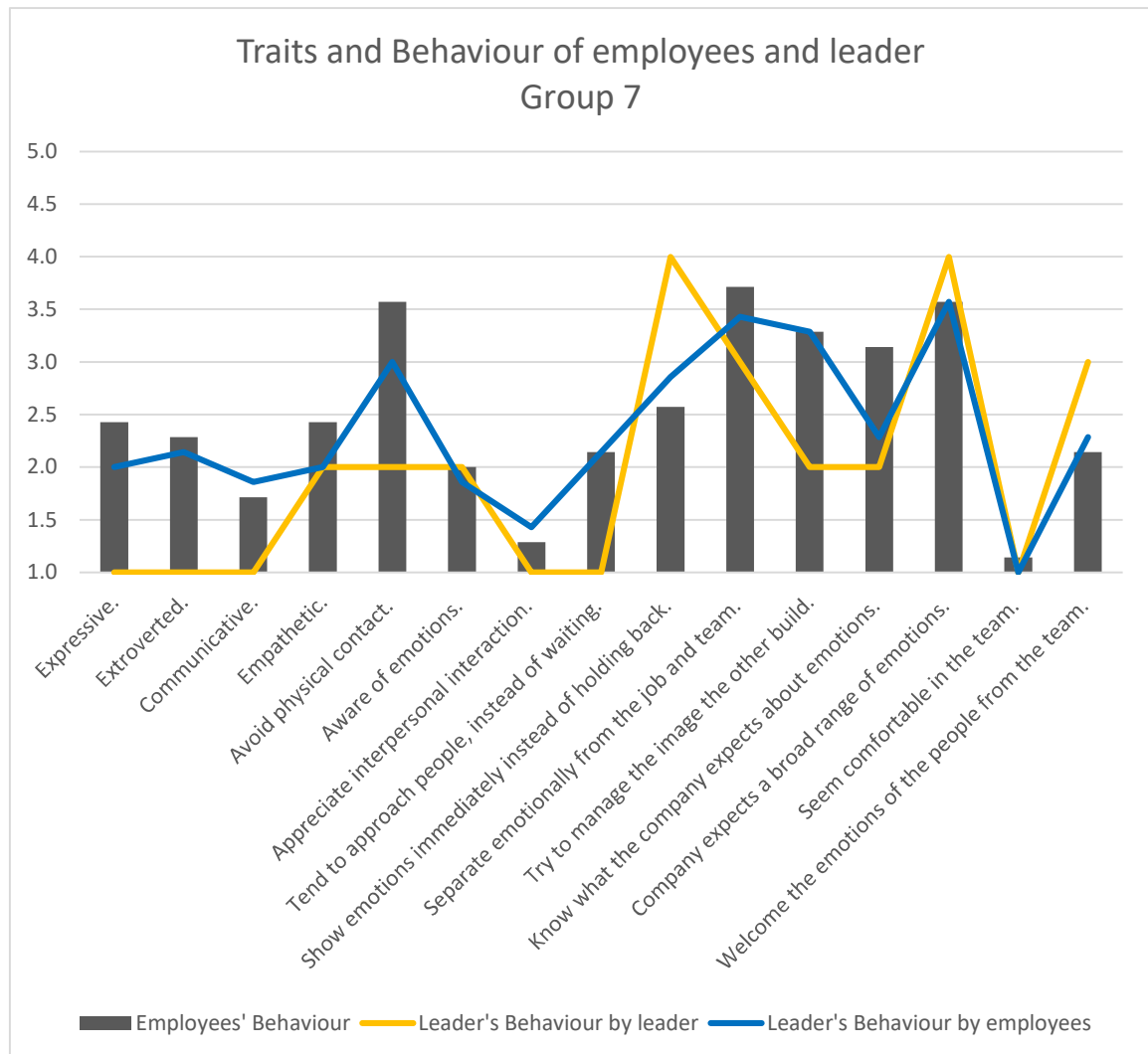


Figure 17: Behaviour at work of Group 7

There is a slight difference between the employees' behaviour and their perception of Daniels behaviour in relation to the trait communicative, to appreciating personal interaction, and relative to showing emotions instantaneously.

In regard to the emotional labour, 71.4% of this group recognized leadership emotional labour higher than their own emotional labour. The other 28.6% is equally divided between considering EL and LEL with same level and considering employee's EL higher. The visualization of this scenario is shown in the graphic below.

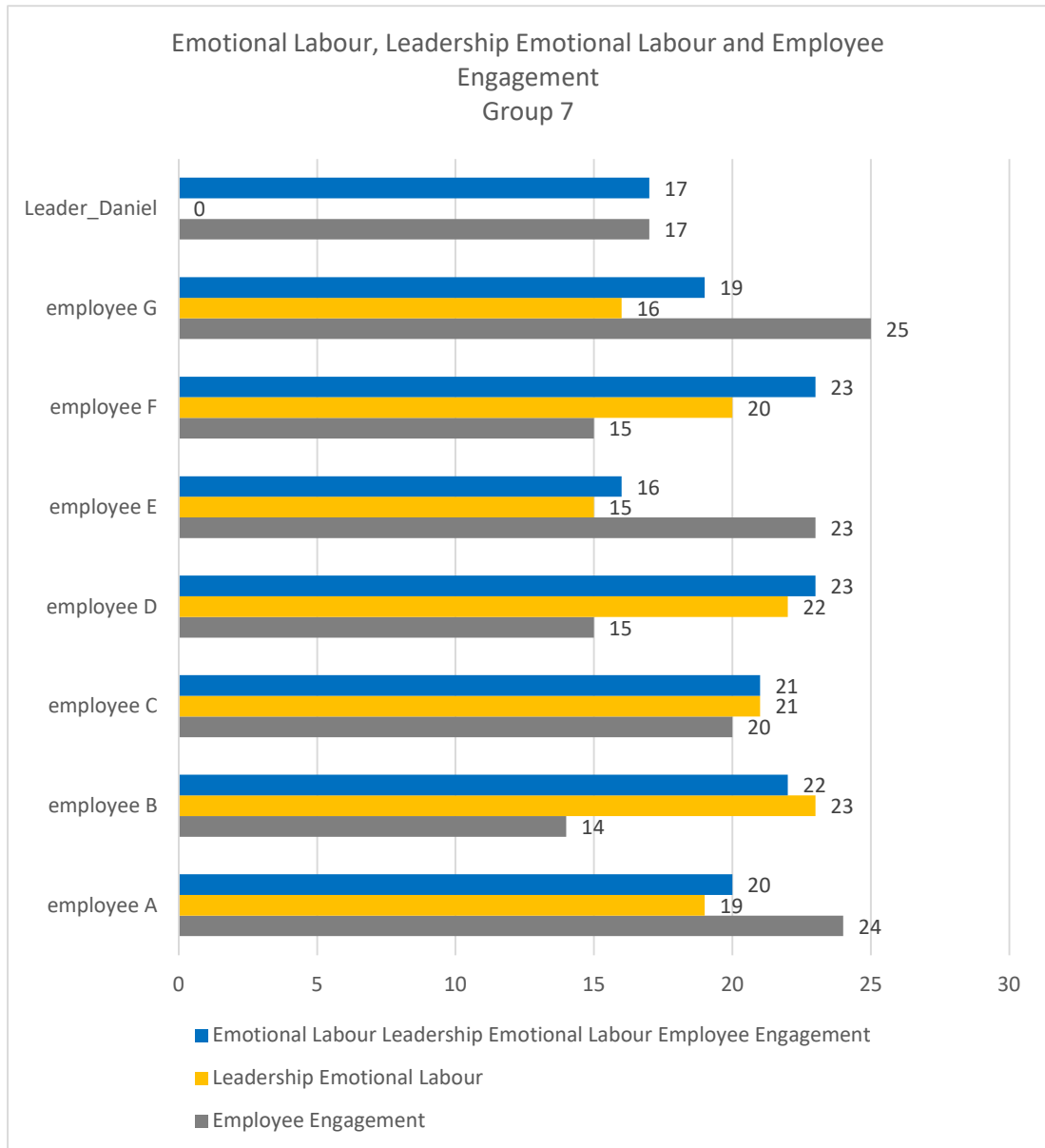


Figure 18: EL, LEL, and EE of Group 7

Concerning the employee engagement of group 7, it is possible to notice, 57.1% of the subordinates recognize themselves within the first quartile of engagement, followed by 42.9% in the second quartile. The leader is also in the first ratio of the range, with 17 points.

Finally, since the data of all seven groups were presented in detail, the introduction of the sample was accomplished. The next lines look at each hypothesis exploring the statistical and qualitative analysis.

4.1.3 Testing Hypothesis

Henceforth, it is possible to dwell on the hypothesis and analyse it based on the data collected. The hypothesis analysis englobes the qualitative and quantitative data. The content will be incorporated in the investigation as the hypothesis addresses a topic approached for the questionnaire or the interview.

The statistical significance crossing the data was fetched using SPSS, considering as reference the confidence interval percentage of 95%, so the significance 0.05. The qualitative analysis of the interviews was fundamentally structured through MAXQDA, pondering the talk of participants grouped by code.

4.1.3.1 H1 - Leaders adapt their own emotional labour strategy to each situation and perform more than one sort of emotional regulation.

Surface acting, as the emotion set through a mask, without any internal correspondent feeling. Deep acting like the inner change of feelings. Genuine emotions being as displaying of the truly felt emotion. Two of three strategies to deliver the emotions required for a job position formed a continuum range. It means in a daily life people transit from one strategy to another according to the scenario.

In that case, this research should be able to recognize the use of various strategies from the same leader. Starting from the qualitative data and taking back the finding that usually Surface Acting is related to hiding negative emotions or faking positive emotions, and deep acting experiencing positive emotions (Diefendorff et al., 2005), it is possible to cite one of the interviewees:

I would say in the positive yes, so on the negative I would say I don't see that I should show more negative emotions that I actually have. I don't think that would be very supportive for anyone. On the positive side, definitely that is certainly a job. And then there's a task for me to go forward with a positive spirit and a positive mindset and also show that with positive emotions. Daniel

It is consistent for the leader with the pseudonym Daniel. The negative emotions and positive emotions must receive different handling. The former being hid, controlled, so then through the surface acting. The latter boosted, encouraged, what might be driven by surface acting or deep acting.

Hiding negative feelings, as a movement of surface acting was pointed out also by the named Joana she mentions "if I get so angry that it would be not respect, if I would lose the respect. If I would like to say you are so stupid, I don't say that." In the same way, as questioned about expressing emotions that she is not feeling, Joana describes a genuine

emotions strategy assumed “I say I'm wondering I think I should be angry, but I'm not, maybe so, but I don't make a show. I don't like to make show, because it's not... I think it's not fair, It's not authentic.”

Emotions delivered as a toll and the conscious management of it through various emotional regulation strategies was also mentioned during the interviews. The leader pseudonymized Dominik presented a stalwart idea of the value of using emotions, as he mentioned:

sometimes I also use kind of emotion to be more firm. It means, you know when something is important then sometimes I really see it very clearly in a may be direct, and maybe somebody could mean in a hard way, but very clearly that ‘this is important that we need to do this now’ ...and to give you really strong guidance. So I use this sometimes as an instrument. Maybe not very often but sometimes I realize that this works quite well. Dominik

It indicates that through surface acting or deep acting, depending on his understanding of the situation and internal movement to change feelings, he conveys the emotions to influence the team members. His decision is based on his evaluation of importance of the task.

Regarding the quantitative analysis of this hypothesis, in order to check how employees perceive the delivery of emotions of the leaders, and if they notice a management of emotional regulation, it is possible to analyse the frequency of responses to the question Leadership emotional labour scale, as shown in the table 7.

	N		Mean	Mode	Percentiles		
	Valid	Missing			25	50	75
1. My leader tries to show feelings that are expected from her/him.	53	0	2,74	3	2,00	3,00	3,00
2. My leader tries to hide her/his feelings when interacting with others from the team.	53	0	3,43	3	3,00	3,00	4,00
3. My leader evokes feelings she/he wants to show to others.	53	0	3,08	3	2,00	3,00	4,00
4. My leader change her/his feelings to match those she/he must express to the others.	53	0	3,68	4	3,00	4,00	4,00
5. While working, my leader attempts to create certain emotions herself/himself that present the image our company desires from him/her.	53	0	3,42	3	3,00	3,00	4,00
6. My leader seems to show the same feelings that she/he feels inside.	53	0	2,34	2	2,00	2,00	3,00
7. I believe the emotions my leader delivers match with she/he truly feel.	53	0	2,09	2	2,00	2,00	2,00
8. I think the way my leader delivers the emotions is not as expected for the company.	53	0	3,92	4	3,00	4,00	5,00
9. I think expressing emotions is inappropriate to my leader's position.	53	0	4,00	5	4,00	4,00	5,00

Table 7: Frequency leadership emotional labour by employees

It is possible to comprehend employees perceive leaders showing emotions as appropriate. The greater agreement of employees is associated to the emotive dissonance items of the scale of Kruml and Geddes (2000), questions 6 and 7.

The lower values of items 6 and 7 ($M_7=2.09$, $M_6=2.34$) indicates employees attributed lower level of emotive dissonance to their leaders. It categorized the delivery of emotions by the leaders more from a passive deep acting, or genuine emotions.

Questions 2 to 5, representing the deep acting performed by the leaders, also received a degree of identification. The average of 3.4 to the degree to the questions 2-5 indicates employees recognized their leaders sometimes managing internally their feelings before delivering what is expected.

It might indicate leaders perform various strategies of emotive dissonance. To test statistically this descriptive analysis, a One-way ANOVA test of variance considering the employee's assessment of leadership emotional labour regarding the emotive effort and emotive dissonance was accomplished.

In relation to emotive effort, it was reported no significant difference if comparing the means of the groups ($M_{G1}=14.64$, $M_{G2}=13.75$, $M_{G3}=13.33$, $M_{G4}=13.17$, $M_{G5}=11.67$, $M_{G6}=12.75$, $M_{G7}=15.29$, $p=0.337$). However, the same statistical approach considering the emotive dissonance reveals a significant difference between the means of the groups ($M_{G1}=3.91$, $M_{G2}=3.50$, $M_{G3}=5.33$, $M_{G4}=5.67$, $M_{G5}=4.67$, $M_{G6}=4.31$, $M_{G7}=4.14$, $p=0.045$).

It implies comparing leaders, we might identify that some leaders perform a significantly higher degree of emotive dissonance than other leaders. However, it is inconclusive about the hypothesis. First, because leaders might present significant differences in emotional dissonance, but still perform emotive effort as required. Also, the comparison between leaders, indicate they might perform both strategies, but it was not the focus of the statistical test. No other statistical analysis comparing the delivery of emotive effort and emotive dissonance by the leader was possible. Therefore, the statistical analysis does not respond to the hypothesis.

The hypothesis "leaders adapt their own emotional labour strategy to each situation and perform more than one sort of emotional regulation is not confirmed by the statistical analysis. However, the qualitative data confirms the hypothesis, as the leaders declare managing their emotional regulation considering the specificity of the emotion, the situation and the results aimed.

4.1.3.2 H2 – The degree of leadership emotional labour required by a leadership role might vary according to frequency, attentiveness, variety, and emotional dissonance.

The four dimensions of Morris and Feldman (1996) and its antecedents were approached through the interview. Therefore, the data to confirm or deny the second hypothesis is originally from the qualitative data.

Attentiveness and variety are the elements influencing positively the degree of leadership emotional labour. The attentiveness encompass how vigilant leaders must be in regard to the delivery of emotions. To this matter the leaders here named Dominik, Elly, and James declare the following:

I believe a lot in lead by example, so when this is one of my focus, then of course I need to be more controlled because when I've been too hysteric or something... you know...then I think I sent out the wrong signal. Dominik

Because I know that I cause more influence and normally my emotions are on the positive side, so I'm coming...you know... greeting everyone, asking a lot of things like 'how was your holiday?', this or that, but I know how that has an influence. Elly

[coffee talking] And that case of course, I'm just listening. Of course. I say sometimes my opinion, but I am not saying very much like opinions that are listening. Yeah, and if the discussion is a bit too much that gets just start to say, 'stop it'. Yeah, it doesn't help anything. [...] Yeah, because in the end it if ...if I leave it and it if discomfort comes bigger and bigger and it influences the business things. That case of course for me it's loss, right? Yeah, so I am taking care of this part. James

There is a line of reasoning going through the three talks involving the idea of being constantly vigilant on the delivery of emotions. The justification associates the convey of leaders' emotions to the emotions and mood of the subordinates. It means that according to the participants interviewed for this research, the dimension of attentiveness of leaders increases the degree of their emotional labour.

Regarding the variety, the delivery of positive emotions is highlighted. The expression of positive emotions was mentioned by all participants in the sense of motivating the team and building a good environment. Some interviewees also recognized the convey of negative emotions, as punctuated in the following passage:

So, it in my opinion doesn't make sense to always show just the positive emotions. If I'm not satisfied with the work of some people, it should also be allowed to show negative emotions as long as it's a in a feedback environment and not on a totally emotional environment. John

In this case the leader whose pseudonym is John included the demand for negative emotions as a feedback tool. The use of negative emotions here was associated with expressing the consequences of an act of the subordinate. So, the emotions came as an instrument to orient and to correct course of some result or behaviour.

Also, some of the leaders stated the negative emotions as a tool to formerly influence the employees. As extracts from the interview with the leaders here named James, Joana, and Dominik underlie this conception.

[...] sometimes of course I have to show right. If I want you to do one something... I really want you to do this thing... that gets...if I say with very calm, face just softer attitude that I want you to do this, in that case it doesn't help, right? At that case show the emotions. 'I want you to do this please, for me, in this time' ...So it depends. James

I use it ...I work with emotion. I work with it, sometimes not. Not always really good, but sometimes it is (unclear) here and I show them I am angry. Joana

[...] but sometimes maybe I feel it a little bit.. and then I make it a little bit stronger... as it, as it should be. So, I'm sometimes...I'm exaggerating maybe, but ...but look it, it's... it's more the exception than the normal... in the normal... I try to be really fact based and, and try to convince by data, by figures. Dominik

At this point, it is possible to consider that the positive influence of attentiveness and variety on leadership emotional labour is concrete and strong. The constant vigilance and control of leaders regarding their emotions and the broad range of emotions to be delivered provokes a greater requirement of emotional labour on a daily basis for leaders.

The two complementary dimensions, frequency and emotive dissonance, would affect negatively the leadership emotional labour. Frequency, according to the theoretical background, is negatively impacted by closeness of monitoring, and display rules. The emotional dissonance, basically influenced by job autonomy.

It might reveal that the higher the closeness of monitoring, display rules, and autonomy, the lower the degree of emotional labour is. When asked about the rules of interacting with the team, and the company expectation on their position. All leaders brought targets, financial and strategic goals, as the main directive. As emotional display rules are seen as smooth or inexistent in a leadership role, there is also no closeness of monitoring of this expressing of emotions. It is clearly voiced by the pseudonymized Dominik, as questioned about the expectation of the company:

that the person can work freely without, without too much guidance, too much effort from the boss. We have the goals so it's more...it's more management by target. We have our goals and it's expected that... that we do the things what is necessary and that we do it right... You know what I mean?... It's not that we have every week issue a fix or something and every week we get instruction what to do.... So normally I never get really instruction, it's more if I need a recommendation, or If I have a question I can come to my superior, but it's more behalf our targets and we know what to do and we need to work freely without making too much, you know questions or too much troubles. Dominik

Since here, the lower levels of the antecedents of frequency, referring to closeness of monitoring and display rules, indicates a negative influence of frequency on the degree of emotional labour required by leaders.

Specifically related to the leaders' autonomy to deal with their team, most of the participants when questioned about it were emphatic to assume integral autonomy to decide how to interact with the team. Additionally, the leader called here as Elly complemented "I have quite a lot of freedom to stablish things, to try new things in the team. It is more not my boss limiting me, it is more...maybe the team resistant to change."

The autonomy reported by the leaders lessen the levels of leadership emotional labour related to the emotive dissonance. It might mean emotive dissonance and frequency of leaders are evaluated as not requiring for the leaders higher emotional labour as it is for different positions that present greater explicitness of rules related to the delivery of emotional labour.

Based on the theory of Morris and Feldman (1996), according to the qualitative data presented, the balance of the dimensions related to leadership emotional labour might be represented as the Figure 19.

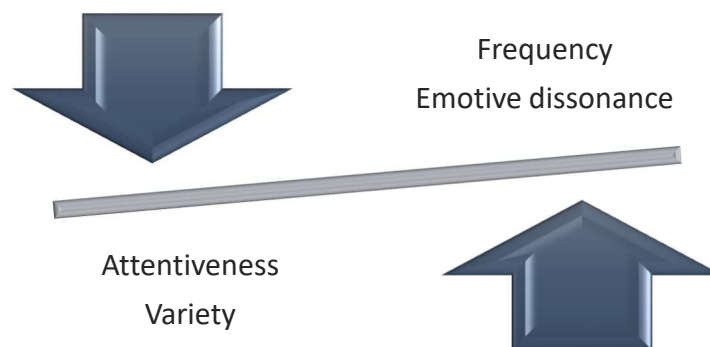


Figure 19: Balance of 4 dimensions of LEL

However, one singularity stands out from the interviews. Among seven participants, two of them employed the same example to demonstrate their feelings about the leadership and the expectation they perceive regarding their position. It is quoted below.

I felt like a captain on a boat, and I have my wheel here, but the boat is 100 kilometers far away I can't see. It was so terrible it was really. It was a really worst-case situation. Joana

I'm an important leader here and I should go forward like, yeah, like that, like the ...like the captain or yeah and to show it away and make the team feel positive. So, it's somehow clear that would be a goal to do that, but on the other hand, it's certainly not my most important part of my work. Daniel

The representation of the leaders as a captain, deciding the path and directing the others, recovered the social identity theory discussed in the first chapter. By this theory, we tend to absorb the stereotype of the social group we are part of.

It might address the frequency and emotive dissonance, because as said by the leaders, there is no explicit rules regarding their behaviour. However, the leaders presented an image, a reference that guide their behaviour and posture facing the leadership role. As indicated by Ashforth and Humphrey (1993) there is no damage for the leader to follow this stereotype if the identification with the role is consistent.

Finally, there is a recognized requirement for emotional labour in leadership positions. The degree of emotional labour required by the leaders is positively influenced by attentiveness and variety, and negatively influenced by frequency and emotive dissonance. As the leader identifies her/himself with a social stereotype of a leader, the leadership emotional labour might be mitigated.

Therefore, the hypothesis “the degree of leadership emotional labour required by a leadership role might vary according to frequency, attentiveness, variety, and emotional dissonance” was confirmed by the qualitative analysis.

4.1.3.3 H3 – Leaders who engage more in deep acting and genuine emotions promote higher levels of employee engagement within the team.

The literature supports this hypothesis since the strategies of deep acting and genuine EL improve the relationship between leaders and their teams (Humphrey, 2012), conducting to increase the performance (Moon et al., 2019).

Based on it, this research theorized deep acting and genuine emotions would also influence in how the individual is able to open her/his individuality at work, willing for a profound bound with the job and the team.

Considering the required measuring deep acting, genuine emotions, and employee engagement to analyse this hypothesis, the quantitative data was preferred. Deep acting, also called active deep acting, was considered as Kruml and Geddes (2000) defined as emotive effort, so from the items 2 to 5 of the scale.

The authors also identify the emotive dissonance as the range between surface acting and passive deep acting, presented in the survey through questions 6 and 7. Considering the 5-point Frequency scale from always to never, when the lower point is aggregated to the higher frequency (“always”=1).

Settled on it, higher frequency of deep acting and genuine acting were identified as the lower sum of the scales emotional labour or leadership emotional labour. The same is applied to the employee engagement scale, so the higher the engagement, the lower the value of the sum.

A following frequency table shows in sequence, the sum of the leadership emotional labour fulfilled by employees, the self-report of Leadership emotional labour, and the sum of employee engagement. Organized by the employees’ perception, it is possible to notice a pattern between the lower value of LEL by employees and employee engagement.

	LEL by employees	LEL by leaders	Employee engagement
Group 5	49	17	38
Group 2	69	18	95
Group 3	112	14	119
Group 7	136	17	136
Group 4	113	15	138
Group 1	204	18	246
Group 6	273	20	382

Table 8: LEL and EE per Group

It suggests, except for group 4, the groups with higher degree of leadership emotional labour reported by employees also presented the higher level of employee engagement. However, to confirm this correlation, the statistical analysis is essential.

First the correlation between employee engagement and emotional labour was explored. The test of normality Shapiro-Wilk confirms EE and EL as normal samples.

Hence, to the variables employee engagement and emotional labour was applied the bivariate correlation of Pearson, and no statical correlation was reported.

Regarding the analysis of leadership emotional labour by employees and by leaders, a dependent sample t-test, also called paired t-test, was applied. The test unfolds no difference between the self-report emotional labour by leaders (M=17.0) and the assessment by their employees (M=18.0; p=0.473).

Following up the investigation through the emotional labour of leaders, if the mean score of every leader and his/her team is considered, it is established a range of EL from 16.34 to 18.53, as shown in the graphic below.

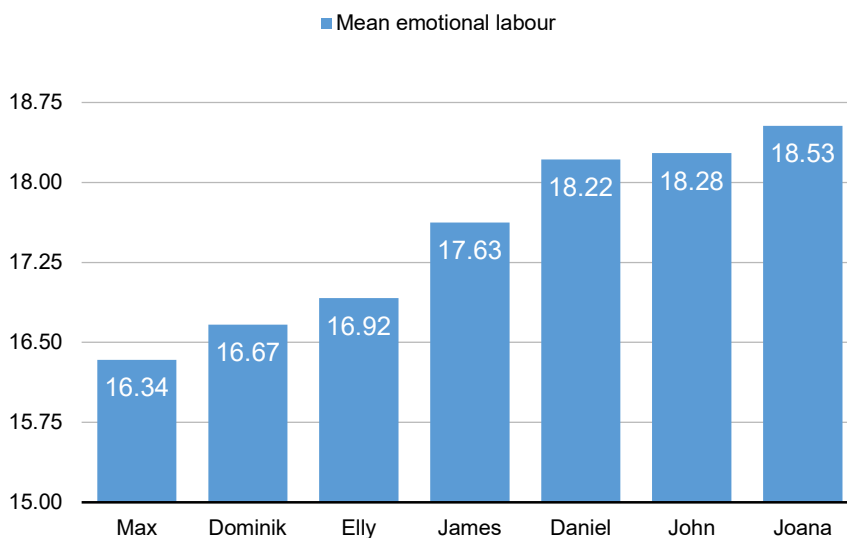


Figure 20: Mean score of leaders' emotional labour

Assigning the teams to two groups, it forms a first group with emotional labour lower than 17.7 (EL1<17.7) and a second with the values higher than 18.2 (EL2>18.2). Both groups were compared to the behaviour at work, the emotional labour and the job engagement of the employees using again the t-test.

The outcome indicates that the emotional labour of the team members is significantly different in both groups (MEL1=17.8; MEL2=19.3; p=0.016). It exposes a significance as comparing the mean of leaders' emotional labour and employees' emotional labour. Which indicates that the teams of the groups in which the leaders presented higher levels of emotional labour, also shown great level of emotional labour.

The statistical analysis of the employee engagement differs only in two items, specifically in "I feel happy when I am working intensely." (MEL1=1.7; MEL2=2.5; p=0.017)

and “At my work, I feel that I am bursting with energy.” (MEL1=2.3; MEL2=3.1; p=0.028). It means, despite the correlation presented in the frequency table of employees’ assessment about their leaders’ emotional labour and employee engagement, the statistical significance lies in only two items of the scale. Thus, employees of the teams from leaders with great degree of emotional labour, presented significant difference on the feeling of happiness of employees, working intensely, and the feeling of bursting with energy.

The statistical significance was present also in two items of behaviour at work, namely in “I appreciate interpersonal interaction.” (MEL1=1.8; MEL2=1.3; p=0.031) and “I try to separate myself emotionally from the job and team.” (MEL1=2.9; MEL2=3.5; p=0.022). So, employees from groups with leaders recognized with higher leadership emotional labour presented higher level of appreciation of interpersonal interaction, and declared they separate themselves emotionally from the job and team.

In conclusion, the hypothesis “Leaders who engage more in deep acting and genuine emotions promote higher levels of employee engagement within the team” is confirmed to two items related to employee engagement “I feel happy when I am working intensely” and “At my work, I feel that I am bursting with energy”.

4.1.3.4 H4 – The cultural background influences the perception and delivery of emotional labour.

The differences on behaviour and delivery of emotions by culture are intensively explored by the literature. It supported the assumption that people from different cultures might perceive the emotional labour of leaders in distinct manner.

Culture was approached during the interview with all participants. Only the leader pseudonymized Joana did not identify differences regarding the culture and how the people deal with the emotions. The other six leaders indicated at least a certain degree of difference associated to the culture.

The leaders pseudonymized as Max and James recognized cultural differences within employees’ emotional behaviour. Both emphasized the existence of cultural differences, but associated also to the individuality, as explicated in the quotation of the here called James.

I don't want to decide only by culture. Of course, the first things is of course, personality...the character, even in one nationality, yeah... but just...more tendency, right? Italians... Yeah, the women like a more super emotional...and the same things happen in for example in German office... maybe outcome could be different... more business way. James

The leaders with the pseudonyms of John and Daniel, comparing their interaction with people from other countries, recognized the easiest relationship is with the same or similar culture, as shown in the following interview stretch.

I think I know how to show empathy and how to talk to the typical German speaking PhD age 25. But sometimes the cultural background of someone from Peru or someone from Russia is totally different, so I really have to ensure that I take always into account the background of the people 'cause you have to talk differently so the communication have to be differently to different people and this is a really challenge at the moment. John

I have to admit it's the easiest to work with Swiss people. That's it's kind of obvious, but we really see that. I mean, the way how we, how we talk, how we understand each other and it's just the easiest and most yeah. There are no misunderstandings, mostly. I would also say that for example, German people are quite similar. They are quite close to the way we act. Daniel

The named Elly observes people from her country or similar cultures with a behaviour equivalent to her own. She also differentiates this behaviour from other cultures. A contrast of behaviour was also explored by the pseudonymized Dominik as he detailed his experience in different countries.

the people who come from the Spain or Portugal.... They are more... open, and more like. Yeah, is there more similar to me that more kind like expressing doubt or fear or happiness more easily. The Germans tend to be a little bit more reserved. Elly

So, for example in Mexico, so in other Mexican is the Latino mentality, so the people are very open. The people that they talk a lot, you can approach them very easy and It's a smooth... for me it was not difficult because there was a lot of talking and...and you really can access quite direct and easy to the people. OK so if the people don't like something. They show it to you to show it by verbal the show it by expression, even by expression, if you tell a Mexican something that he or she don't like, you see it immediately on the face and it's ...it's very clear. When I moved to Asia and that I deal not only with people from Thailand but also from China, they don't have a (unclear) you know you have the meeting, you say something, they look at you, they don't move the face, they don't have any gesture you don't know if they agree or disagree. You don't know what they think and it's ... it's with customer the same, but it's also with your own people the same and ...and even when these people are two three years in your team, you still don't know...Do they disagree now? Agree? Or what they are thinking right now so. This was let's say it for me (unclear) the difference of the behavior in the different country was on the one hand side for me the most difficult but also the one thing, what I liked most because this is really a kind of the you know, the salt and pepper in the daily work to ...to deal with these completely different characters. Dominik

The citations evidence the leaders' perception of strong cultural differences on the way people deal with emotions at the workplace and how to deliver it or not. However, to investigate if the perception of leadership emotional labour undergoes any influence from the culture of those involved, the data from the questionnaire is crucial.

In order to understand the cultural impact on the variables, first the place of birth was used as reference of culture. The one-way analysis of variance was applied to check any difference of employee's perception of their leaders emotional labour in relation to the place of birth. No difference was evidenced as $p=0.610$ ($M_{\text{Austria}}=17.6$; $M_{\text{Switzerland}}=18.8$; $M_{\text{Other}}=18.1$). Also, a similar outcome results from the self-assessment of emotional labour by employees ($M_{\text{Austria}}=18.6$; $M_{\text{Switzerland}}=20.2$; $M_{\text{Other}}=18.6$; $p=0.228$).

A difference, however, can be seen in the item "I think expressing emotions is inappropriate to my position." ($M_{\text{Austria}}=3.7$; $M_{\text{Switzerland}}=4.7$; $M_{\text{Other}}=3.4$; $p=0.008$). The significance of this difference increases as leaders' perception integrates the analysis ($M_{\text{Austria}}=3.7$; $M_{\text{Switzerland}}=4.6$; $M_{\text{Other}}=3.4$; $p=0.006$).

About place of birth, there is also no difference in the employees' answer to the behaviour at work and the job engagement. The sample of leaders is not representative to isolate this population.

As a second attempt to identify statistical differences in relation to the cultural background the nationalities were gathered following the emotional expressiveness of countries developed by Gestland (2005). It means each country of origin were categorized as Reserved Culture, Variably Expressive, or Very Expressive.

The ANOVA test was applied to compare the means of the Reserved Cultures, Variably Expressive cultures, and Very Expressive cultures to the variables LEL, EL, EE and behaviour at work.

No significance was found to the sum of Leadership Emotional Labour scale, considering the opinion of employees ($M_{\text{Reserved}}=18,0$; $M_{\text{Variably}}=18,7$; $M_{\text{Very}}=17,0$; $p=0.814$). The analysis of each item of the scale also displayed no statistical difference.

Similarly, there is no significance associated to employee engagement and to emotional labour scale in general. Only one item of emotional labour presented a significant difference between the Gestland groups "I change my feelings to match those I must express to others" ($M_{\text{Reserved}}=4.07$; $M_{\text{Variably}}=4.0$; $M_{\text{Very}}=2,50$; $p=0,051$). The significance of this item increases as the leaders' assessments are add up to the results ($M_{\text{Reserved}}=4.00$; $M_{\text{Variably}}=3.5$; $M_{\text{Very}}=2.67$; $p=0.031$)

Regarding the behavior at work scale, the employees' assessments evidenced a significant difference to the item "I try to separate myself emotionally from the job and the team" ($M_{\text{Reserved}}=3.58$; $M_{\text{Variably}}=2.67$; $M_{\text{Very}}=2.0$; $p=0,019$). To the same analysis, if we include the leaders evaluation about their behavior as well as the employees, the significance increases ($M_{\text{Reserved}}=3.52$; $M_{\text{Variably}}=2.75$; $M_{\text{Very}}=1.67$; $p=0.002$). In this case, also

the item "I am extroverted/outgoing" presented a significant difference regarding gestland groups ($M_{Reserved}=2.44$; $M_{Variably}=1.67$; $M_{Very}=3.0$; $p=0.040$).

At this point, it is possible to affirm employees and leaders from diverse cultures tend to feel expressing their feelings is inappropriate to the position with more emphasis in comparison with employees and leaders from Austria and Switzerland. Also, employees and leaders from very expressive cultures perceive themselves changing their feelings to match those they must express more than people from reserved and variably cultures. The same participants from very expressive cultures try to separate themselves emotionally from the job and the team more than the other cultural groups.

Breaking away from the results before explored, leaders and employees from variably expressive culture see themselves more extroverted and outgoing than the people from other culture recognize themselves.

These findings confirm the hypothesis that "The cultural background influences the perception and delivery of emotional labour."

5. Conclusion

This research assumed the thought-provoking suggestion of former studies and delved into the field of leadership emotional labour looking for association with employee engagement and cultural background. By no means, the purpose of this study was enclosing the topic, instead, opening up a new array of discussion.

A theoretical intersection between emotional labour and employee engagement was recognized already in its origins. The pioneering author to delineate emotional labour identified a psychological cost for those that keep their truly felt emotion without expression at work (Hochschild, 2012). Also, the disengaged employees, according to Kahn (1990), sacrifice part of themselves not being integrally within the role.

Emotional labour influencing performance, as demonstrated by scholars, was also recognized as a potential connection of emotional labour with employee engagement. Since both concepts were recognized as influencing the performance of employees.

The literature also previously reported a significant influence of the cultural background of individuals on their emotional labour. The feeling of display rules and the preference for emotional regulation strategies were shown varying according to the person's culture (Mesquita & Delvaux, 2013).

The method combining the interview of leaders, and the questionnaire to approach them and their subordinates was able to mitigate the percept-percept inflation regarding the leadership emotional labour. Also, the data collected was substantial and brought to the analysis a wide assortment of information.

Precisely related to the research question "Does the emotional labour of leaders influence the engagement of employees and to what extent is a possible connection dependant on the cultural background of those involved?" this study presented robust findings.

Leadership emotional labour was demonstrated influencing the feeling of happiness working intensely, and the sense of bursting with the energy of employees. Therefore, impact on employee engagement.

The individual's culture was shown to influence three behaviours. Firstly, the understanding of how much expressing emotions is appropriate for the position. Secondly, the perception of changing feelings to match the emotions required. Lastly, separating themselves emotionally from the job and the team.

Additionally, this study has indicated the degree to which the leader's emotional labour influences the level of employee's emotional labour. Also, leaders manage the use of emotional regulation strategies, varying the applicability of surface acting, deep acting and genuine emotions.

Regarding the limitations of this study, it might include the size of the sample. The prerequisite of a diverse nationality within the team was essential to investigate the culture but hamper the participation. Also, the language was a clear limitation, as the interview was required to be conducted in a language different from the local official idiom.

The new organizational structures where people work in a matrix, and no longer responds to only one leader, receiving the influence of two or more leaders was also a limitation identified. The complexity for the employee to identify the leaders' emotions and organizational expectations regarding leader's emotions were pointed out as restriction as well.

Considering emotional labour involves organizational rules, and employee engagement, the employee's relation with tasks, the inclusion of documental data regarding the position and the company configures a potential path for new research.

New approaches might contemplate distinct scales to identify the degrees of leadership emotional labour and employee engagement. Also, further studies might explore the relations here identified through new approaches.

The practical implication of this study lies in strategies to support leaders to deliver genuine emotions and active deep acting emotions. Leadership training programs and development approaches as mentoring and coaching might assist leaders to manage their emotions. The cultural background differences must be fomented within the leadership to facilitate the adaptation of those who are not naturally from the local culture. Organizations willing to boost employee engagement might focus on leadership emotional labour as a strategy.

In conclusion, the leadership role includes a significant, not written task, to manage their emotions. It is labour. It demands energy, attention, and dedication. Consequently, it also presents outcomes. How leaders deal with their emotions influences subordinates on their expression at work and their engagement. Leaders with a culturally diverse team are also challenged to deliver an emotion understandable to other cultures and to perceive diverse forms of emotional expression.

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Appendix

1. Transcript of Interview with leader of group 1
2. Transcript of Interview with leader of group 2
3. Transcript of Interview with leader of group 3
4. Transcript of Interview with leader of group 4
5. Transcript of Interview with leader of group 5
6. Transcript of Interview with leader of group 6
7. Transcript of Interview with leader of group 7
8. Questionnaire

1 [0:00:00] Interviewer: Talita
2 Participant: I1_John
3 Institution: University
4 Tool: MSTeams
5 Date: 22/03/2021
6 Duration:"00:48:59.8400000"
7 Language: English

8 00:00:00.000 --> 00:03:501
9 _ Introduction of Interviewer_

10 [0:03:49]
11 _Participant Introduction_

12 [0:05:45]

13 **Interviewer** : So as you started here at /COMPANY/ You started with a leadership position, like 2017?

14 **Participant**: Yeah, I had started here as the leading of the Research Center. So at this time we were about. 12 yeah about 12 employees. Then some of them left because they were really connected to the former leader of the Research Center. So we drop down to about 8 or 9 employees. And now at the moment we're back on 21...I think.... yeah. So in the last three years it was like starting with 12 going down a little bit and now a steep increase. And in Bayreuth I also had a leading position since 2012.

15 [0:06:33]

16 **Interviewer** : Nice, so in total how many years do you have experience in a leadership position?

17 **Participant**: Nine years now.

18 **Interviewer** : nine years, great.

19 [0:06:44]

20 **Interviewer** : So a tell me How you could define a leader? What do you think are the most important tasks? What a leader is made of?

21 How how can you talk about it?

22 **Participant** : OK, so then one of the most important task is giving the employees a direction, so it's not possible for a leader to do all the work, but it is important to give the direction to give a vision where everyone is heading to. I think it's also important to delegate some work to the employees, but always with the intention to tell them why they're doing the work, so that's important. It's also for the kind of giving them a vision and giving them a way to go. And I also think that if they have to do the work, you as a leader are responsible that you get out all the big rocks in the way. So sometimes it's not possible for them to talk to the CEO and say they need additional €10,000, so that's my job to get them the resources they need and to get away the big rocks and the big problems they have.

23 And, to be a good leader, I think your question was twofold. The first one was the task, the second one was, I think more into character of a leader. I think empathy is a really important thing. It's you should be a little bit visionary, so not all your ideas have to work, but they should at all you they should at least be visionary. And I think you need good communication skills and yeah, good communication skills so that everyone knows. OK, he is going into this direction, we are all going into this direction, why they're doing it and being transparent on why we're doing it like this.

24 [0:08:54]

25 **Interviewer** : And how are you in this scenario? Like what's the most challenging for you?

26 **Participant** : Uhm? For me a challenging part at the moment is that I have different cultures in my Research Center and I think I know how to show empathy and how to talk to the typical German speaking PhD age 25. But sometimes the cultural background of someone from Peru or someone from Russia is totally different, so I really have to ensure that I take always into account the background of the people 'cause you have to talk differently so the communication have to be differently to different people and this is a really challenge at the moment.

27 [0:09:47]

28 **Interviewer** : And how can you... How could you notice this? That you may change something because of the culture?

29 **Participant** : So if you delegate work you get ...you get back to work at one point, so the results at one point,

and if you see that the results are good and the way you expected it, so let's call it the way you expected. Not good, 'cause sometimes they're not good, but it's still the way you expected it. Then you can almost be sure that you communicated correctly. If you get back bad results or different results than you expected sometimes, then you have to think about yourself Did I communicate correctly? So was it my fault or was it the fault of the employee that it didn't work? And at this point sometimes I notice that if I communicate to one of my staff something. Everything came back as I expected and two other ones it was differently.

30 [0:10:55]

31 **Interviewer** : OK, so maybe through the misunderstanding and the results you could see if it works the way you talk or not.

32 **Participant** : Yeah, that was like the a good indication if the communication worked and sometimes it even didn't work with German speaking people so it's not just that the the language barrier. Also if they had a different background than I have 'cause I'm coming from the engineering. If you're talking to natural scientists it's totally different so you always have to take the background of the people scientifically and from the culturally (unclear) I think.

33 [0:11:38]

34 **Interviewer** : OK, so the same or similar culture is not a sure that the communication will work well?

35 **Participant** : No, not not necessarily. It's it's easier if you know how to communicate with one German guy. It's easier to think about how
36 to communicate with the others, but sometimes it even worst. This does not work for people like this.

37 [0:12:07]

38 **Interviewer** : Okay, and how can you ...if you have to share your time like 100% of your time.... If you have to share between paperwork, and interaction with your team, how would it be?

39 **Participant** : So I just take 100% as the two tasks you said right now, 'cause even the two task in my normal daily life. It's just 20% or 25% 'cause all the other things are management and stuff like this. But in general, if you just talk about communication and paperwork, I think for me as a leader, it's 80% communication at just 20% paperwork 'cause the paperwork is mostly done by the PHD's.

40 [0:12:56]

41 **Interviewer** : But sorry, maybe I didn't get it. You you say the communication as the whole interaction with the team?

42 **Participant** : Yeah, 'cause you know there at tasks, which is not related to the team. I just...it is a coincidence that I just did it a few weeks...a few day... ago. I just wrote down all my roles at COMPANY and it's like I'm a lecturer, I'm a manager, I'm a network with industry, and all this stuff together is 100%. If you just ask me about communication and paperwork together with my team, it's about at the moment only 30% of my time. OK, and all of these 30% about 80% is communication and 20% is really reading a paper or reviewing a paper or stuff like this.

43 [0:13:49]

44 **Interviewer** : OK, I get it. It's because you have different roles as well, not only leading the team.

45 **Participant** : Yeah, that's it. But if you just talk about leading the team, it's about 80% - 20% or...Yeah yeah 80% - 20% something like this, perhaps 70% - 30% but depends. 80% as communication and 20% is really reading a paper, preparing something 'cause most of the time the PhD Students duties and just get my advice in the daily communication?

46 [0:14:26]

47 **Interviewer** : OK, I get it. And then let me see. Leading the team, do you believe COMPANY expects you to interact with the team in

48 a specific manner? Or do you believe you have freedom and autonomy to decide how interact?

49 **Participant** : I think I have 100% autonomy. As long as I do not do anything against the law. Of course it's not possible to discriminate someone cause of anything. If something like this happens. Of course, the University would say, OK, , that's a no go, but as soon as or as long as we are successful in getting research funds and stuff like this and no one goes to the executive officer and says OK, /John/ leading skills are totally yeah nonsense or stuff like this. Then they give me that. Or that the 100% freedom so no one says OK, /John/ you have to do it like this it is.

50 [0:15:42]

51 **Interviewer** : And what do you think is the company, I mean, the University expectations of a leader, of a
leader of a Research Center? What do you think they expect of you as a leader?

52 **Participant** : So. One important thing is getting research funding or is getting money from research funds, so
to finance your research. So at the Research Center we all have a clear budget plan where for all Research
Center it says OK that amount of money you get from the University and you have to get additional money
from research agencies or from industry for another 60%. As long as this is fine, they're happy. I think, but
still of course they wanted I developed my personal, or my staff, so if we would say or if we say yeah, we we
have every year €1 million in revenue. But no one is developing himself or herself, and in five years we're
staying there and saying, OK, I have no idea where to get money 'cause we're not up to date 'cause we didn't
develop in the last five years. That would be a no go as well. So first of all, it's always the budget. And second
of all, it's developing the Research Center so the team and I think developing also the University. So it's not
just my Research Center, they expect that you all that I also developed, the whole University with some
industrial network with participating in the study courses and stuff like this.

53 [0:17:30]

54 **Interviewer** : And do you feel any expectations regarding your emotions? Like if you should be showing more
positive emotions, negative emotions.

55 **Participant** : I think what our executed manager always says is that he is a big supporter of being honest. So
if I am not happy with a decision, I can show it and I can show it with emotions, as long as the emotions are
on a certain level... he is fine with positive emotions and he is also fine with negative emotions. Of course
everyone is encourage in positive emotions, 'cause that's the way I think most people lead right now with
positive emotion. And it's also the picture we give to the outside, so our industrial partners or to the press or
to the students. However, in a... in a bilateral communication or in...in a group of a few people, he always says
OK. You can also show negative emotions if you really have it and we discuss it so we don't have to hide any
emotions.

56 [0:18:50]

57 **Interviewer** : You mention that you are encouraged to be honest and show negative emotions with your boss.
And do you think you are equal open...like you should be equal open with your team as well? Like showing
negative emotions and positive.

58 **Participant** : Yes, I think so. So it, in my opinion doesn't make sense to always show just the positive
emotions. If I'm not satisfied with the work of some people, it should also be allowed to show negative
emotions as long as it's a in a feedback environment and not on a totally in emotional environment. So there's
also, there's always be a scientific background or a work related background and not just some emotions I get
from private stuff, so give it over to your to the PHD's or posters. And I also encourage them to tell me if
they're angry or if they're annoyed of anything 'cause it's easier to just talk about it and then let it go instead
of...yeah... getting everything into you and never ..never really say out loud.

59 [0:20:08]

60 **Interviewer** : If I understand correctly, you mentioned that the honest showing emotions is when you show if
you are not satisfied with work but not mixing your private life emotions with the professional life emotions or
am I misunderstanding?

61 **Participant** : Now that's ...that's a complicated thing. So what's not allowed? Let's say I'm... I'm angry about
anything at the weekend and the first one who is coming into my office on Monday morning gets all the angry
emotions. That's ...that's not fair. However, if the angry emotions are related to work. So if I did something
and a PhD student of me says, OK, 'cause of this decision? He is angry. I always encourage them to tell me
that they are angry. 'cause of this decision? 'cause then we can talk about it. A mixture between the private
emotions and the work related motions is always complicated. Sometimes it's not, or it's... yes...sometimes it's
necessary, or there is a connection, but this is a really hard thing for a leader to discuss things like this 'cause
you're not allowed as a leader to ask for the private emotions of your PHD's or if your staff... and there I
always try to...at least encourage them if they want to talk to me about private emotions as well, they can do,
but they are not forced to. But it's a complicated thing, so mixing this emotional levels is really complicated
and you as a leader you think it's different than this.

62 [0:21:47]

63 **Interviewer** : You as a leader, do you think it is different, how you must be vigilant on your emotions
regarding another positions like your team or others, like lecture or other positions.

64 **Participant** : I ...I don't know what what you really mean with this question. Try to phrase it differently.

65 [0:22:20]

66 **Interviewer** : Yes, I can try it. Do you see that you, as a leader must be more vigilant than other positions?
Other employees or other people in the same institution, like in the University?

67 **Participant** : Yeah, I think that's. More is the question I think more often, so I have to or I deal more often
with emotions from my side and also from the side of the employees 'cause I have a lot of employees. If I
have just one person like the study course leader always have one assistant. It's easier for or. It's not that often
for them, but it's just the same level I think, so it's not easier for me or more complicated for me. I think it's
just more often for me than for others.

68 [0:23:17]

69 **Interviewer** : Ok, I get it, And can you remember a time that you feel, because you mentioned that you
believe that the best way is being honest with your emotions that are regarding to the professional life....Can
you remember a situation in which you hide your emotions?

70 **Participant** : I can remember situations where the other one hide his or her emotions and it always leads to
certain problems afterwards. So, especially if emotions are hidden too long, I had two or three... Yes,....
situations in my in my leading life where people hide it or hidden their emotion a really long time. And then it
was like at the end more an explosion and it would have been so much easier if one talked about it really early
at a really early stage.

71 [0:24:22]

72 **Interviewer** : And regarding your experience, you cannot remember a situation in in that you analyze that
would be better not show what you were truly feeling?

73 **Participant** : Oh, I thought about it. That's I often thought about it and I always do this...or at least I do not
know when I really have hidden it too long. I always went at the end for the way... Just talk about it, and
everything is fine. So I think I think hide it longer than a week or so.

74 [0:24:57]

75 **Interviewer** : Ah, Okay, so you just work it.

76 **Participant** : Yeah, it's you're just so I'm not the one who is showing the emotions right after a meeting or
something like this. Most of the times I try to sleep at night and I try to perhaps sleep in the second night and
think about it, but if I see that it.... That it's still in my head and I'm always thinking about it. I just go to the
person talking talk about it.

77 [0:25:23]

78 **Interviewer** : Okay...And can you remember a situation in which you change what you were feeling like you
try to feel something that you understand it was expected for you.

79 **Participant** : Here again,

80 **Interviewer** : For example, for example..you analyze the situation. You as a leader analyze situation, an
understanding that your boss or your team was expecting you to show emotion, and then you try to fill it. It
was not the first motivation to feel that emotion, but you try to show it.

81 **Participant** : OK, so you think that the team wants me to show emotions and I didn't so before or did I get
here?

82 [0:26:19]

83 **Interviewer** : No, it's a complicated question, sorry. Then my question is basically. If you had a situation in
which you try to feel something that was not natural for you feeling. The feeling .. and then you try to fill it
because you understand that it was expected for you or for your team or for the University.

84 **Participant** : OK, so. Let us assume someone is cancelling a contract and everyone is expecting for me to
be...to be angry about this and I was not angry, so this is this is what you mean.

85 **Interviewer** : Yes, exactly.

86 **Participant** : Yeah, I think there were situations like this, especially if people are leaving the University or if
people we want to hire rejected our offer. I'm most of the time in a group of more than me so, but it was with
a few people and everyone has his or her own opinion on the person. And sometimes then people say oh
that's such a pity that this person rejected our offer. And then sometimes I...I thought Oh no, I I think it's not a
pity... what I don't do or don't want to do. I'm not sure if I always managed. I don't want to tell the people ... I
think it's a pity too if I'm not. If it's not my opinion either, I don't say anything. If I think that there's no harm
saying nothing if I think there is no harm saying nothing, I just tell the people that I have a different opinion.

87

[0:28:08]

88

Interviewer : Ok. Yeah, thank you...Yeah, it was exactly the question.

89

Participant : OK then it's good.

90

[0:28:17]

91

Interviewer : Let me see if we approached...do you thinkLet me ...Do you think during this nine years in a leadership position, you have changed something about your ...about showing or delivering your emotions?

92

Participant : Yeah I think so... 'cause I just, I'm just nine years older now and hopefully a little bit wiser and I think 2...or...yeah... 2 main things change you as a leader. The first one is your own leadership experience experience, so the more you lead, the more experience you have, more different situations you had in your life where you showed or where you saw that leadership is not always the same but different. And the second thing. So this is a personal leadership experience and the second thing is the older you get, the more other leaders you get to know. So you see how other people lead. And I think this changed me a lot because I saw a lot of professors how they lead or how they lead their people and I always thought, OK, I want to be like this or I don't want to be like this and this is something which... which influences your own leadership as well I think.

93

[0:29:40]

94

Interviewer : Nice and regarding specifically about emotions, can you remember something that you learn in this period or from someone?

95

Participant : Yeah, I think one negative experiences that I had or I know a leader who...who is not always leading the same way. So if you come into his office and you see the idea is not to get good day, you should not ask him anything. And I notice this with this leader. So I was aware of this so It was like on the left hand side. It was a secretary and on the right side it was his office and you saw into his desk. If you went into the first room.... and I always had a look on the right and if I saw that he is not in a good mood I just went to the secretary and ask for ...something irrelevant. And other people just don't know. I go it in there 'cause I have a question and then sometimes he was shouting at them without any reason and make it everything negative and next day everything was fine again. So I always try to.... If I'm really if I have to show negative emotions 'cause I'm not satisfied, I always try to not do it in the meeting, but the day after 'cause then I can come down and he did totally different. And I think this influence me a lot that I... I want to reflect the thing first before I show negative emotions.

96

[0:31:11]

97

Interviewer : And in this time that you just take the thing to reflect about the situation before showing something...do you try to manage inside like you try to manage what you're feeling, change it for a moment? What do you do in this meantime?

98

Participant : I think in this meantime, I analyze the connection between the information I got and the emotion I wanted to show. So how do you call it in psychology? I just know the German ...the German expression.

99

Interviewer : Maybe you can try German.

100

Participant : *Right Zentrum Reaction.*? Yeah, attraction, attraction and reaction. So there is a as you know, from the theory, there's always a time between attraction and reaction. And the problem for the this former leader. I know...I knew he was like the time in between he didn't use, he just said the attraction and then he had almost certainly in the next millisecond their reaction and I always to try to get a little bit of time in between and then analyze why I wanted to react like this on the ...on the attraction and the interesting thing is that most of the time emotions level out, so sometimes you have an attraction where you think oh....Oh my God, I have to show a lot of positive emotions now, but a day later you say, OK, it's... it's was not that great what he did or she did....and sometimes you think Oh my God, that's totally nonsense..... And on the next day you think, OK, it was not that negative like I think... So the emotions are leveled out a little bit. In this time I think.

101

[0:33:08]

102

Interviewer : And can you remember a situation in which you just don't take this process of thinking you just like put a mask off the emotion that the people were expecting. For example, you understand that they are expecting a smile or a sad expression and you just did it.

103

Participant : I hope not. So I. I do not get a real or I don't do not have an example for this. And I hope that I don't 'cause just putting on a mask is not who I am. This... it's differently if you go away from emotions to a scientific thing that happens sometimes when I'm in connection with the politicians. So sometimes we have to tell politicians what they want to hear. And I'm not sure if I'm showing the emotions to this as well. But there is the only connection I think I'm doing it sometimes, but just if I know that in the background all the scientific

things are already done, so I would never say ...OK Renewable energy is crappy, just cause someone is wanting to hear it. But sometimes you have to at least, yeah, be a little bit flexible with politicians, but hopefully not with the emotions.

104 [0:34:48]

105 **Interviewer** : And then you can see just this situation with the politicians, not with your team, for example.

106 **Participant** : No, I don't think I would. I think my team would see it if I smile and I don't really mean the smiling. I hope that they will see it.

107 **Interviewer** : Then they know you, right?

108 **Participant** : Yeah, that's it, yeah.

109 [0:35:15]

110 **Interviewer** : And can you remember a day in which you in the end of the day, you were just exhausted?... Like maybe it's common, but one day?

111 **Participant** : Yes. I. I know days where I was exhausted...especially with people who didn't show their emotions. Who where I thought OK? He or she is behaving differently than I expected, and then I have to dig deeper and deeper and deeper to get really the emotions out of this person. And this is something which is really exhausting for me. So I like people who just show their emotions, 'cause it's way easier and not as exhausted as it is when they hide it.

112 [0:36:10]

113 **Interviewer** : And in this situation that people don't show the emotions. How you deal with? Do you ask about it?

114 **Participant** : Yes, I... I try to get the emotions out of the people without asking and one person already....yeah, told me that he or she... I always have to be a bit...Yeah, normalize...that he or she told me at the end... OK, I don't like you to do this 'cause these are my emotions and I don't want to show them and I said yeah, that's true. But I need these emotions to understand you... And this... this is always really complicated and exhausting for me.

115 [0:37:02]

116 **Interviewer** : OK, so let's include /wife/ in our conversation. If I ask /wife/ about you and how you deal with your emotions, how do you believe she would describe you?

117 **Participant** : I think she would also say that I show my emotions and that I don't. Yeah, hide my emotions. Yeah, I hope so.

118 [0:37:32]

119 **Interviewer** : And do you think you express more..you show more positive or negative emotions?

120 **Participant** : I think it's 50 so.. I ...Do you talk about personal emotions or work related to emotions?

121 **Interviewer** : Professional, working related.

122 **Participant** : So I think I ...it depends on the story and on the intensity of the emotions. So if I have let's say I have a day where I had some really strong negative in some really strong positive emotions, I think I would tell her at home both emotions what I felt. If I have a strong negative but a moderate positive, I would always go for the stronger one. So then I would tell her the most. The more negative....and I think if you ask her... She can tell you how the last months went, so if there were ups and downs just cause of my stories from work.

123 [0:38:40]

124 **Interviewer** : So this is... this was one question I can say that maybe she or another person as well is your social support? Like when you are facing some problems and issues or just challenges you share with this person /wife/?

125 **Participant** : Yes. And there is also it's ...it's not just /wife/ it's also one or two people at work who I share things, who that ...or who I think that can be...they can give me some advice on the emotions as well or if my emotions are the correct ones. If they think differently, but this is a really inner circle of my team.

126 [0:39:28]

127 **Interviewer** : How do you analyze your team engagement?

128 **Participant** : So you mean how motivated they are? How..

129 **Interviewer** : How motivated? How... How is their involvement with the job, with the team, with you?

130 **Participant** : How I measure this?

131 **Interviewer** : What's your perception? You don't have to .. to have something concrete, but how is your perception?

132 **Participant** : I.. I think I'm a really output related person, so if I give them some task and I give... I get back a good output. And qualitatively, output or high quality quality of the output... I assume that they were really motivated to do this task. If this is not the case, then it's probably a, or it might be a problem, 'cause then I think they were motivated. They were into the topic, but they just did a good work so. Yeah, this is. This is how I measured. I think I do not measure it in time, so perhaps if you go to our website there is a nice thing which answers this or I just put it in the chat. OK just have to find it for a second. I think there is even an English version. 'cause we have written a mission statement..three years ago. Yeah, that's it. I copy both. ..the first one is probably the thing you asked for...we rate ourselves based on our performance instead of our working hours, so I would not never count engagement on working hours, but always on the performance and I always.... I also told them that if you want to do a good performance, you need to enjoy your leisure time and not working on the weekend. And this is something we came up with in the mission statement with the preparation, I think of four weeks and then one day workshop. Where we really worked on the on the mission statement. So I I'm not going for working hours but for performance. And here's the link to the whole mission statement if you want to read about.

133 **Interviewer** : I will check it later.

134 [0:42:19]

135 **Interviewer**: Do you now ... considering your current relationship with your team..Would you like to change something?

136 **Participant** : No, I don't think so. I would I. I really want to have more time for the team 'cause I told you I have different roles and sometimes the team is the one who I can tell. OK, I do not have the time for the meeting. Let's do it next week. But in general, I think the... the connection to my team is good with all the people are still here and we're working together and I think I would. There's nothing I really say I have to change now. Instead of course, doing everything digitally causes to Corona, but except from this I think we have a good communication and it could be working together.

137 [0:43:18]

138 **Interviewer**: This is exactly my last question. Due to Covid you think you change something regarding the relationship with your team or showing emotions?

139 **Participant** : Yeah, I think it's harder to show emotions digitally. That's for sure, and the second thing we noticed in our work together in our communication that we are missing all the communication during lunch or on the way to lunch or at the coffee break. This is something that you can show emotions as well 'cause sometimes then you are talking about personal stuff. Now I have a sure fix with each of my employees everyone every week for one hour and it takes me a lot of time. And everyone is waiting just for this time period. This one hour. And sometimes it's really then just work related topics and not the typical ...OK. What did you do on the weekend ...and stuff like this... 'cause we don't have the time for this and this is something we're really ..everyone is missing at the Research Center. And this changed a lot I think, and. For me I think in the last we are in the in the 1st 2 1/2 years. I was here and also in the last nine years of my leadership experience I think. I know when people are feeling sad or if something is wrong.... And they don't have to tell me.I think I'm I'm really good in in noticing things like this..... And this is almost impossible digitally if I see them just once a week for one hour digitally, I cannot tell from their expression if they're sad. If they're happy, if they have /unclear/ or having down in their PhD sees it's, that's almost impossible.

140 _ Interviewer Closing points _

1 [0:00:00] Interviewer: Talita
2 Participant: I2_James
3 Institution: Textile Industry
4 Tool: Skype
5 Date: 23/03/2021
6 Duration: 00:35:17.3
7 Language: English

8 _Interviewer Introduction_
9 _Participant Introduction_

10 [0:04:14] **Interviewer:** Yes for sure, a great responsibility, I imagine.... You mentioned you came seven years ago. Uh, since then you are, you have a leadership position?

11 **Participant:** No. Before it was I was a sales manager.

12 [0:04:32] **Interviewer:** So how long have you leader position?

13 **Participant:** Of course at that time. Also I'm in the management positions, but now is head of the Department so more bigger responsibilities....And in this position I'm already a three years and a half, yeah.

14 [0:04:50] **Interviewer:** And for you, how could you define a leader? What a leader is made of? What are the main tasks?

15 **Participant:** OK, first of all, so leader is just a kind of position..for the job. So as a human being.. I'm not a superior than the others, just I go to this role in the company. That's it. Nothing other than that. The first of all, of course, yeah, and the leader should be kind of giving the directions. Yeah or so. The... of course ...the /unclear/ like leading a team, right? There is a leader yeah and of course to lead the team there are many ways. I think very bossy leaders or very supportive leaders. There are a lot of type of leaders but my...Yeah, my way is more for the motivating the team members yeah and also a little bit like more to the emotional side.... So my team member want to work for me somehow. Because I'm the good leader.

16 [0:06:03] **Interviewer:** Great yeah and you mentioned you try to motivate them. How? How do you do it? What is your way to motivate them?

17 **Participant:** Of course I have to see their outcome...Their results or achievement carefully, yeah... And just have a conversation.... You did a great job... this kind of things and also show that my appreciation, for their dedication.

18 [0:06:30] **Interviewer:** And let me ask ...what is the... What is the most challenging for you in a leadership position? For you, now.

19 **Participant:** For me, so... of course I'm the I have a whole responsibility for the sales part. Yeah, but of course there are the things I cannot decide by myself. Yeah, for example one sales manager want to get more more salary... Yeah, that's the case I have to talk to my CEO... To get up to about...yeah, and if there's a different way of thinking or different opinion, so I want to increase, for example, this person salary, but she doesn't think about that. In that case of course there is a conflict or so this makes demotivating this...this sales manager, for example, in this case of course there is a bit difficult, yeah.... different opinion with my boss and my subordinate. That case I'm between.

20 [0:07:42] **Interviewer:** OK so do you... Do you mean that the most challenging part is being between the higher and your team?

21 **Participant:** Yeah, and also so the decision of my management is bit different from my decision, my preference or my wish.

22 [0:07:59] **Interviewer:** OK, I get it. And do you think...what do you think are the expectations of your company on your position? Specifically on your position...what the company expects for you?

23 **Participant:** Of course bigger sales, increases sales.

24 [0:08:19] **Interviewer:** And regarding the interaction with the team, do you think they expect something?

25 **Participant:** Yes, of course. Depends what I.... That are more because depends on the level of the my team members. For example, country Manager position is age 58 or something already matured, so I don't need to educate him. Right, just more kind of... kind of business partner supporting his business. Yeah, this is my

lower for example, but also I have a team member like 18, 25 or 20 something...that I guess they need more kind of education. In that case I give more kind of coaching, to guide or to explain. And I think, of course, /unclear/... Yeah, of course benefit for our company, but also I often have the conversation with this young members with discussing about their carriers. How do they want to develop their careers, in the future. Yeah, which direction they want to go... This kind of advice I always give it to them.

26 [0:09:36] **Interviewer:** Yeah, and the regarding emotions. Do you think your company expects something about you showing emotions? What kind of emotions? Or hiding emotions?

27 **Participant:** I think here....Of course expectation of our company or my boss is more for a family atmosphere. Not like here are the all things, I'm the boss, you are the subordinates and so you have to follow me. This is not OK in our company. Yeah. Now that we are more equal, just as ... as I said before, yeah, we're different role, but that's it.

28 [0:10:10] **Interviewer:** Yeah, so you mean that they expected you to..maybe...Can I use the the word..respect ...the others as equal?

29 **Participant:** Yeah.

30 [0:10:21] **Interviewer:** And and how about you as a leader, do you feel that you should show emotions? Deliver emotions, like smile more or show when you are angry or when you are not happy, this kind of things.

31 **Participant:** /unclear/ I tried to be in the other directions. Probably personally I'm bit sometimes short temper or a bit emotional, but try to listen and try to be rational, not so emotional. And also I applied same way to my team members. That making a point to clear, don't go to the emotional side. It doesn't help at all in the business field. In private relations it could be. Yeah, could work, yeah, but for the business relationship (unclear), yeah.

32 [0:11:10] **Interviewer:** So just checking if I understood. Do you think in the professional side it's better don't show much emotions.

33 **Participant:** Yeah, this is like...sometimes of course I have to show right. If I want to do one something... I really want you to do this thing... that gets...if I say with very calm, face just softer attitude that I want you to do this, in that case it doesn't help right? At that case show the emotions.. I want you to do this please, for me, in this time. So it depends...so I don't think /unclear/ one side is OK, so let keep the balance... we have to change time to time.

34 [0:11:49] **Interviewer:** So can you remember a time in which you had to show an emotion like more with more emphasis that you were feeling?

35 **Participant:** Of course, there, for example one project and there are many opinion in my team members. That case I have to show One Direction, right? In this direction....maybe 'cause some other conflicts with some members. Of course there are many opinions in the team. In that case I showed my emotion and I decided that way as the role of the boss. That's why they should follow this direction. Of course I understand there are many arguments, but this time we decided as a company. So that's why the issue to follow at this time. Of course I have to show the emotion.

36 [0:12:40] **Interviewer:**And this emotion you were feeling in the moment or you were just showing an emotion to be clear for them.

37 **Participant:** both.

38 **Interviewer:** Both, ok...

39 [0:12:50] **Interviewer:** OK and can you remember a time in which you hide an emotion like you had an emotion? It was strong inside you and you hide it.

40 **Participant:** Yeah, of course, if some of my team member is bit demanding, or is different from my expectation that gets in my heart, of course.... Oh what are you doing here ... of course, but I try not to say that...first just listen and ask why...Yeah, and I try to see the background.

41 [0:13:24] **Interviewer:** And personally, are you the kind of person that feels more positive or more negative emotions?

42 **Participant:** More positive. Yeah, very open. And I yeah, first thing I'm very much take care of is everyone

can call me or talk to me at any time. At my desk.... there are some people like,...yeah so...they don't like very much to interfere by somebody right? when they're doing something in some, this team member come to the place and ask something...they ask 'please make appointment.' This is, yeah.... I don't like this way, so that's why even I'm doing writing a email or doing some analysis or something... that case I'm very open so they can talk to me at anytime and and I'm not like...kind of... emotional person. /unclear/ Sometimes some people are very bad mood in for example, in the morning for example. Yeah, so I tried to keep my kind of this temper very flat, yeah... And I ... imagine the positive side. Yeah, this is ..I think... the most important things for me. And also this point is very much appreciated from our team members. Yeah.

43 [0:14:49] **Interviewer:** Let me let me ask you...regarding your routine. If you would share 100% of your time between leading, dealing with your team and doing the paperwork, how would it be?

44 **Participant:** Dealing with a team member is, I think, 60 - 70% yeah 70%. 30% is paperwork. Yeah, yeah,

45 [0:15:18] **Interviewer:** OK. And during ...during the time you mentioned at least three years that you were in this leadership position. Do you feel that you change your way to deal with your emotions?

46 **Participant:** No

47 **Interviewer:** No

48 **Participant:** But of course I was a sales manager...that means I was reporting to the previous my position. That's why already at that time, I remember some points. I don't. I didn't like.

49 [0:15:52] **Interviewer:** OK, you learned with the guy that was in your position before OK and so can you say that you change your emotions going to your chair now, like when you ... took over?

50 **Participant:** Yeah and I always also very much emphasized to also my team members should be younger team members. Put your shoes into the counterpart side. Yeah.

51 **Interviewer:** So an empathetic way to think.

52 **Participant:** Yeah, and thinking about from the other side, always, people tend to think about from their side. I want to do this.... I think this way. Yeah that case. Yeah they don't understand the feeling from the other side, right? The counterpart in that case always makes trouble or conflict. Yeah

53 **Interviewer:** Yeah, so you incentive them to put the shoes of the others.

54 **Participant:** Yeah... Or if they want to approach me some topics, in that case...please think about if you are the boss that case....what do you think about this matter.

55 **Interviewer:** Motivating them to ... to also find the the answer right? Because when they are the boss you have to answer it...

56 **Participant:** But I think it's general business skill right? Not only to me or so for the other peoples or from the future.

57 **Interviewer:** Yeah, and not just to leaders, right?

58 **Participant:** No.

59 [0:17:27] **Interviewer:** Great, let me see. Can you remember a day in which you maybe you have more than one, but in that a day in which you arrived at home really exhausted?

60 **Participant:** Yeah, of course. Like a the day we had a very tough discussions.

61 **Interviewer:** And how was this day? How you deal in this day with your emotions and with your team? What happened in this day?

62 **Participant:** What happened? Like for example... my Italian subsidiary...Internally they had a conflict in a very strong Italian women's conflict and I have to jump. I had to jump into this problems.... there is this argument between them. I went to Italy to solve these issues. That case very much exhausting. They're super emotional.

63 [0:18:24] **Interviewer:** This is one question that I would ask you...so you mentioned with emphasize 'Italian conflict'. So you see differences between cultures?

64 **Participant:** yes.

65 **Interviewer:** What do you see?

66 **Participant:** Yeah, I don't want to say like oh, I don't want to decide only by culture. Of course the first things is of course, personality....the character, even in one nationality, yeah... but just...more tendency, right Italians... Yeah, the woman's like a more super emotional...and the same things happen in for example in German office....maybe outcome could be different....more business way. Yeah, better like Oh yeah, very emotional way and it's in the mix up with the private and the business or this kind of things.

67 [0:19:21] **Interviewer:** So yeah, do you... Do you feel in your team that the emotions appear and disappear regarding also the culture?

68 **Participant:** Oh yeah, because my team is very much international one ... here in head office... Of course each subsidiary is like each nationality, French, German, Swiss, Italy. And here in the headquarter I have one Austrian, three Germans, one Syrian. Yeah, so mix. Yeah... of course ... not emotion but different way of thinking, yeah? So but... That case for the business matter, I think it's not a big problem, the other more for this. ...Sometimes like we have not not argument, but like a kind of discussion in the coffee break, because every one thing is our daily kind of daily routine is we have we make a coffee together at kitchen and we have a coffee together only maybe 10 minutes or something in the kitchen for the whole team. Yeah, this is ...

69 **Interviewer:** The whole team that works in the headquarter?

70 **Participant:** Yeah yeah, so my means like 5 people or something. 5 or something. Yeah and that time so like there are some kind of common topic, for example about the vaccination for example for Corona we've got.... many opinions right? Yeah, in that case of course some emotional things comments. Yeah, one guy said like the Government should enforce this or something. Yeah, but the other lady said that everybody should take vaccination because for the safety. Yeah, this kind of discussions. Or yeah.

71 **Interviewer:** So they appear not just because of the work issues, but also the life, issues..

72 **Participant:** Yeah, opinions, yeah. And that that case of course. I'm just listening. Of course. I say sometimes my opinion, but /unclear/ I am not saying very much like opinions that are listening. Yeah, and if the discussion is a bit too much that gets just start to say... stop it. Yeah it doesn't help anything. Yeah

73 [0:21:34] **Interviewer:** So in this ...in this moment that it's a informal moment you still think on what you should show because you are the leader.

74 **Participant:** Yeah, somehow yes. Yeah, because in the end it if ...if I leave it and it if discomfort comes bigger and bigger and it's influence the business things. That case of course for me it's loss right? Yeah, so I'm taking care of this part.

75 [0:22:06] **Interviewer:** Yeah, in the mean in the meaning that you must take care of the conflicts between the people, right?

76 **Participant:** Yeah, no, not only for the conflict. But yeah, maybe I want. Yeah, this is my role right to give the nice environment for everybody... the comfortable place for everybody to work, yeah.

77 [0:22:26] **Interviewer:** So as you mentioned... You have to be vigilant about your emotions and your opinions most of the time. Is it?

78 **Participant:** Yeah.

79 [0:22:41] **Interviewer:** And then if.. if we bring here someone that knows you a lot, it can be for the professional life or not.... How this person would describe you regarding your emotions?

80 **Participant:** If you ask my team member, maybe no emotion. Oh no, but like like more to /unclear/. So like no problem person. Yeah.

81 **Interviewer:** More like not showing emotions?

82 **Participant:** Not... of course I show the emotion, but not so complicated.... OK easy yeah yeah yeah ...maybe people said I'm very kind of straight and a very clear yes or no. that means /unclear/ I show the emotion but very clear yes or no.

83 **Interviewer:** ok, like, everyone will understand you.

84 **Participant:** Yes and my boss said that this is kind of my advantage....And I think according to my boss, so this is kind of. ...Uhm? Accomplishment....like I'm very clear, yes or no, more than German people.

85 **Interviewer:** So it is great because you work a lot with them, right?

86 **Participant:** Yeah, the German is the image for the yes or no, right? Just 'Nein'.... Yeah, yeah yeah better according to them. So for the business time I'm very clear yes or no.

87 [0:24:14] **Interviewer:** And in your private life? It's the same or it's a bit different?

88 **Participant:** Yes yes...similar. But according to my wife...so she said I'm a bit too aggressive in my private life. She often said ... 'Do you say this way to your team members?' No... only to her. 'I think it's not OK '....always she said like this way. Yeah,

89 [0:24:43] **Interviewer:** So you should be vigilant about your emotions also at home?
90 **Participant:** yeah, sure, but I'm not that person. Like very...there are some people right? Easily like kind of
uncomfortable or annoyed. And they suddenly the mood is going like very bad. Yeah, I'm not like this...I'm
not this kind of person, yeah?
91 **Interviewer:** So you...you mean that you are not this kind of person that hides a lot the emotions, is it?...
I'm not sure if I understood you..
92 **Participant:** it's very difficult person.... If I say something... suddenly without no reason just start to be in a
very bad mood. OK yeah, I'm not like that. More like more positive. Open yeah.

93 [0:25:38] **Interviewer:** And do you have someone that you share your problems? Someone in your private
life on your professional life... Someone that you sometimes want some advice or just talk about what is
going on.
94 **Participant:** With my boss if is there for the business. Yes, of course boss ... and the boss should be like that.
If my team member has a problem that case they should contact me. Yeah, they ...they shouldn't think
about my feeling or my emotion. This is my no go. If the boss is very strict and I cannot talk this topic to the
boss, if team members start to think about this way, that's case... I think this boss is not a good boss.

95 [0:26:27] **Interviewer:** OK, so you would like your team to open the heart to you. Doesn't matter if it's a
professional or personal life?
96 **Participant:** Yeah. Yeah.

97 [0:26:39] **Interviewer:** And how do you feel your team engagement? How do you feel that your employees,
your team, are involved with the team, with the job, with you?
98 **Participant:** Just showing I understanding them. Yeah, this is more simple. Of course there are many way
like have a teammate band, Go skiing together or something. Of course this is one part. Also I do ...yes, but
this is just ...yeah not so important.If the boss itself is not nice boss, or not good boss for them ... that
gets even this boss offer the teammate band, or get together, or something.... But it doesn't work, probably.
First of all as a boss in the business life, that case I should show to them that I try to understand what they
think about that, what they feel, and also giving the clear directions. Yeah.

99 [0:27:45] **Interviewer:** And do you believe they are engaged with the team? Most of them?
100 **Participant:** Yeah, if yeah, I if I continue to show this way. We did not lose a very despective way, not like
the top to down way, more for the work together way yeah. In that case, yeah, I think they feel.

101 [0:28:08] **Interviewer:** And in this point, would you like to change something in your relation with your
team?
102 **Participant:** No.

103 [0:28:15] **Interviewer:** And do you think Covid is changed something?
104 **Participant:** No. Yes, but the only the way of the communication. The physical meeting to the zoom or this
online meeting, but the other part is same.
105 **Interviewer:** Is the relationship the same?
106 **Participant:** Same

107 [0:28:39] _Closing points of the Interviewer_

1 [0:00:00] Interviewer: Talita
2 Participant: I3_Max
3 Institution: Manufacturing Industry
4 Tool: Skype
5 Date: 29/03/2021
6 Duration: 00:45:03.36
7 Language: English

8 _Introduction of Interviewer

9 [0:05:01] **_Participant Introduction_**

10 [0:08:58] **Interviewer:** Soyou had already a leadership position....You mentioned...before (COMPANY)?

11 **Participant:** Before (COMPANY), so when I started after my study.It's very interesting story...because my just ...just don't... because it's some somehow more or less...destiny? What it... what it happened because my current boss, right? My current boss, he was in 2008, He was attending my University. And presenting at that time the company... right? and and he presented towards 3 hours the company and had some questions which we also use them for four in the tests, right? But you just asked and I was replying 2/3 times let's say and he said yeah...just this guy...just come after the presenting to me and then I just came after the....after this presentation to him and said yeah you wanted me to speak? And then he said, yeah yeah... do you... Do you want to start at my company? And this it took to start time....in the middle...middle of the of the University.... Let's say yeah, but just do.... But justthen you have to do a traineeship somehow like that. OK, we had to do a traineeship of half a year, and then 2009, end of 2009, I did, let's saytraineeship, half a year. And then when I, let's say it was finished, he already, after this traineeship...He just (unclear) me the contract and said, yeah, you will start to work for me. I said oh.... yeah, here you have to put your signature I... you knowI had no clue about this contracts and so on and so on. But the contract was good. Everything was fine according to the German law and so on that the company was great working with (Other company's name) together and so on. So it was great...great position and I got.... I...I became... when I signed this contract I became a global commodity manager for yarns and textiles so yarns yarns do you know what are yarns? Materials you know what does...material so material if you just see a seat of the car seat where you sit down right? They have....They have material right material material this you see, right? And each of these has a yarn, small yarns. You know what I mean?and I was global commodity manager for yarns. And involves (**unclear**) to two years approximately and after the yarns 1 1/2 year I was (former company's name) and then in (filial of former company's name) it was ...it was a company also belonging to the company which which I was working before. There they needed a head of global head of purchasing and then my boss said OK just go to (filial of former company's name) you will be head of purchasing. And then they became head of purchasing and head in soon...four people for purchasers, right, and after again 2 two years I became head of SCM....that means also logistics inbound outbound, warehouse and purchasing were belong to this sub. More or less 30 people right

12 [0:13:06] **Interviewer:** And in the when you were with this four people ...it lasted two years, and then the other position?

13 **Participant:** Wait, let me...let me...let me just go structurally in, when I started at (COMPANY) 2010....one year... it was exactly one year I started in... proximately in summer and It lasted in in spring. And then in summer approximately, I became I became head of purchasing in (filial of former company's name) exactly from 1 1/2 year and then, additionally ahead of SCM of 30 people approximately all the 1 to 1 1/2 year except and then.

14 [0:13:57] **Interviewer:** So 3 year before (**COMPANY**) in a leadership position?

15 **Participant:** Right, right, right.

16 **Interviewer:** And now in (**COMPANY**) How long are you in a leadership position?

17 **Participant:** From 2014... I started two years I had no leadership position and then I became team leader and now head of global commodity management. So so since 2016, so five years, five years.

18 [0:14:24] **Interviewer:** Great. And for you...What's a leader made of? What is a leader? What is the most important tasks of a leader?

19 **Participant:** It's a... It's a good question, but for me let's say what is a leader? It has to have a lot of characteristic of a leader, so it does not mean so. ...You know a leader and the boss. You have to

differentiate completely because a leader what? What are the biggest differences? A boss say 'Do' right? And the leader says, 'let's do' ...so it's a lot of already set right.... Leaders say let's do so we...we is a must...Yeah... most important point. What is the leader saying... so a team is very, very important to in in the front so pacesetting the team is pace....giving up the pace... Is focusing on the targets as a team and focusing on the same targets, and the team is working really good together and understand each other and helping each other. So this... this is and ...and the leader is so building... you know this psychological thing like norming, performing, storming. Yeah, yeah right? So this stage is the team is going through. And. The leaders just only using the strength of the of the team and of each other of each individual and really improving the strength or just putting the strength on the strength on the on, the things where are needed right? And the weakness is more or less putting them, try to do weaknesses in the opportunities and someday maybe from opportunities to strength right?

20 [0:16:37] **Interviewer:** Nice and for you in this scenario, what is the more challenging part, for you as a leader?

21 **Participant:** For me as a leader, what is the so look we are we are speaking about. We are speaking about people, right? So we're not speaking about machines, so each...each in each, each guy or each person. Each girl is... we are completely individual persons right? And everybody has his own strengths, weaknesses also some doubts, right? And also some fears....especially in the current times and everybody or some guys have families, the others not so also. You know it's come. It's changing a lot....If a guy is getting a family and have a kids, have a wife who are sitting at home and who who is, let's say bringing the money home right. So from party guy who was let's say dancing without no responsibilities and getting drunk every... every weekend and without anything let's say and just relied on Mama and Papa and now it is.... Now let's say his family and his.... He has everything in his hands and a lot of responsibilities....A lot of tasks which has to do and so also some doubts and some fears are coming up right. And to handle this each individual, it's it's sometimes not... Well, it's not easy. But once again it is. It is good and it is good because this is also making a leader to ...to handle this and to take the fears to take the doubts and just to focus on the targets. And on the strength of the people and put the strength on the right positions.

22 [0:18:40] **Interviewer:** And you mentioned a lot about dealing and approaching the people. If you had like 100% of your time, if you have to split it between paperwork and dealing with the team, how it would be?

23 **Participant:** Just... you mean of leading? Oh, so leadership? Let's.. let's... let's speak about about 3 from my point of view. 3 Import the main topics of ...of doing right. It is Leading, organization, and process. So yeah, process means how to get efficient, how to reach the targets. Yeah, these these are processes which not only tools which I have to improve them, but also to improve the people right? So this is also process and to improve the tools to improve the processes of the work and to improve the process of... of the working style, right? And leading as I said, leading of the people. And organization so my organization... how to structure them and how to where to put my organization inand to grab the most. Yeah, let's say the most important things out and these are three most important important things and you see that in all of these three ...people are, let's say, playing the biggest role. So more or less if you just. If you just come. If you just need the concrete answer on your question, at least. At least 60 to 70% are coming with people because you know the team is big and they're coming to me with, not the ...people which I implemented their smart, let's say so very more or less smart completely individual but smart on professionals on their topic. And if they're coming to me, you know they're coming with the real problems which you know it is not like stupid things. They're asking me know, know they're coming with the real problems and where you have really to step in so in that case you need all the time and just advise is also for the team how to and sometimes also help cross functionally right? So I would say at least it...It's depending for sure from week to week but 50 to 60 at least and some weeks are to maybe come also from 70 to 80, right?

24 [0:21:45] **Interviewer:** Great and uhm, what do you believe are the expectations of (**COMPANY**) in your position? What they are expecting for a leader in your position?

25 **Participant:** OK, good then let's our slogan you know? Maybe it's also saying a lot (talking about the slogan) (...) is completely orientated in the future right? (...) means we are highly innovative and let's say specialist on the technical things and (...) this I already don't have to mention because also we are staying on the top so we as a company, as a team right? Are staying completely so we only we can manage that together and not each individual right. So passion for customer is for sure... for sure in let's say engineering inside right? Then will to success is also very ...very good thing where we as a team want to be successful and want to reach our targets. And for sure, in ..in the company we have to we have to be. Let's say we have... to

commit to the teamwork, and two to be a support to act like a partner in our daily communication and collaboration.

26 [0:23:25] **Interviewer:** And do you believe that **(COMPANY)** wants from you something specifically regarding your emotions? Are any expectation? Uh, do you feel any expectations in your position to show or to hide emotions? How should you deal with your emotions in your position?

27 **Participant:** Let ...the emotion. So these are the expectations what I said before right of the company and exactly this, this emotion. So let's say targets general targets. These are expecting for the leadership from each leader.

28 [0:24:07] **Interviewer:** I got... I got that their expectation regarding the team and also regarding the future some goals to achieve the .. the future but specifically about your feelings. Do you think **(COMPANY)** expected something specifically from your position regarding your feelings? For example if you should show your emotions, if you should show your feelings in your position. As if it's positive or negative emotions, anger, happiness...

29 **Participant:** OK, OK, I understood there for sure for sure. So let's say a leader and I'm just repeating we're everybody and not only from me.... Also at this time, expecting other from my from my people. Everybody has to show his emotions on the, let's say on a constructive and normal level. Let's say ... nobody will, let's say ...how to say... except that everybody is... let's say... getting personal insults and so on. This nobody will accept but to show, like you said, Happiness, to show anger to show, let's say disagreement...It is completely needed. And very very **(unclear)** , because we're all individuals, we are not machines, right? And everybody has a good and a bad day, right? Everybody.... And this we have to handle and this we have somehow also to work with this and also to speak right. And emotions are good. Emotions are necessary, but on until a certain level which ...which.... So for sure nobody has to be insulted, personally, that's first of all, so some kind of nazist jokes or some something like that. We are not tolerating it all and yeah, insultment and some **(unclear)** . This is not not acceptable and not preferable at all. This not, but on the on the business way normal emotions are needed and are very very good, necessary and they are welcome because also from emotions, the team and also the leader is getting some new experience and enthusiasm, you know? And some ..maybe also sometimes from emotions are creating ideas right? Right, so this is very, very important point.

30 [0:27:00] **Interviewer:** And you at the leader, do you see any difference regarding the.. the emotions? From the people, from your position.

31 **Participant:** Yes.

32 **Interviewer:** What, what? What can you see as different from the leader and the team?

33 **Participant:** I mean, do you speak about the emotions from me or from my team?

34 **Interviewer:** Your, your emotions?

35 **Participant:** Yes, they are completely completely different for sure. Sometimes different right? Because yeah, everybody is ...everybody is different and everybody has to be lead. It completely situative ...You know I cannot lead everybody on the same way, this is not possible. Because as I said to you before, I have nine nationalities in my team, and it does not ... let's say for sure nationalities are making some points, but everybody is individual and everybody is ...is a human on his own, somebody's family, somebody not and somebody Mama died or something like that so. So, and everybody has another needs, right? So I cannot lead all people on the same way, so everybody is Leded completely situative right?

36 [0:28:30] **Interviewer:** So if I got it correctly, you mentioned that you must be vigilant... about your emotions regarding individuals an because of the different cultural background.

37 **Participant:** Right, but also...Also, cultural backgrounds and ...and also the family backgrounds.... And also needs, fears and also the task which has to be done right. You cannot. Let's say for example, somebody who had a simple task before to do. Cannot believe that the same way. Who has a very, very strong and very tough target to achieve. You cannot lead this two different people in the same way, so you have to show to each... to everybody and other emotions another leadership style and another approach, right?

38 [0:29:27] **Interviewer:** Right, can you remember a situation in which you show the emotion that you believe the other one was expecting or the company was expecting for you?

39 **Participant:** I think. Let's see emotions which the emotions and let's say the emotions the slogans which...which is the company expecting from us, we're showing every day. Like teamwork, collaboration,

trustful, and working together approach, this is everyday give this we should have to show not even every day every hour. Let's say in our collaboration it is like more or less is a must. Right for everybody of us and social support to everybody. Close collaboration understanding of the problem and understanding of the approach and just taking the time for... for each individual piece we are seeing every day.

40 [0:30:41] **Interviewer:** Can you remember a day or a moment in which you hide your... your feelings because you understood that it wasn't the best situation to show that?

41 **Participant:** Let's say for sure they're coming sometimes also conflicts, right? And don't know what we said before the emotion should be kept under the special level right? Even I'm also not a machine and sometimes you just see that....the guy or let's say the girl who is belonging to your team was not approaching good and also not professional and harming the team, harming the company or in harming the leader and there you have to show for sure your **(unclear)** and to show also emotions which are necessary right? But to keep all let's say ...to hide the emotions which you really would like to...to bring up, if it will be your friend would say so. You know, sometimes for sure in this time, if you just asking directly at that time, maybe I would even bring an insult or it's a but I'm not allowed to do this and it for sure it will be not also helpful for this....situation right? So you have also to keep your emotions under the under the certain level because yeah. I said yeah, everybody is individual and insultment is also not good, right?

42 [0:32:38] **Interviewer:** And during your experience as a leader, could you notice any difference in your way of dealing with your feelings from the beginning until today?

43 **Participant:** Yes, for sure... for sure. So now I'm more or less 12 years in a (business of the company), right? And leadership or leading the people. Never... I'm just saying it's from my point of view. Nobody can learn it to 100%...right because it is everybody and like a kid, each kid is different to each other and so everybody is completely different to to another. So you will always have challenges. Some problems topics, which will challenge you right? And that in that case. You ...you will until you are working in a leadership position you will learn, let's say more or less but you can with the years you're getting experience....how to manage this? And to answer your question for sure I got after 12 years. I got a lot of experience also getting from my boss from my previous bosses experiences backgrounds. I was also asking how to deal with this and how to how I could move. So just this experience. At the end I was responsible and I had to do a decision....how to collaborate or how to work. But for sure, after 12 years, you're getting some impressions and experiences. How you could move and how you could work right, with this emotions, with this leadership right? As older you are... let's say and as good your team and also your boss are ...right? ...as fast you are learning right and getting experiences.

44 [0:34:51] **Interviewer:** Nice.... Can you remember a day...or maybe you have more than one... that you just arrived at home exhausted. Like... the worst feeling of exhaustion that you had, can you remember...how was this day? What happened in this day?

45 **Participant:** Yeah I have a lot of these days, let's say and also my team....So here what? What does it mean exhausted? ...From ...we have... we have a very, very high responsibility. Everybody, so let's say...me and also my team, the expectation from the company are high, not only on the emotional way also on the financial way, organizational way and so on. So we have the challenging targets. We are working cross Functional, Cross Regional, on the global.. on the Global way, in different time sections, so the work and the position is completely challenging, right? So if I just say challenging, what does it mean? I'm not working from 9 till 4 right? We are starting usually from 8 and I'm coming so between 7:00 and 7:30 in the morning and going not before 6 or even seven every day. So more or less my... my daily work consists of at least 10 to 11 hours. Sometimes also 12 to 13 right? So I'm coming home. More or less exhausted, right? More or less more or less right so? And also it's completely different tasks which you're getting every day, right? So the exhausting but the normal value. Let's say it's it's happening every day. But yes, there were days where I came home and, I had at least two hours because I cannot speak... I cannot see my wife.... I cannot see my kids because I'm completely done after 13-14 meetings a day after several telephone conferences, after several escalations, and so on...So yes, there there are days which are completely breaking you, but that's also a topic of a leader to... to fall down and to stay up.

46 [0:37:36] **Interviewer:** So let me just ask, Normally do you feel more positive or more negative emotions?

47 **Participant:** If I would ...if I would feel negative, I would not be here, so for sure... for sure I like my job, is some, sometimes it's also completely crazy, but you have to be let's say, somehow born for this job. But I like that my job and I liked my team, and I like my company and if I would have more negative I would not be

here. So my emotions are....quite so the most of them are more of them are much more positive than negative right?

48 [0:38:22] **Interviewer:** And in your private life as well, you normally feel more positive than negative emotions.

49 **Participant:** Yes, for sure. With my wife, with my kids... also these days where I'm completely as whole exhausted and coming home. If completely let's say broken. And if you just see that these two small... yeah humans, my daughter which is 7 and my son who is **(unclear)** if they're coming to you and in screaming Papa... If you're entering the door a lot of stress and a lot of *. let's say.. e sorry for this before... this let's say an emotion...let's say but a lot of stress is falling down completely.

50 [0:39:12] **Interviewer:** Do you have anyone with whom you share your stress, your challenges, your problems?

51 **Participant:** Yes for sure. So next to.. my boss, if you're just speaking on the business space, for sure my boss, right? There are programs we have in implemented rule fixes right with the team social **(unclear)**Like you know what is your **(unclear)** I meant no, no no no no this side. So look I with my team right? We are exchanging in due within the team. The team is completely sitting together every second week. We're sitting together and discussing problems, right? General problems from each other. Then the... the week after each member is coming to me. So face by face, right? And the same we're doing on my level, so with on my positions and also with my boss right. We're exchanging experiences doubts, fears, problems... right? And how to handle the problems and my personal feelings, I have with my Papa, Mama, and my wife...and for sure best friends... Some topics which you can also exchange.

52 [0:40:44] **Interviewer:** And as a last question, if I call here your wife, or your Papa and your Mama they would say that you are expressive? That you normally express your emotions or you normally take your emotions just for you.

53 **Participant:** I think I would... I would say I I'm expressing then, more expressing than eating them inside of me.

54 [0:41:15] _Closing points of the Interviewer_

1 [0:00:00] Interviewer: Talita
2 Participant: I4_Elly
3 Institution: Manufacturing Industry
4 Tool: Skype
5 Date: 07/04/2021
6 Duration: 00:46:00.00
7 Language: English

8 _Introduction of Interviewer _

9 **_ Participant Introduction _**

10 [0:09:53] **Interviewer:** And so this is their first leadership position in the previous position.

11 **Participant:** The previous job in in the US in the consulting company last six months I was also working as a team leader. It was a ...it was different, because we were working in one unit project like a group of 12 people. So it was easier for me to manage them because even though they have different backgrounds, because they were geologies, they were mathematicians, (**unclear**) engineers at the topic...all the projects was, it was just one.. so we were working in one project. Right now it is each other... people work in different projects, individually, and they don't have so much to do with each other sometimes, so it's.. it's. It's different. It's kind of ..like managing....for me it's harder, because I don't have a... I don't have a good overview of each project in deep... It's just like more superficial, it is kind of ..the goals are different, the needs are different.... So yeah, it's kinda like in a sense yeah is learning how to be a team leader completely from scratch.

12 [0:11:02] **Interviewer:** So yeah, if I understood correctly, they challenge for the moment for this position is not just deal with the individual difference but also the individual work, because every work is different, comparing with the other

13 **Participant:** Exactly.

14 **Interviewer:** Sorry, I think I lost it..but how long are you in (**COMPANY**)?

15 **Participant:** In this position? (**COMPANY**) since January 2018, so three years and a half, but because of the maternity leave, this and a half is not consider. But yeah, when I left on maternity was October, it was almost three years because I started in January. So yeah, so it's being. It's quite the learning process I. I think the first year I use it mostly to understand the processes within the company and getting to know the people. And then the second and third more like OK, like being able to come up with more strategy and longer term vision for the team. So moving a little bit from Operation to be kind of doing the detail work...not the detail work on the product, but can I understand in the process is to be ...to try to think more and on long term. Where are we going with... with the research, with which areas should be maybe focus, which is the hardest part...also for me as well, like, I'm really good about setting up To Do List and say OK, this is what I need to do today in terms of I need to send this email or organize meeting but then kind of like our time to say OK. Let's look at what this company is doing or let's look at what we need to go in 10 years from now. That is, yeah, I always procrastinate on that. I tend to like....

16 **Interviewer:** Do you mean like setting a vision and working for the future?

17 **Participant:** Yeah, because it's more uncertain. It doesn't matter. You're working 8 hours on it. You don't. Sometimes you don't feel a progress on it, and you cannot...still, you cannot say, oh I'm done with...this task is always like a ongoing work, and I think I like for myself to be able to say OK, this task is done or I feel like yes, I do it and feel I and I did this problem because I manage these meetings or send emails or talk to these people. So it's ...it's harder when it's a little bit like not so defined task, for me.

18 [0:13:31] **Interviewer:** I got it and for you. What a leader is made of? What is a leader?

19 **Participant:** Sometimes I'm questioning...Am I a leader? Because I think I'm not having some of the skills or some of the qualities I remember seeing in my leaders, or my bosses in the past. I mean the definition of a leader is someone who engages, who inspired to make the best.. inspired you to do your best work, to kind of to really motivate you, to maybe like search for ...like to be curious to... to look for other opportunities, not just like finish that project but also they say OK what is the impact of this project? How can we even move further and so. For me someone who made the right questions and kind of I spark ideas on my head right? I know that he tells me what I need to do with all the details but kind like give me the room to think and kind of humm he mention this topic and now I can look into this order and kind of made me think independently, but we've kind of like yeah, that put this idea like this. It in my head right? In the past I was

also admiring people...I still admire a lot of people who have had a lot of technical knowledge that they are like so good in that area ..that is like wow like he knows all the answers so he knows what we should be doing. I realize now that is not something so much required, even though it's still the kind of general norms like people get more and better better in their positions and then kind like this go up into the management (**unclear**). But for me, someone who... who is capable of doing the right questions and make me think like, you know, like not that he tells me what to do, but kind of makes me think OK and reflect on what I did throw or I did. Right, but through questions and that is also for me really hard. Like leading by questions. Really, you know, not be able to talk all the time when there is this awkward silences like. Yeah, that is something I really need to... something that I was also told me I need to be more and letting the people speak and no life feeling. But if there is silence and kind of I don't tell them the answers even if I know then don't tell them so why don't you do this right? Try to make the other person to come up with that idea because then it's their idea and they will be more willing to to work on it right now instead of. They say, OK, this is the plan. This is what we need to do, but it's hard because some people with no experience, they're just waiting for you to tell the like.... Do that... and then you are like no, no, OK. Why do you? Why do you think we need to do so? I think it's yeah. I mean, definitely for me is still a learning process and. I'm really questioning more and more life. I don't know if I'm good leader because for the people who have a lot of experience I don't feel they need me my support because I don't. I cannot answer their technical questions and. I can also like, maybe inspire them to do something that they haven't thought already for the younger people, yes, but it's yeah, I guess it would be a little bit ...

20 [0:17:02] **Interviewer:** if you got it you try... to see what the the person need it was the follower need and then act individually and then you also try to act like making more questions then give answers.

21 **Participant:** Exactly be more... yeah... but that is what I'm trying is not what I'm doing.

22 **Interviewer:** And what do you believe you are doing?

23 **Participant:** What I believe I'm doing sometimes is really talking too much and giving ..are jumping into advising mode, right? I just kind of like why don't you do this and have you tried that or? This is an example, right? But there's some people already take literally that example, and it's like, no, no, no. This was just a proposal. This was an idea you don't need to do it this way. Uhm? And sometimes for me it's hard like when I say why. Don't follow exactly what I'm saying, just like...try to inspire yourself also with other examples so... Yeah

24 [0:18:10] **Interviewer:** If you want to split your time like 100% of your time, between people and paperwork, how it would be?

25 **Participant:** Currently... I mean....I mean since I started is being quite a lot of people oriented because we have regular meetings. So we have the team meetings. We have individual meetings also. Which is what my boss is telling me. You need to be less operational centered and move more into the strategy an I would say do about that...people have some issues I need to like, you know answer this person and so I think I will say if I look at my calendar. Right now, 50% people, and then 50% meetings with people, but it's not my team it is like with other departaments. So I said yeah with my team I will say it's only half of the week goes either with your fixes, like meetings with the (**unclear**) I spontaneous meeting. So yeah, so that is kind of like how I spend my time, which I think is a little bit too much because I think I don't have enough time between reading emails and attending meetings. I don't have too much time to think. In the longer longer term, but yeah, I would say it's more people oriented now.

26 [0:19:36] **Interviewer:** And what do you believe? (**COMPANY**) expects from someone in your position, from the leader in your position?

27 **Participant:** Developing peopleis developing the people and the different team members into the new positions is one of the bigger's aspect that they want to see in a team leader because obviously we need... We get research, engineers attended comforted manager so then eventually team leaders. So being able to develop the people to be able to ... even to the people who are staying in one role to develop more skills, not just like OK, you are really good at doing this analysis, but you also could developing new skills of presenting the results. So like maybe I had to reach out to client so like so developing people is one of the big aspects that (**COMPANY**) wants to focus on. And once the team leaders to focus on and the other one is like strategy and that is where I may be on lower kind of what is the new material research strategy 2030 ...like where are we going? Is that a high performance teams? They want people who are highly engaged that they're happy to come to work obviously also happy to walk home, but they kinda like that they are giving their base that they feel like that the time is, well use. They're not just like there for a paycheck. And

that's why they focus so much on the this global employee satisfaction survey that we do every year. Where is really measuring the level of engagement... How happy they are for to work at healthy, how happy they are in their team. I that is one of the. Things that I found different from **(COMPANY)** than other companies that they are so focused on creating the right culture and the right environment for people to be highly engaged.

28 [0:21:37] **Interviewer:** And do you believe do you have autonomy to deal with your team, or there are some patterns that...?

29 **Participant:** I have quite a lot of freedom to stablish things to try new things in the team is more not my boss limiting me is more...maybe the team resistant to changes and propose I can. And that's what you see...also, the difference between the thing is canalized pleaded between people who are maybe like more than eight years like 15 years with in that position, and that group. And then new people who are maybe like less than three years in the role. And maybe less... And then you can see the younger people... younger not in age, but younger in terms of experience in the company who more engaged like happy to try new things and then the more experience senior people who are like more like OK a new system... a new way of doing meetings...a new way of... or like you know and ...and that it is, that opinion tends to them overcome the engagement of the younger one, just because they have more weight.... I mean, their opinion is they're seeing more like Oh well, OK. If this person thinks this way. Then is it must be like this, right? They are not, so they don't have so much courage to...to to say, no, wait, why don't we try tokind of...confront them.

30 [0:23:05] **Interviewer:** Regarding emotions, how you should show or hide your emotions. Do you believe there is some expectation for your position?

31 **Participant:** Yes... It's tricky because that is also quite different. I mean, if I compare myself with other team leaders, it's a question about... I think... about gender and also like background.... I don't know if it's because I'm from Spain and I tend to be more open and shared a lot of information about myself, so so I think people tell me that I'm really that they can approach me that I'm really approachable. They don't feel intimidated to come and say I have an issue with my partner or I have an issue at home. My father has cancer or something like that.... They are really, they feel comfortable coming to me and telling me personal circumstances that may be affecting their jobs, or tell me about their weekends and so on.... At the same time, when I saw vulnerability ... When I say I don't know this or when they see me and goofing around, or can I like maybe less serious than my German colleagues.... I think sometimes they are questioning me... my maturity for their for the leadership position like oh (Elly)know nothing about this topic... Man, you know...I don't know. See that seeing this press herself in this **(COMPANY)** way using all these fancy words right. So it's really hard for me. It's really hard to find the balance of being myself when I'm super open, to also keep this distance with the team and not telling them about my weekend, and while (Son) have his teeth or he poop....tell them a really personal stuff ...And compared to my previous boss who was a Swiss guy, who was so distance and for me was like wait, you're getting married this weekend and he never mentioned that we were working for like 12 months together and I was like... But I could see that they have a different level of respect to him and I think he was also for this distance, but also because he was able to present himself so professional, and so you know...using the right words and never doubting in front of people, right? Maybe he didn't have the answer, but he was so good about telling or going around the circumstance and not having to face that question. For me, if I don't know it or I get uncomfortable or I.... They can see it in my face and how I respond and my body language.

32 [0:25:51] **Interviewer:** Do you believe that for your position, there is more expectation about you presenting a bit less of the openness that you are.

33 **Participant:** Yeah I think. I think so. At least..What you can see that the personalities that they are moving up into **(unclear)** so they kind of have a certain profile and they tend to speak the same way and kind of they behave the same way. I haven't seen anyone like me.

34 [0:26:40] **Interviewer:** So in this mean you sometimes have the feeling that you should hide a bit your emotion?

35 **Participant:** Yeah, yeah,

36 [0:26:48] **Interviewer:** Can you remember a moment? An example.

37 **Participant:** Yeah, for example, we have a year or twice a year, we have a discussion about the budget and the project, so which project prices go higher and priority. And we have some procedure that we need to

follow and, sometimes... or last year there was a new team leader who was distorting a little bit the process like kind of making it work for him ..kind of put in placeholders here and there, not really defining projects and just look at the budget and then use it as the way he wanted. I found it was super unfair, because I had to have everything ready by April 1st, like everything define and then there was no way to moving around having flexibility to.. to say OK, Now we start this project or we start this other one... So I call him and say look...I think this is *... I think you need to define the project. You can not like come and just bend the rules according to your needs. Like everyone we should be able to do this and... And the way I was expressing it was so explosive, maybe because I really say... like I, I ... I'm sorry if I say * but I saidLook I think that you are just using placeholder this is unfair..you need to define this and that and there was more people who thought the same way but they didn't want to say it. And then I always.. I always feel under one raising the red flag and expressing maybe in a really passionate way the things that I don't agree with and cannot lie...

38 [0:28:32] **Interviewer:** And this person was in your team or work from the other Department?

39 **Participant:** That was for..it was affecting my team because the more money that this other group had, the less money was for me and I had to prioritize my products and I didn't understand why he didn't have to do the same. So I found it unfair that my team had to go through all these loopholes and kind of jumps, you know, and kind of justify products and so on, and he was able to just get the money and then decide. I do it, I can decide later..

40 [0:29:10] **Interviewer:** Sorry, but with your team you have the same feeling that sometimes you should just, keep without saying somethings or....?

41 **Participant:** Yes.... When they are ...giving me feedback sometimes. And I don't.... I, I mean...I can agree or disagree with the feedback, but there are a few points that some people brought in one of these victims discussions that it was so wrong it was so.... No... so I mean...not true, and I in those moments I found it really difficult not to ...say no like do not and...I know it's not...is not the way to go and do they give you feedback is to listen to, and not like to justify yourself. But a few times I really found myself. Yeah, justifying kind of ...I know I had done it with different team members. Maybe your case was an exception, but and yeah then people brought those examples to me...said you know sometimes when we give you feedback you get so..emotional response, I mean you respond and try to defend yourself and then it's hard for us to give you feedback....And it's like I know...and I try not to do it. But I mean he was saying something that was not.... So I'm trying to be... Yeah... more calm and not to joker... I mean... I tend to joke around myself.... I tend to put myself, you know like make fun of myself...and I noticed that...then people sometimes use it against me too, like questioning my authority as a leader. So I am trying to learn how to be maybe to keep that distance and not to ...to be so open, but it's really difficult because with some people I have a really good affinity. For example, (Employee) or I have an example...once I have a meeting with (employee) and he was telling me a joke, we were like laughing like crazy in one of the silent boxes and even people were looking at us. Like what ? And I'm assuming I was laughing so hard that I grabbed his hands and he was, you know, just shouldn't be doing this personal touching....I notice in the moment like oops, sorry, sorry.... But yeah, those things ... Yeah

42 [0:31:31] **Interviewer:** Do you believe that because you are leader, you must be more vigilant regarding your emotion?

43 **Participant:** Yeah. Because I know that I cause more influence and normally my emotions are on the positive side, so I'm coming...you know.. greeting everyone, asking a lot of things like how was your holiday, this or that, but I know how that has an influence. Like if I came in a bad mood today office that also spreads through the team because I see for myself I see it also for other team members who have out for example the more senior people if they are not in a good mood this is affecting the whole group an so for me I try to be really even with the people that maybe I have some issues or have more difficulties connecting with in the team, I still trying to be professionally and always like being in a good mood with them, even though sometimes I really like that...

44 [0:32:27] **Interviewer:** Can you remember a moment in which you express emotion that you were actually not feeling?

45 **Participant:** Yes... So I had a team member who was on probation, kind of(interruption).... OK, now now it's like OK so I have found a team member who is in probation like she was not performing well and I have spent almost a year giving her feedback and the feedback was no landing...maybe the way I want it and she

was not working on the feedback and we start getting more and more but interactions mostly because sometimes the interactions were maybe sometimes the interactions were through email where I was giving her feedback. Written feedback and then she was interpreting it may be harder way that I meant an sometimes like the other way around that I was telling her something orally and then she felt that that was not the same as what I wrote in the email. So we have a few bad interactions an.. and then it was a point where we read a discussion with HR, and before that meeting she wrote me like a super nasty email. I say I do know you have something against me personally. You want to fire me and I'm just trying to find excuses and this and that. And ...and...a lot of things...and for me it was really hard to go to that meeting and not be like what the * are you? I mean...Are you out of your mind? How I mean, because for me is like how? After all, the feedback I gave you, after all the interactions that we have... that seeing you here in HR making your case that I was unfair that I didn't give you enough feedback that you know that you're giving you an unfair situation for me was like I cannot believe that you are doing this right ...So being there and then I had to be swallowing my words and kind of like being...approachable and trying to be understanding and say yes, I can see that....and yes, that for me was like ... and that was a moment where I need to really like. Yeah ... Control myself, and breath and kind of ... like have ...I even prepared the meeting so I knew what I wanted to say.. so the meeting didn't go into the emotional aspects...

46 [0:35:02] **Interviewer:** And regarding the interaction and regarding the delivery of emotion. Do you see any difference within the different cultural background of your team?

47 **Participant:** Yes, there is more.... I see people from ...the people who come from the Spain or Portugal.... They are more... more open.. and more like. Yeah, is there more similar to me that more kind like expressing doubt or fear or happinesses more easily ..like we have...I don't know... We gather for like a birthday celebration and there will be the ones singing Happy Birthday while the Germans are like....let's eat same cake. I ...the Germans tend to be a little bit more reserved... They don't express, they don't say so much of their personal lives, almost not at all, the humor are darker and kind of always... not always... I mean to say always and never is also not fair.... but I feel like they are always suspicious of the motives behind some decisions like...kind like not trusting so much the leadership people like the management, the manager so (connection problem). Now OK, yeah, yeah, so definitely I see difference between with the different cultures. I think the Germanic cultures are more professional, they are more distant.

48 [0:37:10] **Interviewer:** Let me just ask, You mention you usually have more positive emotions, and you mention during the whole interview that you are really expressive, communicative.Are you like this in your professional life and also in your private life?

49 **Participant:** Yeah

50 **Interviewer:** If we bring someone that really knows you, he would say 'yeah, she's really expressive'.

51 **Participant:** Yeah... I remember my ...well my boyfriend in the US variables leading he ...he said that he saw...I was talking with so much movement in the arms and like with so many noises that it if it sounded like I have like a soundtrack around me like because I was like yeah really be with expressing things with words, noises or whatever. So. Yeah.

52 [0:38:07] **Interviewer:** Do you have someone? In the company, in your personal life or in your professional life that you share when you have a problem on or when you have some doubts about what to do?

53 **Participant:** I mean I share it with my partner or with my sometimes with my mom or something like this. Since they don't have these diagonal facing that situation, they don't.... they're not able to maybe give me the feedback I need, and sometimes it's more for me venting out loud this is happening and look about this guy told me and this situation and bla bla bla ..my partner even though he doesn't have a team leader position. He's quite good and give me feedback but I found that this is quite that... that is something missing in (**COMPANY**) and I think you feel afraid of asking your boss. When you're not sure about a situation, because I I always feel OK. This is where he's going to be evaluating me like. This is a moment where he said you would need to manage these leaders.... I mean you know there they said that you should know., where a good leader you will know how to handle this situation. Even in my own evaluations, when I meet with my boss, I always afraid of how honest I can be with him, right? Like to say. And normally tend to even download and how you say, downgrade my efforts and say oh, but this was maybe it could have been done better and so and I'm not, I always feel that he doesn't have so many opportunities to see me. And then if I even tell them when I'm screwing things up then is like OK no... So I'm really yeah that's something I miss also with my peers in my my level I always feel that they know much better than more confident, they are more experience. So if I bring some questions sometimes it's like they would be like ..., but then I bring the

questions and they are ... I also did... I also don't know how to do that.. like what theWhy you didn't say. So I ..I think I.. don't have so much fear with my peers to ask stupid questions and even sometimes with my boss. But I got in a few situations where I like....maybe I shouldn't have asked that question, allowed the cause. It shows that there was no super prepare or something, but. So far is being OK. Maybe I I see that the people who maybe don't ask so many questions and they look more professional and more prepared. Or maybe have this more * answers ready. They advance faster but. I also I'm fine with that my current pace

54 [0:41:03] **Interviewer:** And could you notice any difference due to covid in your relationship with your team?

55 **Participant:** With the current Home Office and dealing with.... Yes, it is emotionally harder to be able to reach out and to have this connection that it was so easy in the office just to talk across the the desk or just grab a coffee together or Lunch... is harder like it's also harder because you're talking to a screen. I only have this limited amount of time where normally we talk about work and not so much about personal things, so it's it's definitely difficult for me. It's more draining. My energy doing Home Office is (unclear). I think other days on the bottom we don't also to work a little bit longer hours just to catch up, but for me it's harder to keep that connection with them. To yeah..

56 [0:41:58] **Interviewer:** So you connected the exhaustion of your day, because it's harder to interact with people. So you have the feeling that you have to invest more in the Home Office, than in the work?

57 **Participant:** Yeah definitely. And to even to be even more expressive through the computer so you know, is really is tiring and I don't know how it will be this time around, but I remember in March, April until June that we were back into the office it was really. Really exhausting,

58 [0:42:42] _Closing points of Interviewer_

1 [0:00:00] Interviewer: Talita
2 Participant: I5_Dominik
3 Institution: Manufacturing Industry
4 Tool: Skype
5 Date: 27/04/2021
6 Duration: 00:37:33.7
7 Language: English

8 _Introduction of Interviewer

9 [0:03:39] _ **Participant Introduction** _

10 [0:05:51] **Interviewer:** Nice so you have a really global career.

11 **Participant:** Yes it was in 3... actually in four continents.

12 **Interviewer:** Great and you have a leadership experience, as I noticed for more than 10 years?

13 **Participant:** Actually the leadership experience already since 2003 when I was building up their team in Mexico.

14 **Interviewer:** Wow, great and thinking this whole years of experience, what is a leader made for... for you? What is the importance of leader? What is a leadership? Define it please.

15 **Participant:** For me that the leadership of being a leader started always first to build up the team itself. OK means to select the team members and then trained at the at the team members to motivate the team members. So this was always also very important for me. And also I like to...to lead by example to to be a good example and ...and demand also of course something from ..from people that said that is also clear and for me also this this coaching, this mentoring a fact was very important because I don't normally I don't want to tell a person you need to do this and later check and then OK....now you do this and that... So for me it's it's more that mentoring and the coaching thing to give the direction and let the people then work by themselves and ...and we have this ..this what... what I try to do...of course it's it's not.... It's not always the same for all people, old people because if you have new people just recently started people, these people you need to treat quite differently from.. from more older and experience people because the younger people you know you need to to invest my time you you need to guide then bit more narrow and and explain them the things more detailed and also to check up... Check checks that they're doing the things on a more regular basis. So it depends. Then also a lot on the experience level and on ...on the character of the people themselves, how they need to be treated.

16 [0:08:16] **Interviewer:** And what is the most challenging for you? Because you, as you said...the most important is to guide people to coach people and to analyse their level and help them. But what is the most challenging for you?

17 **Participant:** Look the most challenging for me is....the difference of the people in in the different countries. So for example in Mexico, so in other Mexican is the Latino mentality, so the people are very open. The people that they talk a lot, you can approach them very easy and it's it's. It's a smooth... for me it was not difficult because there was a lot of talking and..and you really can access quite direct and easy to the people. OK so if the people don't like something. They show it to you to show it by verbal the show it by expression, even by expression, if you tell a Mexican something that he or she don't like, you see it immediately on the face and it's ...it's very clear when I moved to Asia and that I deal not only with people from Thailand but also from China, they don't have a **(unclear)** you know you have the meeting, you say something, they look at you, they don't move the face, they don't have any gesture you don't know if they agree or disagree. You don't know what they think and it's ... it's with customer the same, but it's also with your own people the same and ...and even when these people are two three years in your team, you still don't know....Do they disagree now? Agree? Or what they are thinking right now so. This was let's say it for me **(unclear)** the difference of the behavior in the different country was on the one hand side for me the most difficult but also the one thing, what I liked most because this is really a kind of the you know, the salt and pepper in the daily work to ...to deal with this completely different characters.

18 [0:10:22] **Interviewer:** Nice, you see this difference as a way that you can develop yourself as well.

19 **Participant:** Exactly. So now of course, with this years of experience, now I got also a certain feeling you know, for people from Thailand, from people from Vietnam, for people from China. But on the beginning it was.... it was quite different... difficult.

20 [0:10:42] **Interviewer:** Nice, and what do you think (**COMPANY**) expects from someone in your position?
21 **Participant:** Yeah, look at it... from my position...(**COMPANY**) expects that ...that the person can work freely without.. without too much guidance, too much effort from the boss. We have the goals so it's more....it's more management by target. We have our goals and it's expected that... that we do the things what is necessary and that we do it right... You know what I mean?... It's not that we have every every week issue a fix or something and every week we get instruction what to do.... So normally I never get really instruction, it's it's more if I need a recommendation, or If i have a question I can come to my superior, but it's it's more behalf our targets and we know what to do and we need to work freely without making too much, you know questions or too much troubles.

22 [0:11:46] **Interviewer:** So you have a great level of autonomy.
23 **Participant:** Super High level, yes.
24 **Interviewer:** And also autonomy to deal with your team?
25 **Participant:** Yeah, look as I told you in my team I have people more experienced people, less experienced and according to this experience level and according to my... Let's say ...thinking how freely they can work. I give them different autonomy level to two different persons. If I have people I know, they make the things right. They are very experienced and I have with them every two weeks a call because I notated they know what to do, when to do it. And then there's other people ...you know... they are more new and, and they need more guidance, and then maybe I need to invest much more time with them ..with them ...and and and tell them how we do the things and or well, how he or she can do the things so it's, it's more time consuming, and yeah, it's it's more effort is required to...to lead these people.

26 [0:12:51] **Interviewer:** Thinking on your work hours 100% off your... your work hours, how would you split it between paperwork and people?
27 **Participant:** Yeah look ...as I told you, I have this team of three people without a direct support and then I have this bigger umbrella team with the additional 10 people with the dotted line to me. And these people are sitting in... in different countries they're sitting in South Africa, they're sitting in Dubai, they're in Saudi Arabia, they're sitting in Turkey....etc...so I am on the phone and ...I would say... investing maybe... almost half... half of the day I'm dealing with the people and you know, just reviewing projects, give guidance, answering question, this kind of things and the other 50% is then doing something else you know to ..to maybe work on my paper work or with the customer. So I would say it's even 50%.

28 [0:14:00] **Interviewer:** Great ... and you mentioned you have a pretty target result focus in your position so you have autonomy to deal with your daily life work. But specifically thinking on emotion, do you think that (**COMPANY**) expects from you any delivery...any specific delivery of emotion, regarding your interaction with your team?
29 **Participant:** No. There is completely no expectations concerning emotions from ...from my superiors, so we of course we try to be to be professional. OK, this guidance... Yes, I have to to be a professional to actually try to avoid emotions, you know to even when we have a conflict or when we have a problem ...to put the facts above, anger or the other emotions. So this guidance, yes, or let's say this...this is lift a little bit (**COMPANY**) ...this is lifted in the company to. To try to to skip away emotions and... and work fact based and in fact oriented.

30 [0:15:14] **Interviewer:** So you would say that the best way to deal at work is without considering the emotions, trying to keep our eyes in the fact.
31 **Participant:** This...I would say it is comes maybe my personal opinion...now comes close to...to the deal in my opinion, sometimes it's it's not possible. You know if if you get some some bad vibration or some....sometimes it's not possible and sometimes I also use kind of emotion to to be more firm means... means you know when... when something is important then sometimes I really see it very clearly in a ...in a in a may be direct and and maybe somebody could mean in a hard way, but very clearly that....this is important that we need to do this now and...and to give you really strong guidance. So I use this sometimes as an instrument.... Maybe not...not very often... but sometimes I.... I realize that this works quite well.

32 [0:16:20] **Interviewer:** Great and in this time that you use the emotion as an instrument, do you really feel it or you try to show more importance that you were really feeling it?
33 **Participant:** Yeah... It can be both ways, but sometimes maybe I feel it a little bit.. and then I make it a little bit stronger as.. as it as it should be. So I'm sometimes I'm exaggerating maybe, but ...but look it, it's...

it's more the exception than the normal... in the normal... I try to be really fact based and ..and try to convince by data, by figures, by **(unclear)**.

34 [0:17:08] **Interviewer:** Nice ...and can you remember a situation in which you hide your emotions? Like you were feeling something positive or negative and you prefer to hide it?

35 **Participant:** This also.. of course often happens and also sometimes somebody made some crazy things...some mistakes and I really need to control myself to not...to not be too strong and too negative and... and of course that this is happens on a regular basis. Yes,

36 [0:17:42] **Interviewer:** And do you think that you must control yourself more than other employees that don't have leadership position?

37 **Participant:** Yeah, I think a leader of course...As I told you, I believe a lot in lead by example.... so when ... this is one of my focus then of course I need to be more controlled because when I've been then too hysteric or something... you know....then ...then I think I sent out the wrong signal. So clearly it's it's important to really control the emotions and to dose the emotions in the in the in the right way.

38 [0:18:24] **Interviewer:** OK, great. And during this ...years of experience leading did you notice any change in your way of dealing with emotion?

39 **Participant:** Yeah, look, the first, is it..as I told you... the first five years when I had leadership experience I was in Mexico OK and in Mexico at that time and you need to be very strong also to deal with the Mexicans, and when you don't be expressive, you know in gestic, in mimic and in in words then that they don't take you serious. OK, so in Mexico I really expressed my emotions, maybe even...even a little bit, yeah, more than I would have it. In order to be to be heard, and in order to... to bring something forward. And when I came then from ...from from Mexico to Thailand, this is really.... I think this is just the South Pole and the North Pole.... It's just the opposite and ...and there you know if if you're short too strong emotions to Thai people. It's seen from the Thai people as weakness.... So I needed to change completely because if you are emotional to the Thai people they... they consider you as weak not as a good leader and...and you reach the opposite what you want. Do you know what I mean? So I need it....I try.... I think I learned quickly because you have no chance with this ... in Asia with... with a lot of emotions. To show too much emotions you... you don't be successful with that and and then I needed to adapt very, very drastically to, let's say, to the country behavior and in in Thailand.... I tried to show emotions to a minimum because it's also to the customer etc. Because it's simply a completely different culture.

40 [0:20:34] **Interviewer:** Great, it's really important that you mentioned here. Your dealing, or your leading way were judged by how you show your emotions or don't show your emotions.

41 **Participant:** Not not, not it.... That's not everything....It was a very important part coming from Mexico to ...to Asia to Southeast Asia. But of course it's not, not everything but the emotion ...because you ask about the emotions. ...So emotional thing... emotional thing was a very very integral part here.

42 [0:21:13] **Interviewer:** Nice, nice and nowadays, how would you describe an exhaustive day for you?

43 **Participant:** An exhaustive day, of course is when you start that in the morning, maybe 7:30 until until 5:00 or 5:30. When you start with one call and you have one call after another, not only with the person but with teams. So this I would say this is the most exhaustive thing, and when you don't have that time then you know to to make a break to work one hour just for yourself by email... This is more relaxing... so I would say exhausting is when you are from the morning until later afternoon in one call after another.

44 [0:22:01] **Interviewer:** Interaction so? The exhausted is in the interaction with a lot of people, teams and etc.

45 **Participant:** Exactly so as I told my day is minimum 50% interaction, that's fine, but if it's 100% or if it's 110% because maybe you start earlier and you work longer and you have only interaction... This for sure is is is then the most exhaustive period I would say.

46 [0:22:29] **Interviewer:** Ok...And If I ask you....In your work life or your private life... normally you usually feel more positive emotions or negative emotions?

47 **Participant:** In the work now or where?

48 **Interviewer:** In the work... we can start with the work.

49 **Participant:** Yeah, yeah I would say ..Sometimes if the things don't work so well, you know then maybe we

have a problem here. We have a problem there. Then of course there are some negative emotions. OK so they're clearly there. But if a project if then successful or we reached something as a team, well also team member reach something then they are the positive emotions. And if you ask me OK but more positive or negative is is difficult to say now.... I would say maybe maybe 50-50 something something in this range

50 [0:23:31] **Interviewer:** And do you have a tendency to feel more positive or negative, in your life?

51 **Participant:** Look from ...from the inside I'm...I'm more on the optimistic side... OK, so I always see things positive, maybe sometimes more positive than they are, but of course this positive ... positive thinking not always gets true. Because if we have then some big issue and we have ...we need to do troubleshooting there, or maybe we get some pressure from ...from the customer, then there's the negativity. But from the tendency it's.. it's from the inside.... It's it's more positive, but the reality or have also it's ...it's negative and....pessimistic aspect

52 [0:24:24] **Interviewer:** And if I bring someone that knows you a lot, from your family or from your work or a friend, this person would say that you are expressive regarding your emotions or you are more quiet and don't express your emotion.

53 **Participant:** The emotions... It's for sure... It's it depends who you ask. You know if you ask maybe one of my best friends with who I do some sport activities so we use to drink a beer, they they would say yes... He shows the emotions. If you ask maybe somebody in the work, maybe this person... because I control it...as is I told you...then this person would say OK maybe the person is less ...less emotional. So it it depends for sure who you ask, but in general I... I'm a little bit more than emotional sites, but due to the professionalism due to the to be professional in the work it's needs to be controlled and needs to be dosed in the correct way. So this is this is my belief.

54 [0:25:40] **Interviewer:** And when you have problems, not just problems but also questions, issues that you are thinking about the work...do you have someone with whom you share it? Just talk about it.

55 **Participant:** ...Yes...I have...I surely try to solve the problems first by myself... You know to.. to not bother too much people. But if it's a bigger issue then of course I seek also some recommendations, some opinion from from working colleagues, if it's a work related issue. And uh, in private life also from..the partner to hear the opinion and then to have a second opinion.

56 [0:26:35] **Interviewer:** And regarding your team, how do you see your team engagement?

57 **Participant:** I see it good.... This is also something, what I'm promoting all the time. You know, I I, I like this networking and try to link the team members in the different countries to each other. Also not only maybe to ask me but they ask within the team and then try to to help each other in the team. So I would I would. Yeah say yes I am promoting that.

58 [0:27:11] **Interviewer:** And thinking on your relation with them today. Do you think you would like to change something?

59 **Participant:** Look... what I always try is to build up a team and when I think now we have the right team to maintain it, to keep it as this. OK, but it's not always possible. Because maybe we have a different requirement in different countries.. then we need to act to move maybe people into into different positions. So here of course is then depends on there on the situation depends on the force that are coming from outside. Sometimes it requires some some adaption to the team. To balance this. You know to balance a little bit the instability. What is what is coming by their forces from the outside?

60 [0:28:18] **Interviewer:** I got it... and regarding the COVID situation, do you think you had some change in your team and in your Leading way?

61 **Participant:** Not really because my team is sitting as I told you in many different countries so it does not... It does not matter where I'm sitting, I'm communicating with them always via Skype and.. and even before COVID there was OK. There was maybe two people who were sitting close to me, but this for me changed not ..not much in this respect.

62 [0:28:56] _Interviewer closing points_

1 [0:00:00] Interviewer: Talita
2 Participant: I6_Joana
3 Institution: Service Sector
4 Tool: Skype
5 Date: 29/04/2021
6 Duration: 00:53:16.8
7 Language: English

8 _Interviewer Introduction_
9 [0:04:04] _ Participant Introduction_

10 [0:06:49] **Interviewer:** So talking about the leadership, you mean, you just mentioned that one thing that is a challenging for you, it's because the graduation is changing, the behavior of the new people in the field, like the new people, is coming with a different mentality with a different way of doing the things.

11 **Participant:** Yes. And I also have my own company, I'm a supervisor... supervisor, so I have a master... I did a master thesis too and I see that everybody have the same problems with it, so it's a ..and you have you have to group, the social workers, you have the pedagogics, you have the care persons, that is a little bit different...how they move and how they do, but. It's near the same thing every part, so it's right.

12 **Interviewer:** The client is the same, right? It's the same, elderly that need your attention.

13 **Participant:** No really the same client, but the same problems with their personal yeah. I mean, the teams in the teams they have to near the same problem.

14 **Interviewer:** In the working life they have the same problems. It doesn't matter which Bachelor they have done.

15 **Participant:** Yes, yes.

16 [0:08:24] **Interviewer:** And talking about leadership. For you, What is the leader? What's the importance of a leader? What a leader is made of?

17 **Participant:** So first leader is a person who say I want to....(*verantwortung*) ...yeah...responsability.. yeah. It's a person who say yes to responsibility.... So yes, I am ready to get my package on my shoulder and walk with it and I'm I. I walk along with it before I give it up. Not to say I have to only only I can do it, but not if it's difficult to say I give up now. I think it's a you have to be a person who interested on other people. Whatever, if clients or teams or *Mitarbeiterin* about the personal you have...you have to be interested on the humans. And, you have to try to understand people and you have to try to ... You need a very good communication to you have to be good in communication. You have, you should be good in in finding *Lösungen* for problems...

18 **Interviewer:** Solution,

19 **Participant:** Yeah yeah, you shouldn't be afraid if you get attacked from outside or inside the teams. Yeah, and you should say I can stay in front, but I also can stay in the last part. I don't have to be everywhere present. You can also go behind and You can go back again, you can go in the second line. The best leader.. I think is ..if you can work with the whole range of the leadership you know ...from the laissez-faire to transformation. You're happy like a tool behind you and you can say no and it is now and need this. It would be best practice. But it's always work with yourself. You also have to be ready to say OK, if I'm if I take the lead I have to work with myself. Also private or the personnel (**unclear**) so to see why I'm angry.... If if they don't do what I mean

20 [0:11:35] **Interviewer:** Sorry to interrupt. Do you think that you as a leader must be more awareness about yourself than the others?

21 **Participant:** Can you repeat it?

22 **Interviewer:** Yes, for sure I can also change it, try to change the word to be less confusing. So, you, as a leader, must understand yourself better than the others? Do you think that you have a different responsibility because you are leader?

23 **Participant:** Yes. Yes. And you have to see ... you have to say, yeah, yes, I think so. If you don't know how you are, how you wanna? How you do it. I don't know ..if you don't know how you are you... you have problems with yourself when you lead... This problems find you. You cannot let it behind They come again and again and again and maybe then after 10 times again the same thing ...you start to think what is my part of it? Why always the same thing on my...to me.

24 [0:12:53] **Interviewer:** So you mentioned already that most of the part of the leadership position is

regarding the contact with people. So if you would split 100% of your time between people and work like paperwork or activities, how it would be?

25 **Participant:** That's that's a difficult question. I think it's i... It's from work to work package different maybe? I think in my part I say it's a... 70% personal and 30% paper and really management tools like money. ...because it's not only the teams or the persons there, also the clients....**(unclear)** it's really difficult to say that's this part and this and this.... It goes together Yeah so...Sorry my English is really bad...

26 **Interviewer:** No, no, I am getting it.

27 [0:14:22] **Interviewer:** What do you think it's the expectation of **(COMPANY)** for your position. What do you think they expect for a leader in your position?

28 **Participant:** I'm not sure if I really understand...do you have it in German, maybe this question.

29 **Interviewer:** Oh, I can try it

30 **Participant:** Maybe it's only one word, right? I don't understand.

31 **Interviewer:** What do you think your organization **(COMPANY)** right? What do you think your organization expect ...Uh, what do you think they want for someone in their position?

32 **Participant:** Expect I don't understand that.....ah ok *Erwarten* ... What do you mean our organization... to the to the government as outside or inside...my teams from me?

33 **Interviewer:** Maybe it's because I don't understand.... I don't know a lot about your company. But inside in your company you have a boss above you... and then... I don't know... a CEO, someone that is the owner, so the owner and your boss and your colleagues what they expect from someone in your position...from the leaders in your position.

34 **Participant:** That's a difficult.... That's a funny question because as I told you in the last years we had the a lot of crazy things in our organization. So we have a CEO and then my management part ...line...with my colleague, she's working behind me. And... I think.... They wanted... he wants that we rule is part from their social psychiatric ...Social Security. He doesn't, he ...understand really less things about it because he's a really a manager the CEO before was a social worker. The pioneer of our organization was a social worker and he think different. He worked different he was completely different. We had a big change because he died and then the next one came and they have makes troubles and it was a really bad time. He is more on the other parts, in the... in the organization, in the operative part... Business model, and not so much in our part. So we have .. We work really **(unclear)** to know ...so we can do a lot of ourself and we say maybe that's our experience that we want to do, here we wanna go,...we tell themwe tell him what's going on and we have to show them the costs and so. But we're really free.

35 [0:18:07] **Interviewer:** So you have a lot of autonomy to deal with your social questions and decisions. And do you think you have also autonomy to to interact with your team? Like with the people that work in your team, do you have autonomy, you are free to decide how interact with them?

36 **Participant:** Yeah, I say who I want, how much I want. I also go to the government and talk to them if we need a change, if we have an idea for a new project. So for handle...I deal with them to see if we get more money to do a new project or or something like that. And then we... we sure we have to bring the information to the CEO, and we have to know what we do, but we are really out there. Now It's not so difficult to manage this part. He have things to think that are more difficult to manage.

37 [0:19:17] **Interviewer:** And regarding your emotion, do you think you are also free to decide what to show, like positive emotions or also negative emotions to your team?

38 **Participant:** Yes, and I use it. I use it ...I work with emotion. I work with it, sometimes not. Not always really good, but sometimes it is **(unclear)** here and I show them I am angry.

39 [0:19:47] **Interviewer:** And normally like... like the angry example. Normally you just show what you were feeling or you try to feel something that you think you should be feeling in that moment. How is it working?

40 **Participant:** Both... Both It can be both. It also can be that I say if I hear you, I mean ...you feel like that. If I just theory of mine, or if I say the theory of my.. I feel that maybe you feel angry, or disappoint, or so.... Yeah,

41 [0:20:25] **Interviewer:** And... Can you remember a situation in which you had something, you had an emotion, but you decided don't show it.

42 **Participant:** Yeah. If I am really ...if I get so angry that it would be not respect if I would lose the respect. If I would like to say you are so stupid.... I don't say that or or say OK.... Maybe better to be quiet or I have to

say it different.

43 [0:21:03] **Interviewer:** And in the opposite side, like you don't feel that, but you showed something. But you ...you have the feeling that I should had an emotion now.

44 **Participant:** You mean if I don't have the emotion, but I should...like my brain said you should have?

45 **Interviewer:** Yes exactly. Like something in this situation said you should show an emotion now, but you are not feeling that.

46 **Participant:** No. No. If I think mostly... I tell them that. I said maybe then I say I'm wondering I think I should be angry, but I'm not, maybe so, but I don't make a show...I I don't like to make show... because it's not.... It's so I think it's not fair.. It's not authentic, not fair and it doesn't work... they know... I'm sure they know. If you do show or if you are really by yourself and an authentic, and bring it... how you bring it. Maybe It's better sometimes to go over borders, I said so.... Maybe the anger was too big and then I say, 'hey, it was too much, the anger OK, but that I could say it different. It was not OK to be so angry'. It's better than to make, yeah?

47 [0:22:56] **Interviewer:** I think I got it.... You mean like it's better to show what you are really feeling and then in the second moment maybe ask sorry because it was too much for that moment, but it was your reaction and it is better this situation then just managing in the way that it sounds fake?

48 **Participant:** Yeah... yes. In our business I would say. Maybe if you would be manager in another business, in a bank or so, maybe it would be a fault. I don't. I'm not sure ...I think it's a big part of in which business I manage. They have to ...I also see me my work as model. I'm a model for them...how they can do with their clients. How they can do with each other. Yeah, it's so...

49 [0:23:56] **Interviewer:** You mean that you are an example for them, yeah? OK,

50 **Participant:** Yeah... I'm not I.... I know it from myself when I start I hear and I watched the lead. How do you do with clients? How do we serve the colleagues where I also have problems? So and then I find my way. So ... that's the same for me.

51 [0:24:25] **Interviewer:** It's a pretty important point here. You mean that during the years you changed your way of working out, because you were looking for the other, for the leader and....An during this...I'm not sure if it's a seven years leading the team.... During the seven years you have the feeling that you changed your way of leading?

52 **Participant:** Yeah, I don't change the leading. I started different with my lead, I would say. So that's my maybe it's also a big thing ..you have to know how you'ree socializing in work, how socializing goes on. And if.... In the care system, very start to work here, you have a big hierarchy here. It's really strange and you have to go so. And if you bring ideas or something like that, it was really difficult. But then I changed to a **(COMPANY)** and I feel wow, here I can say what I mean, I can bring in ideas and so, and I grow, I grow. But after a couple years I find out that's not really true. I can say I can do a lot of things, but I can say it and I can do it because I'm a strong woman and they need me that this part ..rules like it rules... so and I find out OK, I grow up and I get more and more a place... I would say ..to be creative. But we came to a part where my *Chiefs* gets problems with me. Because they come too near to their to them, and too near to change the whole system, with the ideas. And it was not only me, other persons or other colleagues too, and we do really a good, It was a pioneer, It was really good job. So this change from give them a home....no, we don't want to give them a home, we wanted them to go out, to say what they want, that to say what they don't want, ... Then we get...We had a client that he makes big problem and this client was from the part, then the CEO, the social worker at this time had to say the Chiefs have to go... it don't works again with them. And I liked to be in the lead the cocreation, the part to ...to work together. But I'm done it, so I first have to find myself. I... I say OK.... if I do this lead, if I take this lead, everybody will follow me? OK, it was a fault.... 50% don't follow me.... 50% say no, we don't like you, we don't want this. I said, OK, I was shocked. So you have to learn it. Also with your own *schmerzen*..

53 **Interviewer:** Yeah... painful..

54 **Participant:** Yeah painful sometimes That you also lose your hope that you can do it. I really do, right? No wonder wrong one. And you have really.... It was sometimes really bad fights behind so not directly to my own to say listen if we want about one work together I wish that you as lead to this, this and this. So they go around to personal traits...They say she is so bad.... Please look that she have to go again. It was a big learning things and I think there's.

- 55 [0:28:43] **Interviewer:** And now you see that this going around of your team is changing? Now you feel that they have...they come direct to you?
- 56 **Participant:** Yeah, it changed completely. It was a really hard process, it was really the whole organization and our part... It was too much together everything so. It was important that some of these colleagues say ...we go, we change our work. It was good. So we get placed that knew people with knew thinking open to be Cocreated open to be criticised. So it changed completely. It's completely different and now... it's more ... so that sometimes they say I like *Dientsplan* Do you understand? Uhm, no. Moment.... Duty roster.. So they have for their houses for a living groups, they need a duty roster. It's difficult...funny word. Uh, and usually the leads do it, in other organization the leader do it and say you come down and there you then...I said no, I don't want to do that. I want that you as team do that. You have the matrix here, and you can say when you wanna work. It's it sounds simply. It's not so simply I know it because they have... they have other work packages, that they do it outside and then have to combine it. They have to manage themselves. It's a little bit difficult and long time they always say the leader have to do it and I said no....no I don't want. I want that you create your working packages for yourself. Otherwise you have to tell me everything you do, I have to know every part you do, and I have to find a way. It's not it's not compatible and I don't want that. I want to leave it with you and I'm sure you do a good work and you are *verlässlich*... trustful ... I trust you that you work with your time, you work good and you don't say that she's stupid, I just can sit down and smoke and drink cafe, and I say I was in work... so yeah.
- 57 [0:31:52] **Interviewer:** And in this example that you proposed that they make this team plan together. Can you see any difference regarding the culture? Like your contact with a guy from a different nationality or their working together? Can you see any difference of understanding and also of expressing emotion regarding their different backgrounds of culture?
- 58 **Participant:** Everybody who starts here first see what? How? How we do? How can I say that I just wanna work Monday, Tuesday or Wednesday? And I say yes... you can do it, but you have to talk with your team. And so it's everybody. It's a.... It's not different if they have a migration history or if they are from Austria or near from the same village. It's not usually in our social system that the teams do it. Everybody say it would be nice and so, but the leaders don't want to give up, they trust less it's...it's difficult because if it is not full I have to fill it or... so take it back from them. And we have months It's really pretty and I say yes, so it was not much to do for me. And sometimes I say OK...looks for me that you don't talk to each other. ...What happens? Let's show a little bit where is a team..
- 59 [0:33:45] **Interviewer:** And in your way of leading...Do you see any difference regarding the culture? Like the way you deal with someone is different from the way you deal with anotherone because of their culture?
- 60 **Participant:** No, I don't understand right....
- 61 **Interviewer:** Thinking now..do you see any difference in the way you have a contact with someone from your team because of the nationality of this person? Like this person is a bit different because they are from Brazil and they are like this or they are from Austria and they're like this. Can you see any difference regarding your team because of the nationality, the culture of origin of this person?
- 62 **Participant:** I'm not sure if I can say it's ...because of the nationality, but maybe it is. So we ... One of our colleagues is from Syria... and for him it's completely clear how he has to work, but.... no, it's not different.... No, it's not different.... No, no, it's not different.... If I think so, no, the same problem they have to...to talk to each other, they have to find a way how they do. It's one colleague from Turkey, he is really flexible. He is... but we also have it on the other nations. No, I wouldn't say... I wouldn't say.
- 63 [0:35:34] **Interviewer:** And regarding your daily work... you as the leader of the team, how can you describe a really exhaustive day? Like a day in that in the end you have no more energy for nothing?
- 64 **Participant:** No, I don't. I didn't understand.
- 65 **Interviewer:** Thinking on your leadership pattern. Like, you have a day that you arrived at your home and you just said 'Oh my God, I have no energy more, It was an exhaustive day. I'm really tired'. What happened in this day? Like what make your day... what during your day...makes you feel totally *müde*?
- 66 **Participant:** Yeah OK, I have it now. I remember about Covid start. I was sitting at home and I cried. When I sit there and think I can't... I don't know how I should do that. I don't know. What happened and I sit at home like I felt like a captain on a boat, and I have my wheel here, but the boat is 100 kilometers far away I can't see. It was so terrible it was really. It was a really worst case situation. And usually ...often... sometimes I go home and I say 'boy, it's too much. I can't do it anymore,' and because it's the *verantwortung* ...responsibility... It's around 100 clients I have. Around 30 people. It's not much if you look to other

management system. But if you see our work and I have, in the middle management. As I'm in the management here and the next step ...It's not completely....clear...It's difficult...they don't works good how it should....and the rest, ...you know it's a process that goes down. So and ...it's a really difficult to find person ..to find person who say yes and to find person that can do it. And sometimes the hopeness ... I lose the hopeness that person comes... we will find someone... we will ... we can create...we can go forward...That's mostly... that's the point when I say boy, it's too much, I don't want to do it anymore... I'm yeah so. I

67 [0:38:59] **Interviewer:** So it was another question that I had...COVID changes a lot for you, right?

68 **Participant:** Yeah.

69 **Interviewer:** And regarding your relation with your team as well or just it was in the context of the work?

70 **Participant:** I think we managed it in the start really good.... We have a lot of online, only online. But the emotion was open from everybody. I always asked, how are you? Please say what's going on with you. We have to talk about our emotions. We have to talk about what we are afraid. I was also afraid I also don't know and ...and there it was...For me It was really important to be open with my own emotions. The every emotion we have is OK now and we have to see how we do it, I also don't know .We just can do it from day to day...day to day. And then I find so we come together, also the clients. yes ... We we do it, we do it. We got it. I mean we, we can do it. ...But it goes so long now. So we're tired, everybody, me too. And it's so diffuse now, so it's ...risk is not more high anymore like the first time, but still it's high.. It's so and now.... We we don't have so lot things online but still a lot of and we don't feel us we don't see us to talk. Let's just see if they.. if they came here now....I'm in the office and behind me is the office from the team and there are sometimes you can't work there but they're really quick to ask 'how you would do with this client?' and so on.... All this stuff we lose and you can't do it online. You can't say so now we make a meeting and then we have time for our questions. Then everybody sit there and yeah... At first I would say yes, we get power, we have it, we do it, and now we are really tired and I'm afraid, Yeah, you bring me...I have to think ... I'm afraid that I will lose colleagues because of it, because of this tiredness, because of this you lose power, you lose energy. I also, I'm tired one year I work no rest day and like my phone is on so and it's yeah... it's it's hard.

71 [0:41:54] **Interviewer:** And thinking on you and how you deal with your emotions, normally without Covid, You in the office, in the work, or outside, normally you are a more expressive person? Do you express your emotions or are you are more like Poker face, that you are just like the same, controlling yourself?

72 **Participant:** No no I express my emotion.

73 **Interviewer:** And normally you have the tendency to feel more positive emotions or negative emotions? Normally you are more optimistic or more afraid of the things?

74 **Participant:** It's one of my red points. We learned to see the deficit. We learn to see the problems. Another resource so. And it's really hard to always, 'hey stop to think negative....watch the positive things'..Leading it is really hard, in a supervision, it's no problem, I got it. But also for myself, our socializing is to see what...where you are wrong. So in school you just get it if you're wrong and not when you right so and you can't give up you have it inside it. So like ...to negative thinking and you can find always something and... It's a difficult, it's difficult. It's really hard for me to check also... to check it if I am too much in the negative things, in a negative emotion and not in the positive. I have to say 'hey what you do? Joana what you do? it's not right what you do?'

75 [0:44:00] **Interviewer:** And when you have this problem, and to check if you are too much negative in that moment, do you have someone with whom you share your problems or just talk about it too? Try to feel better.

76 **Participant:** Yes, I have a friend and she's also super visual and she's also a lead and we are we have so different biographic ... different socializing stories. Since she thinks she is born is positive, her life is positive and her parents were like 'you will do it. You find it out.'.... And and in my story it's... it's a lot more negative, in school and everything and it's not... it's crazy. She is wondering to me 'how people can go on but you can have to survive'. For me, it's really I'm a lucky child. I was a really lucky lucky child. And yeah, so it goes on. You have this inside and you ...you are how you are....

77 [0:45:32] **Interviewer:** And do you like to share with her your problems, then you can see the other side?

78 **Participant:** Yes, yeah. Put this side and look at this side. She also bring more fun inside and I'm so ... Yeah, it's it's important, it's important.

1 [0:00:00] Interviewer: Talita
2 Participant: I7_Daniel
3 Institution: Technology Industry
4 Tool: Skype
5 Date: 19/05/2021
6 Duration: 00:53:16.8
7 Language: English

8 _Interviewer introduction_

9 [0:05:17] **_Participant Introduction_**

10 [0:06:53] **Interviewer:** But you were mentioning that you have some subsidiaries in China,

11 **Participant:** Yeah...and this is the daughter company an with five people, which is mostly for sales and that support in China. Yeah, there's I mean they have their own leader there, but also two of the developers that we have in China are also guided from our team in Switzerland, which is of course it was a bit complicated.

12 [0:07:31] **Interviewer:** So in total you have seven years more or less of a leadership position?

13 **Participant:** 6 1/2 yeah.

14 [0:07:42] **Interviewer:** And for you what the leader, what a leader is made of?

15 **Participant:** I am, I think there is. I think the question is now related to work leaders at work and not leaders in other places of life. So so at work I think it's a combination of a typically personal leadership, so make sure that the people on a personal level, feel happy and safe at their workplace. They know where they belong to, what rules they have to follow, how to interact with the team, who to ask if they have questions or uncertainties. So this is more in a personal level and then on a, let's say work level or technical level, it's to provide them with support if they get stuck somewhere. If they have questions to make sure they get the advice that they need so often the leader of the team is also the one who probably has the most or the broadest experience we can, which he can share to the team. Now of course this is different in **(unclear)**. I brought knowledge, but my employees have much more specific knowledge so they are better than me in their discipline. Of course now. But still I think the advice is important for them to get from my side. And then maybe the last part is to keep the team together if I have different departments, they're all. They're all experts in their fields. But somehow it all has to come together and they need to work towards one target. And that's probably the last yeah.

16 [0:09:31] **Interviewer:** The main part, in your opinion of a leadership position, is mostly to support the work that is more technical and so technical that is a more knowledge than you already have, and so support this knowledge and also the connection with the other specialities of the company, right? Is this the main approach of a leader?

17 **Participant:** Yeh. Maybe I should also add that I think I should act as kind of a filter. I mean we have from let's say from top management level and from investors and shareholders. We have a lot of pressure and goals that they want to reach and on the other hand we have kind of limited resources in the development team and I also think I act as kind of a filter in between to make sure that these demands somehow meet in a realistic way. And then of course yeah, what would you said so to coordinate different departments and also really on a personal level to make sure that our people are happy, but I think that's also quite important because I mean, of course, personally, it's nice to have happy people, but also from a company perspective, if you have fluctuations and and unhappy people, they're just not productive.

18 [0:10:47] **Interviewer:** True. And for you, what is the most challenging in the leadership role?

19 **Participant:** I couldn't have.... I couldn't tell you one single thing that is most difficult. I think there are different challenges. One is to get a feeling for the people because people are very different. So for some of them you need to apply pressure and make sure they... they keep working. Then others you rather have to to control or maybe slow down because they want to do too much. Some you have to guide very strictly what to do and others you should give more freedom to let them work efficiently. So I think that's quite difficult to get a kind of an understanding and a connection to all of them and act with them in the right way. And then to have the right decisions, of course. So this is more content question. If there are difficult decisions to do, then usually the people rely on the leader to make this decision. And this is where you I think you have to be kind of optimistic but also... How do you say...confident in your decisions. Because

they might be wrong. I mean sometimes I don't know better than the others, but I just have to make some decisions so to have the confidence and then also to show it and convince people that this is the right way is also often a bit challenging. Yeah, I would say that's the most difficult part and I mean, for us we are happy that we have a very young and dynamic team and we are all more or less friends in the team. So that makes that easier. I imagined that. Or it's also what I hear from other companies that the personal connection in the team and the relationship can also be very complicated, but I'm happy that this is really not a problem in our company.

20 [0:13:01] **Interviewer:** Nice and you mentioned that this. Individuality that every people needs different approach and a sensible interaction. Can you see any difference regarding the culture background in this point?

21 **Participant:** Yeah, definitely definitely. I have to admit it's it's the easiest to work with Swiss people. That's it's kind of obvious, but we really see that. I mean, the way how we, how we talk, how we understand each other and it's just the easiest and most yeah. There are no misunderstandings, mostly. I would also say that for example, German people are quite similar. They are quite close to the way we act. On the other hand, for example, if you deal with Asian people and with the Chinese team, it is sometimes much more complicated to communicate because I think certain behaviors. Are different there. So for example if they if they don't agree they have a very different way of telling it, and if they cannot do something or if they don't know something, I think it's harder for them to to admit them to to be open about it. And they yeah. You have to figure out much better if they if they really understood or not. Then on, uh, for example, I have a Japanese employee and for him it's also cultural thing that he's very polite and he has really. For him, it's hard to tell people if they're wrong or if they did something wrong, so he's also leading a sub-team. And yeah, I think sometimes he should be more strict and be more clear about deadlines or or to do so. There are clearly differences in area.

22 [0:15:03] **Interviewer:** And in this behavior that you see clearly the differences, can you point that the emotions are also different? Or it's more regarding other behaviors.

23 **Participant:** I can refer to two people that they're not working here anymore, but they worked here recently and they were very emotional in some topics. So whenever they were criticised or when there was a discussion where there were different opinions, they would get very emotional and I couldn't tell whether that was just personal behavior or whether it's related to their culture. Because I I only knew them from their country and that that could be a thing. On the other hand, I also see that in the Swiss people I mean in the Swiss team, which is of course the highest part or the biggest part of the team. Also there the differences are huge in handling with emotions, and some of them also really get like emotional and talk about the topic and they get loud and but mostly in the good way. And then in the end they even realized that they say ah sorry I got. I got too too emotional and it's all good. So. I'm not sure if if the emotions are so clearly associated to countries. Again, maybe that's the. For example, the Japanese is probably the again the country that comes to my mind that it's it's more strict about not showing emotions or trying to be very professional and very polite. And I also remember Chinese employee that we had got very emotional whenever there was a discussion. He also got very loud, but I couldn't tell if there is a cultural difference

24 [0:16:55] **Interviewer:** Or if it's for the individual, yeah? Regarding the leadership position in your company, can you say, can you notice, can you understand any expectation regarding the leader in your position, what the company expects from someone in your position?

25 **Participant:** I mean, I would say from a pure. Or it's similar to to what I said before the most important requirements, I think from a company perspective it's the same, so it's important that people can deliver results and can do their work in a in a professional, efficient way. No matter their cultural background, so I should somehow probably bring them together and make a bridge between them. If there are differences. On the other hand, of course the personal part again is the same. So if they have differences because of their cultural background that are more relevant on a personal level than on the work level, I would also try to solve that into **(unclear)** that. But this is maybe not such a direct task, so there we try to provide good conditions that they have breaks and a nice break room that then we have events in the company that we do as a team. But in the end how they talk and communicate with each other, I think is is on their own to figure out the right way.

26 [0:18:34] **Interviewer:** And can you see any expectations regarding delivering emotions the way you deliver? If you should deliver or not emotions.

- 27 **Participant:** I wouldn't say so. I mean, it's it's not a topic that we actively addressed in the company to kind of. Yeah, try to educate people how to show and or how to share emotions. Maybe you're also too young to address these these topics. I mean, we don't have workshops or stuff like that. Yeah, for team building, which is, do it as as we think as best practice. Maybe on an individual level, sometimes in the employee talks so we have yearly employee talks and sometimes I mention it there to some of the people that was. Yeah, some of their emotions or their emotional behavior was maybe a bit too much, or if they can try to do it in any other way, but it's very rare. So maybe this maybe one or two people I talked to them about this. But it's it's maybe also mean an emotional thing. It's it's maybe it's then an engineering thing. So engineers are not exactly the people who probably show most emotions. They're usually quite pragmatic, so I wouldn't say it's a big topic in our company so far.
- 28 [0:20:07] **Interviewer:** Maybe... so you associated that maybe you have a culture of not showing emotions because of your professional career and your influence of your studies. Maybe like that.
- 29 **Participant:** I would say so, yeah, I would say so and I mean of course at the same time that makes it sometimes difficult to tell what emotions are inside a certain person, because I think it's really the bit to the personal character of engineers to not be too emotional. Still some emotions like having fun together and like doing leisure activities. This is very well visible and that's nice to see. And also if they don't agree or if they're angry, they they will tell it. But they don't show it. If you know what I mean. I mean to tell you like we were doing that wrong or it's it's it's **** what we're doing here, but they don't get very emotional or sad or angry about it. They're just saying, hey, that's that's wrong, but it's not that it effects them on a very personal level
- 30 [0:21:17] **Interviewer:** So you have the feeling that they are controlling a bit the emotions, but trying to express a trough just words without the body language and the emotion come. The whole potential. Is it they they mostly control the emotions? And how about you? Can you remember a situation in which you had an emotion that were more intense and then you control yourself to expose the idea it can be positive or negative emotion.
- 31 **Participant:** Yeah, definitely. I mean that happens several times. Usually I would say it's in a way that I control the emotions. As long as I'm with with the relevant people. So when I'm in a meeting, I keep the emotions under control, and then when I leave it or I I I'm at I'm at if I'm alone with very familiar people then I start and say hey none tonight starts varying and whatever, so that's probably the way I mostly handle it. Uhm? Yeah, so there's certainly. I would say there's there's the people of trust that that I build up around me where I'm very close to an where I can also let or or show my emotions. Also in a way that I considered it more as friends than as only colleagues or employees.
- 32 [0:22:54] **Interviewer:** Nice, so this these people that is more clothes you have the feeling that you can share with them problems and questions and some issues that you face in your daily life. Can we say that yes, they are your social support to share the problems?
- 33 **Participant:** Definitely yes.
- 34 [0:23:18] **Interviewer:** And can you remember a day in which you, It's the opposite, in you in which you don't have the feeling, but you understand that in that situation you should be with a. More strong emotions that we you already was, so it can be positive or negative, but the situation are the expectation was to have an emotion that you don't have and you understand that you had to show it. Can you remember a situation like this?
- 35 **Participant:** So I'm not sure if I got it right. So you mean for example if. If I had the impression that I had to feel happy or angry about something and show that. But I actually did not feel that.
- 36 **Interviewer:** Yeah, OK, OK.
- 37 **Participant:** I would say in the positive yes, so on the negative I would say I don't see that I should show. More negative emotions that I actually have. I don't think that would be very supportive for anyone. On the positive side, definitely that is certainly a job. And then there's a task for me to go forward with a positive spirit and a positive mindset and also show that with positive emotions. And I would probably say that this is not a strength of mine to go forward in in that direction. I think I have certain leadership skills that are on communication on technical level on organization, but I would not describe myself as a as an emotional leader. For example, in contrast to our founder and former CEO's that you have the person who founded the company and created the idea he's he was....unfortunately he died this year... so he was a very emotional person and those are very. Positive, enthusiastic person and he was the one who could really give

like positive emotions to the team and go forward as a leader in that regard. And on the other hand, on a technical level, he couldn't help so much on a technical level, but he really had the good spirit, and that's probably what I would say is. Is my weakness that this is hard for me to to show and to present emotions and to pull. The team on an emotional level

38 [0:25:48] **Interviewer:** And because it's hard for you, you have the feeling that you should do it more?

39 **Participant:** Yeah, also, it's also what this ... for example tells me that and he says I'm an important leader here and I should go forward like yeah like that like the like, the Captain or yeah and to show it away and make the team feel positive. So it's somehow clear that that would be a goal to do that, but on the other hand, it's certainly not my most important part of my work.

40 [0:26:24] **Interviewer:** And without the workplace environment, in your life, can you see yourself as an expressive person regarding emotions or more controlled?

41 **Participant:** In general I would say more controlled person with. I would say it depends a bit on the on the emotions. I think I can. I can show I can show joy very very much if I'm happy about something. And also anger. I think it can also show anger. But usually again, in a controlled way and not not to people directly there. I tried to be really controlled, but I show anger than when I'm again also in in my private life when I'm in my trusted circle of close people, then I can also show anger. Otherwise I would say I don't show too many emotions.

42 [0:27:20] **Interviewer:** And normally you have a tendency to feel more positive or negative emotions.

43 **Participant:** In general I would say positive, so I'm generally quite an optimistic and positive person. I think the negative mostly when I'm annoyed about other people, let's say or like electronics or technology that doesn't work. That really makes me angry.

44 **Interviewer:** And you are for the field.

45 **Participant:** Yeah. I mean it's a.... I wouldn't say that this is a very big, important part to be angry. I think my my general emotion or the ones I show most is really joy and about certain things that I'm happy about.

46 [0:28:10] **Interviewer:** And thinking on your daily life working, if you split your time 100% of your time, between dealing with your team (people) and paperwork and (activities) how it would be?

47 **Participant:** Dealing with the people... Does that include both the personal like leadership and also the technical leadership? So if I discuss with them and technical topic, that's also what you consider the people part, yeah? Uhm? It's probably around 50% 50% or or even a bit more. With people I mean, usually yeah, maybe 60% of my time is it's typically filled with Yeah, meetings and discussions with people I would say unfortunately, this work on my.

48 [0:29:08] **Interviewer:** And with these people interaction, you feel that you have autonomy to interact with people like you have freedom to choose how to interact, how to approach people.

Participant: Definitely yes.

49 [0:29:24] **Interviewer:** Regarding your team, how can you see their engagement?

50 **Participant:** So so so you mean how how I can? How do you feel? I can see how they engage and actually is. What's the difference for you? One question would be how? How can I make sure that I understand their engagement and the other question could be what is their engagement actually working well or are very engaged into the company I?

51 **Interviewer:** I think you can explain how you see it and why do you see it.

52 **Participant:** OK again, lets say it's 2 levels, so one thing is the personal level. I see how they talk about topics, whether they're positive about it or negative, whether they are proactive, if they have issues, whether they come to me and ask about it, or whether they just postpone and wait until I ask again. So this shows very much how interested in how supportive someone is for their task. And again on a content level of the work, of course you see the progress if there's I good progress, you see that they're very engaged, and if there's bad progress, you will also realize that. So I think it's a combination of actual content, but also underway how they deal with it, how they talk about it. Let's me realize, yeah, how they feel about their work.

53 [0:31:05] **Interviewer:** So mostly you feel their engagement through the outcome and also how they express their involvement with the topic. And How about the team? Can you see their engagement the

team and with you as a leader? Or the line manager.

54 **Participant:** Uhuh I would say yes, he can directly into the team because most of the team members, especially those in important roles, are people that some of them even started with me. We came from university at the same time and also joined the company at the same time. So I see them mostly as. As my colleagues and kind of equal team members, the difference is just that I chose the direction of becoming the manager and they chose the direction of becoming an expert, but still that makes me very connected with the team and I feel like. I'm very much still within that team so that I'm part of their interaction and it's not that I'm the manager and there's two different levels of interaction in principle.

55 [0:32:28] **Interviewer:** In taking this part, you as a leader because you came from a maybe more profound interaction with them. Do you see that you have to be more vigilant regarding your emotions than them, like comparing with them.

56 **Participant:** So can you tell me what which or what that word means?

57 **Interviewer:** The vigilant. Can you understand that you have to pay attention more in your emotions than the employees...the other employees?

58 **Participant:** Probably yeah, I would say so. I think it's yes. I mean, they don't think it's more important for me to have emotions under control. Of course, in my role and as leader, I'm also more in contact with customers with investors with shareholders, nothing **(unclear)** . Of course, it's important to be kind of professional, and I mean professionalism is often considered as not being too emotional. I guess. So whenever I have such a role or such a meeting, I think of course it's important for me to have emotions under control, whereas. My team works in a in a more closed environment. If they work in their group in their office, it doesn't matter too much if they get emotional, no one would care about this, so I would definitely say there is a difference.

59 [0:34:01] **Interviewer:** And when you say having the emotions under control....Do you mean only the negative emotions are also the positive emotions?

60 **Participant:** I would say only the negative. Yeah, I would say the only the negative. I mean I if I think about the if we deal with partners or suppliers or customers. I mean when I interact with them sometimes get really angry, but I think that will not be good to show that.

61 [0:34:30] **Interviewer:** And if in any moment you feel like really happy or satisfied with the results, you can show it without controlling, like you don't feel that you have the field to filter the positive emotions.

62 **Participant:** In the team, definitely not positive emotions I think it's good to share. Definitely again with with a partner or customer. If we make a good deal. I mean I, I also don't want to show that because it I. I think it will make them feel like they made a bad deal. So that's kind of the poker. I would say in negotiations but otherwise inside the team I think I would definitely definitely share positive emotions.

63 **Interviewer:** OK, OK. Let let me check if we approached everything...OK during this six years and half that you are in a leadership position. Could you see in your development any change in how you deal with your emotions?

64 **Participant:** I wouldn't say so. I think not. I mean maybe. Maybe my role changed a little bit. Yeah, at the moment where I changed from a just a normal team leader to the CTO where I'm really on in the top management of the company I. I mean. I changed the position there and maybe that would impact my behavior a little bit. **(unclear)** for as as a normal team member, I could just also complain about management decisions and say all update they decide again and so on. And now since I'm part of it, I have to represent the management and show that we're even if we don't agree. Probably we went out. We rather act from one management perspective and that probably changed a bit the way I also deal with emotions.

65 **Interviewer:** OK, and regarding the Covid situation, could you see any change in interacting with your team? Did you feel something?

66 **Participant:** Definitely, yeah, definitely. So yeah, there's many things I think that the work from home is the most important part. Because we just don't see each other anymore and it's much more distance in between, which changes significantly. The exchange and emotions. Also, you kind of cut off the personal talks because you meet for a meeting and then you leave the meeting online. And if you are there in a room, you go back. You take a coffee, you talk about personal things, so emotional part gets very much cut off in these times. That's also why we hope we can go back to the office very soon. And the other thing is

the, again, the the leisure activities. So since we have a very young team, most of similar age and interests, we have many activities ongoing. Usually that someone organizes and most of this is also just cancel now. I mean even going for lunch together and less was now for a long time not possible. So there is definitely a high impact of this.

67

Interviewer: And as the last question, can you describe exhaustive day for you? How? How? What happened in the day that you are really exhausted in the end of the day?

68

Participant: Let's say two situations. One is very intense discussions with mostly with external people? Uhm, yeah. So with customers, partners, whatever. If you have very intense discussions, that's very exhausting. And the other part is I would say if too many people need answers or need discussions at the same time. So I mean sometimes it's kind of the whole calendar is full of meetings for a whole day, or there's people like waiting behind each other due to advanced question. So I would say that's the most exhausting part.

69

Interviewer closing points



Welcome!

This questionnaire is divided in three main sections.

Informed consent, your agreement is a compulsory. Inquiry about YOU. Questions regarding your perception of YOUR LEADER.

Please, set aside for a moment the rush of everyday life and take few minutes to think on you and your job.

We hope you enjoy this time for your self-awareness!



A1. Please carefully read:

You are invited to participate in this survey associated with my master's thesis entitled "Leadership emotional labor and team engagement".

Its purpose is to investigate how leaders deal with their emotions and the correlation with team involvement.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any question, you may decline to answer it, or you can withdraw from the research at any point.

Your survey responses will be strictly confidential and data from this research will be knowledge exclusive of the researcher. Your answers will be coded before publishing, therefore remaining confidential.

If you have questions at any time about the research, you may contact Talita de Carvalho Stresser by the email address talita.de@students.fhv.at. Please confirm your consent by clicking on the "Agree" bottom.

Thank you very much for your time.

I agree

B1. What is your gender?

Female

Male

B2. How old are you?

below 20

21 - 30

31 - 40

41 - 50

above 51



B3. How many years of work experience do you have?

- Less than 1 year
- Between 1 and 5
- Between 5 and 10
- Between 10 and 15
- Between 15 and 20
- Between 20 and 25
- More than 25

B4. What is your highest level of educational qualification?

- Primary
- Secondary
- Professional Qualification / Certificates
- Bachelor's
- Master's
- Doctorate

B5. In which country you were born?

- Austria
- Liechtenstein
- Switzerland
- Other

Other

B6. How long have you lived in your home country?

- Less than 5 years
- from 5 to 10
- from 10 to 15
- from 15 to 20
- more than 20



B7. How often do you talk to people from your home country?

Always

Very Often

Sometimes

Rarely

Never

B8. Did you have contact with people from Liechtenstein, Switzerland, or Austria in your Home Country?

Yes

No

B9. Do you have a culture background at home different from the one of the country you were born?

Yes

No

B10. Which culture?

B11. Currently, in which country do you work?

Austria

Liechtenstein

Switzerland

Other

Other



B12. How long have you worked in this country?

- Less than 1 year
- Between 1 and 5
- Between 5 and 10
- Between 10 and 15
- Between 15 and 20
- Between 20 and 25
- More than 25

B13. How often do you talk to people originally from your country of work?

- Always
- Very Often
- Sometimes
- Rarely
- Never

B14. Currently, in which country do you live?

- Austria
- Liechtenstein
- Switzerland
- Other

Other



B15. How long have you lived here?

- Less than 1 year
- Between 1 and 5
- Between 5 and 10
- Between 10 and 15
- Between 15 and 20
- Between 20 and 25
- More than 25

B16. Who do you live with at home?

- Partner
- Child/ Children
- Pet
- Other adults
- Other

Other

B17. Where were they born?

Partner	
Child / Children	
Other Adults	

B18. Besides the country you were born in and the country you live/work in at the moment, have you lived in another country?

- Yes
- No

B19. Which country/countries?



C1. Please, to answer the following items think on YOU and how you perceive the workplace expectations.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I am expressive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am extroverted/outgoing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am communicative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am empathetic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I avoid physical proximity, physical contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I consider myself aware of my emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I appreciate interpersonal interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I tend to approach people, instead of waiting for others to approach me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I show emotions immediately instead of holding them back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I try to separate myself emotionally from the job and team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I try to manage the image the other build about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know what my company expects from me concerning the delivery of emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I believe my company expects me to deliver a broad range of emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I feel comfortable in my team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I believe my team welcomes the emotions of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2. Please, to answer the following items think on YOU and how you deliver your emotions.

	Always	Very Often	Sometimes	Rarely	Never
1. I try to show feelings that are expected from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I try to hide my feelings when interacting with others at the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I evoke feelings I want to show to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I change my feelings to match those I must express to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. While working, I attempt to create certain emotions inside that present the image my company desires from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I show the same feelings that I feel inside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Always Very Often Sometimes Rarely Never

7. The emotions I show match what I truly feel.
8. I feel the way I delivered my emotions is not as expected for the company.
9. I think expressing emotions is inappropriate to my position.

D1. The following sentences are about how YOU feel at work. Read the sentence and indicate 0 if you never feel as described. If you had already this feeling, indicate a number up to 6 demonstrating how often you feel it.

Never Almost never (a few times a year or less) Rarely (once a month or less) Sometimes (a few times a month) Often (once a week) Very often (a few times a week) Always (every day)

1. My job inspires me.
2. I am enthusiastic about my job.
3. I am proud of the work that I do.
4. I get carried away when I'm working.
5. I am immersed in my work.
6. I feel happy when I am working intensely.
7. When I get up in the morning, I feel like going to work.
8. At my work, I feel that I am bursting with energy.
9. At my job, I feel strong and vigorous.

E1. Please, to answer the following items think on YOUR LEADER and how she/he behaves in a regular workday.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

1. I consider my leader expressive.
2. I consider my leader extroverted/outgoing.
3. I consider my leader communicative.
4. I consider my leader empathetic.
5. I consider my leader charismatic.
6. My leader avoids physical proximity, physical contact.
7. I believe my leader is aware of her/his own emotions.



Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

- 8. I feel my leader appreciates interpersonal interaction.
- 9. My leader tends to approach people, instead of waiting for others to approach her/him.
- 10. My leader shows the emotions immediately instead of holding them back.
- 11. My leader tries to separate her/himself emotionally from the job and team.
- 12. My leader tries to manage the image the other build about her/him.
- 13. My leader demonstrates to know what the company expects from her/him concerning the delivery of emotions.
- 14. I believe the company expects my leader to deliver a broad range of emotions.
- 15. My leader seems comfortable in the team.
- 16. My leader welcome the emotions of the people from the team.

E2. Please, to answer the following items think on your LEADER and how she/he deliver the emotions.

Always Very Often Sometimes Rarely Never

- 1. My leader tries to show feelings that are expected from her/him.
- 2. My leader tries to hide her/his feelings when interacting with others from the team.
- 3. My leader evokes feelings she/he wants to show to others.
- 4. My leader change her/his feelings to match those she/he must express to the others.
- 5. While working, my leader attempts to create certain emotions herself/himself that present the image our company desires from him/her.
- 6. My leader seems to show the same feelings that she/he feels inside.
- 7. I believe the emotions my leader delivers match with she/he truly feel.
- 8. I think the way my leader delivers the emotions is not as expected for the company.
- 9. I think expressing emotions is inappropriate to my leader's position.



F1. Do you have any complementary comment or feedback?

Thank you for your participation!

Statement of Affirmation

I hereby declare that all parts of this thesis were exclusively prepared by me, without using resources other than those stated above. The thoughts taken directly or indirectly from external sources are appropriately annotated. This thesis or parts of it were not previously submitted to any other academic institution and have not yet been published.

Dornbirn, 08. July 2021



Talita de Carvalho Stresser