

Leader's attributes and how these affect the happiness in the workplace

by

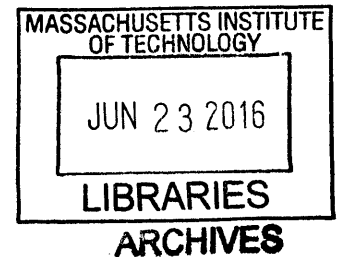
Miguel A. Musa

B.Eng. Industrial Engineering with Diploma in Mathematical Engineering
Pontificia Universidad Católica de Chile, 2007

Master of Science in Engineering and Management at the
Massachusetts Institute of Technology

September 2015

© 2015 Miguel A. Musa. All rights reserved.



The author hereby grants to MIT permission to reproduce and to distribute publicly paper and electronic copies of this thesis document in whole or in part in any medium now known or hereafter created.

Signature redacted

Signature of the author: _____
Miguel A. Musa
System Design and Management Program

Certified by: **Signature redacted** _____
Dr. Shalom Saada Saar
Senior Lecturer, Leadership and Management
Thesis Supervisor

Accepted by: **Signature redacted** _____
Patrick Hale
Director, System Design and Management Fellows Program

Leader's attributes and how these affect the happiness in the workplace

by

Miguel A. Musa

Submitted to System Design and Management Program on July 23, 2015 in Partial Fulfillment of the Requirements for the Degree of Master of Science in Engineering and Management

ABSTRACT

The purpose of this thesis work is to explore what specific aspects or attributes of a leader (in a broad definition) contribute positively (or negatively) to the happiness of workers. In order to do so, happiness at work is defined based in constructs used in past researches such as well-being, affect, job satisfaction, engagement, job involvement, etc. These constructs were categorized in three levels of happiness. Firstly, the transient level, which measures short-term moods and emotions lived by the individual. Secondly, in a more long term, the person level measures duration or stability of happiness over time. Finally, the unit level measures happiness of teams, units or organizations. On the other hand, 34 attributes of a leader which are representative of a good leader were chosen from literature review. Afterwards, data was collected through an electronic survey that asked respondents to assess how each of the 34 attributes affected the constructs that compose each level of happiness. The results show that all 34 attributes affect the transient, person and unit level of happiness. However, respondents thought that for the transient level of happiness a leader affects more through attributes that are visible and flow from the leader to their followers, while in the person level attributes related to their personal character (more abstract) were balanced with the more visible ones. On the other hand, in the unit level, value-oriented attributes were thought to be important as well. In addition to this, factors such as gender, work experience, and the size of the unit can change the attributes that affect the most happiness at work of the group in its different levels. In conclusion, depending on the level of happiness and the type of people that compose a group, different attributes of a leader will be needed to increase the desired level of happiness.

Thesis Supervisor: Dr. Shalom Saada Saar
Title: Senior Lecturer, Leadership and Management

Acknowledgments

This thesis work would not have been possible without the support of my sponsor, the Central Bank of Chile. Especially I would like to thank my friends and superiors for giving me the opportunity of studying and supporting me in the whole process. In alphabetical order they are: Matías Bernier, Beltrán de Ramón, Felipe Musa, and Alejandro Zurbuchen.

Thanks to Professor Shalom Saar, my advisor, for his guidance and flexibility to work remotely with me. I also would like to thank Patrick Hale, Director of the System, Design and Management program, for being supportive whenever I needed advice.

Finally, thanks to friends and family for their support whenever I needed it, especially to my wife Francisca, for her enduring love and patience during this year of long days and nights of work. Without their help this would have been impossible. Last but not least, thanks to all the people that answered the survey and made this research possible.

Thank you.

Table of Contents

- 1. INTRODUCTION9**
 - 1.1. MOTIVATION 10
 - 1.2. QUESTION 15
 - 1.3. THESIS STRUCTURE 15

- 2. HAPPINESS AND LEADERSHIP 17**
 - 2.1. RESEARCH IN LEADERSHIP AND HAPPINESS IN THE WORKPLACE..... 17
 - 2.2. DEFINITION OF HAPPINESS..... 18
 - 2.3. BENEFITS OF EACH LEVEL OF HAPPINESS 19
 - 2.4. DEFINITION AND ATTRIBUTES OF A LEADER 22
 - 2.4.1. DEFINITION OF LEADERSHIP..... 22
 - 2.4.2. LEADERS’ ATTRIBUTES 22

- 3. METHODOLOGY 27**
 - 3.1. HOW TO MEASURE THE THREE LEVELS OF HAPPINESS 28
 - 3.2. HOW TO MEASURE THE IMPACT OF LEADER’S ATTRIBUTES ON HAPPINESS 29

- 4. RESULTS 33**
 - 4.1. DATA DESCRIPTION..... 33
 - 4.1.1. PERSONAL CHARACTERISTICS 33
 - Gender* 33
 - Age* 34
 - Relationship Status*..... 34
 - 4.1.2. ACADEMIC AND WORK EXPERIENCE 34
 - Work Experience* 34
 - Job Level* 35
 - Education Level*..... 35
 - 4.1.3. COMPANY’S CHARACTERISTICS 36
 - Industry* 36
 - Unit Size*..... 37
 - 4.2. DATA ANALYSIS..... 37
 - 4.2.1. ATTRIBUTES THAT AFFECT THE TRANSIENT LEVEL OF HAPPINESS 38
 - Gender* 41

<i>Age</i>	41
<i>Relationship status</i>	42
<i>Work Experience</i>	46
<i>Job Level</i>	46
<i>Education Level</i>	46
<i>Unit Size</i>	48
<i>Constructs</i>	50
<i>Takeaways</i>	52
4.2.2. ATTRIBUTES THAT AFFECT THE PERSON LEVEL OF HAPPINESS	52
<i>Gender</i>	55
<i>Age</i>	58
<i>Relationship Status</i>	58
<i>Work Experience</i>	61
<i>Job Level</i>	61
<i>Education Level</i>	61
<i>Unit Size</i>	63
<i>Constructs</i>	65
<i>Takeaways</i>	68
4.2.3. ATTRIBUTES THAT AFFECT THE UNIT LEVEL OF HAPPINESS	69
<i>Gender</i>	72
<i>Age</i>	72
<i>Relationship Status</i>	75
<i>Work Experience</i>	75
<i>Job Level</i>	75
<i>Education Level</i>	75
<i>Unit Size</i>	78
<i>Constructs</i>	80
<i>Takeaways</i>	82
5. CONCLUSIONS	83
APPENDIX A: LEADERSHIP AND HAPPINESS AT WORK SURVEY	86
BIBLIOGRAPHY	98

List of Figures

FIGURE 1 STAKEHOLDER VALUE MAP OF HAPPINESS ON ITS THREE LEVELS.....	21
FIGURE 2 DISTRIBUTION OF RESPONDENTS BY GENDER	33
FIGURE 3 DISTRIBUTION OF RESPONDENTS BY AGE RANGE	34
FIGURE 4 DISTRIBUTION OF RESPONDENTS BY RELATIONSHIP STATUS.....	34
FIGURE 5 DISTRIBUTION OF RESPONDENTS BY WORK EXPERIENCE	35
FIGURE 6 DISTRIBUTION OF RESPONDENTS BY JOB LEVEL.....	35
FIGURE 7 DISTRIBUTION OF RESPONDENTS BY EDUCATION LEVEL.....	36
FIGURE 8 DISTRIBUTION OF RESPONDENTS BY INDUSTRY	36
FIGURE 9 DISTRIBUTION OF RESPONDENTS BY UNIT SIZE	37
FIGURE 10 TIER 1 ATTRIBUTES THAT AFFECT TRANSIENT LEVEL OF HAPPINESS.....	39
FIGURE 11 TIER 2 ATTRIBUTES THAT AFFECT TRANSIENT LEVEL OF HAPPINESS.....	39
FIGURE 12 TIER 3 ATTRIBUTES THAT AFFECT TRANSIENT LEVEL OF HAPPINESS.....	40
FIGURE 13 ATTRIBUTES NOT CLASSIFIED IN TIERS FOR TRANSIENT LEVEL OF HAPPINESS	40
FIGURE 14 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN TRANSIENT LEVEL OF HAPPINESS BY GENDER.....	43
FIGURE 15 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN TRANSIENT LEVEL OF HAPPINESS BY AGE DISTRIBUTION	44
FIGURE 16 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN TRANSIENT LEVEL OF HAPPINESS BY RELATIONSHIP STATUS	45
FIGURE 17 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN TRANSIENT LEVEL OF HAPPINESS BY WORK EXPERIENCE	47
FIGURE 18 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN TRANSIENT LEVEL OF HAPPINESS BY UNIT SIZE	49
FIGURE 19 NEGATIVE EFFECT (STRONG AND SLIGHT NEGATIVE) OF ATTRIBUTES IN TRANSIENT LEVEL OF HAPPINESS FOR BIG UNIT SIZE	50
FIGURE 20 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN TRANSIENT LEVEL OF HAPPINESS BY CONSTRUCT	51
FIGURE 21 TIER 1 ATTRIBUTES THAT AFFECT PERSON LEVEL OF HAPPINESS.....	53
FIGURE 22 TIER 2 ATTRIBUTES THAT AFFECT PERSON LEVEL OF HAPPINESS.....	54
FIGURE 23 TIER 3 ATTRIBUTES THAT AFFECT PERSON LEVEL OF HAPPINESS.....	54
FIGURE 24 ATTRIBUTES NOT CLASSIFIED IN TIERS FOR PERSON LEVEL OF HAPPINESS.....	55

FIGURE 25 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN PERSON LEVEL OF HAPPINESS BY GENDER.....	57
FIGURE 26 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN PERSON LEVEL OF HAPPINESS BY AGE DISTRIBUTION	59
FIGURE 27 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN PERSON LEVEL OF HAPPINESS BY RELATIONSHIP STATUS	60
FIGURE 28 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN PERSON LEVEL OF HAPPINESS BY WORK EXPERIENCE	62
FIGURE 29 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN PERSON LEVEL OF HAPPINESS BY UNIT SIZE	64
FIGURE 30 NEGATIVE EFFECT (STRONG AND SLIGHT NEGATIVE) OF ATTRIBUTES IN PERSON LEVEL OF HAPPINESS FOR BIG UNIT SIZE	65
FIGURE 31 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN PERSON LEVEL OF HAPPINESS BY CONSTRUCT	67
FIGURE 32 TIER 1 ATTRIBUTES THAT AFFECT UNIT LEVEL OF HAPPINESS	70
FIGURE 33 TIER 2 ATTRIBUTES THAT AFFECT UNIT LEVEL OF HAPPINESS	70
FIGURE 34 TIER 3 ATTRIBUTES THAT AFFECT UNIT LEVEL OF HAPPINESS	71
FIGURE 35 ATTRIBUTES NOT CLASSIFIED IN TIERS FOR UNIT LEVEL OF HAPPINESS.....	71
FIGURE 36 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN UNIT LEVEL OF HAPPINESS BY GENDER.....	73
FIGURE 37 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN UNIT LEVEL OF HAPPINESS BY AGE DISTRIBUTION.....	74
FIGURE 38 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN UNIT LEVEL OF HAPPINESS BY RELATIONSHIP STATUS	76
FIGURE 39 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN UNIT LEVEL OF HAPPINESS BY WORK EXPERIENCE	77
FIGURE 40 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN UNIT LEVEL OF HAPPINESS BY UNIT SIZE.....	79
FIGURE 41 NEGATIVE EFFECT (STRONG AND SLIGHT NEGATIVE) OF ATTRIBUTES IN UNIT LEVEL OF HAPPINESS FOR BIG UNIT SIZE	80
FIGURE 42 POSITIVE EFFECT (STRONG AND SLIGHT POSITIVE) OF ATTRIBUTES IN UNIT LEVEL OF HAPPINESS BY CONSTRUCT	81

List of Tables

TABLE 1 BENEFITS OF HAPPINESS IN THE WORKPLACE (ADAPTED WITH PERMISSION FROM FISHER, 2010)	12
TABLE 2 CONTRIBUTORS AND FACTORS THAT AFFECT HAPPINESS IN THE WORKPLACE (ADAPTED WITH PERMISSION FROM FISHER, 2010)	14
TABLE 3 MEASUREMENT OF HAPPINESS	29
TABLE 4 QUESTIONNAIRES AND RELATED CONSTRUCTS USED IN THE SURVEY	31
TABLE 5 LEADERSHIP ATTRIBUTES THAT AFFECT TRANSIENT LEVEL OF HAPPINESS.....	38
TABLE 6 LEADERSHIP ATTRIBUTES THAT AFFECT PERSON LEVEL OF HAPPINESS.....	53
TABLE 7 TIER 1 ATTRIBUTES FOR CONSTRUCTS OF THE PERSON LEVEL OF HAPPINESS.....	66
TABLE 8 LEADERSHIP ATTRIBUTES THAT AFFECT UNIT LEVEL OF HAPPINESS	69

1. Introduction

Leadership and happiness in the workplace has been focus of several studies, both as independent topics and as integrated topics, trying to comprehend how leaders can influence happiness in the workplace. Nevertheless, compared to other research areas, there is very little empirical work regarding which aspects or attributes of a leader have positive (or negative) effect on the different levels of happiness of the workers, which consequently has different impact on the company's performance.

The effects of happiness in the workplace are well known by now, and have a positive impact on several factors such as productivity, job satisfaction, loyalty, collaboration with peers, and commitment to the company. However, despite all the work done in this field, there are still several questions that have not been addressed, and many of the researches are oriented towards consequences of happy workers, but few of them have studied the factors that cause happiness in the workplace. One example of research that has addressed causes of happiness is (Sirota, Mischkind, & Meltzer, 2005), concluding that three factors are critical in producing a happy and enthusiastic workforce: equity, achievement, and camaraderie with teammates. Another example, suggests that job resources may increase the perception of being empowered at work, which then represents an important factor to enhance work engagement; psychological empowerment is thus a pathway to promote wellbeing in organizations (Quiñones, Van den Broeck, & De Witte, 2013). In any case, even though these researches come close to this thesis work (relate leadership characteristics to improving happiness at work); they do not analyze the topic from an empirical approach or from a leadership perspective.

Leadership, on the other hand, has been in the spotlight for long time, since early philosophers. Literature is vast on different styles of leadership, analyzing it from different perspectives. The main reason for human interest in the topic is because leaders are capable of inspiring, motivating and moving people even against their own will. A great example of a leader with these capabilities was Abraham Lincoln. It is well known that good leaders not only improve a company's results, but also can influence positively

aspects such as motivation, commitment, and cross-teams collaboration. Most of these researches though are focused on the leadership style and not necessarily on which attributes are the ones that drive all these positive effects.

Therefore, it is possible to deduce from research in both areas, that leadership and happiness in the workplace have some similar effects on followers. There must be specific attributes of good leaders that drive happiness in the workplace. An example of theoretical work done in this area is a model that explains the mechanism by which authentic leaders influence followers' positive attitudes and behaviors (Avolio, Gardner, Walumbwa, Luthans, & May, 2004). Nevertheless, this work is focused on one style of leadership and it intends to "establish guidelines for future research" (Avolio, Gardner, Walumbwa, Luthans, & May, 2004, p. 814). In conclusion, very little empirical data has been found on what specific aspects or attributes of a leader (in a broad definition) contribute positively (or negatively) to the happiness of workers.

Hence, this research will offer a closer analysis, from an empirical approach, to leadership and study which attributes of a leader influence the level of happiness in the workplace in: i) short term, ii) long term, iii) and as a group or unit; which are the three different levels of happiness that will be defined in section 2.1.

1.1. Motivation

This research will focus on how leaders' attributes can affect happiness in the workplace. The reason to focus on this issue is that work environment is becoming more and more important as working schedules keep growing in a world in which work is a priority. In most cases, more than half of our day (setting a side sleeping hours), is spent working. Thus, the work environment plays a lead role in people's happiness. Due to this, and the positive effects of happy workers, during the last decade the amount of researches oriented to happiness at work has increased, studying effects of happiness and its causes.

Happy people are more successful, including in areas such as marriage, friendship, work performance and health (Lyubomirsky, King, & Diener, 2005). Specifically referring to

happiness in the workplace, people are more creative and productive (Amabile, Barsade, Mueller, & Staw, 2005) (Fritz & Sonnentag, 2009), increase their task performance (Erez & Isen, 2002), and predict career success (Boehm & Lyubomirsky, 2008) (Diener, Nickerson, Lucas, & Sandvik, 2002) (Staw & Barsade, 1993) (Staw, Sutton, & Pelled, 1994). Thus, the benefits of happiness in the workplace at a personal level is clear.

From companies' perspective, the benefit of happy workers has been largely studied and several conclusions have been driven from those studies. For instance, affective experience relates positively with creativity (Amabile, Barsade, Mueller, & Staw, 2005) and is also positively related to proactive behavior on the same and the following workday (Fritz & Sonnentag, 2009). Positive mood increases preference to resolving conflict through collaboration and increases willingness for collaborative negotiation outcomes (Baron, Fortin, Frei, Hauver, & Shack, 1990). Workers in a positive mood state increase performance, exhibit more persistence, try harder, and report higher levels of motivation than those in a neutral mood (Erez & Isen, 2002). Job satisfaction and organizational commitment are negatively related to intention to quit (Griffeth, Hom, & Gaertner, 2000) and turnover (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Affective commitment has favorable correlation with organization-relevant (attendance, performance, and organizational citizenship behavior) and employee-relevant (stress and work-family conflict) outcomes (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Work satisfaction is negatively correlated to absence, and absence duration is negatively related to overall job satisfaction (Hackett, 1989). Moreover, Sanz-Vergela and Rodríguez-Muñoz (Sanz-Vergel & Rodríguez-Muñoz, 2013) discovered that one's own daily well-being due to daily work enjoyment, is transmitted to the partner's well-being. In sum, happy workers are not only engaged and productive, but also propagate happiness to their coworkers and into their personal life. In section 2.1, happiness will be defined on three different levels: short term, long term, and unit level. Each level of happiness has different benefits for a company; all of the benefits mentioned earlier can be distributed as an effect of one or more levels of happiness (refer to Table 1).

Table 1 Benefits of Happiness in the Workplace (adapted with permission from Fisher, 2010)

Level of happiness	Benefit (Fisher, 2010)	Related research
Transient	Positive mood is associated with creativity and productivity on the same day and predicts creativity and productivity on the next day.	(Amabile, Barsade, Mueller, & Staw, 2005) (Fritz & Sonnentag, 2009)
	Reduce conflict and enhance collaborative negotiation outcomes.	(Baron, Fortin, Frei, Hauver, & Shack, 1990)
	Increase in persistence and task performance.	(Erez & Isen, 2002)
Person	Job satisfaction is negatively related to intention to quit, turnover, absence and counter-productive work behavior.	(Griffeth, Hom, & Gaertner, 2000) (Meyer, Stanley, Herscovitch, & Topolnysky, 2002) (Hackett, 1989) (Mathieu & Zajac, 1990) (Dalal, 2005)
	Job satisfaction is negatively related to depression, anxiety, and burnout.	(Faragher, Cass, & Cooper, 2005)
	Positive attitude is a cause of effectiveness at work.	(Harrison, Newman, & Roth, 2006)
	Own daily well-being due to daily work enjoyment, is transmitted to the partner's well-being	(Sanz-Vergel & Rodriguez-Muñoz, 2013)
	Predicts career success	(Boehm & Lyubomirsky, 2008) (Diener, Nickerson, Lucas, & Sandvik, 2002) (Staw & Barsade, 1993) (Staw, Sutton, & Pelled, 1994)
Unit or group	Unit-level employee satisfaction predicts customer satisfaction and perception of service quality.	(Brown & Lam, 2008)
	Average employee satisfaction predicts profit and customer satisfaction for next year.	(Koys, 2001) (Patterson, Warr, & West, 2004)

Given all the earlier benefits, why do companies don't invest more in happiness at the workplace? Actually, the use of positive psychology in companies has increased in the past decade. Nevertheless, a strong organizational culture oriented towards happiness is needed and that is difficult to implement in mid to small-sized enterprises (SMEs), even though "formal human resource (HR) practices can be used as important tool to increase commitment and thus, potentially, effort and performance within underperforming SMEs with low employee satisfaction" (Saridakis, Muñoz Torres, & Johnstone, 2013, p. 445). The problem with SMEs is firstly, they generally do not have a human resource department to handle this; even for the companies that have a HR Department; they are still too small to go through the big changes needed in the organizational culture of a company to embrace happiness as a pathway to success. Secondly, the results of a change

in organizational culture can be perceived in the long term, which discourages companies from investing the necessary time to go through an implementation plan to pursue happiness at the workplace. On the other hand, even though big companies have an organizational culture that integrates happiness in the workplace as one of their guidelines, scalability issues play against them. In summary, the use of positive psychology needs time to show results and is not easy to sustain and scale.

Having that said, in order to understand how to enhance happiness in the workplace, it is necessary to understand possible causes of happiness in the workplace. Fisher 2010 mentions that happiness could be as result of: environmental contributors within the organization; dispositional contributors in the organization; and person by situation contributors (Fisher, 2010). Table 2 summarizes what factors are catalysts of happiness in each contributor. Taking a close look into all the factors that affect happiness, it is clear that a good leader can affect in a very effective way the happiness in the workplace. Moreover, a good leader can encourage all the factors mentioned in each of the contributors, except for the dispositional contributors, which cannot be controlled. Therefore, a good leader can affect directly the happiness of his ecosystem, and specifically of his subordinates.

Now the relationship between leaders and happiness is clear. Leaders can encourage and drive happiness in the workplace, because good leaders enhance the factors that cause happiness in the workplace. Thus, companies should pay close attention to who they promote and hire for leadership positions.

Table 2 Contributors and Factors that Affect Happiness in the Workplace (adapted with permission from Fisher, 2010)

Contributors of happiness	Factors that affect happiness in the contributors (Fisher, 2010)	Related research	
Environment	Organizational level	Trust in the employer, built on credibility, respect, and fairness, is seen as the cornerstone. High performance work practices, such as involve redesigning work to be performed by autonomous teams, being highly selective in employment, offering job security, investing in training, sharing information and power with employees, among others.	(Great Place to Work® Institute) (Huselid, 1995) (Lawler, 1992) (Pfeffer, 1998)
	Job level	Complex, challenging, and interesting work is assumed to produce positive work attitudes.	(Hackman & Oldham, 1975) (Morgeson & Humphrey, 2006)
		Leader behavior.	(DeGroot, Kiker, & Cross, 2000) (Gerstner & Day, 1997)
		Trust in the leader.	(Dirks & Ferrin, 2002)
		Autonomy of work given by the leader.	(Baard, Deci, & Ryan, 2004) (Deci, Connel, & Ryan, 1989)
Event level	Achievement, recognition, interesting and challenging work, responsibility, and advancement/growth.	(Herzberg, Mausner, & Snyderman, 1959)	
	Goal achievement and positive feedback.	(Kluger & DeNisi, 1996) (Kluger, Lewinsohn, & Aiello, 1994) (Locke, Cartledge, & Knerr, 1970)	
	Contagion from teammates and leader.	(Bono & Ilies, 2006) (Johnson, 2008) (Sy, Côté, & Saavedra, 2005) (Bakker, van Emmerick, & Euwema, 2006) (Barsade, 2002) (Ilies, Wagner, & Morgeson, 2007) (Kelly & Barsade, 2001) (Totterdell, 2000) (Walter & Bruch, 2008)	
Dispositional	Genes and personality	(Judge & Bono, 2001) (Judge & Hurst, 2008) (Judge, Heller, & Klinger, 2008)	
Person by situation	Work environment meets the employee's requirements.	(Bretz & Judge, 1994) (Edwards, 1991) (Kristof-Brown, 1996) (Verquer, Beehr, & Wagner, 2003) (Westerman & Cyr, 2004)	

Finally, this leads directly to the question of this thesis: what behavior or attributes should companies look for in their leaders? This research will answer this question from an empirical point of view, and identify which attributes of a leader have positive (or

negative) effect in each level of happiness that will be defined in section 2.1. With this research, companies should be able to:

- Search for leaders with specific attributes that will encourage the desired level of happiness.
- Different areas of a company have different needs and goals, and therefore they might need leaders with different attributes in order to encourage the level of happiness that will bring better results for the area.

1.2. Question

Thus, with the above motivation, this thesis will answer the following questions:

- What specific attributes of a leader have a positive effect on the happiness of its workers? This will be answered for the different levels of happiness that will be defined in section 2.1 (short term, long term and unit level).
- What specific attributes of a leader have a negative effect on the happiness of its workers? This will be answered for the different levels of happiness that will be defined in section 2.1 (short term, long term and unit level).

1.3. Thesis Structure

This thesis has the following structure:

- Firstly, the topic is introduced; stating motivation and the high level questions that this study is trying to answer.
- Secondly, past researches that have been done in leadership and happiness at work as an integrated topic will be reviewed. Then, happiness will be defined as a broad definition and in the workplace, which consists in three different levels. Benefits of the different levels of happiness in the workplace will be discussed, followed by a definition of leadership and specifying all the attributes of a leader that will be part of this research.
- Thirdly, the methodology used for this research will be clarified. This chapter will

explain in a high level the different type of questions, which are demographic and the ones related to the assessment on how the attributes of a leader affect happiness at work. Afterwards, the process on how the questions of the survey were built will be described in detail.

- Fourthly, the data gathered in the survey will be analyzed. The respondents' information will be described in terms of personal characteristics (gender, age and relationship status), academic and work experience (work experience, job level and level of education), and company's characteristics (industry and size of the unit in which the subject works). Afterwards, the data will be analyzed from the perspective of our original research questions, which attributes of a leader affect most each level of happiness, mentioning variations due to biases that can be explain by the data and variations within the different constructs of each level of happiness.
- Finally, the conclusions and further applications will be stated.

2. Happiness and Leadership

The first chapter introduced the topic approaching from happiness at work and leadership separately. This chapter will start by exploring what researches have been done in leadership and happiness at work as an integrated topic. Because the definitions of leadership and happiness in the workplace are numerous in literature, it is necessary to clearly define what this study will refer to as leadership and happiness at work. Sections 2.2 and 2.3 will discuss a broad definition of happiness using past research as a base; a definition of happiness in the workplace, which consists of three different levels; the benefits of the different levels of happiness in the workplace. Section 2.4 will define leadership and specify all the attributes of a leader that will be part of this research.

2.1. Research in Leadership and Happiness in the workplace

Most of the empirical research done on leadership and happiness at work, as an integrated topic, is focused on studying how different styles of leadership can affect subordinates' well-being. It was concluded that there is a positive relationship between transformational leadership and employee psychological well-being (Kelloway, Turner, Barling, & Loughlin, 2012). Transformational leadership was found to be a statistically significant construct that impacts employees' work engagement (Song, Kolb, Lee, & Kim, 2012). Positive leadership predicted context-specific and context-free well-being after controlling for transformational and abusive leadership; positive, but not negative, employee affect; and positive leadership interacted with transformational leadership to predict employees positive affect (Kelloway, Weigand, McKee, & Das, 2013). Other areas of research conclude that ethical leadership has positive influence on subordinates' occupational well-being in China (Li, Xu, Tu, & Lu, 2014). Authentic leadership can predict creativity and positive affect, which in turn predicts hope of employees (Rego, Sousa, Marques, & Pina e Cunha, 2014). Finally, happiness at work, properly implemented, delivers return on investment and strategic outcomes (Pryce-Jones & Lindsay, 2014).

On the other hand, there are researches that seem to conclude contradictory findings: i) ethical leadership has a negative direct effect on employee well-being in the Chinese culture (Yang, 2014); ii) a leader that is an intellectual stimulator has a strong negative relationship with subordinates' well-being (Zineldin & Hytter, 2012); iii) limited support was found that leaders' stress and well-being is associated with employees' stress and well-being (Shakon, Nielsen, Borg, & Guzman, 2010). However, these same studies have other strong conclusions or explanations for these apparent contradictions: i) "ethical leadership indirectly influences both employee well-being and life satisfaction" (Yang, 2014, p. 521), and that the negative effect of ethical leadership on employee well-being might be caused by ethical incongruence between the leader and the employee; ii) a leader that is an intellectual stimulator is a very demanding leader that could cause uncertainty, worrying situations and depressions (Zineldin & Hytter, 2012); iii) it was "found that positive leader behavior, leader support and transformational leadership were associated with high employee affective well-being and low degrees of employee stress" (Shakon, Nielsen, Borg, & Guzman, 2010, p. 134).

In conclusion, past researches have found enough evidence that leaders influence happiness at work, in a positive or negative way.

2.2. Definition of Happiness

Happiness has been defined by several researchers and philosophers, and they can be grouped in two major categories: hedonic views, as pleasant feelings and favorable judgments; and eudaimonic views, involving doing what is virtuous, morally right, true to one's self, meaningful, and/or growth producing (Ryan & Deci, 2001) (Ryff & Singer, 2008). Conventional wisdom suggests that hedonic happiness, as mere pursuit of pleasurable experiences, is not sustainable over the long term in the absence of eudaimonic well-being (Fisher, 2010). Moreover, Fisher mentions that when hedonic and eudaimonic aspects of well-being are both measured, they are found to be reasonably strongly correlated. Evidence from a number of investigators has indicated that well-being is probably best conceived as a multidimensional phenomenon that includes aspects of both the hedonic and eudaimonic conceptions of well-being (Ryan & Deci,

2001). Following this idea, some academics have questioned the utility of the distinction in their empirical work (Kashdan, Biswas-Diener, & King, 2008) (Waterman, Schwartz, & Conti, 2008).

With the definition of happiness clear, the next step is to find the definition for happiness in the workplace. Most academics do not use directly the word “happiness”; instead, they use constructs such as well-being, affect, job satisfaction, engagement, job involvement, etc. All of these constructs have in common pleasant feelings or pleasant judgments, and most of them have a considerable overlap with the concept of happiness, hedonic and eudaimonic (Fisher, 2010). Hence, when referring to happiness at work, both hedonic and eudaimonic views are taken into account.

The constructs mentioned earlier can be categorized in different levels of happiness (Fisher, 2010). Firstly is the transient level, which measures short-term moods and emotions lived by the individual. In a more long term, the person level measures duration or stability of happiness over time. Finally, the unit level measures happiness of teams, units or organizations. Therefore, each level of happiness may have hedonic component, eudaimonic, or both.

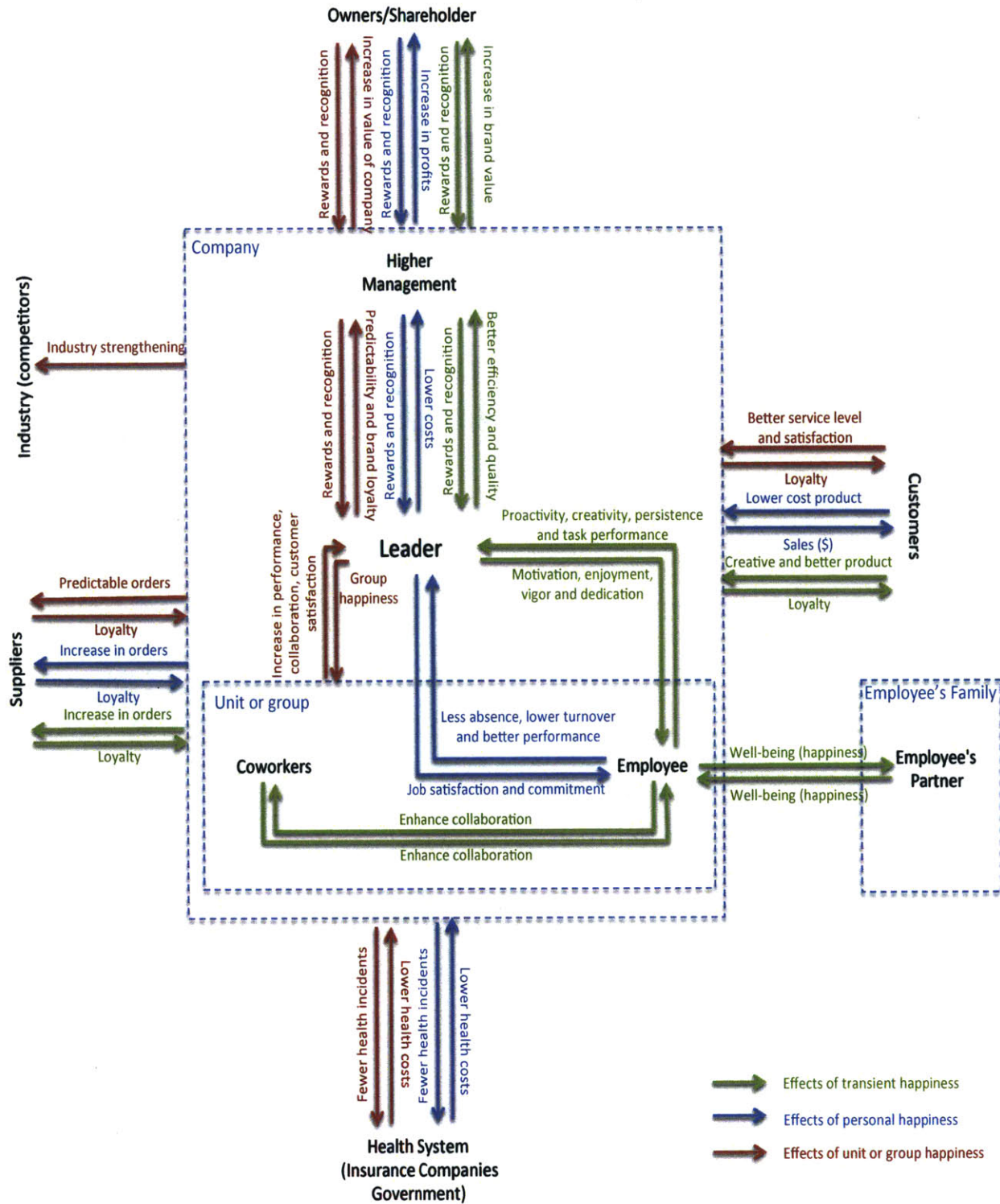
2.3. Benefits of Each Level of Happiness

Each level of happiness defined in the preceding section has different benefits. At the transient level, the impact is more on a task scale, having positive impact on creativity and proactivity (Amabile, Barsade, Mueller, & Staw, 2005) (Fritz & Sonnentag, 2009). At the person level, the impact is in the long term, and affects constructs such as engagement, job satisfaction, and turnover (Harrison, Newman, & Roth, 2006). At the unit level, there is evidence that average employee satisfaction within a work unit is often related to hard and soft unit level outcomes (Fisher, 2010). Figure 1 summarizes the benefits of happiness in the workplace for the three levels (transient, person and unit or group).

In conclusion, happiness in the workplace has a wide range of benefits starting with

personal benefits, such as career success, to benefits for employers, such as creativity and productivity, and third party beneficiaries such as well-being to partners. Figure 1 summarizes all stakeholders that benefit from happiness and how the benefits, or values delivered, flow between all the stakeholders. This stakeholder map gives a holistic view of the potential that happiness has.

Figure 1 Stakeholder Value Map of Happiness on its Three Levels



2.4. Definition and Attributes of a Leader

This section will start defining a leader, which will be used throughout the whole study. Afterwards, based on past research, all attributes of a leader that will be used in this research will be defined.

2.4.1. Definition of Leadership

Definitions of leadership are numerous in literature and different styles of leadership are more than one can keep track of. This research will use an integrative definition of leadership: “A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization’s mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives” (Winston & Patterson, 2006, p. 7). The reasons to use this broad definition of a leader are firstly, the difficult task of choosing only one style of leadership from the numerous styles defined in literature; secondly, because styles of leadership are related to specific situations and/or tasks and this study’s objective is a high level approach, which requires a broad, and not narrow definition of leadership.

2.4.2. Leaders’ Attributes

Taking into account this definition of leader, a revision of the literature was done in order to find the common attributes that the numerous definitions of leadership has¹. These attributes are going to be then used in the survey in order to assess how each of the attributes contributes to happiness at work. The attributes are:

¹ The following were included in the literature review: Traversi, *The Source of Leadership*, 2007; Chemers, *An Integrative Theory of Leadership*, 1997; *Leadership-Toolbox.com*; Collins & Porras, *Built to Last*, 1994; Tichy & Cohen, *The Leadership Engine*, 1997; Kouzes & Posner, *The Leadership Challenge*, 2007; en.Wikipedia.org; Collins, *Good to Great*, 2001; Senge, *The Fifth Discipline*, 1990; Sayles, *What Effective Managers Really Do...and How They Do It*, 1979; Jordan & Garay, *Liderazgo Real: de los fundamentos a la practica*, 2009.

- **Forward thinking:** this is the ability to imagine where are we heading in the future and envisions exciting, positive possibilities (Traversi, 2007).
- **Credible:** possesses competency and displays consistency and congruency of word and behavior, such that others have a deep confidence in his or her abilities and character (Traversi, 2007).
- **Inspiring:** listens deeply to others to discover a common purpose, then gives life to his or her vision by communicating it so that the team members see themselves in it (Traversi, 2007).
- **People oriented:** openhearted, with a genuine love for people (Traversi, 2007).
- **Energetic:** possesses a deep reservoir of positive energy and the ability to generate new energy throughout the vicissitudes of organizational life (Traversi, 2007).
- **Focused:** able to concentrate energy and attention on the pursuit of an objective (Traversi, 2007).
- **Courageous:** able to make the tough calls and perform the tough tasks; has a propensity to take risks (Traversi, 2007).
- **Organized:** able to coordinate and direct activities in a functional, structured whole (Traversi, 2007).
- **Supportive:** strengthens others by fostering an environment that encourages the taking of risks, collaboration, self-leadership, and recognition; facilitates the transformation of challenges into personal growth (Traversi, 2007).
- **Committed:** leaders must be seen as trustworthy by adopting an unwavering commitment to a vision that allows followers to see that the leader is in for the long haul (Chemers, 1997).
- **Optimistic:** about the eventual success of their efforts (Chemers, 1997).
- **Confident:** in order to build confidence on everyone, a leader first needs to believe in his or her abilities first (Chemers, 1997).
- **Fair:** a good leader will give the same treatment to everybody (Chemers, 1997).
- **Empathy:** creates a legitimate rapport with the staff making it less likely that personal issues and resentment can creep in and derail the group. When the team

knows that the leader is empathetic to their concerns, they will be more likely to work with the leader and share in his vision, rather than foster negative feelings (Leadership-Toolbox.com, 2008).

- **Honesty:** another characteristic of leadership that lends itself to credibility. Those who are honest, especially about concerns, make it far more likely that obstacles will be addressed rather than avoided. Honesty also allows for better assessment and growth (Leadership-Toolbox.com, 2008).
- **Flexibility:** not every problem demands the same solution. By being flexible to new ideas and open-minded enough to consider them, the leader increases the likelihood that he will find the best possible answer (Leadership-Toolbox.com, 2008).
- **Good teacher:** a good leader shares his knowledge with his or her team, making the learning experience efficient and effective. By doing this the leader gives tools to the team, making it more independent (Tichy & Cohen, 1997).
- **Sets the example:** in order for leaders to win respect they need to live what they say. Exemplary leaders know that they must be models of the behavior they expect of others (Kouzes & Posner, 2007).
- **Good at delegation:** big challenges are not solved due to the effort of one individual; it requires the effort of a whole team. Therefore, leaders need to enable others to act in order to achieve big challenges (Kouzes & Posner, 2007).
- **Recognizes contributions:** in order to encourage good work and promote specific behaviors, the leader must recognize individual or team contributions. This will build a culture of celebrating victories and values. This must also be done in difficult moments when people are often tempted to give up. Genuine acts of caring will encourage the heart of the team members drawing people forward (Kouzes & Posner, 2007).
- **Intelligent:** capability of a leader to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. A leader must be able to convince their people that he can guide them. This means that his abilities and experience are such that people are confident that the leader's

judgments will be the correct way to reach the group's goals (Kouzes & Posner, 2007).

- **Creative:** thinking out of the box is one of the key characteristics of leaders. This helps them to find solution to problems that no one else is able to find. His creativity also helps stimulate the team's creativity (Kouzes & Posner, 2007).
- **Seeks for feedback:** a leader that is open to feedback from his team is sending a strong message of self-improvement and how people can evolve over time to be better than they are today (Kouzes & Posner, 2007).
- **Listens deeply to others:** by listening to his team's voice, leaders are able to find the seeds of visions that arise from people on the front line, which are generally the ones interacting with clients and customers. This is where the big ideas come from. This can be achieved by listening to their team and taking advice from them (Kouzes & Posner, 2007).
- **Encourages initiatives in others:** employees feel motivated when they see that their ideas are taken into account and supported by their superiors, this improves their sense of belonging to the company (Kouzes & Posner, 2007).
- **Sets challenging goals:** by setting challenging goals, a leader is explicitly telling the team that he believes in them. This belief has to be constantly reinforced and is a powerful force in propelling the team's performance (Kouzes & Posner, 2007).
- **Personally involved:** human connection with the team will encourage commitment and support. If the leader wants the team to have a specific behavior, by getting personally involved with that behavior, the leader will set the example to the team and others will follow his lead (Kouzes & Posner, 2007).
- **Humility:** leaders know that they cannot do everything on their own. Hence, with humility leaders are opened to advice and encourage delegation, feedback and team work. On the other hand, leaders will encourage others initiatives by showing them that mistakes are accepted and that we learn from them (Kouzes & Posner, 2007).

- **Passionate:** engaging people in his vision must be done with passion. Through the leader's passion is that the team's passion will flourish (Collins, Good to Great, 2001).
- **Able to see the big picture:** in order to keep moving towards the goal, the leader must be able to see the forest beyond the trees. The leader must be capable of abstracting him or her from details and envision how these small pieces help the team to move towards the goal (Senge, 1990).
- **Ambitious:** all great leaders have ambition, and this is what keeps them moving forward.
- **Accessible to people:** employees that see their leader among themselves are more motivated and improve their sense of belonging to the team.
- **Good sense of humor:** this is the best way to connect with people. On the other hand, when the team is facing problems, good humor gives some extra energy and helps to cheer the team up and lighten the atmosphere (Jordan & Garay, 2009).
- **Good Communicator:** the ability to always communicate their message in a concise and understandable way. They consider their recipients and adapt their message in order to communicate it properly lowering the probability of misunderstandings.

Hence, happiness at work was defined in three levels, transient, person and unit; leadership was also defined (integrative approach), and common attributes of leaders were defined. Therefore, the next step is to build a survey that assesses how these attributes of a leader influence happiness at work in the three levels.

3. Methodology

As stated earlier, the objective of this thesis is to discover which attributes of a leader are the drivers for employees' happiness at work, on the three levels previously defined: transient, person and unit level.

This is a cross-sectional study, therefore the data that will be collected through the survey will take place only one time. In other words the subjects will answer the survey in one specific point of time. On the other hand, an electronic survey will be used due to its low cost and high reachability.

The survey is divided into two parts, one that asks for demographic information and the other, which measures the impact of the attributes of a leader on happiness. The demographic questions are oriented to detect three types of biases, due to subjects' personal characteristics (gender, age and relationship status), due to academic and work experience (work experience, job level and level of education), and due to the company's characteristics (industry and size of the unit in which the subject works). Personal and academic/work experience demographic questions are standard in order to detect bias. Industry and size of the unit a leader is responsible of are questions that were added due to the importance these two factors have in how leader and employees behave.

In the second part of the survey, subjects will be asked to assess how each of the attributes of a leader defined in section 2.4.2 affects the happiness in the workplace of each level defined in section 2.2. Because subjects do not know the definition of each level of happiness, the questions need to address this indirectly. In order to do so, this study will use as a guideline past researches, which use questionnaires to measure each level of happiness. In the next section, questionnaires and researches used to measure happiness are reviewed (Table 3 summarizes the researches and questionnaires). Afterwards, section 3.2 will explain how questionnaires were chosen and used in order to elaborate the survey.

3.1. How to Measure The Three Levels of Happiness

Fisher (2010) summarizes researches that measure happiness, and categorizes them into different constructs. Subsequently, these constructs can be fitted into transient or person level, depending on the time frame that the impact of the construct has on a person; or unit level if the construct affects a group. The way to fit the constructs in the three levels of happiness is by looking at the type of question that is being asked. An example of a research question asked at a transient level could be ‘Why is the person in a better mood than usual?’ ‘Why does an individual sometimes experience a state of flow and sometimes not?’ At the person level the question could be ‘Why are some people at work happier or unhappier than others?’ At the unit level the question would be ‘Our team is happy with the way we work together as a group’ or simply the rating of the group’s mood, based in individual reports (Fisher, 2010). Table 3 provides a summary of the constructs and researches or questionnaires available also for each level of happiness.

There are two main takeaways from Table 3. Firstly, most of the researches and questionnaires are focused on measuring constructs at the person level. Moreover, the Utrecht Work Enthusiasm Scale (UWES) measures engagement (Schaufeli, Salanova, González-Roma, & Bakker, 2002), which is a construct at a person level, but UWES varies a lot day to day; therefore, this can also be considered as a transient level (Fisher, 2010) as we will do in this research. Secondly, there is no questionnaire that assesses the unit level happiness. This is because the way to measure a unit’s happiness is by measuring constructs in a person and transient level and analyzing them as a group.

The next section will explain how these questionnaires and researches will be used in the survey.

Table 3 Measurement of Happiness

	Transient Level	Person Level	Unit Level
Constructs Used	<ul style="list-style-type: none"> - State job satisfaction - Momentary affect - Flow state - Momentary mood at work - State engagement - Task enjoyment - Emotion at work - State intrinsic motivation 	<ul style="list-style-type: none"> - Job satisfaction - Dispositional affect - Affective organizational commitment - Job involvement - Typical mood at work - Engagement - Thriving - Vigor - Flourishing - Affective well-being at work 	<ul style="list-style-type: none"> - Morale, collective job satisfaction - Group affective tone - Group mood - Unit-level engagement - Group task satisfaction
Research or Questionnaires	<ul style="list-style-type: none"> - 13-item work-related flow (WOLF) measures flow (Bakker A. B., 2008). - Utrecht Work Enthusiasm Scale (UWES) measures Engagement, but this test has big variations day-to-day (Schaufeli, Salanova, González-Roma, & Bakker, 2002). 	<ul style="list-style-type: none"> - Minnesota Satisfaction Questionnaire (MSQ) measures Job Satisfaction (Weiss, Dawis, England, & Lofquist, 1967). - Job Descriptive Index (JDI) measures Job Satisfaction (Smith, Kendall, & Hulin, 1969). - Job in General Scale measures Job Satisfaction, but does not include affect as a component (Ironson, Smith, Brannick, Gibson, & Paul, 1989). - Organizational Commitment Questionnaire (OCQ) measures Organizational Commitment in the affective form, which is more related to happiness (Mowday, Steers, & Porter, 1979). - (Lodahl & Kejner, 1965) (Saleh & Hosek, 1976) measures Job Involvement. - Job-Related Affective Well-Being Scale (JAWS) measures Affect at Work (Van Katwyk, Fox, Spector, & Kelloway, 2000). - PANAS-X measures Affect at Work (Watson & Clark, 1994, updated 1999). 	

3.2. How to Measure the Impact of Leader's Attributes on Happiness

To measure the impact that each attribute of a leader has on happiness, the survey will ask to assess how these attributes affect the constructs that measure happiness, which were categorized into the three levels of happiness in Table 3. Therefore, the constructs that will measure each level of happiness must be selected.

For the transient level there are only two questionnaires available, the Work-Related Flow Inventory, or WOLF (Bakker A. B., 2008), and UWES. The former measures the constructs of absorption, work enjoyment and intrinsic work motivation; the latter measures vigor and dedication. In the survey, all constructs of both questionnaires will be used to assess the influence of the attributes of a leader on a transient level. Nevertheless, in order to keep the survey as brief as possible, work enjoyment and intrinsic work motivation will be combined as one construct, as well as vigor and dedication. Hence, subjects will assess how attributes of a leader affect i) absorption, ii) work enjoyment and intrinsic work motivation, and iii) vigor and dedication.

Regarding the person level, the constructs of engagement, job satisfaction and affective organizational commitment should capture most of the variance of the person level happiness (Fisher, 2010). Thus, questionnaires that measure those constructs at a person level will be used, except for engagement that is taken into account in the transient level. Minnesota Satisfaction Questionnaire (MSQ) measures job satisfaction (Weiss, Dawis, England, & Lofquist, 1967); Organizational Commitment Questionnaire (OCQ) measures affective, continuance and normative commitment (Mowday, Steers, & Porter, 1979); and Positive and Negative Affect Schedule (PANAS-X) measures affect at work (Watson & Clark, 1994, updated 1999). Once again, in order to keep the survey as brief as possible, only the positive affect of the PANAS-X will be used as a construct; and from OCQ only affective and continuance commitment will be used and combined into one construct. Hence, subjects will assess how attributes of a leader affect i) positive affect, ii) affective and continuance commitment, and iii) job satisfaction.

Finally, for happiness at the unit level, subjects are asked to assess how attributes affect the way co-workers get along with each other. On top of this, the attributes that affect the happiness at a person and transient level across the subjects are the ones that will contribute to the unit level as well.

Table 4 Questionnaires and Related Constructs Used in the Survey

Level of Happiness	Questionnaires	Related Constructs	Emotions, Feelings or Statements
Transient	WOLF	Absorption	When I am working I think about nothing else; I forget everything else around me; I get carried away by my work; I am totally immersed in my work; time flies; I get carried away; it is difficult to detach myself from my job.
		Work Enjoyment and Intrinsic Work Motivation	My work gives me a good feeling; I do my work with a lot of enjoyment; I feel happy during my work; I feel cheerful when I am working; I would still do this work, even if I received less pay; I find that I also want to work in my free time; I work because I enjoy it; I get motivation from the work itself, and not from the reward for it; when working in something, I do it for myself.
	UWES	Vigor and Dedication	When I get up in the morning, I feel like going to work; at work I always persevere, even when things do not go well; I can continue working for very long periods at a time; at my job, I am very resilient, mentally; at my job I feel strong and vigorous; To me, my job is challenging; my job inspires me; I am enthusiastic about my job; I am proud of the work I do; my work is full of meaning and purpose.
Person	PANAS-X	Positive Affect	At work I feel: active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud or strong.
	OCQ	Affective and Continuance Commitment	I would be very happy to spend the rest of my career with this organization; I enjoy discussing about my organization with people outside it; I really feel as if this organization's problems are my own; I feel like 'part of the family' at my organization; I feel emotionally attached to this organization; I feel a strong sense of belonging to my organization; this organization has a great deal of meaning for me; It would be very hard for me to leave my organization right now, even if I wanted to; too much of my life would be disrupted if I decided to leave my organization now.
	MSQ short form	Job Satisfaction	Improvement of chances for advancement on this job; freedom to use my own judgment; chance to try my own methods of doing the job; praise I get for doing a good job; feeling of accomplishment I get from the job; improving working conditions; the chance of doing different things from time to time.
Unit	-	-	Improvement in the way my co-workers get along with each other.

Each subjects' definition of the constructs mentioned above varies, so it is not possible to ask the subjects to assess how each attribute of a leader can affect each construct in a direct way. Therefore, the question is how to implicitly do this, and the answer is using the questions from the original questionnaires that measure the constructs. Each construct has a set of statements or feelings related to it that are used in the questionnaires to

measure it and finally assess the happiness of the subject. A typical question asks the subject to assess to what extent he or she has felt according to the emotions, feelings or statements (mentioned in the question) in the past few weeks. Therefore, the emotions, feelings or statements used in the original questionnaires related to each of those constructs can be used to ask how attributes of a leader affect those statements. Table 4 summarizes the questionnaires and constructs that will be used to build the survey. In the same table, each construct has the related emotions, feelings or statements that subjects will be asked to assess how attributes of a leader can affect them. Appendix A: Leadership and Happiness at Work Survey contains the survey's questions related to the attributes of a leader.

The past research done on leadership and happiness as an integrated topic has been reviewed, the definition of happiness and leadership for this research has been stated, the attributes of the leader that will be assessed were also defined, and the process followed for the elaboration of the survey was explained in detail. The next chapter will analyze the survey results, and the final chapter will draw conclusions from the survey and suggest future research based on these results or in opportunities not addressed by this research.

4. Results

This chapter will analyze the data gathered in the survey. In section 4.1 the respondents' information will be described in terms of personal characteristics (gender, age and relationship status), academic and work experience (work experience, job level and level of education), and company's characteristics (industry and size of the unit in which the subject works). In section 4.2 the data will be analyzed from the perspective of the research questions, which attributes of a leader affect positively or negatively the transient, person and unit level of happiness. The analysis will contrast results between different demographic groups (defined in section 4.1) and constructs within each level of happiness.

4.1. Data Description

Data was collected from 69 respondents. Incomplete questionnaires were not considered for the analysis. However, respondents were able to skip one or several questions, leaving them in blank. In the following sections the data collected will be described in terms of the demographic information of the respondents. These demographic distributions will be used in section 4.2 in order to detect any variations that might be caused by biases within these distributions (e.g. biases produced by gender).

4.1.1. Personal Characteristics

The questionnaire included three questions regarding personal information: gender, age and relationship status. Following is the data for each of these characteristics.

Gender

The number of men doubles the number women that answered the survey. However, the amount of women is sufficient in order to contrast the results between men and women.

Figure 2 summarizes the data collected in the survey.

Figure 2 Distribution of Respondents by Gender

Gender	Respondents	Percentage
Female	21	30%
Male	48	70%

Age

Few respondents were older than 50 years, which is not sufficient for further analysis. Therefore, the ranges 50 to 59 and 60 or older will be merged with 40 to 49 for the analysis. The three age ranges that will be used in the analysis are: 21 to 29, 30 to 39, and 40 or older. Figure 3 summarizes the data collected in the survey.

Figure 3 Distribution of Respondents by Age Range

Age Range	Respondents	Percentage
21-29	15	22%
30-39	40	58%
40-49	10	14%
50-59	1	1%
60 or older	3	4%

Relationship Status

Most of the respondents have never been married or are married. Few respondents were divorced or separated; therefore, these two will not be analyzed separately. Figure 4 summarizes the data collected in the survey.

Figure 4 Distribution of Respondents by Relationship Status

Relationship Status	Respondents	Percentage
Divorced	4	6%
Married	34	49%
Never married	28	41%
Separated	3	4%

4.1.2. Academic and Work Experience

The questionnaire included three questions regarding academic and work experience: years of work experience, job level and education level. Following is the data for each of these characteristics.

Work Experience

Most of the respondents have between 5 and 10 years of work experience. On the other hand, the rest of the ranges are roughly evenly distributed. So, in order to simplify the

analysis the respondents will be grouped in less than 10 years of work experience, which is 61% of the respondents, and more than 10 years of work experience, which is 35% of the respondents. Some of the respondents left this question in blank, which correspond to 4%. Figure 5 summarizes the data collected in the survey.

Figure 5 Distribution of Respondents by Work Experience

Work Experience	Respondents	Percentage
0 to 2	3	4%
2 to 5	10	14%
5 to 10	29	42%
10 to 15	10	14%
15 to 20	7	10%
More than 20	7	10%

Job Level

In terms of job level, the sample is well distributed. Nevertheless, the two extremes (entry level and owner/executive/c-level) are too small to analyze separately. Therefore, the analysis of the data will be done with the following categories: entry/intermediate level (which correspond to entry level and intermediate), middle management, and senior management (which correspond to senior management and owner/executive/c-level). Figure 6 summarizes the data collected in the survey.

Figure 6 Distribution of Respondents by Job Level

Job Level	Respondents	Percentage
Entry Level	7	10%
Intermediate	25	36%
Middle Management	18	26%
Senior Management	15	22%
Owner/Executive/C-Level	4	6%

Education Level

In this case only bachelor and graduate degree levels are going to be analyzed due to the low number of respondents in the other categories. Figure 7 summarizes the data collected in the survey.

Figure 7 Distribution of Respondents by Education Level

Education Level	Respondents	Percentage
Associate degree	1	1%
Some college but no degree	1	1%
Bachelor degree	19	28%
Graduate degree	48	70%

4.1.3. Company's Characteristics

The questionnaire included two questions regarding the characteristic of the company for which the respondent works for: industry and size of the unit in which the subject works. Following are the data for each of these characteristics.

Industry

Respondents were asked the industry of their current job. The sample was distributed in several industries. Even though there are two industry types that have more relative importance compared with the rest of the sample, the number of respondents in them is not enough in order to make a thorough analysis. Therefore, the analysis of data will not be done in terms of industries. Figure 8 summarizes the data collected in the survey.

Figure 8 Distribution of Respondents by Industry

Industry	Respondents	Percentage
Airlines & Aerospace (including Defense)	4	6%
Automotive	3	4%
Construction, Machinery, and Homes	3	4%
Education	2	3%
Finance & Financial Services	15	22%
Food & Beverages	1	1%
Government	4	6%
Healthcare & Pharmaceuticals	4	6%
I am currently not employed	3	4%
Manufacturing	4	6%
Nonprofit	2	3%
Real Estate	1	1%
Retail & Consumer Durables	2	3%
Telecommunications, Technology, Internet & Electronics	11	16%
Transportation & Delivery	1	1%
Utilities, Energy, and Extraction	8	12%

Unit Size

The survey asked the respondents to specify the size of the unit in which they work. This was done with the idea of identifying different needs of attributes for different unit sizes. Most of the respondents worked in small to medium units. All bigger size units, more than 26 people, are going to be grouped. Therefore, unit sizes will be divided in three groups for the analysis; small units (1 to 5 people), medium units (6 to 25 people), and big units (more than 25 people). Figure 9 summarizes the data collected by the survey.

Figure 9 Distribution of Respondents by Unit Size

Unit Size	Respondents	Percentage
1 to 5	24	35%
6 to 25	33	48%
26 to 50	6	9%
51 to 100	3	4%
101 to 200	2	3%

4.2. Data Analysis

The data will be analyzed to conclude which attributes of a leader are the most important ones in order to encourage happiness in a transient, person and unit level. Within each level of happiness the data will be contrasted between the demographic distributions reviewed in section 4.1 and between the constructs that compose each level of happiness.

The attributes will be divided in three tiers. For attributes in tier 1, 70% or more of the respondents thought that the attribute had positive effect (strong positive effect or slight positive effect) on the level of happiness, and at least 40% of them thought that the attribute had strong positive effect. For attributes in tier 2, 70% or more of the respondents thought that the attribute had positive effect (strong positive effect or slight positive effect), and less than 40% of them thought that the attribute had strong positive effect. Finally, for attributes in tier 3, 60% or more of the respondents thought that the attribute had positive effect (strong positive effect or slight positive effect). No tier is defined for attributes that have a negative effect because the results did not show any

attribute that clearly contributed negatively to happiness. However, there are some observations regarding specific attributes that might have negative effects on happiness.

As mentioned earlier, respondents were able to skip answers, so the calculations of the percentages for the tiers will consider that each question should have 69 answers and the blank answers will be considered in the total percentage of the calculations.

4.2.1. Attributes that Affect the Transient Level of Happiness

Transient level of happiness is composed by three constructs: absorption, work enjoyment and intrinsic motivation, and vigor and dedication. In order to assess which attributes affect the transient level, the data of the three constructs will be aggregated and analyzed as one. Table 5 summarizes the results.

Table 5 Leadership Attributes that Affect Transient Level of Happiness

Tier	Attributes
1	Committed (85%), inspiring (83.6%), supportive (81.2%), recognizes contributions (79.7%), able to see the big picture (78.7%), credible (74.9%), good communicator (73.9%), and sets challenging goals (73.4%)
2	Accessible to people (74.4%), encourages initiatives in others (73.9%), optimistic (73.9%), passionate (73.9%), energetic (72.5%), honest (72.5%), fair (72%), focused (71.5%), sets the example (71.5%), flexible (71%), forward thinking (70%), and people oriented (70%)
3	Confident (69.1%), personally involved (68.5%), intelligent (67.6%), good teacher (67.1%), ambitious (66.2%), creative (65.2%), empathic (64.7%), listen deeply to others (64.7%), organized (64.3%), good at delegating (62.3%), and good sense of humor (62.3%)

As seen from the results, most of the tier 1 attributes flow from the leader to their followers, having direct impact and visibility to their followers (support, inspiration, recognition, good communicator, and sets challenging goals). Moreover, from Figure 10 it is interesting to highlight that inspiring, supportive and recognition of contributions have all near 50% of strong positive effect on transient level of happiness. These results can be explained because transient level is a short-term happiness; therefore, the attributes that drive this level of happiness should be visible and should have quick impact on moods and emotions of the followers.

Figure 10 Tier 1 Attributes that Affect Transient Level of Happiness

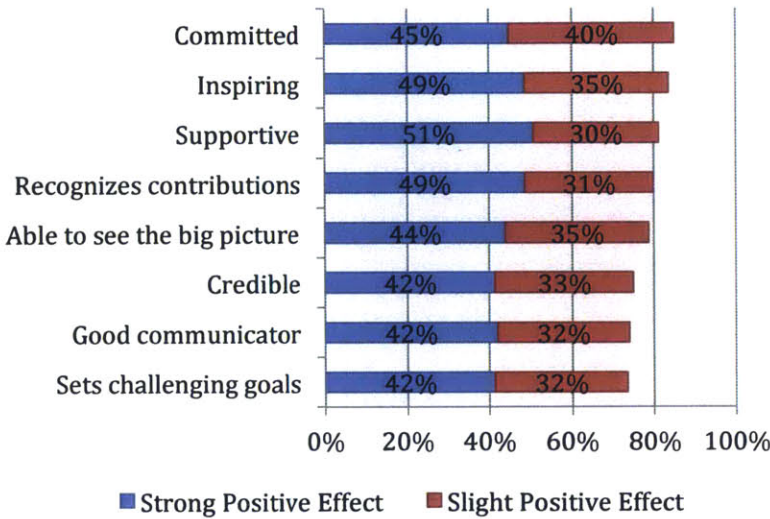


Figure 11 Tier 2 Attributes that Affect Transient Level of Happiness

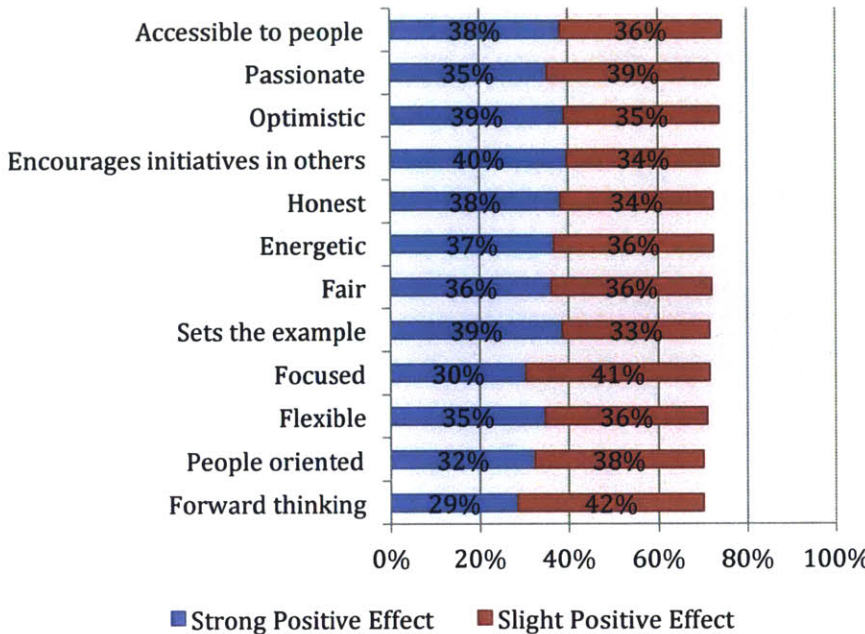
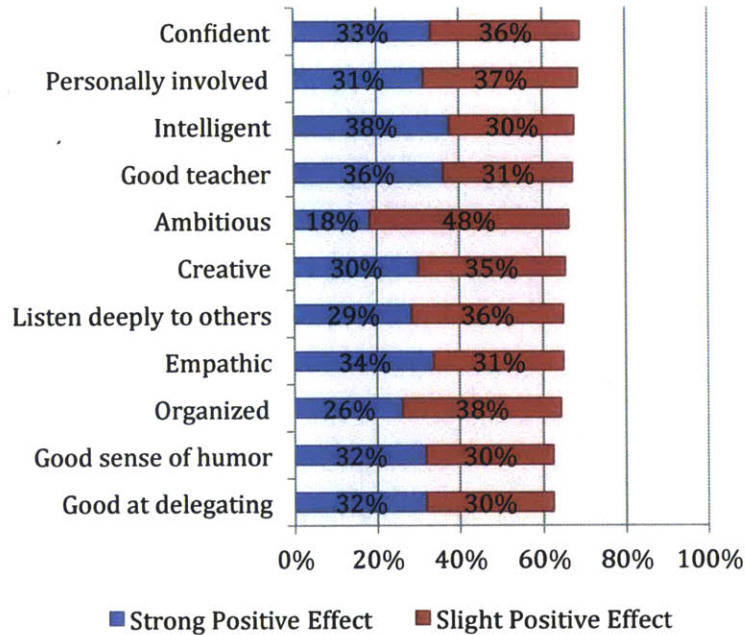
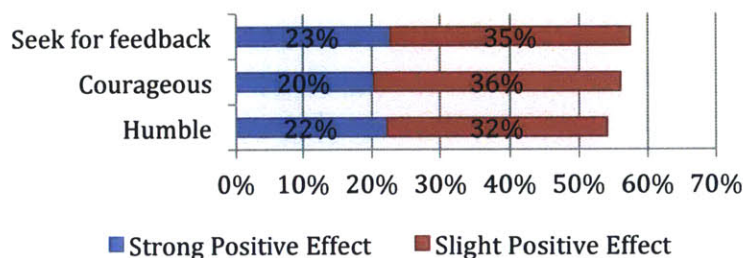


Figure 12 Tier 3 Attributes that Affect Transient Level of Happiness



On the other hand, supportive is the most important attribute, more than 50% of the respondents thought that it had a strong positive effect in the transient level of happiness (see Figure 10). From Figure 12 it is also interesting to mention that although ambition is a tier 3 attribute, only 18% of the respondents think that has a strong positive effect on transient level of happiness. Moreover, almost 10% of the people thought it has a negative effect (slight or strong). Hence, a leader with high ambition might cause some contradictory effects within a group, and must be treated carefully.

Figure 13 Attributes not Classified in Tiers for Transient Level of Happiness



Finally, even though some attributes did not fall into any of the three tiers, they still have an overall positive effect in the transient level of happiness, as shown by Figure 13.

Following are mentioned the most interesting findings related to differences due to the demographic distribution of the respondents.

Gender

Comparing the answers of men and women, here are some interesting results:

- Two attributes, listen deeply to others and empathy, were tier 1 for women, while men do not have them in any of the tiers.
- Women had 33 out of the 34 attributes in one of the three tiers, while men had 27 out of 34 attributes in one of the three tiers. Moreover, women had much more tier 1 attributes than men (20 vs. only 5).
- Roughly 10% of men think that being good at delegation contributes negatively to transient level of happiness, and this attribute did not fall into any tier for men.
- From Figure 14 it is seen that almost all attributes affect more women's transient level of happiness than men's transient level of happiness.

These results indicate that women need a leader that can listen and understand them to encourage transient level of happiness. Moreover, they need a more complete leader, in term of his attributes.

Age

Some interesting facts to mention are:

- The attributes able to see the big picture, passionate, inspiring, accessible to people, and good communicator; lose importance when age increases. However, the decrease of percentage as age increases is not big. This could be explained because older people are more confident and independent in their work; therefore, needing less communication and support from their leaders.

- On the other hand, the older group (older than 40) consider good at delegation a tier 1 attribute, while the youngest group consider it a tier 3 attribute and the middle aged group does not even have this attribute in any of their tiers. Once again it seems that older people are more confident and prefer a boss that delegates their work to them. This is consistent with the last observation.

Figure 15 summarizes the data distributed by age range of the respondents.

Relationship status

Contrasting the data between married and never married respondents, married people had 32 out of the 34 attributes in one of the three tiers, while never married people had 23 out of 34 attributes in one of the three tiers. Moreover, most of the attributes for never married were in tier 3 (16 out of 23). In addition to this, almost all attributes affect more married people's transient level of happiness than never married people's transient level of happiness. This indicates that married people need a more balanced and complete leader in order to encourage transient level of happiness. Figure 16 summarizes the information from the respondents. It is worth mentioning that even though this observation is very similar to one mentioned earlier between men and women; after reviewing the data, the proportion of men and women in married and never married are roughly the same (near 30% of women in both groups, similar to the proportion of the whole sample). Therefore, bias in relationship status due to a bigger proportion of men in never married group than the whole sample is discarded.

On the other hand, married people's transient level of happiness is more affected by value driven attributes (such as credible, honest and sets the example) than the never married. A possible explanation for this is that married people are forming a family and therefore are more value driven than the never married.

Figure 14 Positive Effect (strong and slight positive) of Attributes in Transient Level of Happiness by Gender

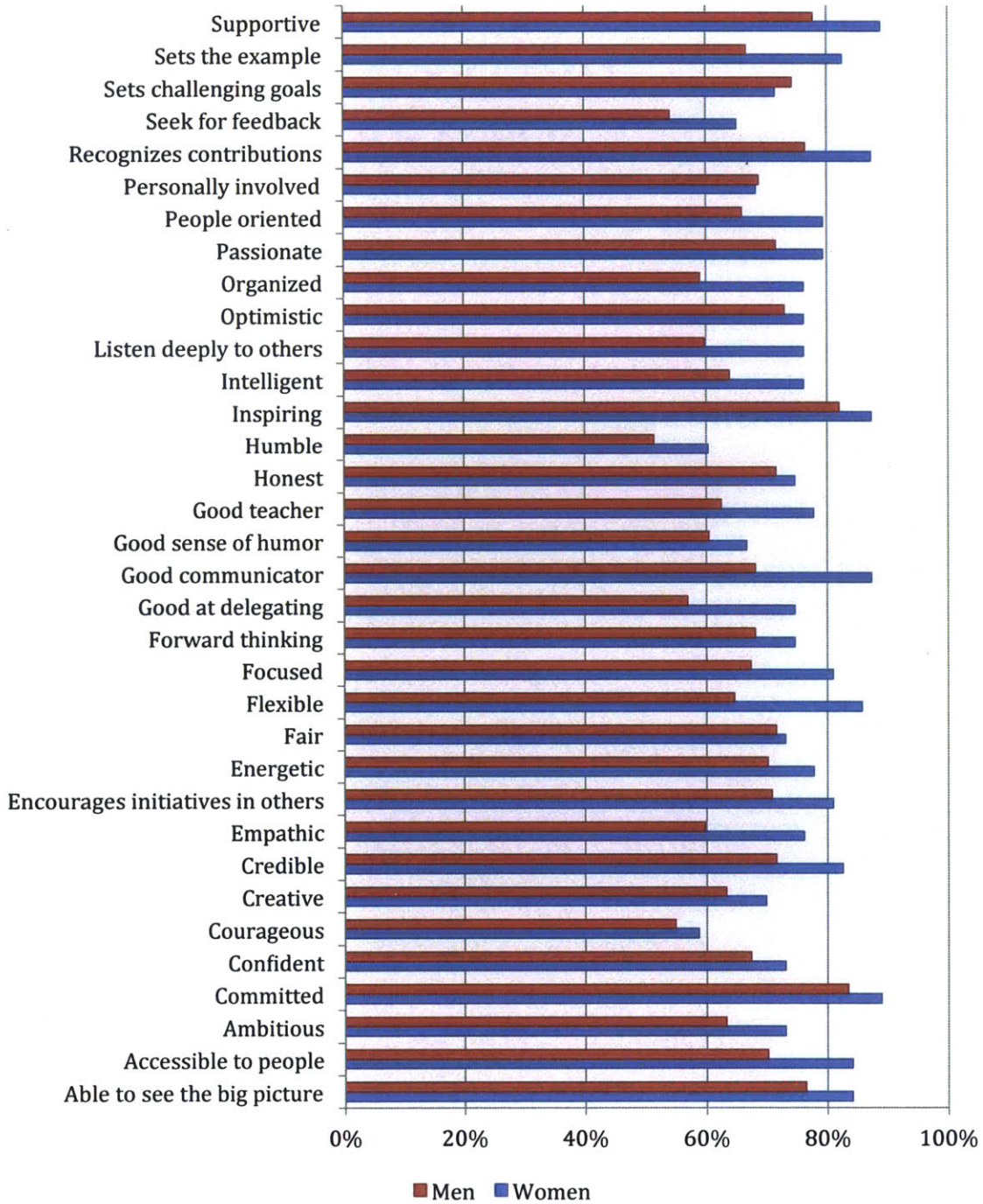


Figure 15 Positive Effect (strong and slight positive) of Attributes in Transient Level of Happiness by Age Distribution

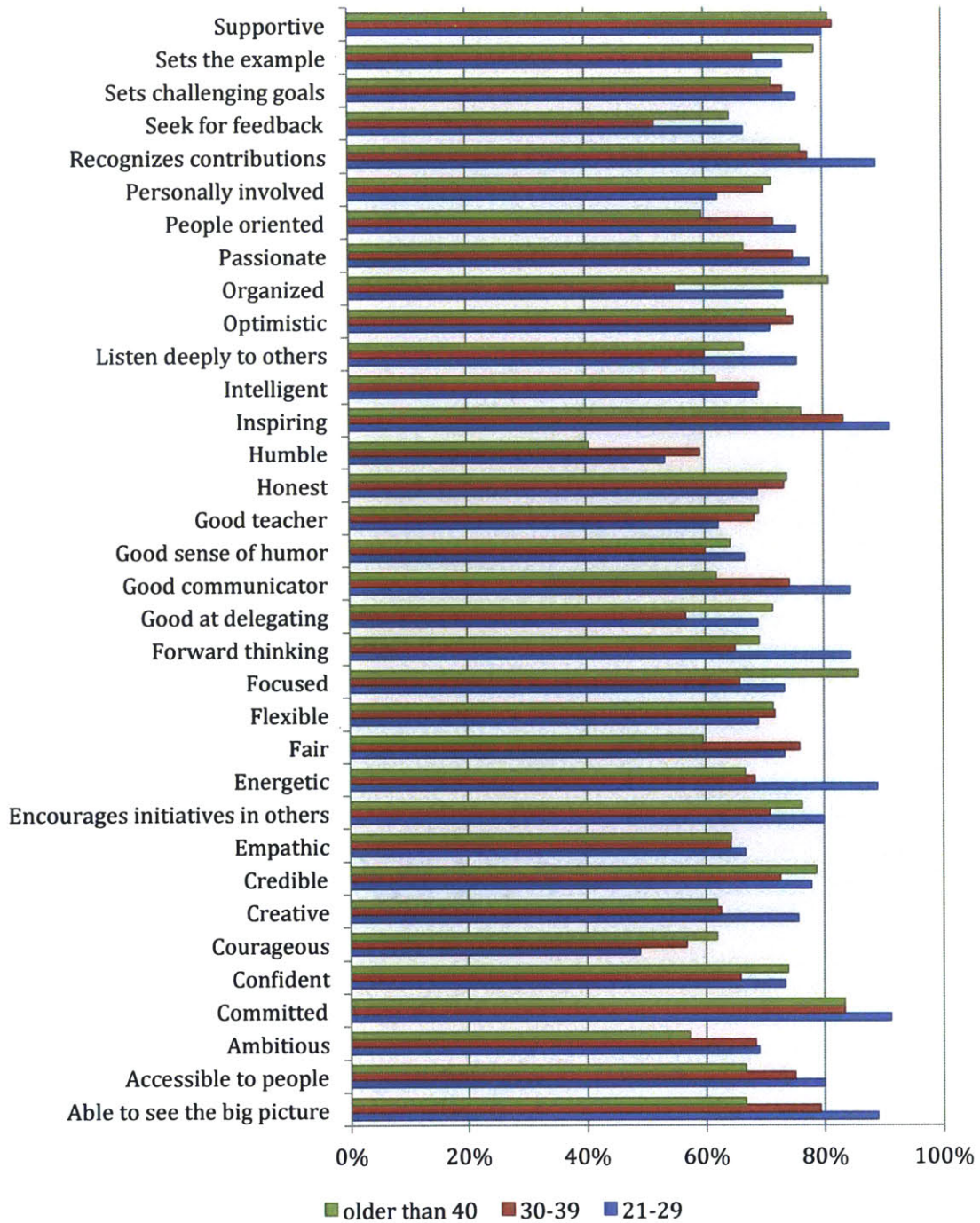
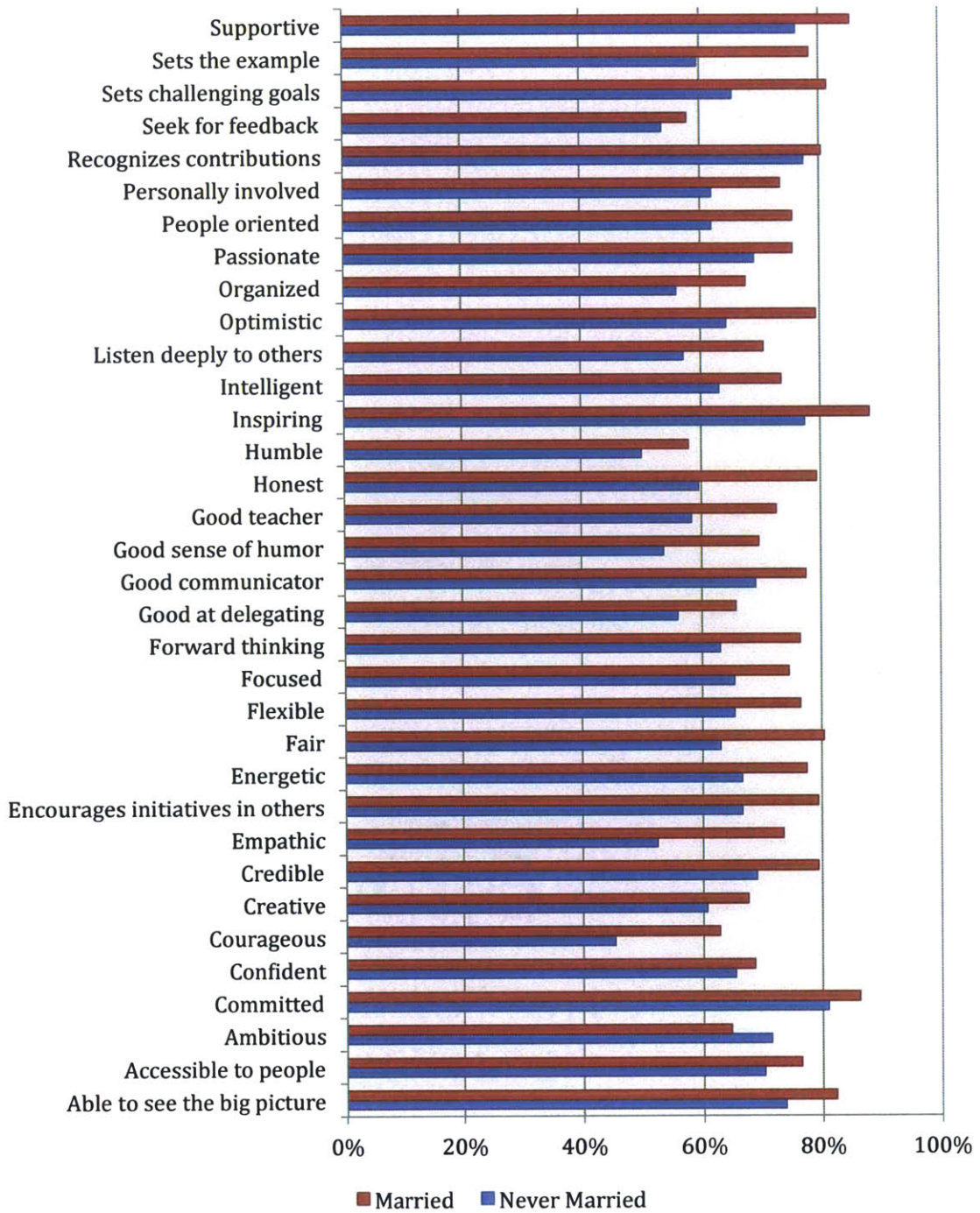


Figure 16 Positive Effect (strong and slight positive) of Attributes in Transient Level of Happiness by Relationship Status



Work Experience

Figure 17 shows that almost all attributes affect more the transient level of happiness of people with less than 10 years of work experience than the group with more than 10 years of experience. This is consistent with the finding that older people have more confidence and independence, needing less support and guidance from their leaders in order to be happy.

Job Level

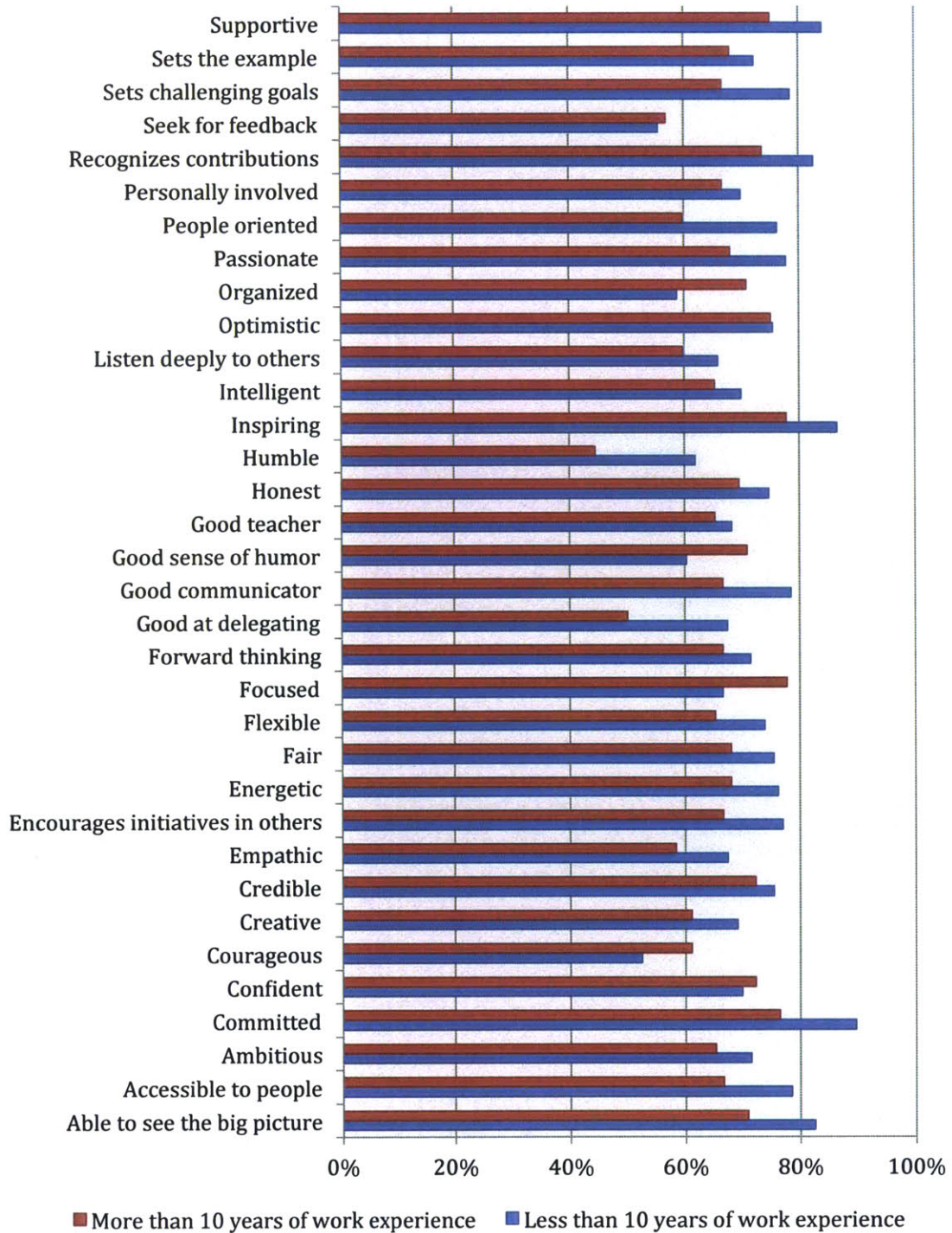
One observation worth mentioning is that recognition to contributions and accessible to people loses effect when people are higher in the organizational structure. This result implies that people in positions with more responsibility are more confident. However, most of the sample that fall in the senior management category is also 40 years or older, which could also explain the result.

On the other hand, it is observed that 1 the two attributes that are more strategic, forward thinking and able to see the big picture, are in tier 1 for the high management group while the other groups do not have these attributes in the higher tier. Therefore, people in higher management need a more strategic leader in order to encourage transient level of happiness.

Education Level

The bachelor and graduate degrees are very similar and only small differences are detected between them. The graduate degree group thinks that confidence and courageousness are attributes in tier 2 and 3 respectively, while the bachelor degree group does not think that these attributes are important for the transient level of happiness.

Figure 17 Positive Effect (strong and slight positive) of Attributes in Transient Level of Happiness by Work Experience



Unit Size

Regarding the unit size in which the respondents work, the following can be concluded:

- From Figure 18 it is possible to infer that the transient level of happiness of people that work in big units is less affected by the leader's attributes than for people working in small or medium units. Moreover, respondents from big units have 22 attributes in one of the three tiers, while small and medium units have 32 and 33 respectively. A possible explanation is that in a small group the leader can have much more presence than in a bigger group and as a group gets bigger the influence of the leader will necessarily be diluted. As a result, a leader will affect in a smaller magnitude the transient level of happiness of a bigger group.
- Respondents that work in a big unit (more than 26 people) indicated that several attributes of a leader have a negative effect (slight or strong negative effect) in the transient level of happiness. Figure 19 shows the results for all attributes that have more than 10% of negative effect (slight or strong negative effect) in the transient level of happiness. More interestingly, 8 of the 11 are attributes that flow from the leader to their followers and have direct impact and visibility by their followers (good teacher, fair, sets challenging goals, recognizes contributions, people oriented, seeks for feedback, listen deeply to others, and good at delegating). This is contradictory with the overall results that indicated that most of these attributes are in tier 1. A possible explanation could be that in smaller groups the leader creates or influences the culture; hence, the leader plays a main role in the culture (and therefore happiness) of the group. In larger groups, which more likely work in big companies, human resources department is responsible for the culture. Hence, some of these attributes (e.g. feedback, motivational attributes such as recognition of contributions and inspiration, etc.) are thought not to be the leader's responsibility in larger companies, and therefore could have some negative connotation if the leader tries to influence the culture. However, the number of respondents that work in a big unit is small, and results could differ if the survey is applied to a bigger sample that work in big units (sampling error).

Figure 18 Positive Effect (strong and slight positive) of Attributes in Transient Level of Happiness by Unit Size

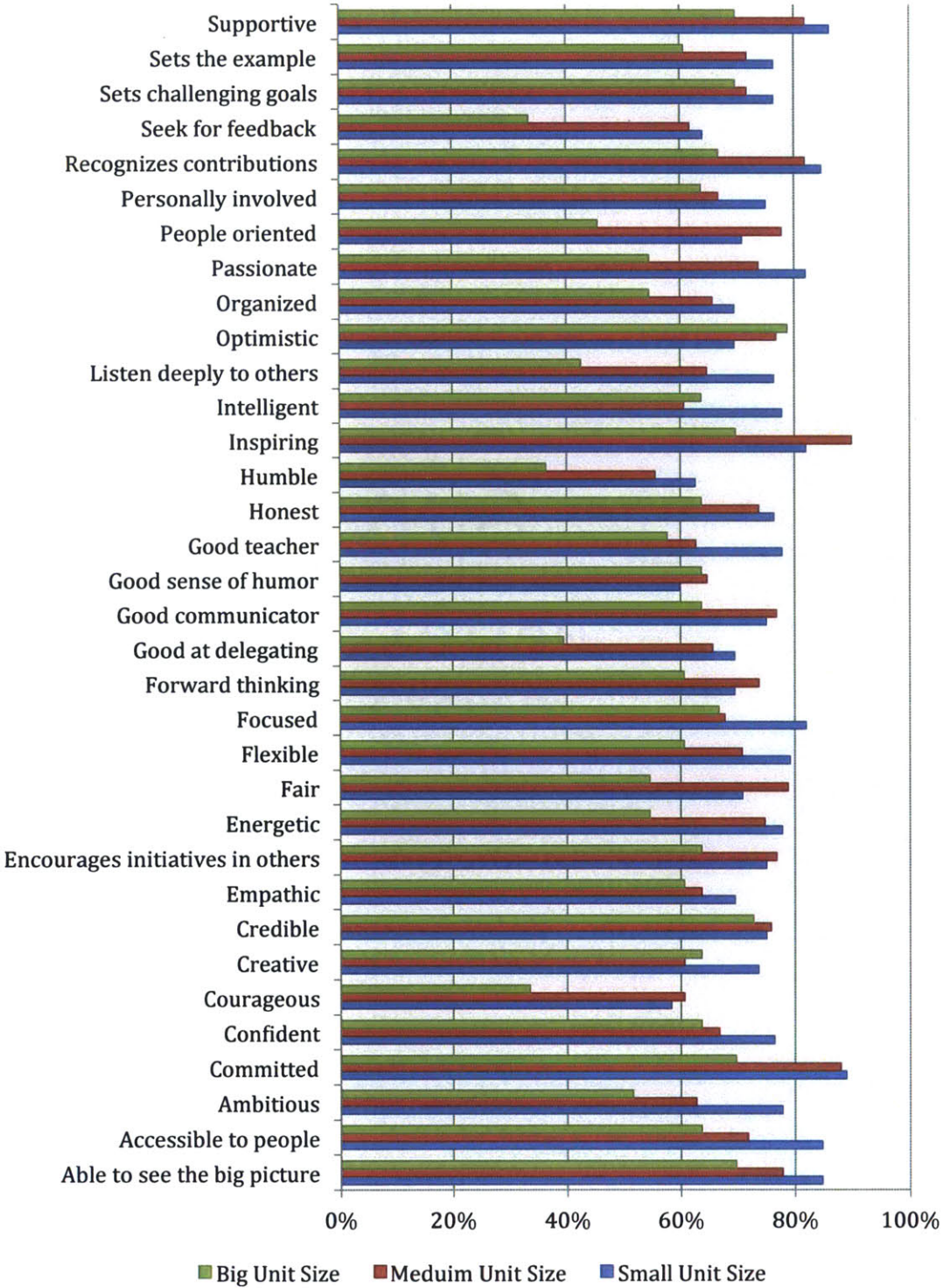
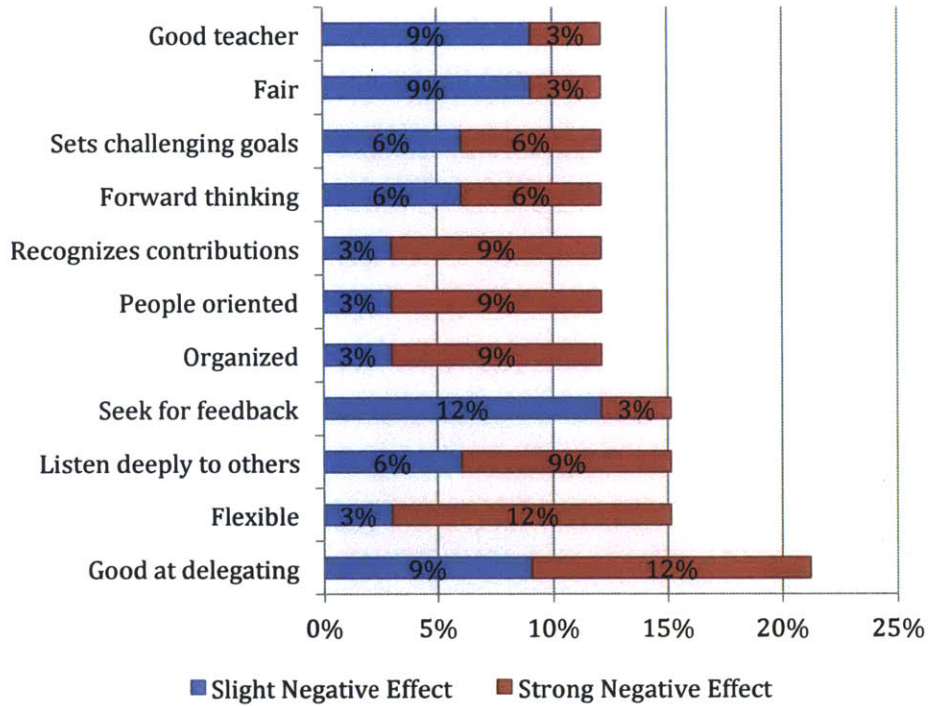


Figure 19 Negative Effect (strong and slight negative) of Attributes in Transient Level of Happiness for Big Unit Size

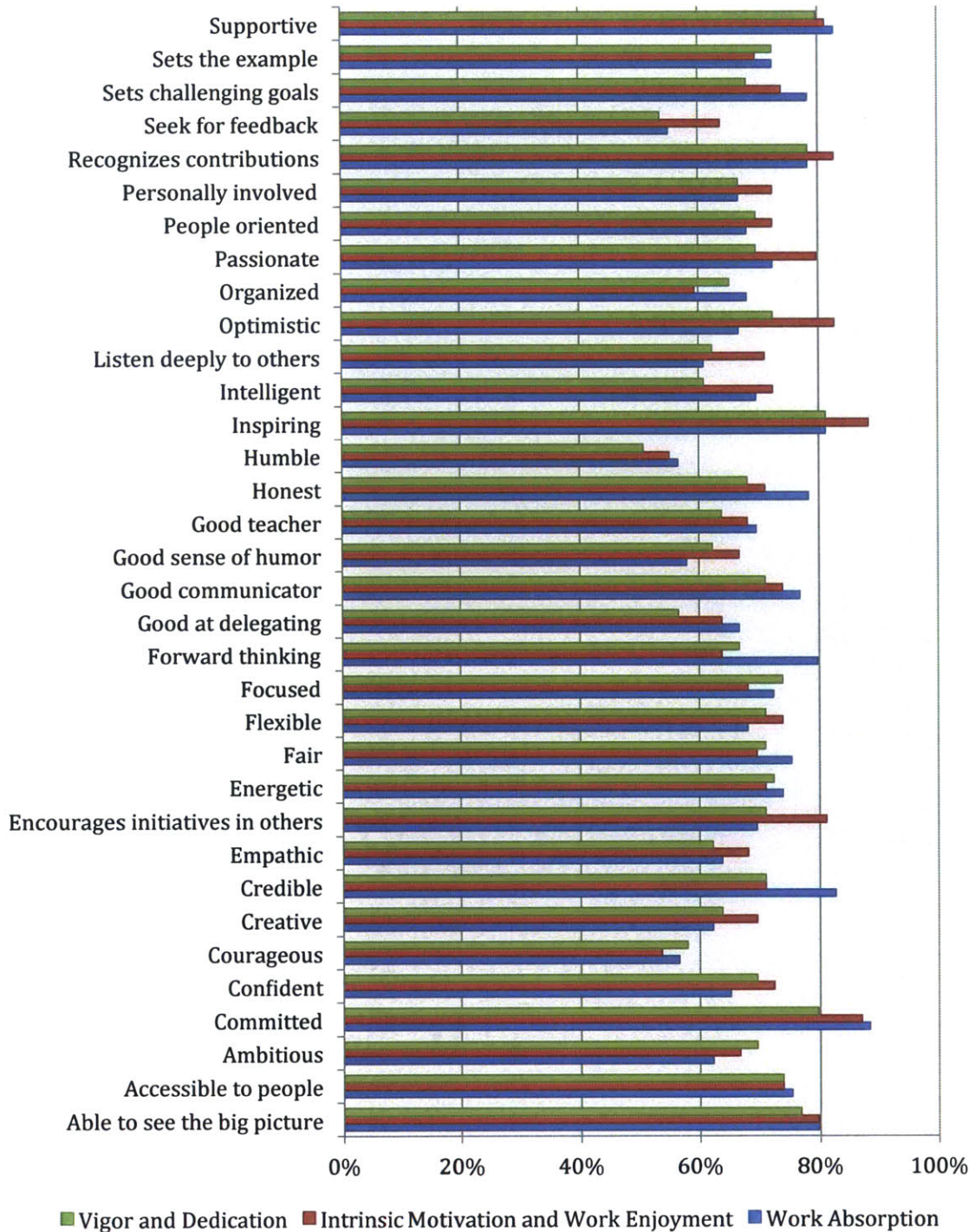


Constructs

Within the constructs the results did not have much variations, as shown by Figure 20. Nevertheless, intrinsic motivation and work enjoyment construct stands out like more affected than the other two constructs by the following attributes: passionate, optimistic, inspiring, encourage initiatives in others, and deeply he listens to others. Overall, intrinsic motivation and work enjoyment is the construct that is more affected by a leader’s attributes in the transient level of happiness.

On the other hand, a highly ambitious leader can have negative effect in the constructs of work absorption, and intrinsic motivation and work enjoyment. Specifically, 13% and 12% of the respondents thought that ambition had a negative effect (slight or strong negative effect) in work absorption and intrinsic motivation and work enjoyment, respectively.

Figure 20 Positive Effect (strong and slight positive) of Attributes in Transient Level of Happiness by Construct



Takeaways

All 34 attributes of a leader discussed in section 2.4.2 affect the transient level of happiness. Nevertheless, some attributes affect more than the average; these are summarized in Table 5. The tier 1 attributes (supportive specially) should be the ones to look for in leaders when transient level of happiness wants to be encouraged. Most of the attributes in tier 1 flow from the leader to their followers and have direct impact and visibility to their followers (support, inspiration, recognition, good communicator, and sets challenging goals). Supportive is the attribute that most affects the transient level of happiness, and it is not a surprise that it affects all three constructs that compose the transient level of happiness.

However, depending on the demographic composition of the group, several things must be taken into account. If women are majority in the group, a more complete leader is needed in terms of his attributes. Similar observation applies when married people are majority, who tend to appreciate more the value-oriented attributes. On the other hand, if the group has majority of people with more than 10 years of experience, they need less guidance from their leaders in order to be happy due to their higher level of confidence and independence in terms of task performing. Although this is the same conclusion for people 40 years or older, they all have more than 10 years of work experience and therefore this result could be due to their work experience and not their age (or vice versa). The size of the group also has to be considered. As a group gets bigger, the influence their leader has on their transient level of happiness decreases. Therefore, in order to efficiently encourage transient level of happiness in a large group it is recommended to divide it into smaller groups with assigned leaders. Finally, a leader with high ambition might cause some contradictory effects within a group, and therefore highly ambitious leaders must be treated carefully.

4.2.2. Attributes that Affect the Person Level of Happiness

Person level of happiness is composed by three constructs: positive affect, affective and continuance commitment, and job satisfaction. In order to assess which attributes affect

the person level of happiness, the data of the three constructs will be aggregated and analyzed as one. Table 6 summarizes the results.

Table 6 Leadership Attributes that Affect Person Level of Happiness

Tier	Attributes
1	Recognizes contributions (76.3%), supportive (74.4%), able to see the big picture (72.5%), inspiring (71.5%), encourages initiatives in others (70%), and committed (70%)
2	Intelligent (71.5%)
3	Accessible to people (69.6%), sets challenging goals (69.1%), fair (67.1%), flexible (66.7%), passionate (65.7%), honest (65.7%), good communicator (65.7%), people oriented (64.3%), optimistic (63.8%), personally involved (63.3%), energetic (63.3%), sets the example (62.8%), forward thinking (62.8%), creative (61.4%), confident (61.4%), credible (60.9%), and empathic (60.9%)

In contrast with the results from the transient level of happiness, tier 1 attributes of the person level of happiness are a combination of the leader’s personal character (more abstract attributes), and more visible attributes which flow from the leader to their followers. This is aligned with the definition of person level of happiness, which measures stability of happiness over time, hence there should be a combination of attributes that cause happy feelings (visible attributes) and attributes that can maintain those feelings over time (related to the leader’s personal character). Thus, compared to transient level of happiness, visible attributes have fallen into lower tiers and some of the more abstracts attributes have moved up, and each tier is very balanced between visible and abstract attributes.

Figure 21 Tier 1 Attributes that Affect Person Level of Happiness

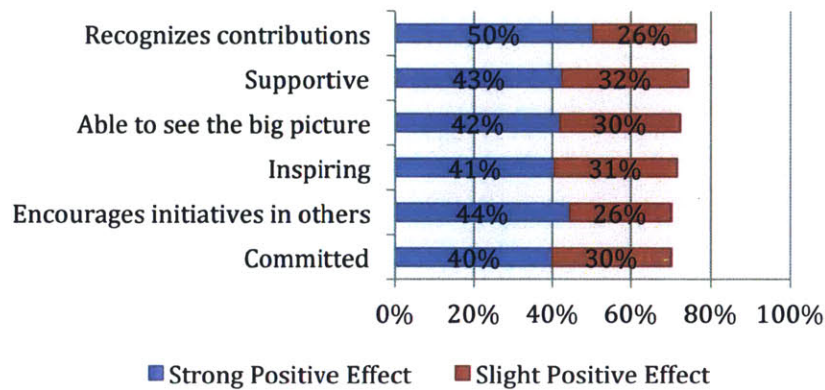


Figure 22 Tier 2 Attributes that Affect Person Level of Happiness

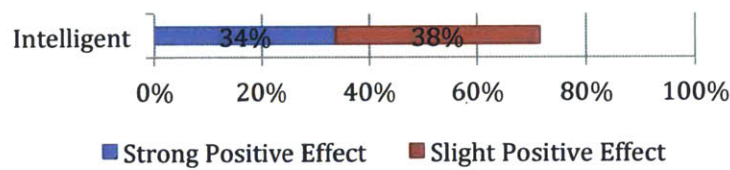
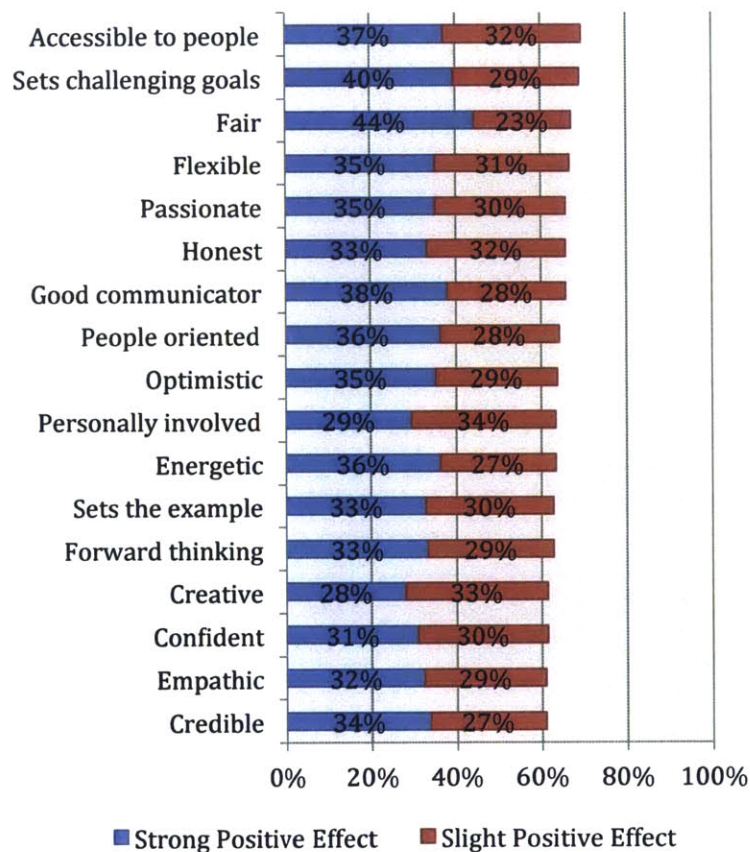
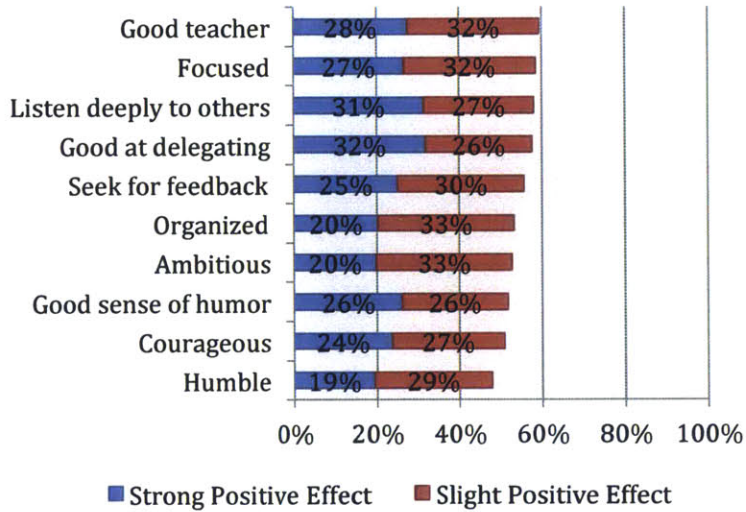


Figure 23 Tier 3 Attributes that Affect Person Level of Happiness



On the other hand, recognition of contributions is the most important attribute, more than 50% of the respondents thought that it had a strong positive effect in the person level of happiness (see Figure 21). It is also worth to mention that even though fairness is a tier 3 attribute, more than 44% of the respondents thought that it had a strong positive effect in the person level of happiness (see Figure 23).

Figure 24 Attributes not Classified in Tiers for Person Level of Happiness



Finally, as well as in the transient level of happiness, all attributes had an overall positive effect (strong or slight positive effect) on the person level of happiness, independent if they were or were not classified in a tier.

Following are mentioned the most interesting findings related to differences due to the demographic distribution of the respondents.

Gender

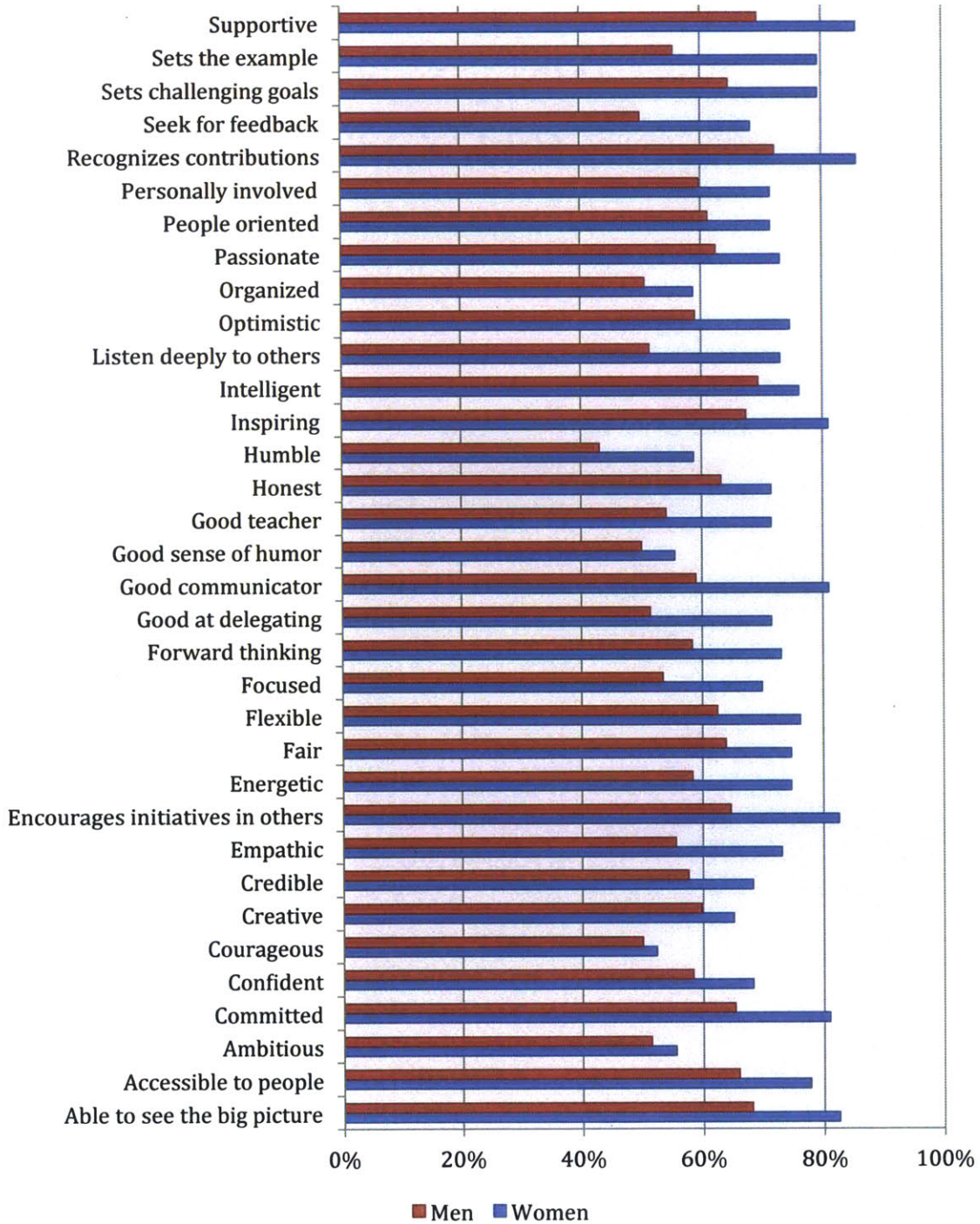
Once again, as observed in the transient level of happiness, men and women have very different distribution of the attributes, and all attributes affect more women’s person level of happiness than men’s person level of happiness. The most important observations are:

- The following attributes were tier 1 for women, but men did not have them in any of the three tiers: empathic, energetic, good communicator, optimistic, personally involved, and sets the example. In order to encourage person level of happiness, women not only need a leader that can understand and communicate clearly with them, but that is also an exemplary leader that model the behavior they expect of others.

- Men have only one attribute in tier 1, recognition of contributions. On the other hand, women have 20 attributes in tier 1. Moreover, women have 29 out of the 34 attributes in one of the three tiers, while men only have 14 attributes in one of the three tiers (1 attribute in tier 1 and 13 in tier 3).
- From Figure 25 it is seen that all attributes affect more women's person level of happiness than men's person level of happiness.

In conclusion, women need a more balanced and complete leader to encourage person level of happiness than men.

Figure 25 Positive Effect (strong and slight positive) of Attributes in Person Level of Happiness by Gender



Age

The older group (more than 40 years old) has 17 attributes in one of the three tiers, while the younger group has 25, and the 30 to 39 years old has 26. On the other hand, the following attributes are much less important in person level of happiness for the older group (40 and older) than for the other two groups (see Figure 26): humble, fair, ambitious, good teacher and energetic. This is consistent with the findings that older people should need less attention of their leader in order to be happy.

Relationship Status

The two observations made about married people in the transient level of happiness are supported in the person level of happiness too. Married people are more value-oriented and their person level of happiness is more affected by the value-oriented attributes than for the never married group. Moreover, almost all attributes affect more the married people's person level of happiness than never married people's happiness. Figure 27 summarizes the data.

Figure 26 Positive Effect (strong and slight positive) of Attributes in Person Level of Happiness by Age Distribution

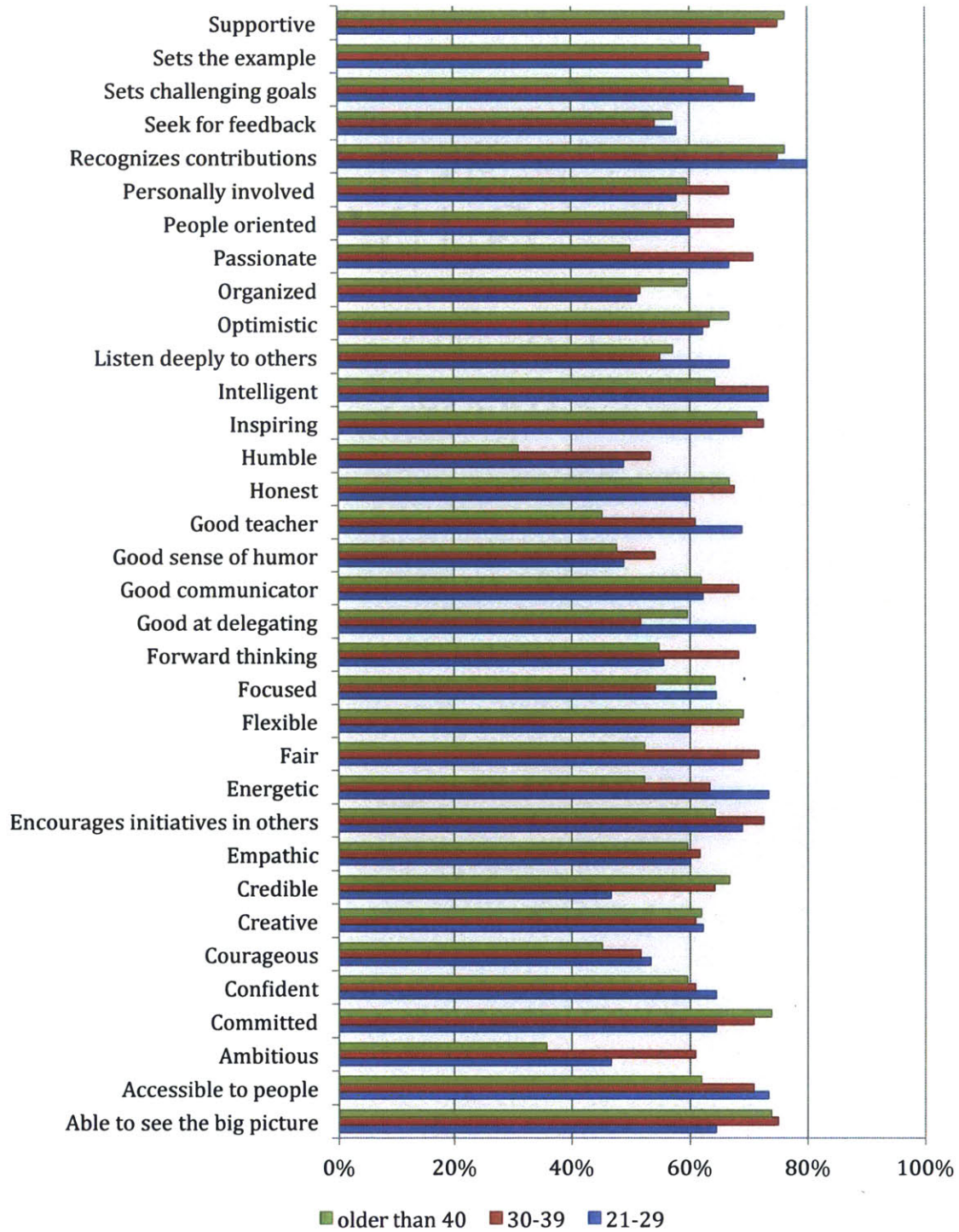
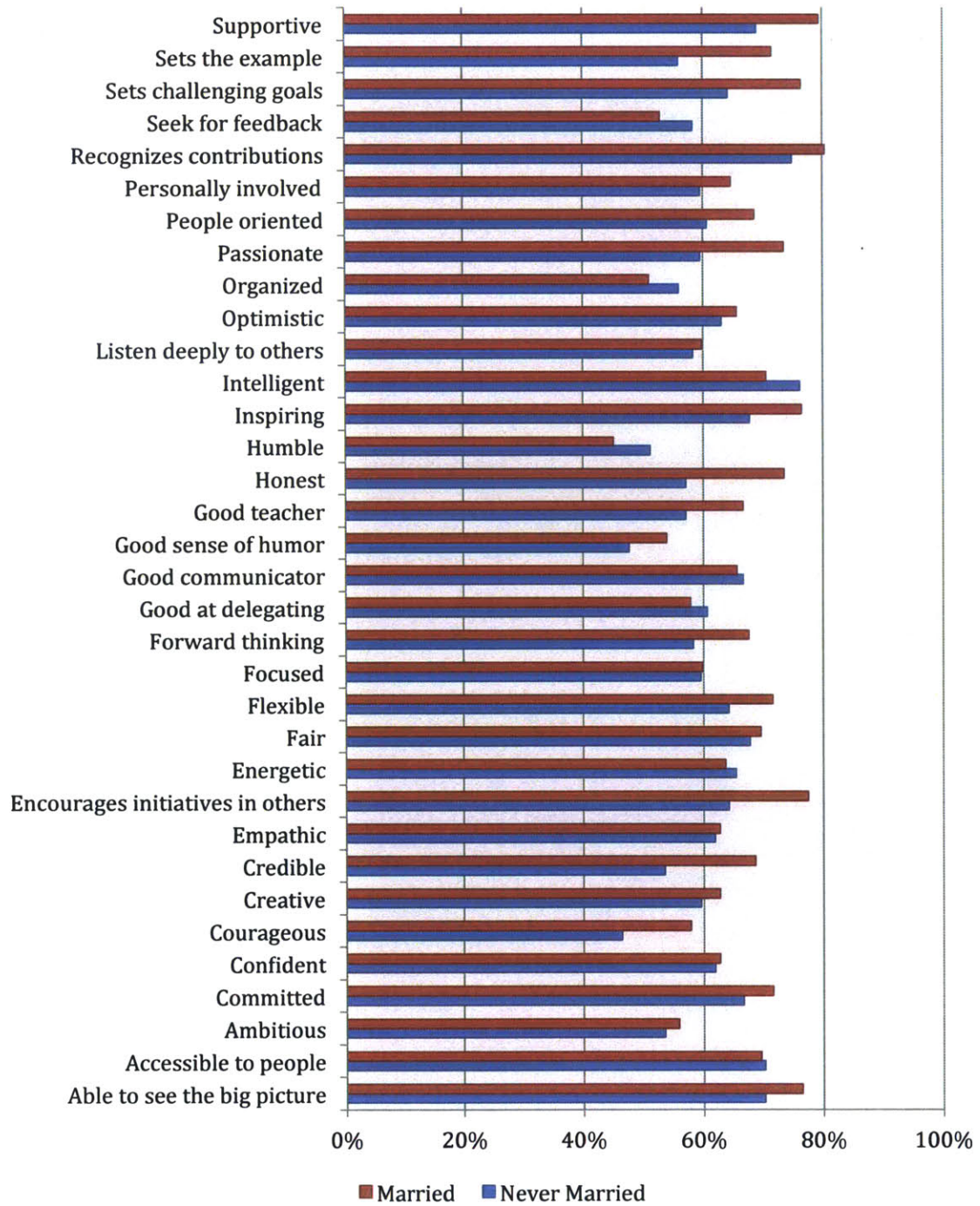


Figure 27 Positive Effect (strong and slight positive) of Attributes in Person Level of Happiness by Relationship Status



Work Experience

Figure 28 shows that almost all attributes affect more the person level of happiness of people with less than 10 years of work experience than people with more than 10 years of experience. This is consistent with the findings in the transient level of happiness, that people with more experience have more confidence and independence, needing less support and guidance from their leaders in order to be happy. Moreover, the group with less work experience has 29 attributes in one of the three tiers, while the group with more experience has 14.

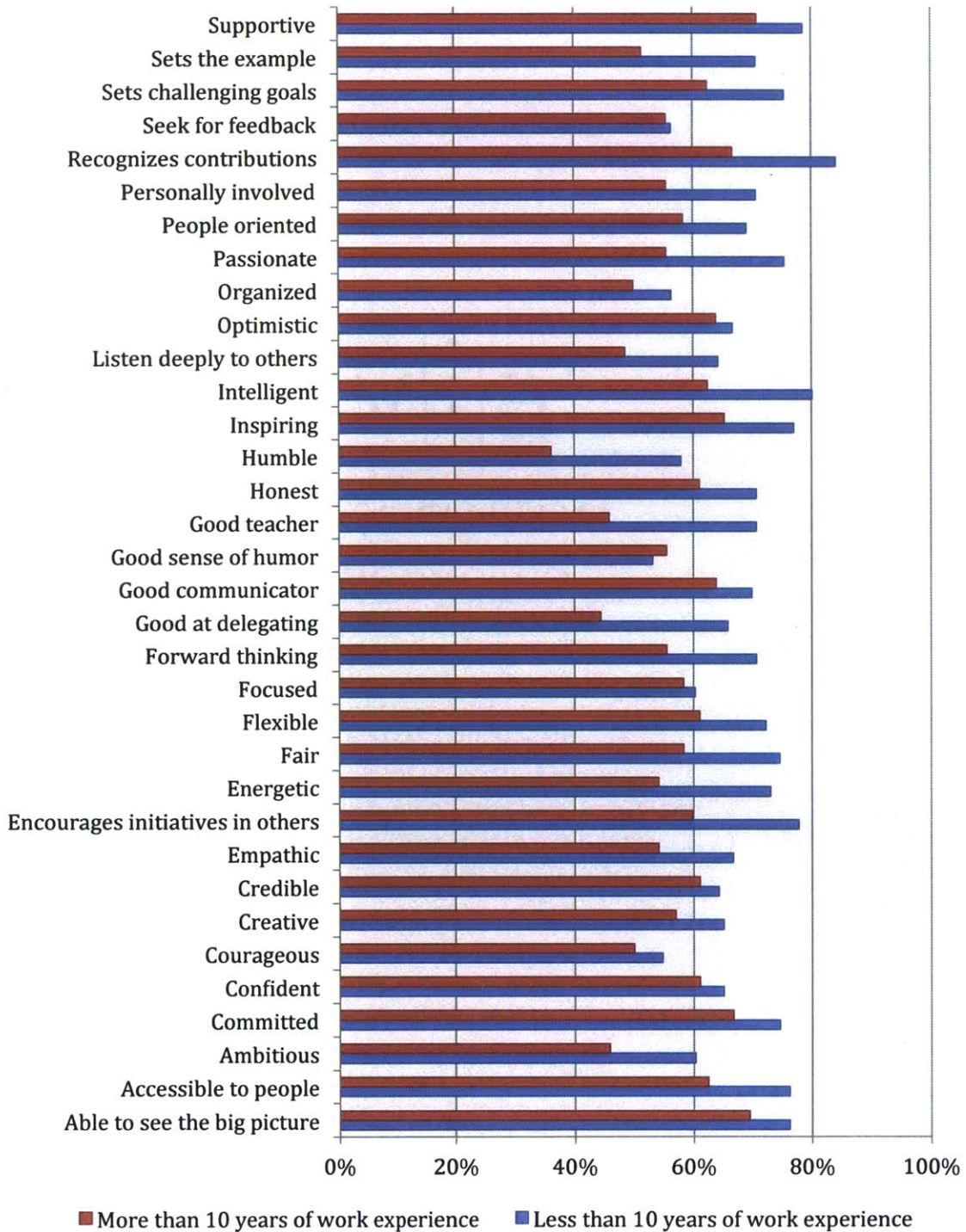
Job Level

No tendencies are detected in the data related to job level. However, one observation can be made regarding the high management group. They have fewer attributes that affect their person level happiness in tiers 1 and 2. Moreover, they have less attributes overall in the three tiers (18) compared to the middle management and entry/intermediate groups (27 and 22 respectively).

Education Level

Graduate and bachelor degree groups have very similar results. The only difference detected is that confident, courageous, humble, and organized affect more the person level of happiness of the graduate degree group than the bachelor degree.

Figure 28 Positive Effect (strong and slight positive) of Attributes in Person Level of Happiness by Work Experience



Unit Size

Regarding the unit size in which the respondents work, the following can be concluded:

- From Figure 29 it is possible to infer that the attributes of a leader affect less the person level of happiness of big units than for people working in small and medium units. This is consistent with the finding made in the transient level. Hence, as a group gets bigger the influence of the leader will necessarily be diluted. As a result, a leader will affect in a smaller magnitude the person level of happiness of a bigger group. Building on this idea, it is more difficult for a person to feel an important component of a group when the group gets bigger, affecting the sense of belonging and therefore the commitment and job satisfaction, which in turn affects the person level of happiness.
- In accordance with the results in the transient level of happiness, respondents that work in a big unit (more than 26 people) indicated that several attributes of a leader have a negative effect (slight or strong negative effect) in the person level of happiness. Figure 30 shows the results for all attributes that have more than 10% of negative effect (slight or strong negative effect) in the person level of happiness.
- The same explanation of the transient level of happiness may apply here; in smaller groups the leader creates or influences the culture; hence, the leader plays a main role in culture (and therefore happiness) of the group. In larger groups, which more likely work in big companies, the human resources department is responsible for the culture. Hence, some of these attributes (e.g. feedback, motivational attributes such as recognition of contributions and inspiration, etc.) are thought not to be the leader's responsibility and therefore could have some negative connotation if the leader tries to influence them. However, the number of respondents that work in a big unit is small, and results could differ if the survey is applied to a bigger sample that work in big units (sampling error).

Figure 29 Positive Effect (strong and slight positive) of Attributes in Person Level of Happiness by Unit Size

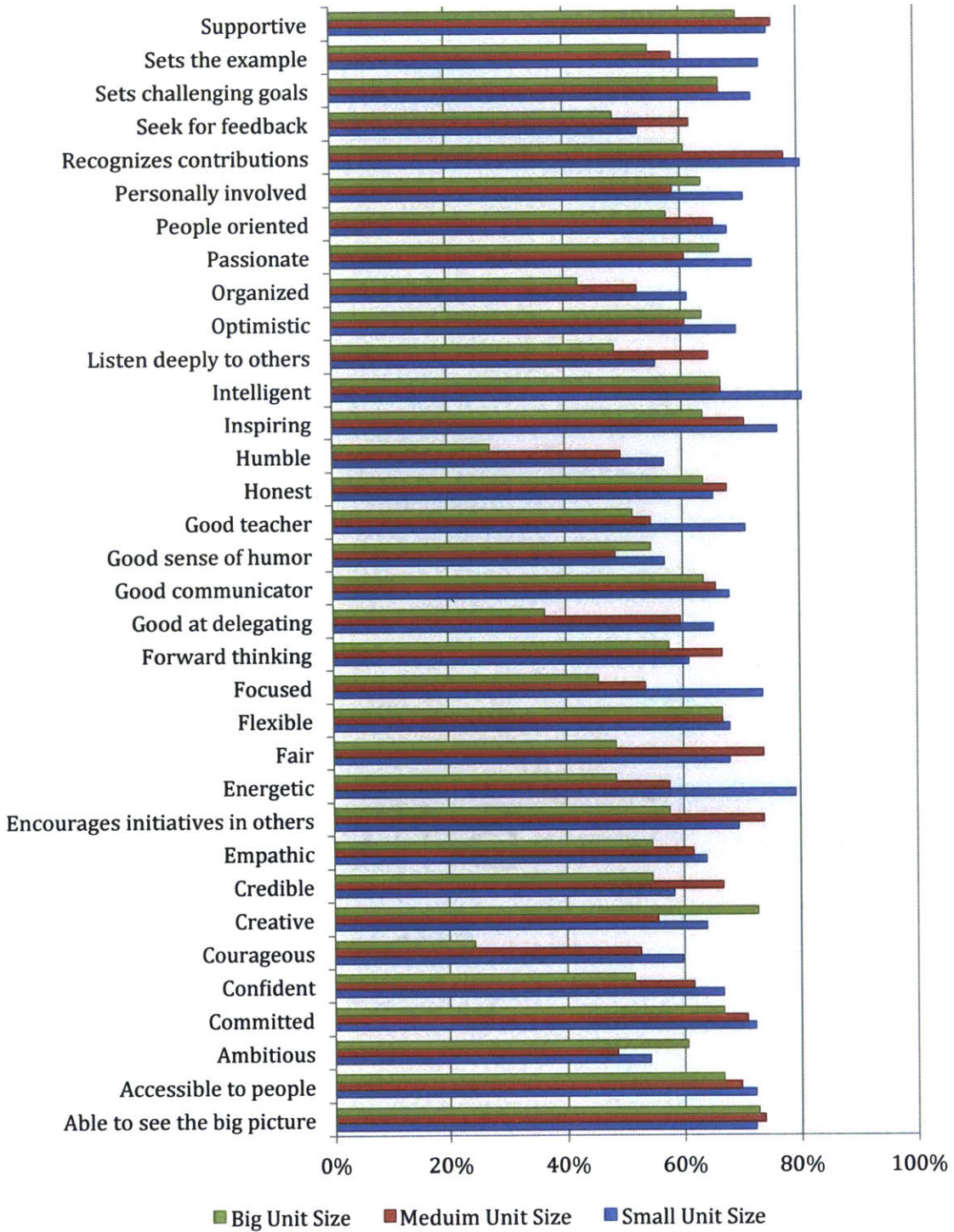
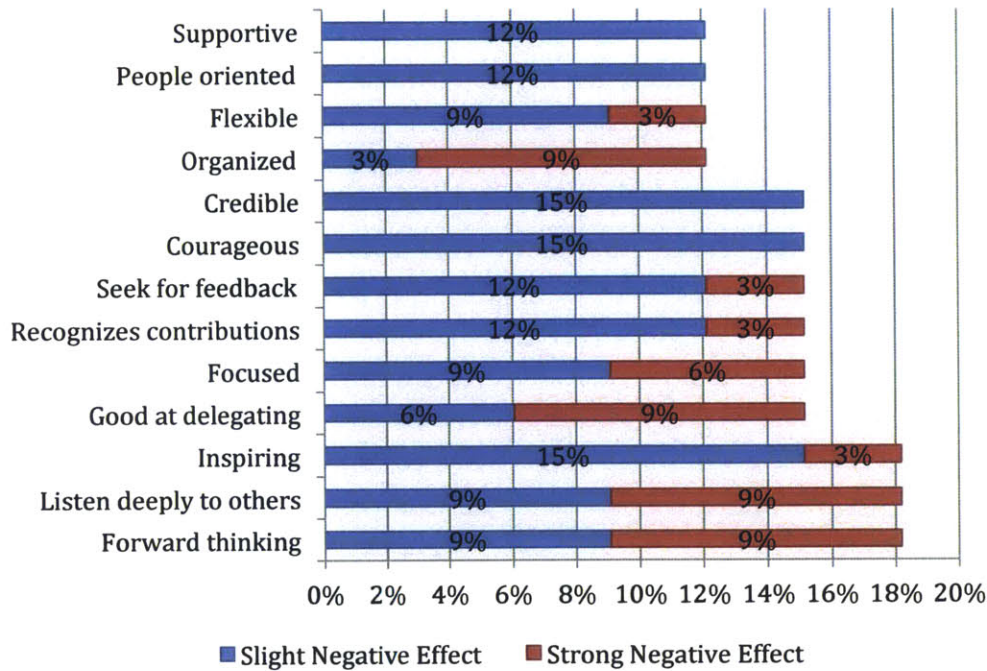


Figure 30 Negative Effect (strong and slight negative) of Attributes in Person Level of Happiness for Big Unit Size



Constructs

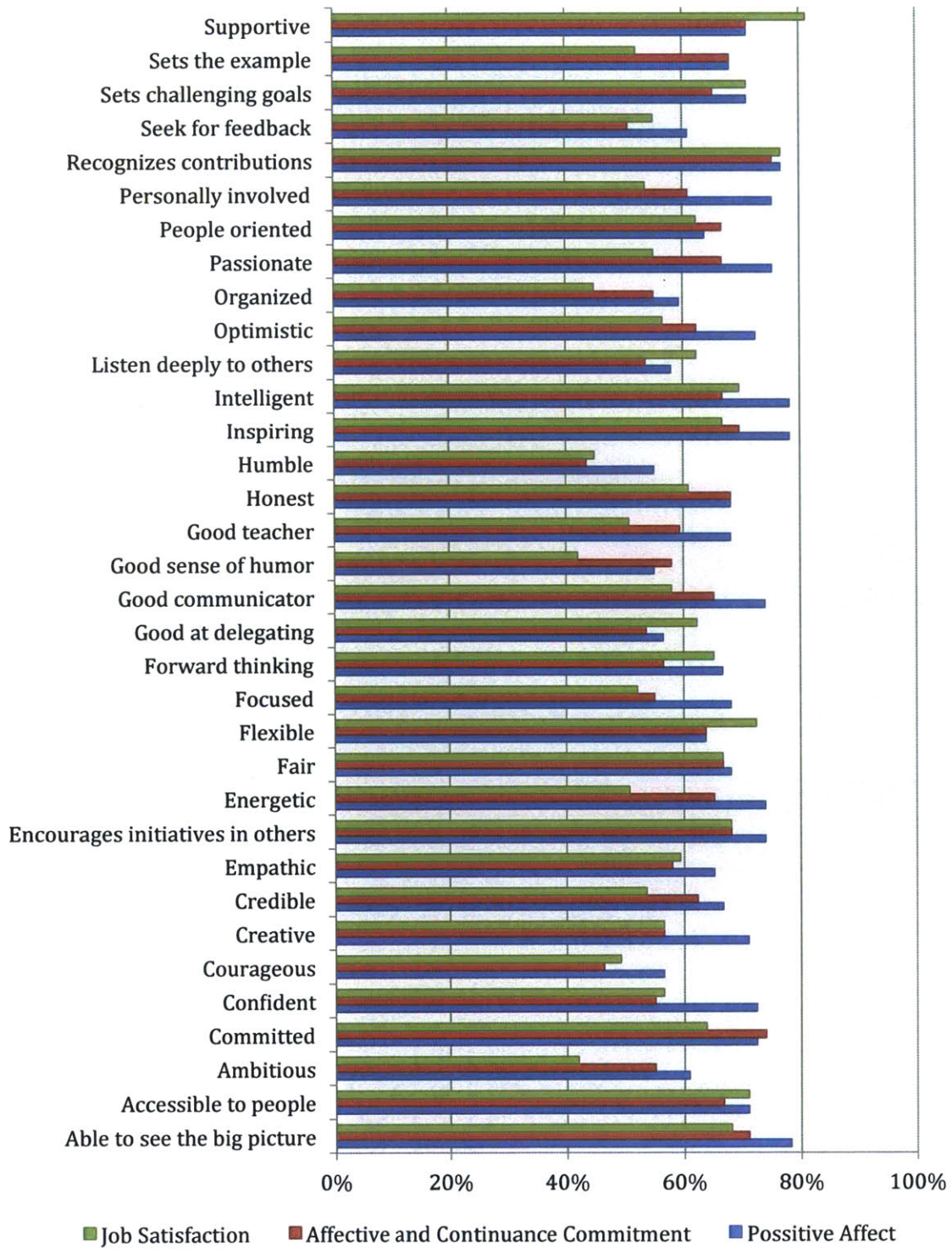
Recalling from past sections, the three constructs that compose the person level of happiness are: positive affect, affective and continuance commitment, and job satisfaction. Positive affect is related to positive feelings with the work environment; affective and continuance commitment is related to how high is the sense of belonging of the person to the company; and job satisfaction is related to the independence the person has in its job. With this in mind, Table 7 shows the tier 1 attributes for each of the constructs. The attributes in each construct are aligned with the previous statement. Hence, tier 1 attributes in positive affect construct tend to generate happy feelings, tier 1 attributes in affective and continuance commitment construct increases the sense of belonging of the individual, and tier 1 attributes of job satisfaction construct tends to encourage independence of the person. It can also be inferred that generating positive feelings requires a much more balanced and complete number of attributes than the other two constructs.

Table 7 Tier 1 Attributes for Constructs of the Person Level of Happiness

Positive Affect	Affective and Continuance Commitment	Job Satisfaction
Able to see the big picture, committed, encourages initiatives in others, energetic, good communicator, inspiring, optimistic, passionate, recognizes contributions, sets challenging goals, and supportive	Able to see the big picture, committed, and recognizes contributions	Accessible to people, flexible, recognizes contributions, and supportive

Following the conclusions derived from Table 7; similar findings are made analyzing Figure 31. Positive affect is affected by more attributes and the attributes have a higher impact in the construct than the other two constructs; therefore, a more balanced and complete leader is needed to improve positive affect than job satisfaction and affective and continuance commitment.

Figure 31 Positive Effect (strong and slight positive) of Attributes in Person Level of Happiness by Construct



Takeaways

All 34 attributes of a leader discussed in section 2.4.2 affect the person level of happiness. Nevertheless, some attributes affect more than the average; these are summarized in Table 6. It is observed that in contrast with the results from the transient level of happiness, tier 1 attributes for the person level of happiness are a combination of the leader's personal character (more abstract attributes) and more visible attributes which flow from the leader to their followers. Recognizing contributions is the most important attribute that affects the person level of happiness, and it is not a surprise that it has high impact in all three constructs that compose this level of happiness. The tier 1 attributes (recognition of contributions specially) should be the ones to look for in leaders when person level of happiness wants to be encouraged.

However, depending on the demographic composition of the group, several things must be taken into account. If women are majority in a group, a more complete leader is needed in terms of his attributes. Similar observation applies when married people are majority, who tend to appreciate more the value-oriented attributes. On the other hand, if the group has majority of people with more than 10 years of experience, they need less guidance from their leaders in order to be happy due to their higher level of confidence and independence in their work. Although this is the same conclusion for people 40 years or older, they all have more than 10 years of experience of work and therefore this result could be due to their work experience and not their age (or vice versa). Finally, the size of the group also has to be considered, and as a group gets bigger, the influence their leader has on their person level of happiness decreases. In addition, it is more difficult for a person to feel an important component of a group when the group gets bigger, affecting the sense of belonging, which in turn affects the person level of happiness. Therefore, in order to efficiently encourage the person level of happiness in a large group it is recommended to divide it into smaller groups with assigned leaders.

4.2.3. Attributes that Affect the Unit Level of Happiness

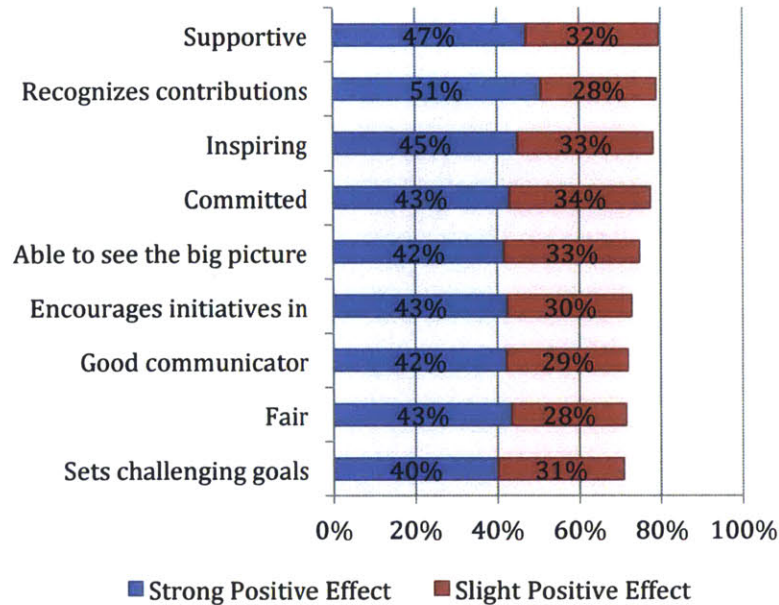
Recalling from Table 3, the constructs used to measure the unit level of happiness are mostly the same constructs used to measure transient and person level of happiness, so the data for transient and person level will be aggregated. In addition to this, one specific construct for the unit level is being measured, it will be called unit-level construct, which intends to measure how attributes of a leader may improve the way in which co-workers get along with each other. Therefore, in order to assess which attributes affect the unit level of happiness, the data of transient level, person level and unit-level construct will be aggregated and analyzed as one. Table 8 summarizes the data.

Table 8 Leadership Attributes that Affect Unit Level of Happiness

Tier	Attributes
1	Supportive (79.5%), recognizes contributions (78.9%), inspiring (78.1%), committed (77.4%), able to see the big picture (74.7%), encourages initiatives in others (72.9%), good communicator (71.8%), fair (71.4%), and sets challenging goals (70.8%)
2	Accessible to people (73.9%), honest (70.8%), and flexible (70.2%)
3	Credible (69.8%), people oriented (69.6%), sets the example (68.9%), optimistic (68.9%), intelligent (68.3%), passionate (67.5%), energetic (67.3%), personally involved (66%), focused (65.4%), forward thinking (65.2%), empathic (65.2%), confident (64.6%), listen deeply to others (64%), good teacher (63.1%), good at delegating (62.5%), creative (61.9%), and good sense of humor (60%)

As well as in the person level of happiness, tier 1 attributes of the unit level of happiness are a combination of the leader's personal character (more abstract attributes), and more visible attributes, which flow from the leader to their followers. This is true for tier 2 and tier 3 attributes as well.

Figure 32 Tier 1 Attributes that Affect Unit Level of Happiness



An interesting result is that for the unit level of happiness, fairness is a tier 1 attribute, while in transient and person level of happiness this was a tier 2 and tier 3 attribute respectively. Hence, fairness affects more the happiness in a unit level than the happiness of an individual (person or transient). Moreover, 71.4% of the respondents think that equal treatment of the group (fairness) affects positively the unit level of happiness. On the other hand, recognition of contributions is the most important attribute, more than 50% of the respondents thought that it had a strong positive effect in the unit level of happiness (see Figure 32).

Figure 33 Tier 2 Attributes that Affect Unit Level of Happiness

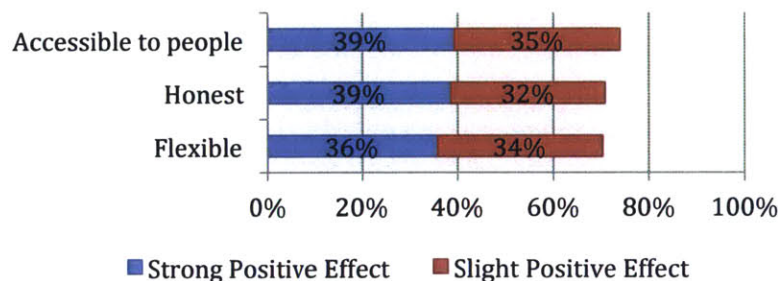


Figure 34 Tier 3 Attributes that Affect Unit Level of Happiness

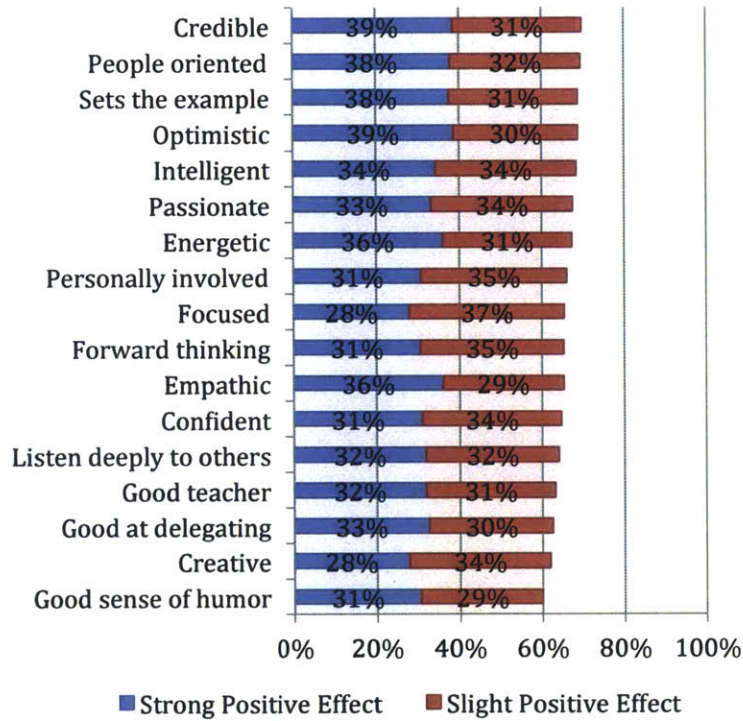
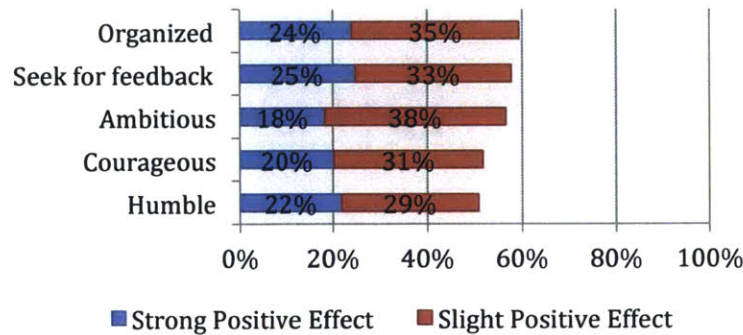


Figure 35 Attributes not Classified in Tiers for Unit Level of Happiness



Finally, as well as in transient and person level of happiness, all attributes had an overall positive effect (strong or slight positive effect) on the unit level of happiness, independent if they were or were not classified in a tier.

Following are mentioned the most interesting findings related to differences due to the demographic distribution of the respondents.

Gender

Once again, men and women have very different results. The following are the most important ones:

- Sets the example, listen deeply to others, good at delegating, and good communicator are the attributes that have more difference between men and women. For the first two attributes women's unit happiness is 19% more affected than men, and for the last two 17%. This confirms both findings, in transient and person level of happiness, that women need a leader that can understand, communicate clearly with them, and be an exemplary leader in order to affect positively their unit level of happiness.
- Men have only three attributes in tier 1, recognition of contributions, inspiring, and supportive. On the other hand, women have 22 attributes in tier 1. Moreover, women have 31 out of the 34 attributes in one of the three tiers, while men have 25 attributes in one of the three tiers (19 of the attributes in tier 3).
- From Figure 36 it is seen that all attributes affect more women's unit level of happiness than men's unit level of happiness.

In conclusion, women need a more balanced and complete leader to encourage unit level of happiness than men.

Age

The three age ranges had mixed results and no clear conclusions emerge from the data. Nevertheless, one observation can be made: humble and ambitious are attributes that are much less important in unit level of happiness for the older group (40 and older) than for the other two groups, while energetic is an attribute that for the younger group (21 to 29) is more important than to the other older groups (see Figure 37).

Figure 36 Positive Effect (strong and slight positive) of Attributes in Unit Level of Happiness by Gender

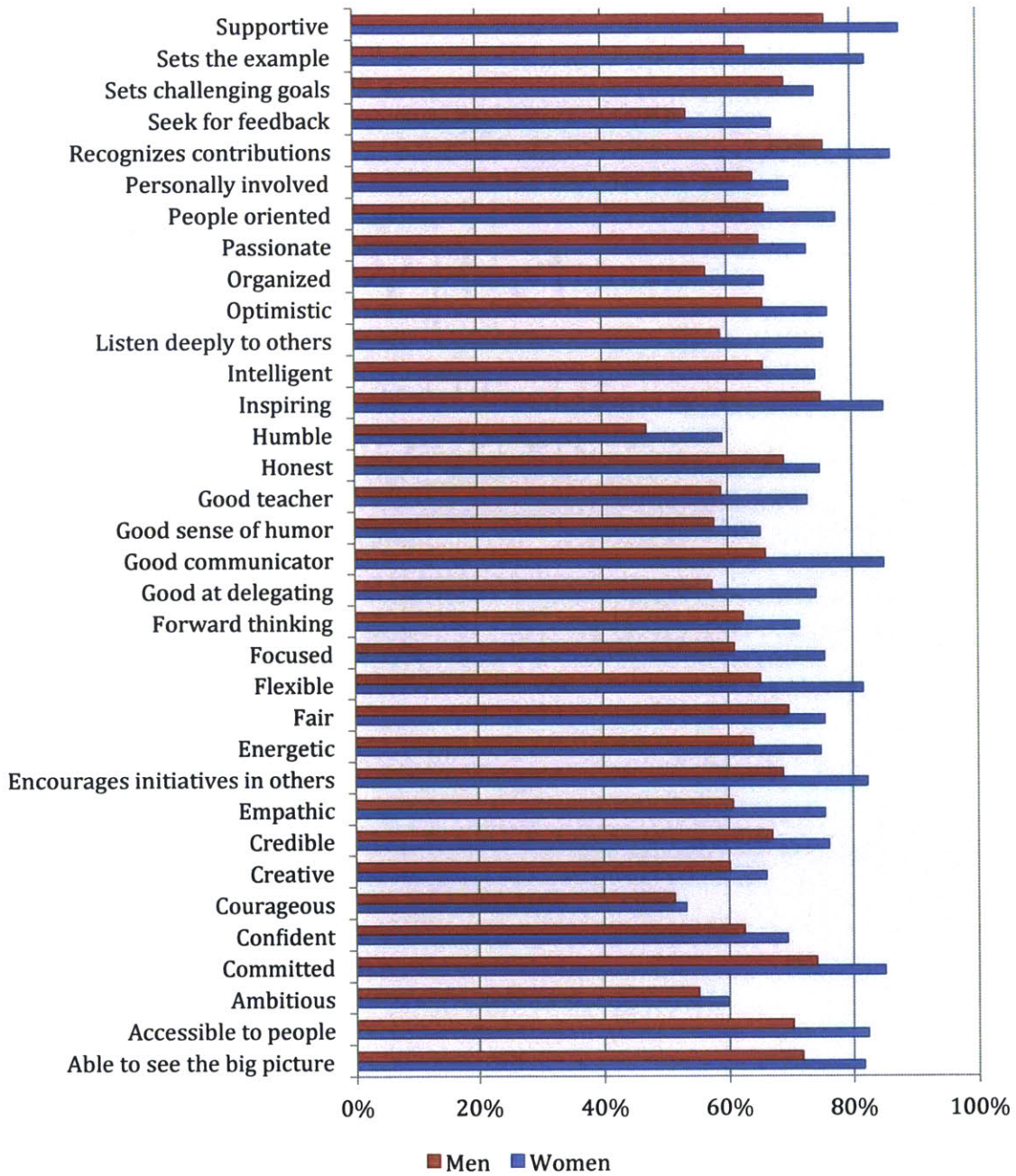
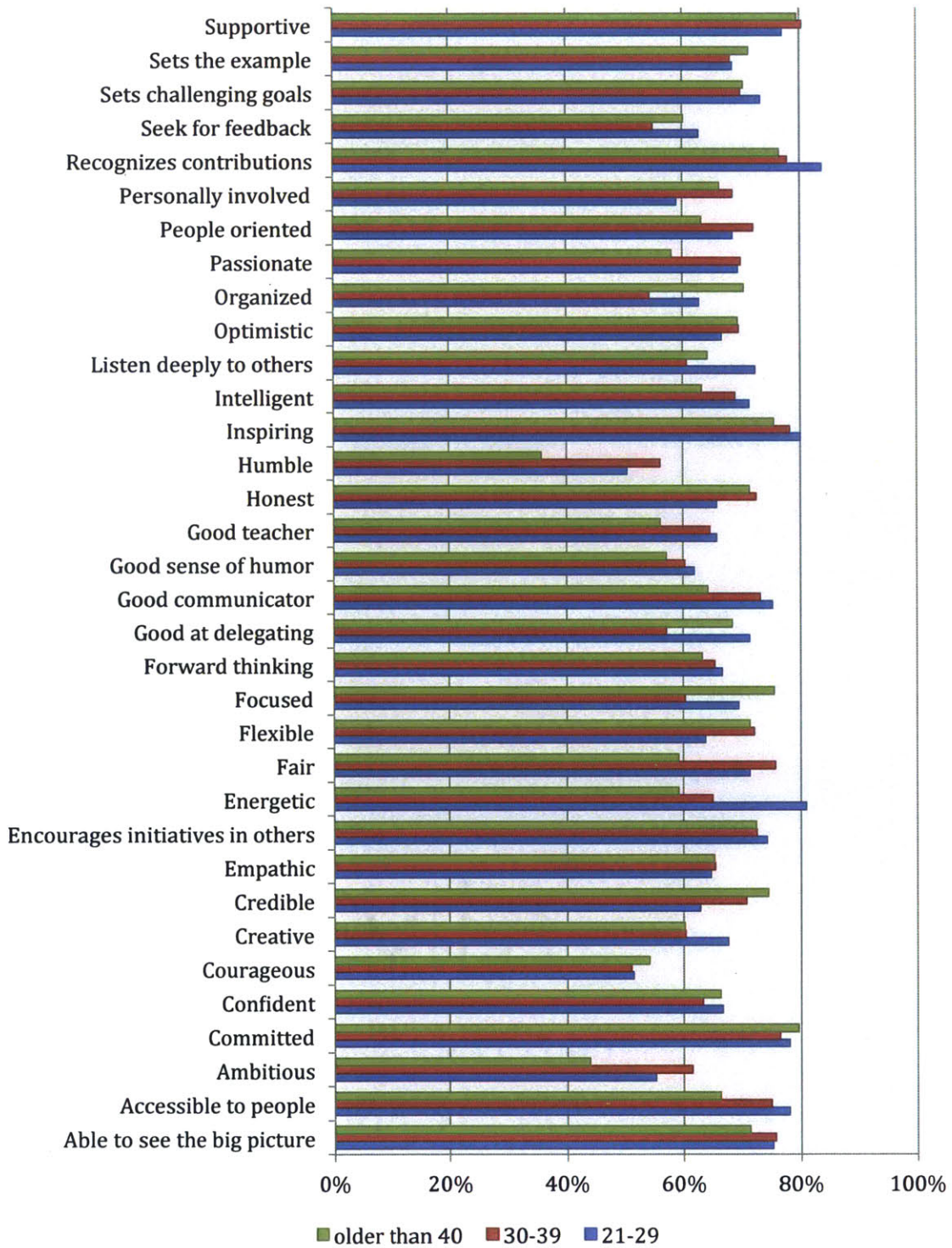


Figure 37 Positive Effect (strong and slight positive) of Attributes in Unit Level of Happiness by Age Distribution



Relationship Status

Figure 38 confirms the observation made in transient and person level of happiness. All attributes affect more the married people's unit level of happiness than never married people's unit level of happiness.

Work Experience

Figure 39 shows that almost all attributes affect more the unit level of happiness of people with less than 10 years of work experience than people with more than 10 years of experience. This is consistent with the findings in the transient and person level of happiness. People with more experience have more confidence and independence, needing less support and guidance from their leaders in order to be happy.

Job Level

No tendencies are detected in the data related to job level. However, it is observed that the high management group has in tier 1 two attributes that are more strategic; forward thinking and able to see the big picture. On the other hand, the other groups do not have these attributes in the higher tier.

Education Level

Graduate and bachelor degree groups have very similar results. The only difference detected is that confident, courageous, humble, and organized attributes affect more the unit level of happiness of the graduate degree group than the bachelor degree.

Figure 38 Positive Effect (strong and slight positive) of Attributes in Unit Level of Happiness by Relationship Status

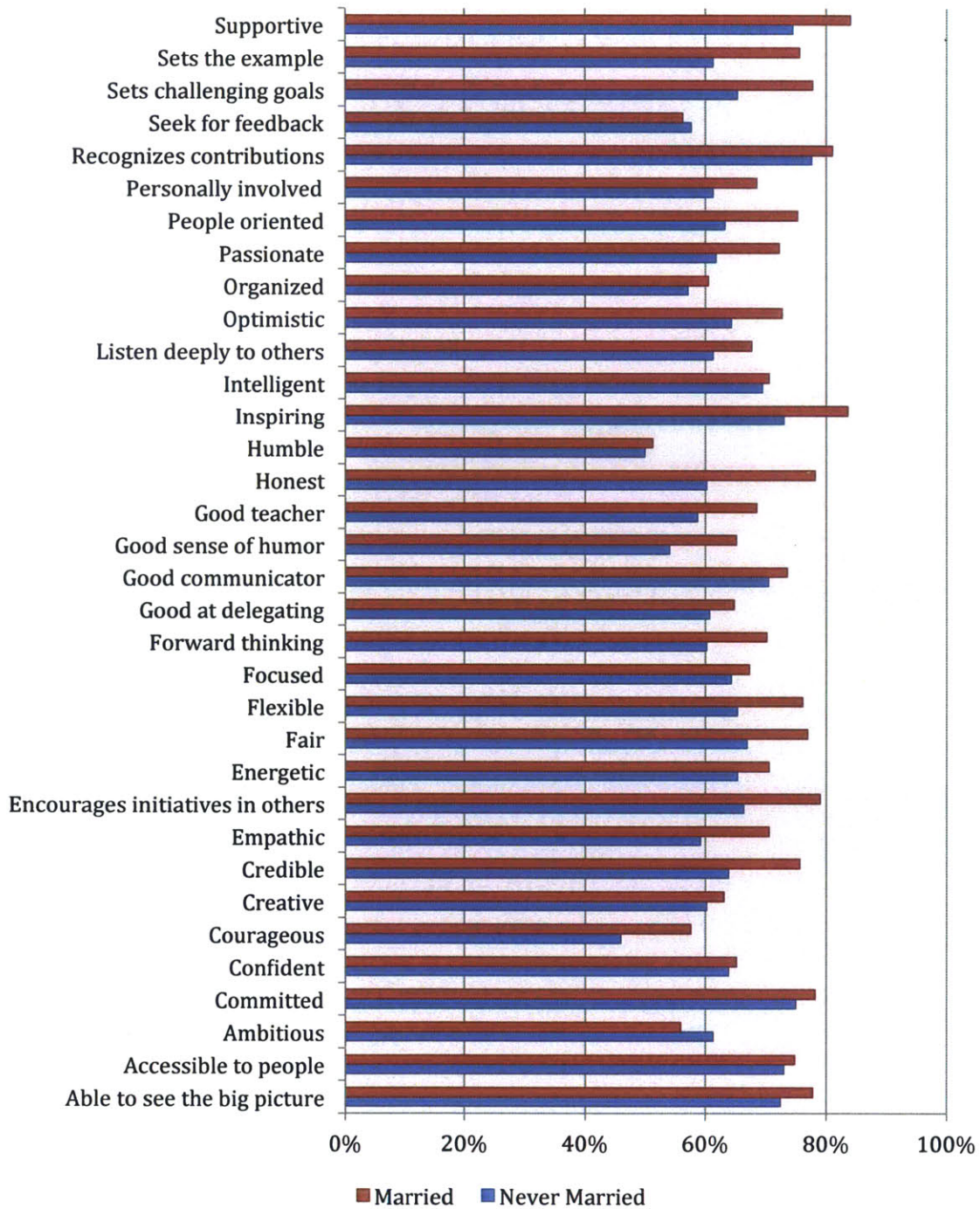
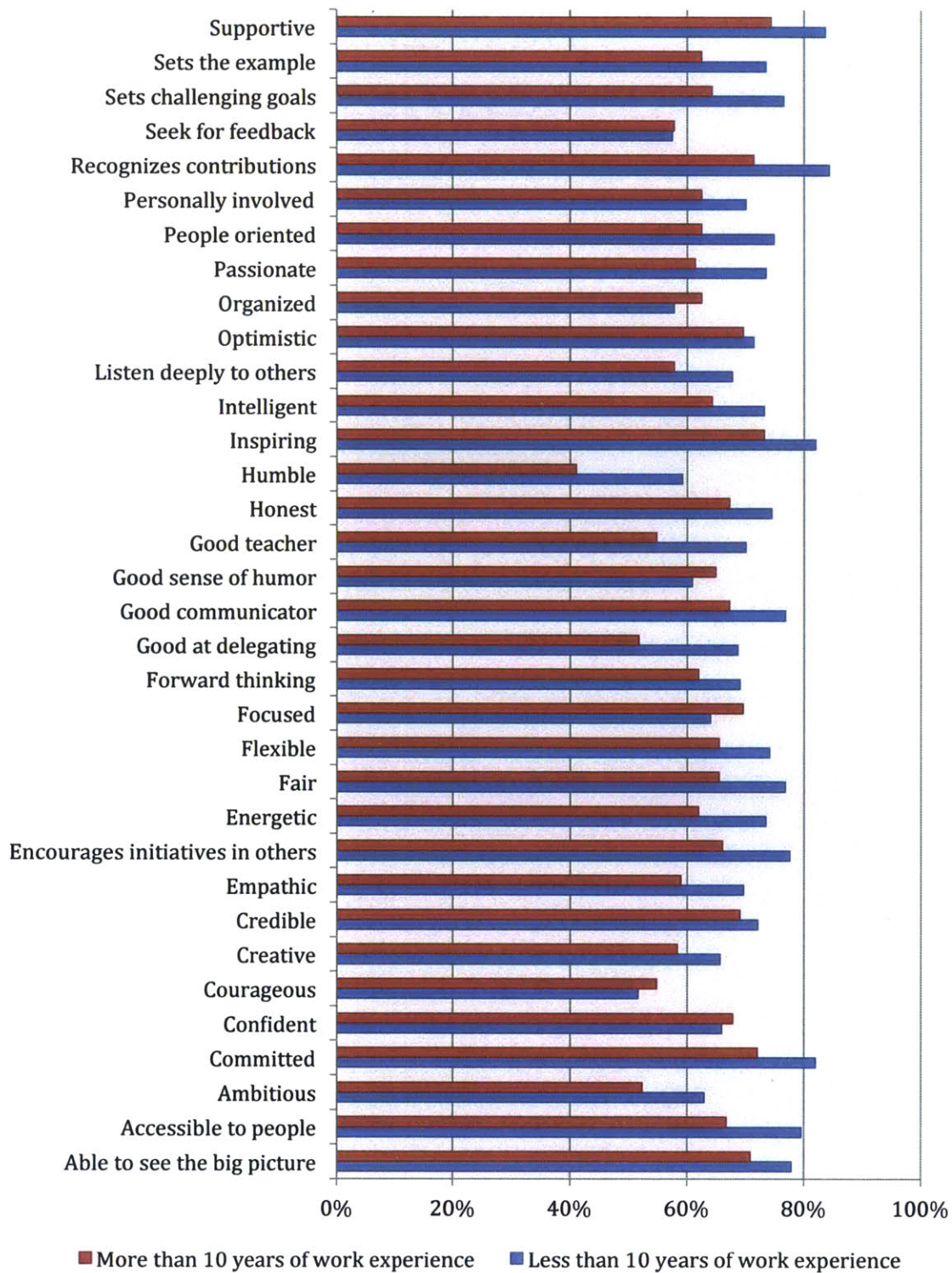


Figure 39 Positive Effect (strong and slight positive) of Attributes in Unit Level of Happiness by Work Experience



Unit Size

Regarding the unit size in which the respondents work, the following can be concluded:

- As expected, confirming the findings in transient and person level, from Figure 40 it is possible to infer that the attributes of a leader affect less the unit level of happiness of people in big units than people working in small and medium units. Hence, as a group gets bigger the influence of the leader will necessarily be diluted. As a result, a leader will affect in a smaller magnitude the unit level of happiness of a bigger group. As a matter of fact, 32 out of the 34 attributes are in one of the three tiers for small units, while 27 and 20 are in one of the three tiers for medium and big units respectively. Moreover, small units have 20 attributes in tier 1, contrasting with 5 for medium units and 3 for big units.
- More than 50% of the people belonging to a big unit think that courageous and humble are attributes of a leader that do not affect the unit level of happiness.
- Once again, in accordance with the results in the transient and person level of happiness, respondents that work in a big unit (more than 26 people) indicated that several attributes of a leader have a negative effect (slight or strong negative effect) in the unit level of happiness. Figure 41 shows the results for all attributes that have more than 10% of negative effect (slight or strong negative effect) in the unit level of happiness. This could be explained because big groups are more likely to work for a big company, and culture is responsibility of human resources department. Hence, some of these attributes are thought not to be the leader's responsibility (e.g. feedback, motivational attributes such as recognition of contributions and inspiration, etc.) and therefore could have some negative connotation if the leader tries to influence them. However, the number of respondents that work in a big unit is small, and results could differ if the survey is applied to a bigger sample that work in big units (sampling error).

Figure 40 Positive Effect (strong and slight positive) of Attributes in Unit Level of Happiness by Unit Size

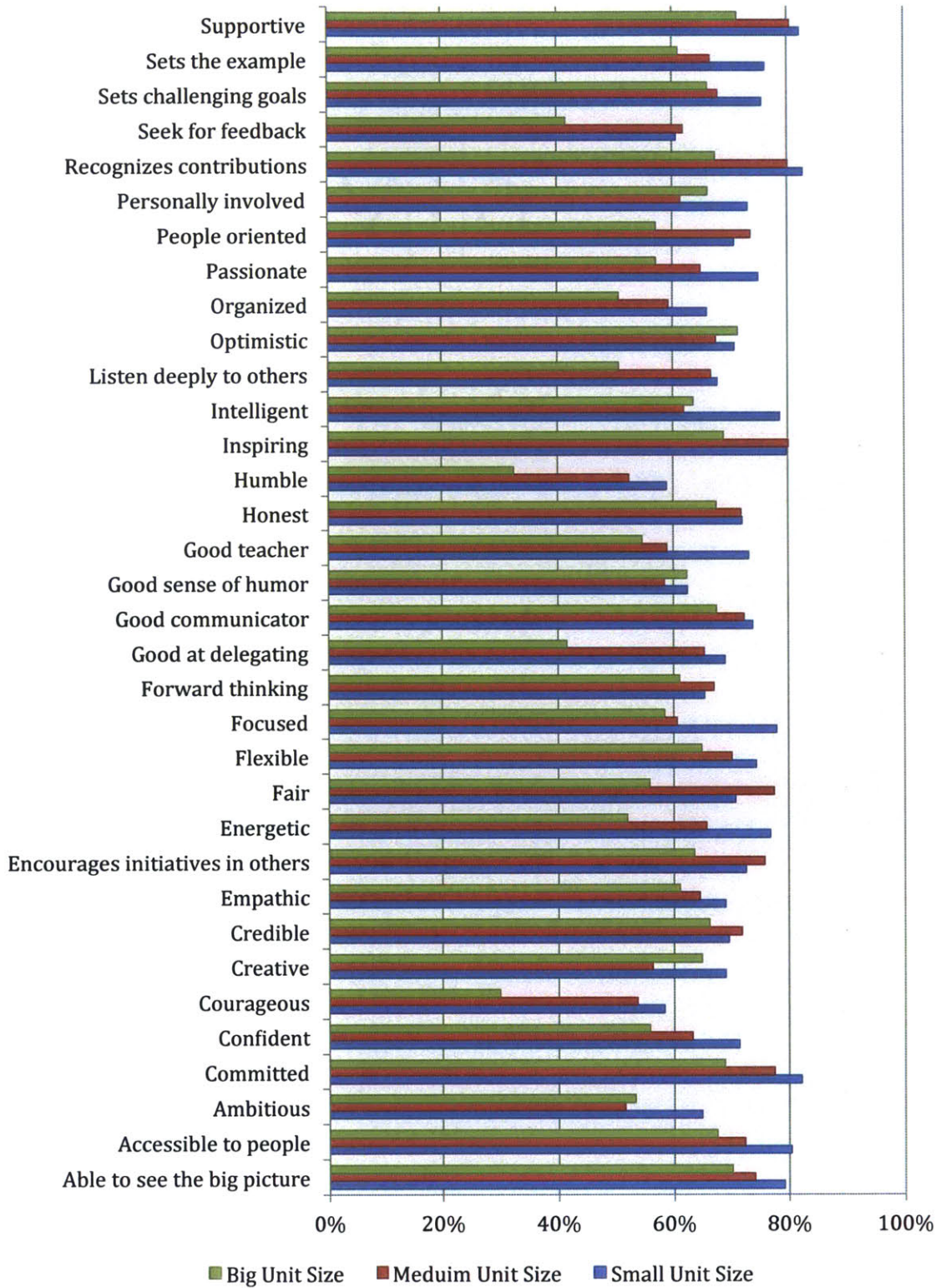
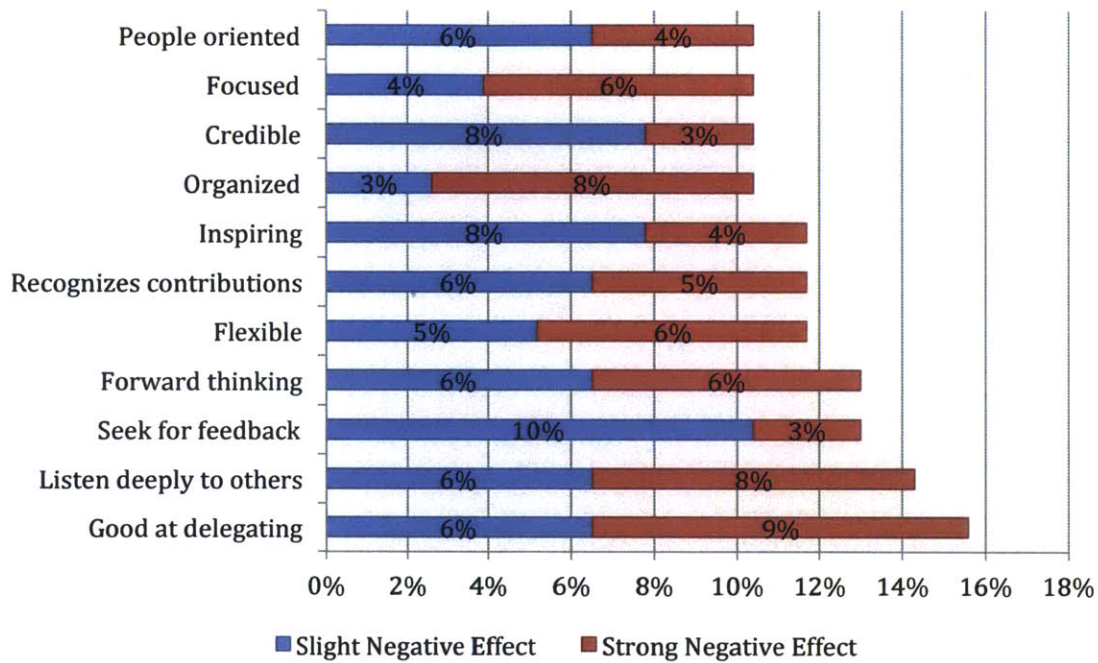


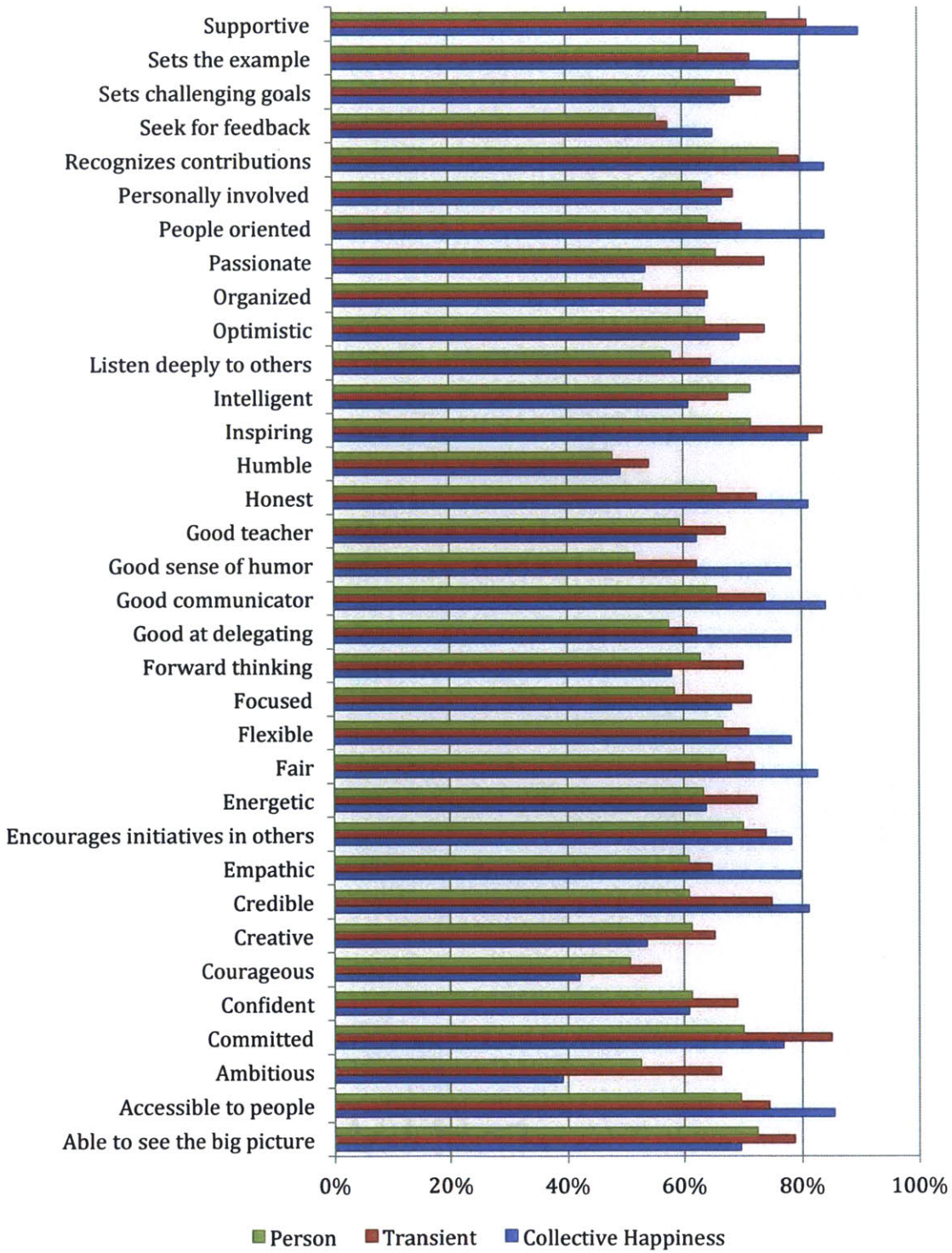
Figure 41 Negative Effect (strong and slight negative) of Attributes in Unit Level of Happiness for Big Unit Size



Constructs

Figure 42 compares the transient level, person level and unit-level construct, which measures attributes that improves the way co-workers get along with each other. Firstly, the unit-level construct has more tier 1 attributes than the transient and person level. The unit-level construct has 16 attributes in tier 1 while the transient and person level have 8 and 6 respectively. Hence, improving the way co-workers get along requires a much more complete leader. Secondly, the attributes that the unit-level construct has in tier 1, that transient and person level does not, are mostly value-oriented (honest, fair, and sets the example) and related to emotional intelligence (accessible to people, good sense of humor, listen deeply to others, and people oriented). Therefore, the leader has to be more complete by being a more value-oriented person and having high emotional intelligence, compared to leaders that can improve transient and person level of happiness.

Figure 42 Positive Effect (strong and slight positive) of Attributes in Unit Level of Happiness by Construct



Takeaways

All 34 attributes of a leader discussed in section 2.4.2 affect the unit level of happiness. Nevertheless, some attributes affect more than the average; these are summarized in Table 8. The tier 1 attributes (recognition of contributions specially) indicated in Table 8 should be the ones to look for in leaders when unit level of happiness wants to be encouraged. It is observed that in the unit level of happiness respondents thought that value-oriented attributes (such as honest, fair, and sets the example) and attributes related to emotional intelligence (such as accessible to people, good sense of humor, listen deeply to others, and people oriented), were more important than in transient and person level of happiness. On the other hand, recognizing contributions is the most important attribute that affect the unit level of happiness; and fairness is an attribute that has a much better relative importance in the unit level of happiness than in transient and person level.

However, depending on the demographic composition of the group, several things must be taken into account. If women are majority in a group, a more complete leader is needed in terms of the attributes. Similar observation applies when married people are majority, who tend to appreciate more the value-oriented attributes. On the other hand, if the group has majority of people with more than 10 years of work experience, they tend to have more confidence and independence, therefore needing less support and guidance from their leader to be happy. Finally, the size of the group also has to be considered. As group gets bigger, the influence their leader has on the unit level of happiness decreases and people tend to have less sense of belonging to the group, which in turn affects the person and unit level of happiness. Hence, in order to efficiently encourage the unit level of happiness in a large group it is recommended to divide it into smaller groups with assigned leaders.

5. Conclusions

The focus of this thesis work is to explore what specific aspects or attributes of a leader (in a broad definition) contribute positively (or negatively) to the happiness of workers. The effects of happiness in the workplace are well known by now, and have a positive impact on several factors such as productivity, job satisfaction, loyalty, collaboration with peers, and commitment to the company (Table 1). Happiness at work was defined based in constructs used in past researches such as well-being, affect, job satisfaction, engagement, job involvement, etc. These constructs were categorized in three levels of happiness that were used in this thesis work: transient, person and unit level of happiness. On the other hand, from leadership research, it is well known that good leaders not only improve a company's results, but also can influence positively aspects such as motivation, commitment, and cross-teams collaboration. Therefore, it is possible to deduce from research in both areas, that leadership and happiness in the workplace have some similar effects on followers. There must be specific attributes of good leaders that can drive happiness in the workplace. However, very little empirical data has been found on which attributes of a leader affect happiness at work. Therefore, the study sought to answer the following questions: What specific attributes of a leader have a positive effect on the happiness of its workers? What specific attributes of a leader have a negative effect on the happiness of its workers?

Respondents were asked to assess how specific attributes of a leader (34 attributes in total) can affect the constructs that compose each level of happiness (transient, person and unit level). The results show that all 34 attributes affect all levels of happiness. However, some attributes affect more than the average, and the attributes that most affect happiness are different between each level of happiness. Respondents thought that for the transient level of happiness a leader affects more through attributes that are visible and flow from the leader to their followers, while in the person level attributes related to their personal character (more abstract) were balanced with the more visible ones. On the other hand, in the unit level, value-oriented attributes were thought to be important as well. These results are shown in Table 5, Table 6, and Table 8 for transient, person and unit level

respectively. Overall, the 5 attributes that most affected positively happiness in all levels are: recognition of contributions, supportive, inspiring, committed, and able to see the big picture; being recognition of contributions the single most important attribute.

However, factors such as gender, work experience and the size of the unit need to be taken into account, and these factors can change the attributes that affect the happiness at work of the group. So, if women are majority in the group, a more complete leader is needed in terms of his attributes. Women's happiness (transient, person and unit level) is affected by much more attributes than men's happiness. On the other hand, married people tend to appreciate more value-oriented attributes than never married, and therefore their happiness is more affected by these types of attributes. If the group has majority of people with more than 10 years of experience, they need less guidance from their leaders in order to be happy due to their higher level of confidence and independence. Although this is the same conclusion for people 40 years or older, they all have more than 10 years of experience of work and therefore this result could be due to their work experience and not their age. The size of the group also has to be considered. As a group gets bigger, the influence their leader has on their happiness (transient, person and unit level) decreases and people tend to have less sense of belonging to the group, and therefore their commitment and job satisfaction decreases. Hence, in order to efficiently encourage happiness in a large group it is recommended to divide it into smaller groups with assigned leaders in order to increase the sense of belonging of individuals and the level of influence that the leaders have. Finally, a leader with high ambition might cause some negative effects in the transient level of happiness within a group, and highly ambitious leaders must be treated carefully.

This thesis hopes to serve as a guideline on what attributes should be looked for in a leader in order to effectively encourage transient, person or unit level of happiness at work. Firstly, the level of happiness that wants to be increased must be defined. This will depend on the benefit that is desired. Each level of happiness has different benefits: transient level has impact in productivity and creativity at a task level; person level has

impact in turnover rate, effectiveness and absenteeism; unit level improves predictability of profits, predictability of customer satisfaction in combination with person and transient level of happiness' benefits. Secondly, the group must be categorized in terms of gender, work experience, and size. Finally, depending on the level of happiness and the type of people that compose a group, different attributes of a leader will be needed to increase the desired level of happiness.

Thus, this research has found that the literature's most important attributes of a leader have a positive effect in followers' happiness, and that the most important attributes to affect happiness vary depending on the level happiness and the characteristics of the people that compose the group. However, there are some other important characteristics of a group that were not part of this research that might also affect which attributes are the most important ones. Some sociocultural aspects not covered that are thought to be important are: country of residence, country of birth, and socioeconomic status. On the other hand, due to the distribution of the data the type of industry is a factor that probably affects but could not be analyzed in this research work.

In conclusion, this thesis research has concluded that all 34 attributes included in this research affect the transient, person and unit level of happiness. However, the level of happiness and other factors such as demographic composition of the group will change the attributes of a leader needed in order to affect the happiness of a group.

Appendix A: Leadership and Happiness at Work Survey

1. Are you male or female?

- Female
- Male

2. What is your age?

- 17 or younger
- 18-20
- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older

3. Which of the following best describes your current or last job level?

- Owner/Executive/C-Level
- Senior Management
- Middle Management
- Intermediate
- Entry Level

Other (please specify)

4. Which of the following best describes your current relationship status?

- Married
- Widowed
- Divorced
- Separated
- Never married

5. How many years of work experience do you have?

- 0 to 2
- 2 to 5
- 5 to 10
- 10 to 15
- 15 to 20
- More than 20

6. What number of employees report to your immediate superior?

- 1 to 5
- 6 to 25
- 26 to 50
- 51 to 100
- 101 to 200
- More than 200

7. Which of the following best describes the principal industry of your organization?

8. What is the highest level of school you have completed or the highest degree you have received?

- Less than high school degree
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree

9. From the following statements: when I am working I think about nothing else; I forget everything else around me; I get carried away by my work; I am totally immersed in my work; time flies; I get carried away; it is difficult to detach myself from my job.

Please indicate how each of the following attributes of your superior affect the above statements.

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Forward thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets the example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen deeply to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiatives in others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets challenging goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to see the big picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accesible to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. From the following statements: my work gives me a good feeling; I do my work with a lot of enjoyment; I feel happy during my work; I would still do this work, even if I received less pay; I find that I also want to work in my free time; I work because I enjoy it; I get motivation from the work itself, and not from the reward for it.

Please indicate how each of the following attributes of your superior affect the above statements.

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Forward thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets the example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Recognizes contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen deeply to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiatives in others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets challenging goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to see the big picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. From the following statements: when I get up in the morning, I feel like going to work; at work I always persevere, even when things do not go well; I can continue working for very long periods at a time; at my job I feel strong and vigorous; to me, my job is challenging; my job inspires me; I am enthusiastic about my job; I am proud of the work I do; my work is full of meaning and purpose.

Please indicate how each of the following attributes of your superior affect the above statements.

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Forward thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Courageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets the example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen deeply to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiatives in others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets challenging goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to see the big picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. From the following feelings or emotions: active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud or strong.

Please indicate how each of the following attributes of your superior affect the above feelings or emotions.

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Forward thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets the example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen deeply to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiatives in others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets challenging goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Humble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to see the big picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accesible to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. From the following statements: I would be very happy to spend the rest of my career with this organization; I enjoy discussing about my organization with people outside it; I really feel as if this organization's problems are my own; I feel like 'part of the family' at my organization; I feel a strong sense of belonging to my organization; it would be very hard for me to leave my organization right now, even if I wanted to; too much of my life would be disrupted if I decided to leave my organization now. .

Please indicate how each of the following attributes of your superior affect the above statements.

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Forward thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets the example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen deeply to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiatives in others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets challenging goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to see the big picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accesible to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. From the following statements: improvement of chances for advancement on this job; freedom to use my own judgment; chance to try my own methods of doing the job; praise I get for doing a good job; feeling of accomplishment I get from the job; improving working conditions; the chance of doing different things from time to time.

Please indicate how each of the following attributes of your superior affect the above statements.

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Forward thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Inspiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets the example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen deeply to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiatives in others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets challenging goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to see the big picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accesible to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. To what extent do you feel that the following attributes of your superior may improve the way your co-workers get along with each other in your work.

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Forward thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets the example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strong positive effect	Slight positive effect	No effect	Slight negative effect	Strong negative effect	Don't know
Creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen deeply to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages initiatives in others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets challenging goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to see the big picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accesible to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bibliography

- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and Creativity at Work. *Administrative Science Quarterly* , 367-403.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly* , 315-338.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly* , 801-823.
- Baard, P. P., Deci, E. L., & Ryan, R. M. (2004). Intrinsic need satisfaction: a motivational basis of performance and well-being in two work settings. *Journal of Applied Social Psychology* , 2045-2068.
- Bakker, A. B. (2008). The work-related flow inventory: Construction and initial validation of the WOLF. *Journal of Vocational Behavior* , 400-414.
- Bakker, A. B., van Emmerick, H., & Euwema, M. C. (2006). Crossover of burnout and engagement in work teams. *Work and Occupations* , 464-489.
- Baron, R. A., Fortin, S. P., Frei, R. L., Hauver, L. A., & Shack, M. L. (1990). Reducing organizational conflict: the role of socially-induced positive affect. *International Journal of Conflict Management* , 133-152.
- Barsade, S. G. (2002). The ripple effect: emotional contagion and its influence on group behavior. *Administrative Science Quarterly* , 644-675.
- Boehm, J. K., & Lyubomirsky, S. (2008). Does Happiness Promote Career Success? *Journal of Career Assessment* , 101-116.
- Bono, J. E., & Ilies, R. (2006). Charisma, positive emotions and mood contagion. *Leadership Quarterly* , 317-334.
- Bretz, R. D., & Judge, T. A. (1994). Person-organization fit and the theory of work adjustment: implications for satisfaction, tenure, and career success. *Journal of Vocational Behavior* , 32-54.
- Brown, S. P., & Lam, S. K. (2008). A meta-analysis of relationships linking employee satisfaction to customer responses. *Journal of Retailing* , 243-255.
- Chemers, M. M. (1997). *An Integrative Theory of Leadership*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Collins, J. C. (2001). *Good to Great*. New York, NY: Harper Business.
- Collins, J. C., & Porras, J. I. (1994). *Built to Last*. New York, NY: Harper Business.
- Dalal, R. S. (2005). A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior. *Journal of Applied Psychology* , 1241-1255.

- Deci, E. L., Connel, J. P., & Ryan, R. M. (1989). Self- determination in a work organization. *Journal of Applied Psychology* , 580-590.
- DeGroot, T., Kiker, D. S., & Cross, T. C. (2000). A meta-analysis to review organizational outcomes related to charismatic leadership. *Canadian Journal of Administrative Sciences* , 356-371.
- Diener, E., Nickerson, C., Lucas, R. E., & Sandvik, E. (2002). Dispositional affect and job outcomes. *Social Indicators Research* , 229-259.
- Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: meta-analytic findings and implications for research and practice. *Journal of Applied Psychology* , 611-628.
- Dubal, A. (2014). Abraham Lincoln: His leadership qualities and their relevance to today's business leadership. Boston, MA: Massachusetts Institute of Technology.
- Edwards, J. R. (1991). *Person–job fit: a conceptual integration, literature review, and methodological critique*. (C. L. Cooper, & I. T. Robertson, Eds.) Oxford, England: John Wiley & Sons.
- Elo, A.-L., Ervasti, J., Kuosma, E., & Mattila-Holappa, P. (2014). Effect of a leadership intervention on subordinate well-being. *Journal of Management Development* , 182-195.
- Erez, A., & Isen, A. M. (2002). The Influence of Positive Affect on the Components of Expectancy Motivation. *Journal of Applied Psychology* , 1055-1067.
- Faragher, B., Cass, M., & Cooper, C. (2005). The relationship between job satisfaction and health: a meta-analysis. *Occupational and Environmental Medicine* , 270-291.
- Fink, A. (2006). *How to Conduct Surveys*. Thousand Oaks, CA: Sage Publications.
- Fisher, C. D. (2010). Happiness at Work. *International Journal of Management Reviews* , 12, 384-412.
- Fritz, C., & Sonnentag, S. (2009). Antecedents of Day-Level Proactive Behavior: A Look at Job Stressors and Positive Affect During the Workday. *Journal of Management* , 94-111.
- Fu, P. P., Tsui, A. S., Liu, J., & Li, L. (2010). Pursuit of Whose Happiness? Executive Leaders' Transformational Behaviors and Personal Values. *Administrative Science Quarterly* , 222-254.
- Gerstner, C. R., & Day, D. V. (1997). Meta-analytic review of leader–member exchange theory: correlates and construct issues. *Journal of Applied Psychology* , 827-844.
- Great Place to Work® Institute. (n.d.). *Great Place to Work*. Retrieved 2015, from <http://www.greatplacetowork.com>
- Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A Meta-Analysis of Antecedents and Correlates of Employee Turnover: Update, Moderator Tests, and Research Implications for the Next Millennium. *Journal of Management* , 463-488.

- Haase, C. M., Poulin, M. J., & Heckhausen, J. (2012). Happiness as a Motivator: Positive Affect Predicts Primary Control Striving for Career and Educational Goals. *Personality and Social Psychology Bulletin* , 1093-1104.
- Hackett, R. (1989). Work attitudes and employee absenteeism: a synthesis of the literature. *Journal of Occupational Psychology* , 235-248.
- Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology* , 159-170.
- Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How Important are Job Attitudes? Meta-Analytic Comparisons of Integrative Behavioral Outcomes and Time Sequences. *Academy of Management Journal* , 305-325.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The Motivation to Work*. New York, NY: Wiley.
- Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal* , 635-672.
- Ilies, R., Wagner, D. T., & Morgeson, F. P. (2007). Explaining affective linkages in teams: individual differences in susceptibility to contagion and individualism–collectivism. *Journal of Applied Psychology* , 1140-1148.
- Ironson, G. H., Smith, P. C., Brannick, M. T., Gibson, W. M., & Paul, K. B. (1989). Construction of a job in general scale: a comparison of global, composite, and specific measures. *Journal of Applied Psychology* , 193-200.
- Johnson, S. K. (2008). I second that emotion: effects of emotional contagion and affect at work on leader and follower outcomes. *Leadership Quarterly* , 1-19.
- Jordan, R., & Garay, M. (2009). *Liderazgo Real: de los fundamentos a la practica*. Pearson Education.
- Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits – self-esteem, generalized self-efficacy, locus of control, and emotional stability – with job satisfaction and job performance: a meta-analysis. *Journal of Applied Psychology* , 80-92.
- Judge, T. A., & Hurst, C. (2008). How the rich (and happy) get richer (and happier): relationship of core self-evaluations to trajectories in attaining work success. *Journal of Applied Psychology* , 849-863.
- Judge, T. A., Heller, D., & Klinger, R. (2008). The dispositional sources of job satisfaction: a comparative test. *Applied Psychology: An International Review* , 361-372.
- Kashdan, T. B., Biswas-Diener, R., & King, L. A. (2008). Reconsidering happiness: the costs of distinguishing between hedonics and eudaimonia. *Journal of Positive Psychology* , 219-233.
- Kelloway, E. K., Turner, N., Barling, J., & Loughlin, C. (2012). Transformational leadership and employee psychological well-being: The mediating role of employee trust in leadership. *Work & Stress* , 39-55.

- Kelloway, E. K., Weigand, H., McKee, M. C., & Das, H. (2013). Positive Leadership and Employee Well-Being. *Journal of Leadership & Organizational Studies* , 107-117.
- Kelly, J. R., & Barsade, S. G. (2001). Mood and emotions in small groups and work teams. *rganizational Behavior and Human Decision Processes* , 99-130.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: a historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin* , 254-284.
- Kluger, A. N., Lewinsohn, S., & Aiello, J. R. (1994). The influence of feedback on mood: linear effects on pleasantness and curvilinear effects on arousal. *Organizational Behavior and Human Decision Processes* , 276-299.
- Kouzes, J. M., & Posner, B. Z. (2007). *The Leadership Challenge*. San Francisco, CA: Jossey-Bass.
- Koys, D. J. (2001). The effects of employee satisfaction, organizational citizenship behavior, and turnover on organizational effectiveness: a unit-level, longitudinal study. *Personnel Psychology* , 101-114.
- Kristof-Brown, A. L. (1996). Person–organization fit: an integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology* , 1-49.
- Lawler, E. E. (1992). *The Ultimate Advantage: Creating the High-involvement Organization*. San Francisca, CA: Jossey-Bass.
- Leadership-Toolbox.com. (2008). *Leadership-Toolbox.com*. Retrieved February 2015, from Leadership-Toolbox: <http://www.leadership-toolbox.com/characteristic-of-leadership.html>
- Li, Y., Xu, J., Tu, Y., & Lu, X. (2014). Ethical Leadership and Subordinates' Occupational Well-Being: A Multi-level Examination in China. *Social Indicators Research* , 823-842.
- Locke, E. A., Cartledge, N., & Knerr, C. S. (1970). Studies of the relationship between satisfaction, goal-setting, and performance. *Organizational Behavior and Human Performance* , 135-158.
- Lodahl, T. M., & Kejner, M. (1965). The definition and measurement of job involvement. *Journal of Applied Psychology* , 24-33.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: does happiness lead to success? *Psychological Bulletin* , 803-855.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta- analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin* , 171-194.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: a meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior* , 20-52.

- Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology* , 1321-1339.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior* , 224-247.
- Patterson, M., Warr, P., & West, M. (2004). Organizational climate and company productivity: the role of employee affect and employee level. *Journal of Occupational and Organizational Psychology* , 193-216.
- Pfeffer, J. (1998). *The Human Equation: Building Profits by Putting People First*. Boston, MA: Harvard Business School Press.
- Pryce-Jones, J., & Lindsay, J. (2014). What happiness at work is and how to use it. *Industrial & Commercial Training* , 130-134.
- Quiñones, M., Van den Broeck, A., & De Witte, H. (2013). Do job resources affect work engagement via psychological empowerment? A mediation analysis. *Journal of Work and Organizational Psychology* , 127-134.
- Rego, A., Sousa, F., Marques, C., & Pina e Cunha, M. (2014). Hope and positive affect mediating the authentic leadership and creativity relationship. *Journal of Business Research* , 200-210.
- Rodríguez-Muñoz, A., & Sanz-Vergel, A. I. (2013). Happiness and well-being at work: A special issue introduction. *Journal of Work and Organizational Psychology* , 95-97.
- Ryan, R. M., & Deci, E. L. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology* , 141-166.
- Ryff, C. D., & Singer, B. H. (2008). Know Thyself and Become What You Are: A Eudaimonic Approach Psychological Well-Being. *Journal of Happiness Studies* , 13-39.
- Saleh, S. D., & Hosek, J. (1976). Job involvement: concepts and measurements. *Academy of Management Journal* , 213-224.
- Sanz-Vergel, A. I., & Rodríguez-Muñoz, A. (2013). The spillover and crossover of daily work enjoyment and well-being: A diary study among working couples. *Journal of Work and Organizational Psychology* , 179-185.
- Saridakis, G., Muñoz Torres, R., & Johnstone, S. (2013). Do Human Resource Practices Enhance Organizational Commitment in SMEs with Low Employee Satisfaction? *British Journal of Management* , 445-458.
- Sayles, L. R. (1979). *Leadership : what effective managers really do ... and how they do it*. New York, NY: McGraw-Hill.
- Schaufeli, W. B., Salanova, M., González-Roma, V., & Bakker, A. B. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies* , 71-92.

- Senge, P. M. (1990). *The Fifth Discipline*. New York, NY: Doubleday/Currency.
- Shakon, J., Nielsen, K., Borg, V., & Guzman, J. (2010). Are leaders' well-being, behaviours and style associated with the affective well-being of their employees? A systematic review of three decades of research. *Work & Stress* , 107-139.
- Sirota, D., Mischkind, L. A., & Meltzer, M. I. (2005). *The Enthusiastic Employee*. Upper Saddle River, N.J: Wharton School Pub.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The Measurement of Satisfaction in Work and Retirement*. Chicago, IL: Rand-McNally.
- Song, J. H., Kolb, J. A., Lee, U. H., & Kim, H. K. (2012). Role of Transformational Leadership in Effective Organizational Knowledge Creation Practices: Mediating Effects of Employees' Work Engagement. *Human Resource Development Quarterly* , 65-101.
- Staw, B. M., & Barsade, S. G. (1993). Affect and managerial performance: a test of the sadder-but-wiser vs. happier-and-smarter hypothesis. *Administrative Science Quarterly* , 304-331.
- Staw, B. M., Sutton, R. I., & Pelled, L. H. (1994). Employee positive emotion and favorable outcomes at the workplace. *Organization Science* , 51-71.
- Sy, T., Côté, S., & Saavedra, R. (2005). The contagious leader: impact of the leader's mood on the mood of group members, group affective tone, and group processes. *Journal of Applied Psychology* , 295-305.
- Tichy, N. M., & Cohen, E. (1997). *The Leadership Engine*. New York, NY: Harper Business.
- Totterdell, P. (2000). Catching moods and hitting runs: mood linkage and subjective performance in professional sports teams. *Journal of Applied Psychology* , 848-859.
- Traversi, D. M. (2007). *The Source of Leadership*. Oakland, CA: New Harbinger Publications.
- Van Katwyk, P. T., Fox, S., Spector, P. E., & Kelloway, E. K. (2000). Using the Job-Related Affective Well-Being Scale (JAWS) to investigate affective responses to work stressors. *Journal of Occupational Health Psychology* , 219-230.
- Verquer, M. L., Beehr, T. A., & Wagner, S. H. (2003). A meta-analysis of relations between person-organization fit and work attitudes. *Journal of Vocational Behavior* , 473-489.
- Walter, F., & Bruch, H. (2008). The positive group affect spiral: a dynamic model of the emergence of positive affective similarity in work groups. *Journal of Organizational Behavior* , 236-261.
- Warr, P. (2013). Sources of happiness and unhappiness in the workplace: A combined perspective. *Journal of Work and Organizational Psychology* , 99-106.

- Waterman, A. S., Schwartz, S. J., & Conti, R. (2008). The Implications of Two Conceptions of Happiness (Hedonic Enjoyment and Eudaimonia) for the Understanding of Intrinsic Motivation. *Journal of Happiness Studies* , 41-79.
- Watson, D., & Clark, L. A. (1994, updated 1999). *The PANAS-X: Manual for the Positive and Negative Affect Schedule – Expanded Form*. Iowa City, IA: University of Iowa.
- Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire (Minnesota Studies in Vocational Rehabilitation, No. 22)*. Minneapolis, MN: University of Minnesota.
- Westerman, J. W., & Cyr, L. A. (2004). An integrative analysis of person–organization fit theories. *International Journal of Selection and Assessment* , 252-261.
- White, M. D. (2013). The Pursuit of a Measure of Happiness. *Review of Social Economy* , 534-539.
- Wikipedia. (n.d.). *Wikipedia*. Retrieved February 2015, from en.wikipedia.org: <http://en.wikipedia.org/wiki/Leadership>
- Winston, B. E., & Patterson, K. (2006). An Integrative Definition of Leadership. *International Journal of Leadership Studies* , 6-66.
- Yang, C. (2014). Does Ethical Leadership Lead to Happy Workers? A Study on the Impact of Ethical Leadership, Subjective Well-Being, and Life Happiness in the Chinese Culture. *Journal of Business Ethics* , 513-525.
- Zineldin, M., & Hytter, A. (2012). Leaders' negative emotions and leadership styles influencing subordinates' well-being. *The International Journal of Human Resource Management* , 748-758.