How team helping influences abusive supervision and empowering leadership: The roles of team affective tone and performance

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Abstract

Leaders' perceptions of their teams are critical sources of contextual social information influencing leadership behaviors. In this paper, we extend affect-as-social-information theory to understand how and why team helping behaviors predict leaders' mistreatment of their teams in the form of abusive supervision and positive leader behavior in the form of empowering leadership, both through leaders' perceptions of team positive affective tone. In addition, based on social information processing, we examine the cue of leaders' perceptions of team task performance as a factor that helps us understand when the relationship between positive affective tone and leadership behaviors may be attenuated. In two text-based scenario studies, a video-based scenario study, and a multi-source field study, we found evidence that team helping behavior is antecedent to abusive and empowering leadership behaviors, and that this relationship is fully mediated by leaders' perceptions of team positive affective tone. Moreover, our results support team task performance as a factor that decreases the degree to which affective tone is related to abusive supervision. We discuss our findings as a caution to scholars' assumptions about the directionality of leader-team influence, emphasizing the need to acknowledge upward effects in workplace mistreatment research in the leader-team relationship.

Mistreatment of employees in the workplace is a pervasive problem with significant consequences for both employees and their organizations (Tepper et al., 2008). This behavior is particularly problematic when it originates from leaders: organizational behavior scholars have for about twenty years used the construct abusive supervision (Tepper, 2000) to examine the display of sustained, hostile verbal and nonverbal leader behaviors over time. Growing evidence has shed light on the many follower consequences of abusive supervision (Mawritz et al., 2012; Schyns & Schilling, 2013) including unfavorable team outcomes (Farh & Chen, 2014), negative employee attitudes and behaviors (Avey et al., 2014; M. S. Mitchell & Ambrose, 2012), and poor performance (Aryee et al., 2007; Xu et al., 2012). While much research attention has been devoted to the outcomes of abusive supervision, less has focused on why it occurs (Tepper, 2007), potentially helping scholars and practitioners alike to understand, detect, and even prevent its occurrence.

In this series of studies, we examine one reason how and why abusive supervision emerges, offering a new, team-centric explanation. Downward influence is often the assumed direction of power relationships in organizations, where leaders' behavior is viewed as the catalyst for followers' and teams' attitudes and behaviors (Day, 2012; Lee et al., 2018; Martinko et al., 2013). But research has examined reciprocal behaviors (Kluemper et al., 2018; Lian et al., 2014) and other patterns of relationships between individual employees and leaders, including employee factors as antecedent to leader mistreatment. Although teams are an important part of leaders' environments critical to leader success (Decoster et al., 2014; Dierdorff et al., 2011; Hu & Liden, 2011; Zaccaro et al., 2001), little if any research attention has been paid to the predictive influence team processes and the resulting emergent states (Marks et al., 2001) have on leaders' behaviors (Wang et al., 2014). In this way we test the influence of the team the leader

supervises as an upward explanation for abusive supervision. Alongside abusive supervision, we focus on teams' influence on leaders' positive, empowering leadership behavior. Empowering leadership is where a leader promotes autonomous decision making, delegates authority, shares information, and asks followers for input (Kirkman & Rosen, 1999). It results in significant positive outcomes at both the team and individual levels including task performance, citizenship behaviors, and creativity (Lee et al., 2018).

Our model examining team antecedents to negative and positive leadership behavior specifically predicts that the behavior of teams acts as a cue for leaders about the teams' affective tone which, in turn, provides leaders with information concerning their teams that influences the leaders' behaviors. Affective tone is defined as the interactions of group members which generate mood at the group level (Burke et al., 1989). In evaluating the influence of affective tone, we utilize emotions as social information theory (Van Kleef et al., 2015) which explains how the emotional expressions of others serve as social information influencing observers' behavior. Leaders' social environments provide contextual cues (e.g., the observations of team members' interactions) which are used to interpret and make sense of events and people, infer affect, and influence behaviors (Salancik & Pfeffer, 1978; Van Kleef, 2009). We test how the influence of team helping behavior on leaders' perceptions of team positive affective tone is associated with abusive and empowering leadership, respectively (Figure 1). Teams viewed as lower in positive affective tone (Zhang & Bednall, 2015) indicate to leaders the team is interacting poorly and members are unlikely to support one another (Tepper et al., 2006). Applying a perpetrator predation framework (Cortina, 2017; Cortina et al., 2018) to the team level, lower positive affective tone predicts mistreatment of the team in the form of abusive supervision (Tepper, 2000). On the other hand, higher levels of positive affective tone indicate to

the leader that team members are experiencing positive and supportive interactions, which should provide an environment for empowering leadership (Conger, 1989). Finally, our model considers how an additional type of contextual information about the team, leaders' assessment of team task performance (Rotundo & Sackett, 2002), interacts with perceptions of affective tone to influence the effect of team helping on leader behaviors. We expect that leaders' evaluations of high team task performance will moderate perceptions of team positive affective tone in such a way that higher levels of team task performance will reduce the impact that positive affective tone has on both abusive supervision (Mawritz et al., 2012) and empowering leadership (T. B. Harris et al., 2014). Leaders will use this observable cue, that is high performance, in combination with the affective cue (team positive affective tone) in determining how to act toward the team.

We test our model in four studies. First, we evaluate the effect of team helping behavior on leader perceptions of team positive affective tone in a text-based experimental scenario study. Second, also in a text-based experimental scenario study, we test the effect of positive affective tone on empowering leadership intentions. Third, in a video-based experimental scenario study, we test the full moderated mediated model. This includes helping, affective tone, and the outcomes of abusive and empowering leadership, as well as the moderating effect of high and low team performance at the second stage of the mediation. Finally, we again test the full moderated mediation model in a field study of 75 teams across five organizations.

Insert Figure 1 about here

The set of studies presented here answers the recent call from teamwork scholarship (Driskell et al., 2018) to examine the relationships between team processes (e.g., helping behavior), emergent states (e.g., positive affective tone), and outcomes (e.g., leader behaviors). Specifically, this paper examines the team process of helping behavior and resulting leader affective perceptions as contextual and relational antecedents to leadership and is the first we know of to acknowledge and test the upward influence of teams in this fashion. We contribute to work on how the emergent state of affective tone provides social cues which influence behavior in organizational settings—emotions as social information (W. Liu et al., 2015; Van Kleef, 2009)—by demonstrating that perceptions of affective tone at the team level function in a similar fashion to the individual level. Finally, we add to the nascent research examining abusive and empowering leadership as outcomes of team processes and emergent states, asking when and why supervisors engage in employee mistreatment and positive leadership.

Theoretical Background and Hypotheses

Team Helping Behavior as Social Information

Leaders of teams face ambiguities (Gibson et al., 2009) because they supervise multiple individual team members with unique characteristics who engage in dynamic interactions with one other. This presents the leader with unclear and incomplete information. Because of this imperfect information, leaders rely on cues to draw conclusions and inform behaviors (Salancik & Pfeffer, 1978). According to emotions as social information theory (W. Liu et al., 2015; Van Kleef, 2009), leaders may witness observable, primary social cues which foster secondary, cognitive cues about the target's emotions or affect, which, in turn, prompt leader behavior. We focus on the primary cue of team helping behavior which, unlike cognition or attitudes, is openly observable (Spector et al., 2010). It is defined as discretionary behavior (Organ, 1997) focused

on the team as a whole or on other team members as individuals (Sparrowe et al., 2006; Williams & Anderson, 1991). Helping is valuable to team effectiveness (Ehrhart, 2004; Organ, 1988; Podsakoff et al., 1997) and the success of organizations (Podsakoff et al., 2000). And because it falls outside of employees' task assignments, teams can exhibit much variation in how, when, or if they choose to engage in helping (Organ, 1988, 1997), making it a salient social cue for team leaders. Moreover, because leaders are less likely to actively direct teams to engage in helping behaviors as compared to directing their in-role behavior, leaders are less likely to perceive helping as forced or inauthentic (Organ, 1997). As such, helping behavior is a good reflection of observable factors that originate from the team itself instead of requirements the leader has placed upon the team (Organ, 1997).

Leaders' observations of team helping behavior and the information this conveys is the primary cue to leaders, according to EASI. Leaders who observe higher levels of helping behavior from their teams will expect that behavior to be accompanied by higher levels of positive affect (i.e., the secondary cue) in the team (J. Liu et al., 2013). Applying the EASI framework, helping indicates proactive and positive intra-team interactions (Organ, 1997; Podsakoff et al., 1997, 2000) which generate for the leader a team-level mood perception. Previous research has demonstrated the correlation between positive affect and helping behaviors, often positioning positive affect to precede helping, or evidencing reciprocal effects (D. S. Carlson et al., 2013; M. Carlson et al., 1988; Kim et al., 2013; Toegel et al., 2007). As our focus is on leader perceptions of teams, we posit that levels of less observable positive affective tone are signaled by more observable helping behavior, based on the behavior-affect link predicted in EASI. And, we test leader perceptions of positive rather than negative affective tone,

as even low levels of helping are a positive team behavior and likely linked to a positive (rather than a negative, e.g., Venkataramani & Dalal, 2007) mood perception by leaders.

Hypothesis 1: Team helping behavior will positively impact leader perceptions of team positive affective tone.

Team Affective Tone and Abusive Supervision

Whereas helping behavior supplies an observable, primary social cue for leaders, it is the resulting perceptions of the teams' affective states that influence those leaders' behaviors (Salancik & Pfeffer, 1978). We argue that leaders' perceptions of low levels of positive affective tone may lead to higher levels of abusive supervision. In previous studies, the social environment, including follower characteristics and behaviors (e.g., Burton et al., 2012; Hoobler & Brass, 2006), has been shown to elicit abusive supervision. Similar to responses to individual subordinates, we argue that team level characteristics and behaviors—here, low positive affective tone in the team—can be a source of irritation and stress for leaders (Burton et al., 2012; Fox & Spector, 1999), prompting abusive supervision. Related research at the individual level found that supervisors who perceived poorer coworker relations tended to engage in abusive supervision either as a coping function or as a way of retaining control over others (K. J. Harris et al., 2011).

Yet our theorizing does not "blame the victims" (here, the team) for their own mistreatment. Rather than calling on victim precipitation reasons for workplace mistreatment (e.g., Aquino & Byron, 2002), we apply a perpetrator predation framework at the team-level to explain the link between team helping, team affective tone, and abusive supervision. Cortina's (2017) perpetrator predation framework places the responsibility for aggressive acts on the perpetrator (p. 127), that is, the leader, but acknowledges that factors such as team behavior can

be identified which may prompt the perpetrator to act aggressively. In this vein, research has shown that when leaders view teams negatively, those leaders are increasingly likely to respond in aggressive and abusive ways (Harvey & Harris, 2010; Tepper et al., 2011). Pairing this with EASI, our model is predicated on leaders' perceptions: the primary social cue of leaders' perceptions of team helping behavior and the resulting secondary social cue of leaders' perceptions of positive affective tone. Lower levels of intra-team functioning (Barsade, 2002; George, 1995; Hmieleski et al., 2012) such as lower group coordination (Sy et al., 2005) and cooperation (Barsade, 2002)—i.e., lower helping behaviors—will cue leaders' perceptions of lower positive affective tone, prompting their likelihood of engaging in abusive supervision. So, from a perpetrator predation framework (Cortina, 2017), it is not the team itself who elicits the leader's abusive behavior, but rather the leaders' perceptions of the team's behavior and affect that does. In this way, lower (higher) levels of team positive affective tone link lower (higher) team helping behavior to more (less) abusive supervision.

Hypothesis 2a: Perceptions of team positive affective tone will mediate the negative relationship between team helping behavior and abusive supervision behavior.

Team Affective Tone and Empowering Leadership

Empowering leadership has become an important focus area in teams research (Seibert et al., 2004). As leaders empower teams, they give those teams more control over the success and failure of company, group, and individual goals important to those leaders. Over time, and as teams mature, leaders shift their roles from directing teams to fostering team self-management (Zaccaro et al., 2001). But leaders assume increased risk when engaging in empowering behaviors (Hakimi et al., 2010). This focus on moving decisions and authority from leaders to teams increases the importance of social informational cues from those teams, because leaders

must believe that teams are ready for and will positively respond to empowerment for leaders to risk engaging in this leadership style (Ahearne et al., 2005).

As argued above based on EASI, team positive affective tone is a secondary social cue resulting from team helping. Based on social information processing, higher levels of positive affective tone are indicative of higher levels of intra-team functioning (George, 1995; Hmieleski et al., 2012; Kaplan et al., 2009), particularly cooperation (Barsade, 2002) and coordination (Sy et al., 2005). Barsade and Gibson (1998) found that the emotional state of a team signals how far a team has progressed toward effective team functioning. If leaders perceive their teams positively, and thus more reliably able to meet the goals of the team and leader, those leaders will be more likely to engage in empowering leadership behaviors (Hakimi et al., 2010). Hence, leaders' perception of higher (lower) levels of positive affective tone cued by teams with higher (lower) levels of helping behavior will, in turn, lead to higher (lower) levels of empowering leadership behaviors.

Hypothesis 2b: Perceptions of team positive affective tone will mediate the positive relationship between team helping behavior and empowering leadership behavior.

The Moderating Influence of Team Task Performance

We propose that leaders' perceptions of team task performance provide an additional source of information, partially determining leader behavior. Team performance is highly salient to leaders as it is a direct measure of the leader's own performance in organizations. As Zaccaro et al. (2001, p. 454) summarize, if the team is successful, then the leader is judged as effective. As an observable, highly salient cue to leaders, high team task performance may mitigate the more cognitive influence of positive affective tone on leader behaviors (Mackenzie et al., 2011; Zaccaro et al., 2001). That is, leaders' perceptions of team task performance add additional

information to the cue of affective tone that alters the nature of the relationship between affective tone and leader behavioral outcomes. In support of this, task performance has been shown to moderate the relationship between environmental cues and leader judgments, such that high performing followers benefit from favorable leader performance impressions (Kluemper et al., 2019). In sum, the cue of team task performance interacts with the secondary cue of team affective tone, such that when leaders believe their team to be high (low) performing, team affect has a stronger (weaker) impact in determining how they should act toward the team.

Hypothesis 3a: Team task performance will moderate the relationship between team positive affective tone and abusive supervision such that this relationship will be weaker (stronger) when team task performance is high (low).

Hypothesis 3b: Team task performance will moderate the relationship between team positive affective tone and empowering leadership such that this relationship will be weaker (stronger) when team task performance is high (low).

Taken together, all previous hypotheses suggest a moderated mediation model. We called upon EASI to explain our mediation hypotheses. But our model also goes beyond EASI to acknowledge that, as argued above, another type of behavioral judgment leaders commonly make regarding followers is about the quality of their performance. Because team task performance, in contrast to team helping behavior, is a required behavior with clearly defined criteria, it is less likely than helping behavior to cue leaders' perceptions of team affective tone. Rather, task performance as a visible, often quantifiable, direct representation of team level functioning (LePine et al., 2008; Rotundo & Sackett, 2002) and, we suggest, is likely to qualify the effects of the more subtle cue of team positive affective tone (stemming from team helping

behavior) on outcomes. Hence, we theoretically position this ordering of variables in our moderated mediation model.

Hypothesis 4a: The relationship between team helping and abusive supervision through team positive affective tone will be moderated by team task performance, such that this relationship will be weaker (stronger) when team task performance is high (low).

Hypothesis 4b: The relationship between team helping and empowering leadership through team positive affective tone will be moderated by team task performance, such that this relationship will be weaker (stronger) when team task performance is high (low).

Methods

Analytic Approach

We tested these hypotheses using two scenario-based experiments, a video-based scenario, and a multi-source field study. In scenario studies 1 and 2, we manipulated antecedent and mediating variables while examining outcomes. Given the perceptual nature of the relationships in our model, we conducted these studies to provide initial evidence in support of the attributional processes involved in our hypotheses as well as to strengthen our causal arguments[1]. In Study 1, we examined the causal relationship between team helping behavior and leader perceptions of team affect. This addressed Hypothesis 1 and has implications for the first stage of the mediation outlined in Hypotheses 2a and 2b. Then, in study 2, we examined the causal relationship between perceptions of team affective tone and empowering leadership. This contributed to the examination of the mediating relationships outlined in Hypothesis 2b. Study 3 tested our hypotheses by utilizing video-based scenarios[2] in which experienced team leaders

[1] The descriptions of team helping and team positive affective tone provided to participants can be found in the appendix.

[2] Links to these videos can be found in the appendix.

viewed video-recorded team interactions and leader feedback, and then provided written feedback to these team members. Trained subject matter experts rated the written feedback generated by study participants. This contributed to the ecological validity of our scenario approach and allowed us to evaluate our full model in a controlled study. Finally, study 4 was a multi-source field study which established stronger external validity of our results (Greenberg & Tomlinson, 2004). In this final study we again examined the full model outlined by our stated hypotheses.

Study 1

Participants. We invited 148 undergraduate students (average age of 22.61 years, 52% male, 33% White/European American, 10% Black/African American, 27% Latina/o, and 27% Asian/Asian American) from a large Midwestern United States university to participate in the study and assured them of the anonymous nature of their responses. Participants were given extra credit in their classes in exchange for participation. To ensure the integrity of the data, we added a careless responder item to the survey which asked the participants to choose a particular response option. Participants who did not choose the correct option for the careless responder item or who did not respond to the measures used were excluded from the study results. This left an 88% response rate, or 130 participants. Fifty seven percent of participants were male, with a mean age of 22.61 years (*SD* = 5.59 years). Their average full- or part-time work experience was 51.52 months (*SD* = 62.45 months) and managerial experience was 16.64 months (*SD* = 27.63 months). These participants were randomly assigned to a between-subjects design where team helping behavior was manipulated to be either low (N = 64) or high (N = 66).

Procedure. The study was announced in class and participants were provided with a URL that would take them to the survey. Here they were informed that their participation was

voluntary and that their responses would be anonymous. They were given four days in which to complete the survey if they so desired. Participants were instructed to imagine that they were the manager of a team and were presented with a description of their team's behavior over the past 3 months. In the high helping behavior condition, team members were described as readily helping those around them with work and non-work problems. In the low helping behavior condition, team members were described as focusing mostly on their own work and leaving the responsibility of offering help to fellow team members to the manager. In both conditions, descriptions of the team's task performance and affective tone were held constant. This provided a scenario where the team's helping behavior was manipulated while task performance and the direct description of affective tone were not changed, so that any variance in perceptions of affective tone could be attributable to cues from variance in helping behavior (see scenarios in the appendix).

Measures. After reading the scenario, participants were asked to complete a survey measuring the following constructs on a 7-point Likert scale.

Positive affective tone. Leaders reported their perceptions of their team's positive affective tone using a 10-item scale developed by Burke, Brief, George, Roberson, and Webster (1989). Items were prefaced with, "Please describe your perceptions of how your team members have felt at work in the past three months." Sample items are: "active" and "sluggish." (α = .91)

Team helping behavior (manipulation check). Participants reported their team's helping behavior using a 5-item scale developed by Ehrhart (2004). A sample item from the scale is "Team members help others who have heavy workloads." (α = .92)

Results. Prior to testing the hypotheses, we verified that the constructs showed reliability and validity. The reliabilities reported above were assessed by Cronbach's alpha for each

construct using SPSS 22.0. Other analyses were accomplished using MPlus 7.2. Goodness of fit of the models was evaluated by examining multiple fit indices: RMSEA, CFI, TLI, and SRMR.

The means, standard deviations, and correlations among the study variables can be found in Table 2. Divergent validity was established through analysis of cross loadings of indicators onto latent variables and analysis of the average variance extracted (Fornell & Larcker, 1981). When all constructs were factor analyzed with their indicators, all indicators loaded onto the expected construct and no indicator cross loaded onto any other construct. In addition, all constructs showed acceptable average variance explained scores of greater than .5 and greater than the shared variance between constructs. The full measurement model of all study constructs showed acceptable fit and an alternative model combining helping behavior and affective tone did not show better fit (see Table 1).

Insert Table 1 about here

An ANOVA on helping behavior showed a significant effect for the case of high (M = 5.62, SD = 1.17) versus low (M = 4.98, SD = 1.32) helping behavior, $F(1, 128) = 8.39$, $p = .004$, $\eta^2 = .06$. This established that the study's manipulation was successful and allowed us to analyze the effect that team helping behavior had on the leaders' perceptions of team positive affective tone. An ANOVA on positive affective tone showed a significant effect for the case of high (M = 5.06, SD = 1.09) versus low (M = 4.44, SD = 1.15) helping behavior, $F(1, 128) = 9.98$, $p = .002$, $\eta^2 = .07$. This showed that participants perceived their teams as having higher levels of positive affective tone when team helping behavior was high versus when team helping behavior was

low, supporting Hypothesis 1 and providing partial support for the mediation effect in Hypotheses 2a and 2b.

Study 1 indicates that team helping behavior affects leaders' perceptions of team positive affective tone, providing support for the causal nature of the relationship between helping behavior and perceptions of positive affective tone.

Insert Table 2 about here

Study 2

Participants. We invited 142 undergraduate students (average age of 22.31 years, 60% male, 33% White/European American, 6% Black/African American, 31% Latina/o, and 26% Asian/Asian American) from a large Midwestern United States university to participate in the study and assured them of the anonymous nature of their responses. Participants were given extra credit in their classes in exchange for participation. To ensure the integrity of the data, we added a careless responder item to the survey that asked the participants to choose a particular response option. Participants who did not respond to the constructs used in this study or who did not choose the correct option for the careless responder item were excluded from the study results. This left 123 participants (87%). Fifty-nine percent of participants were male, with a mean age of 22.31 years (*SD* = 5.69 years). They averaged full- or part-time work experience of 36.14 months (*SD* = 31.90 months) and managerial experience of 14.82 months (*SD* = 33.08 months). Participants were randomly assigned to a between-subjects design where team positive affective tone was manipulated to be either low (N = 61) or high (N = 62).

Procedure. Unless specified, the procedures and analytic approach were the same in Study 2 as in Study 1. In the high team positive affective tone condition, team members were described as excited and enthusiastic. In the low team positive affective tone condition, team members were described as tired and exhibiting a lack of excitement. In both conditions, the team's task performance and helping behavior were described the same—neutrally. This provided a scenario where the team's positive affective tone was manipulated while its helping behavior and performance were held constant (see scenarios in the appendix). Team helping behavior was measured in this study to establish that participants responding to the provided scenarios viewed positive affective tone and helping behavior as separate constructs.

Measures. After reading the scenario, participants were asked to complete a survey measuring the following constructs on a 7-point Likert scale.

Team helping behavior. Same as Study 1 (α = .91).

Positive affective tone (manipulation check). Same as Study 1 (α = .93).

Empowering leadership. Using a 12-item scale developed by Ahearne, Mathieu, and Rapp (2005), participants reported on the likelihood that they would engage in empowering leadership behaviors with their team going forward. A sample item is "Make more decisions together with your team." (α = .87)

Results. Reliability and validity were verified the same way as in Study 1, returning similar results. The full measurement model of all study constructs showed acceptable fit and alternative models combining helping behavior and affective tone did not show better fit (see Table 1). An ANOVA on positive affective tone showed a significant effect for the case of high (M = 5.18, SD = 1.11) versus low (M = 4.17, SD = 1.28) positive affective tone, $F(1, 121) = 21.90$, $p < .001$, $\eta^2 = .15$. This result established that the study's manipulation was successful and

allowed us to analyze the effect that positive affective tone had on leaders' perceptions of team helping behavior and on intended leader behaviors.

The means, standard deviations, and correlations among the study variables can be found in Table 3. An ANOVA on leaders' expectations of engaging in empowering leadership behaviors with their team showed a significant effect for the case of high (M = 5.67, SD = 0.78) versus low (M = 5.27, SD = 0.86) perceptions of positive affective tone, $F(1, 121) = 7.16$, $p = .009$, $\eta^2 = .06$. When leaders perceived higher levels of team positive affective tone, they reported they would engage in increased levels of empowering leadership behaviors, providing partial support for Hypothesis 2b.

Insert Table 3 about here

Study 3

Participants. Participants with experience leading teams in a work environment were recruited from MBA classes in a large Midwestern United States university and through invitations posted on social media outlets (i.e., Facebook and LinkedIn) to participate in the study and assured of the anonymous nature of their responses. Participants who completed the survey were either provided extra credit towards their class or entered into a lottery for an Amazon gift card, depending on circumstance. In total, 428 participants opted to begin the study with 167 meeting our quality control checks (see below). This left 39% who provided complete responses. Forty-one percent of the 167 participants were male, with a mean age of 28.64 years (SD = 10.72 years). Their average hours worked per week was 28.16 hours (SD = 18.10 hours). Participants were .6% American Indian/Alaskan Native, 30.2% Asian/Asian American, 9.4%

Black/African American, 16.4% Hispanic or Latina/o, 37.7% White/European American, and 5.7% other. These participants were randomly assigned to a 2 x 2 between-subjects design where team helping behavior and feedback for team performance were manipulated with each condition containing between 39 and 42 subjects.

Procedure. In order to provide ecological validity for the study, we created two sets of video clips: one where participants would watch their team engage in either high or low helping behaviors and a second where participants would be informed by their leader that their team has been performing either well or poorly (example screen shots provided in the appendix). To create the video clips, we auditioned experienced actors. In the auditions, prospective actors were informed of the nature of our experiment and the roles we required. They were then given segments of brief scripts which the authors prepared for the scenes and asked to "cold read" various parts. Of 16 actors who applied for the roles, we selected three to play the parts of team members and one to play the part of the participants' supervisor providing feedback on team performance. The authors created scripts for video segments based on Ehrhart's (2004) 5-item team helping scale and Conger, Kanungo, and Menon's (2000) 5-item task performance scale. Hired actors were provided with a full script to rehearse in advance and were asked to provide feedback to improve the believability of the interactions. Finally, the authors hired a video production studio to provide location, filming, and post-production services.

Team helping video clip (2 conditions): To capture the high and low conditions for the various helping behaviors outlined in Ehrhart's (2004) team helping scale, three separate scenes containing either high or low team helping interactions were filmed for each condition and edited into a single video clip of approximately 3 minutes. These scenes contained three actors in the roles of team members interacting in a typical work environment. In the high helping condition,

actors engaged in helping behaviors directed towards their coworkers. In the low-helping condition, actors refrained from engaging in helping behaviors when placed in the same situations. Actors were directed to maintain a consistent level of affect across both conditions, altering only their behavior.

Leader performance feedback video clip (2 conditions): To capture the high and low team performance conditions as outlined in Conger, Kanungo, and Menon's (2000) task performance scale, an actor delivered participants' feedback on the team's performance in a video clip of approximately one minute in length. In the high team performance condition, the leader recounted positive performance feedback from both customers and coworkers, informed the participants of a resulting increased in an upcoming bonus, and expressed gratitude towards the participant and the team. In the low team performance condition, the leader recounted negative performance feedback from both customers and coworkers, informed the participants of a loss of an upcoming bonus, and expressed displeasure towards the participant and the team.

Subjects: The subjects were told to put themselves in the position of a leader of the team and were informed that they would be evaluated on their ability to successfully lead the team. Each survey contained two of the four video clips described above, depending on the experimental condition. After watching either the high or low team-helping video (independent variable), participants reported the level of helping behavior (manipulation check) and the level of positive affective tone (mediating variable) exhibited by the team. Then participants watched a second video consisting of either positive or negative leader feedback on the participant's team's performance (moderating variable). After this video, participants reported team performance (manipulation check). They were further instructed to write one paragraph of at least 100 words for each of their three team members (three paragraphs in all) describing the constructive

feedback they would provide each individual team member. Participants were then told that their team was given an important new assignment and asked to write a fourth paragraph of at least 100 words describing how they would handle their team with regards to this assignment. Participants who did not provide the four 100-word paragraph written responses were removed from the study. All subjects were told that they would receive a brief analysis of their responses at the end of the survey.

Expert raters: In order to assess the levels of abusive and empowering leadership exhibited by participants towards their teams (as they described in their written paragraphs), we trained three content experts who, without knowledge of the study design or the conditions involved, analyzed the four paragraphs provided by each participant and rated the extent to which abusive supervision or empowering leadership was reflected in those descriptions. Before rating participants' responses, raters were trained by one of the researchers using multiple hypothetical written responses. Raters were then given the opportunity to discuss amongst themselves the rationale for the ratings they provided in an effort to increase rater reliability. Finally, before beginning the task of rating participants' responses, raters were instructed to conduct all ratings independently from the other raters and to engage in no more than one hour of rating per day in order to avoid rater fatigue.

Measures. Participants were asked to complete a survey measuring the following constructs on a 7-point Likert scale.

Team helping behavior (manipulation check). Same as Studies 1 & 2 (α = .99)

Positive affective tone. Same as Studies 1 & 2 (α = .95)

Team performance. Participants reported their team's performance using a 5-item scale by Conger, Kanungo, and Menon (2000). Items were prefaced with "After watching the above

feedback video, indicate the extent to which you agree or disagree with each statement about your team depicted in the videos." A sample item is "My team has high work performance." (α = .99)

Abusive supervision. After reading the four paragraphs provided by participants as described above, our raters reported the extent to which abusive supervision items from Tepper's (2000) scale were reflected in the written paragraphs. In order to determine which items were relevant to our scenario and were, therefore, submitted to the raters, each author of this paper independently rated each item as relevant or not relevant to the scenario. Disagreements were resolved via discussion. We eliminated 6 items from the original 15-item scale which were not relevant to written paragraphs in our scenarios (e.g., we excluded "gives me the silent treatment"). All items we included from the abusive supervision scale (Tepper, 2000) are included in the appendix. Raters were instructed to "Please rate the extent to which you agree that the participants' responses contain an indication of each of the items listed below." The items were introduced with "This leader's team member might perceive that he/she…" for example, is being told his or her "thoughts or feelings are stupid" or he or she "is incompetent." Examples of participant responses rated high on abusive supervision were "I have never seen such a bad employee," "Is this a cultural thing, a laziness thing, lack of training, something else?" and "If you ever want to see your family again you will fix this. It is not often I give second chances so you should consider yourself very very very very lucky. Now get out of here before I change my mind and fire you from this company." (α = .98)

Empowering leadership. The same procedure described above for abusive supervision was followed for empowering leadership. Expert raters reported on the extent to which 11 empowering leadership items from Ahearne, Mathieu, and Rapp's (2005) 12-item scale were

reflected in the written paragraphs. Item 12 ("allow them to make important decisions quickly to satisfy customers' needs") was eliminated because our scenarios did not include customers. A sample item is "makes many decisions together with them." Examples of participant responses rated highly on empowering leadership items are "I am comfortable assigning the team a lot of work, knowing that they will help each other if one of them starts to feel overloaded," "The next important task we have, I will put you in charge," and "Even though this is a particularly important assignment, I have no worries giving the team most of the responsibility. I need to keep the trust on the team high. I will stay involved with the team and in the project, but I will try not to micro manage them." (α = .97).

Results. The means, standard deviations, and correlations among the study variables can be found in Table 4. Interrater reliabilities among the three trained raters of the subjects' written responses (that is the degree to which they rated the subjects' responses as reflective of abusive and empowering leadership, respectively) were estimated using intraclass correlation coefficients (McGraw & Wong, 1996). The ICCs were .86 for abusive supervision and .73 for empowering leadership, demonstrating a sufficient degree of rater agreement. The full measurement model (see Table 1) of all study constructs showed acceptable fit. In order to examine whether abusive and empowering leadership were viewed as separate constructs and not as two ends of one continuum, we analyzed the measurement model with these two constructs combined, which showed worse model fit.

Insert Table 4 about here

An ANOVA on helping behavior showed a significant effect for high (M = 6.07, SD = 1.23) versus low (M = 2.70, SD = 1.95) helping behavior, $F(1, 164) = 179.42$, $p < .001$, $\eta^2 = .52$. This result established that the study's helping behavior manipulation was successful. We proceeded to analyze the effect that differences in helping behavior have on leaders' perceptions of team positive affective tone. An ANOVA on positive affective tone showed a significant effect for high (M = 5.30, SD = 1.13) versus low (M = 3.29, SD = 1.38) helping behavior, $F(1, 164) = 105.99$, $p < .001$, $\eta^2 = .39$, supporting Hypothesis 1.

We analyzed the role of team positive affective tone in mediating the relationship between helping behavior and the outcomes of abusive and empowering leadership, the moderating effect of team level performance on the second stage relationships, and the full moderated mediation relationship from team helping behavior to leadership outcomes utilizing the conditional process modeling (PROCESS) macro for SPSS (Hayes, 2012) with a bias-corrected bootstrap of 10,000 resamples. All results are reported with 95% confidence intervals. The indirect effect of helping behavior on abusive and empowering leadership through team positive affective tone can be found in Table 5. The indirect effects were significant for both abusive and empowering leadership, supporting Hypotheses 2a and 2b. Next, we tested the moderating effect of team performance on the relationship between team positive affective tone and the outcomes of abusive and empowering leadership (see Table 6). Team task performance moderated the relationship between team positive affective tone and abusive supervision, supporting Hypothesis 3a. However, team task performance did not moderate the relationship between tone and empowering leadership, failing to support Hypothesis 3b. The results for our test of the conditional indirect effect (i.e., helping behavior on abusive and empowering leadership through positive affective tone with team level performance moderating these

relationships at the second stage) can be found in Table 7. The conditional indirect effect (i.e., index of moderated mediation) was significant for the outcome of abusive supervision, supporting Hypothesis 4a. The conditional indirect effect for the outcome of empowering leadership was not significant, failing to support Hypothesis 4b.

Insert Table 5 about here

Insert Table 6 about here

Insert Table 7 about here

Study 4

Sample and Procedures. We collected data from firefighters and their immediate supervisors (lieutenants). Five fire departments in small- to medium-sized cities in the Great Lakes and southeastern regions of the United States were invited to participate. Paper surveys were distributed to 186 team members and 78 leaders, for a total of 264 surveys. Teams were small, distinct groups which consisted of a leader (usually a lieutenant, but occasionally a captain) and normally two to three firefighters who were deployed together on a truck or ambulance as assigned. For example, a team would often consist of a lieutenant as the team leader, a driver for the vehicle, and a firefighter, comprising a team leader and two followers. It was normal for teams to be together for at least one year. In our data, there was a one-to-one

relationship between the leader and the team (i.e., no leader reported on more than one team and no team member reported on more than one leader). Employees completed the surveys during their shifts and returned them directly to members of the research team. We received 255 surveys, excluding eight that were not sufficiently completed for analysis. This resulted in a total of 171 team members and 75 leaders included in the study (response rate = 94%), for a total of 75 teams. The high response rate may be attributed to firefighters and lieutenants completing the surveys while "waiting for a call," that is, they seemed to have ample time to devote to completing their surveys. Average age of team members was 38.33 years and average age of the leaders was 47.11 years. The sample was 98% male (which is common in firefighting), 89% White/European American, 10% Black/African American, and 1% Latina/o.

Measures. The response format for all items (except gender, age, and race) was 7-point Likert-type scales. Items were coded such that a higher score indicated a greater amount of the construct. To create team perceptions of leaders' empowering leadership and abusive supervision, we aggregated the individual constructs to the team level.

Positive affective tone. Same as in studies 1 and 2. (α = .90)

Team helping behavior. Same as in study 2. (α = .83)

Team performance. Leaders reported their team's performance using a 5-item scale by Conger, Kanungo, and Menon (2000). A sample item is "My team has high work performance." (α = .81)

Empowering leadership. Same as in study 2. (α = .93)

Abusive supervision. Team members reported their leader's abusive supervision behaviors using a 5-item scale developed by Mitchell and Ambrose (2007). A sample item is "(Our lieutenant) tells us our thoughts or feelings are stupid." (α = .92)

Results. The means, standard deviations, and correlations among the study variables can be found in Table 8. Because the data were collected across five different organizations from varying regions of the United States, and because we intended to analyze the data as a whole, it is appropriate to address the question of whether measures were equivalent across organizations before combining the samples into one analysis (Bensaou et al., 1999; Song et al., 2005). The number of study participants was insufficient to simultaneously analyze all indicators from the model in five separate organizations, but we were able to evaluate each construct individually across all organizations. All of the constructs met the threshold of factorial equivalence, establishing that the constructs measured similarly across organizations (Bensaou et al., 1999). Therefore, we were able to group the data from the different organizations together and proceed with model analysis. When all constructs were factor analyzed with their indicators, all indicators loaded onto the expected construct and no indicator cross loaded onto any other construct. In addition, all constructs showed acceptable average variance explained scores of greater than .5 and greater than the shared variance between constructs. The full measurement model of all study constructs showed acceptable fit (see Table 1). In order to examine whether abusive and empowering leadership were viewed as separate constructs and not as two ends of one continuum, we analyzed the measurement model with these two constructs combined, which showed worse model fit.

Insert Table 8 about here

As both the abusive and empowering leadership measures reflect a consensus among followers (Chan, 1998), interrater reliability of the follower rated abusive and empowering

leadership constructs were estimated using intraclass correlation coefficient one-way random effects model average measure reliability ICC (1) and one-way random effects model average measure reliability ICC (2; McGraw & Wong, 1996), and interrater agreement was estimated using within-group interrater reliability $r_{wg(j)}$ (Chan, 1998; James et al., 1984). The ICC(1)'s were .18 for abusive supervision and .18 for empowering leadership, suggesting a medium effect size from team membership (Murphy et al., 2014). The ICC(2)s were .34 for abusive supervision and .33 for empowering leadership. The $r_{wg(j)}$ scores for abusive supervision (M = .83, SD = .29) and empowering leadership (M = .86, SD = .27) demonstrated a sufficient degree of agreement among team members to aggregate the follower-rated constructs of abusive and empowering leadership in order to evaluate the indirect relationship of team helping behavior to each outcome variable as mediated by team positive affective tone and moderated at the second stage by team performance. We analyzed these relationships using ordinary least squares regression utilizing the conditional process modeling (PROCESS) macro for SPSS (Hayes, 2012) with a bias-corrected bootstrap of 10000 resamples. All results are reported with 95% confidence intervals. The indirect effects of helping behavior on leadership behaviors as mediated by team positive affective tone are presented in Table 9. These mediation analyses showed that positive affective tone mediated the relationship between team helping behavior and abusive supervision, providing support for Hypothesis 2a, but did not show that positive affective tone mediated the relationship between team helping behavior and empowering leadership, failing to providing support for Hypothesis 2b.

Insert Table 9 about here

Insert Table 10 about here

Next, we tested the moderating effect of team performance on the relationship between team positive affective tone and the outcomes of abusive and empowering leadership (see Table 10). The relationship between positive affective tone and abusive supervision was moderated by team task performance, supporting Hypothesis 3a. However, the relationship between positive affective tone and empowering leadership was not moderated by team task performance, failing to support Hypothesis 3b. The analyses for the conditional indirect effects of helping behavior on leadership behaviors as mediated by positive affective tone with team task performance moderating the second stage of the mediation relationship are presented in Table 11. These moderated mediation analyses show that team performance moderated the indirect effect of helping behavior on abusive supervision as presented in Hypothesis 4a. This interaction effect is presented in Figure 2. The moderated mediation analyses did not show that team performance moderated the indirect effect of helping behavior on empowering leadership as presented in Hypothesis 4b.

Insert Table 11 about here

Insert Figure 2 about here

Unlike the other studies presented here, which were constructed to present participants with manipulations and response opportunities in a particular order, the data in this field study were collected cross-sectionally. Moreover, as has been stated, we propose that the temporal order presented here represents an alternative relationship to the more well-studied causal ordering often presented in the literature (leader-to-follower). As such, it was appropriate to analyze potential alternative models. With the same ordinary least squares analysis used to evaluate our proposed model, we examined models which represent potential alternative explanations for the interaction of the model constructs. All results are reported with 95% confidence intervals. We first examined the potential influence leaders' behaviors might have on team positive affective tone through the mediating effect of team helping behavior. The indirect effect of abusive supervision on positive affective tone as mediated by team helping behavior was not significant (β = -.13, [-.29, .01]). Similarly, the indirect effect of empowering leadership on positive affective tone as mediated by team helping behavior was not significant (β = .09, [-.01, .19]). We next examined the influence that leader behaviors might have on team helping behavior through the mediating effect of positive affective tone. The effect of abusive supervision on team helping behavior as mediated by positive affective tone did show a significant mediation effect (β = .11, [-.22, -.02]), which is consistent with more traditional top-

down influences. The effect of empowering leadership behavior on team helping behavior as mediated by positive affective tone, on the other hand, was not significant (β = .06, [-.03, .16]). Finally, given the importance of team performance on many organizational outcomes and the importance of team helping behavior on team performance, we evaluated our original mediation model with team performance mediating the relationship between team helping behavior and our outcomes variables. The outcomes of both abusive supervision (β = -.09, [-.28, .18]) and empowering leadership (β = .04, [-.23, .27]) were not significant in this relationship. These results provide some evidence to help rule out alternative causal ordering of our hypothesized relationships.

Discussion

Applying an emotion-as-social-information perspective (W. Liu et al., 2015; Van Kleef, 2009) to the team level, the present research demonstrated that the affective tone leaders perceive in their teams, cued by observed team behaviors as well as team performance, may predict leadership behaviors. Through a series of four studies, we found that perceptions of team positive affective tone mediate the relationship between team helping behavior and abusive and empowering leadership. We further found a boundary condition of our EASI-related predictions: that higher team task performance (a salient behavioral observation) weakens the impact that leaders' perceptions of affect have on abusive supervision, but not on empowering leadership.

The results presented here suggest that team helping behaviors influence leader behaviors, via affective and behavioral leader perceptions of the team, improving our understanding of the upward influence of teams on leaders. The two scenario studies examining steps in this process helped to establish the direction of influence of the hypothesized relationships. The first of these, Study 1, showed that leaders perceived an increase in team

positive affective tone when team helping behavior increased. Study 2 showed that leaders' expectation to engage in empowering leadership behaviors increased with perceptions of team positive affective tone. Study 3 tested our full moderated mediation model in a controlled scenario-based experiment that enhanced the ecological validity of our model: we created videos of professional actors, recruited subjects with experience leading teams, and utilized trained raters who evaluated the degree to which paragraphs written in response to team helping behavior and performance by our subjects reflected abusive and empowering leader behaviors, respectively. Study 4, our field study, added external generalizability to our model. Our findings showed that when leaders perceived higher levels of team task performance, the indirect effect of team helping behavior on abusive supervision became weaker, supporting the hypothesized influence of team performance in the mediation relationship.

Contrary to Hypothesis 3b and 4b, we did not find an indirect effect or conditional indirect effect on empowering leadership consistently in either Study 3 or Study 4. Further review of this finding in light of existing leadership research suggests a possible explanation. Scholars have found abusive supervision to be a relatively affect-based behavior, as opposed to other leadership behaviors which are often formed through underlying cognitive processes (Lord & Emrich, 2000; Lord & Maher, 2002). Empowering leadership, with its focus on weighing risks (Hakimi et al., 2010) and the future development of followers and teams (Kirkman & Rosen, 1999), fits well as a cognitive-based leadership behavior. We suggest, therefore, that the affect-based process of team helping influencing leader behaviors through team positive affective tone, that is, EASI, may better explain a more affect-based leadership behavior, that is, abusive supervision, than the more cognitive-based empowering leadership. This explanation may be bolstered by the stronger relationship we found between team positive affective tone and abusive

supervision than between team positive affective tone and empowering leadership in our field study (see Table 8). This explanation may also be supported by research that finds strong relationships between other affect-based processes and affect-based outcomes. For example, helping behavior (an affect-based activity) leads to increased levels of affective trust among team members (Webber, 2008) and coworkers (McAllister, 1995; Salamon & Robinson, 2008). In sum, because abusive supervision is more affect-based, it may explain why our EASI predictions held for this leadership outcome and not for empowering leadership.

Theoretical Implications

Our findings contribute to the leadership literature by exploring team behavior as potentially antecedent to leader mistreatment as well as positive leadership. Previous research on empowering leadership and abusive supervision has largely focused on the outcomes, both positive and negative, of those leader behaviors (Kirkman & Rosen, 1999; Li et al., 2014; M. S. Mitchell & Ambrose, 2007; Wang et al., 2014). When follower behavior has been studied in relation to leader behavior, it is often from the viewpoint of how individual followers might adjust to or interact with that behavior (e.g., Howell & Shamir, 2005) and not how team behavior has a causal effect on the types of behavior that leaders direct towards their teams. As a result, the literature has not produced coherent knowledge regarding team behaviors influencing leader behaviors, nor the mechanisms by which these influences occur. Likewise, scholars have examined the positive and negative effects of helping behavior on various outcomes (Bergeron et al., 2013; Ehrhart, 2004), but these outcomes have not included investigations of how team helping behavior can shape the leadership environment within which the team operates. We demonstrated that team helping behavior attenuates the level of abusive supervision behavior in which leaders will engage. The well-established influence that leader behaviors have on follower

outcomes, and to a lesser extent, individual followers have on leader behaviors (Blanchard et al., 1993; Fiedler, 1971; Graen et al., 1982; House, 1971; Liden & Maslyn, 1998; Uhl-Bien et al., 2014) remains an important part of workplace dynamics. We stress, however, that scholars should not neglect the contextual role that teams play in shaping those leader behaviors.

We contribute to the EASI literature in two ways. First, we extended the emotions-as-social-information concept to include affect at the team level of analysis. Existing literature in this area, whether focused on emotions or on less discrete forms of affect like mood, has solely considered perceptions of an individual's affect (W. Liu et al., 2015; Van Kleef, 2009). We incorporated work by Burke et al. (1989) on group affective tone to investigate the perceived affective tone of the team as a source of information for the leader. Understanding how team behavioral cues influence leader behaviors through resulting perceptions of affective tone can help researchers better understand the multiple pathways of influence teams may exert on leader behavior. Second, we explicitly disentangled affect-related behaviors of the target from the perceptions of affect cued by those behaviors in a field setting. At the heart of affect-as-social-information theory is its focus on perceptions of affect as the force influencing the observer. Existing studies of this theory have either simultaneously modeled emotional expression as both behavior and its resulting perceptions (Van Kleef, 2009; Van Kleef et al., 2009, 2010), or have modeled perceptions of mood and affect without modeling the observed behaviors which lead to those perceptions (W. Liu et al., 2015, 2017). In this research we measured both teams' behavior and leaders' resulting perceptions of affective tone. By measuring these constructs separately, we clarify the effect team helping behavior has on leader behaviors distinct from the mediating role resulting leaders' perceptions play in that relationship.

Finally, we contribute to the teamwork literature by answering recent calls (Driskell et al., 2018) for further research on the relationships between team processes (e.g., helping behaviors), emergent team states (e.g., positive affective tone), and resulting outcomes (e.g., leadership behaviors).

Practical Implications

Mistreatment of followers by leaders is often seen as something that is arbitrarily inflicted upon followers (Priesemuth et al., 2014). However, leaders work closely with their teams (Day et al., 2006; Decoster et al., 2014), and more realistically, influence can flow in both downward and upward directions. Just as scholars caution leaders to behave in certain ways in order to elicit the best outcomes from their teams (Sharma & Kirkman, 2015; van Dierendonck & Nuijten, 2010), teams should be aware that their actions go beyond followership. Their behaviors help to shape their leaders' behaviors, and in doing so, impact and mold their own work environment (e.g., Ilies et al., 2005; Mauno & Kinnunen, 1999). This study suggests that teams whose members spend less time helping each other provide leaders with social cues indicating lower levels of positive affective tone and, ultimately, resulting in higher levels of abusive supervision. To minimize workplace mistreatment and obtain the best results from employees, organizations should consider the effort and resources they expend on fostering not only high quality leadership, but also strong and positive team dynamics. A human resources department and company culture which encourage teams to exhibit helping behavior can expect to reap returns directly from those behaviors (Ehrhart et al., 2006) and, as shown here, from resulting improved leader behaviors (Sharma & Kirkman, 2015).

Finally, our test of affect-as-social-information—that is, our disentangling of the primary behavioral cue (helping) from the secondary affective perception (positive affective tone)—has

practical implications. Organizations wishing to reduce leader mistreatment would have a difficult time teaching teams to model affective tone, but may have more success encouraging and training teams to engage in helping behavior. In this way, desired leadership outcomes can come not only from leadership development programs, as would be expected, but also from coaching desired behaviors in teams.

Limitations

The results of this study should be viewed in light of its limitations. The field study, Study 4, is cross-sectional, which allows us less confidence in the causal relationships between variables. However, it is important to note that we expect the psychological processes involved —observation of a primary cue, perception of a secondary cue, and influence of that secondary cue on behaviors—to develop nearly simultaneously such that a long time lag between primary and secondary cues is not supported by theory. This concern is further minimized by the results of three scenario-based experimental studies, which support the hypothesized causal direction. Furthermore, testing of alternative models placing the constructs of the field study in alternate relations with each other (e.g., by evaluating whether team performance mediated the relationship between team helping behavior and the outcomes of leader behaviors) also supported the ordering of constructs in our model.

The fact that studies 1, 2, and 3 were conducted in an experimental environment as scenario studies raises its own concerns. Specifically, it leaves open the question of the external validity of the causal results; that is, does this ordering of our process model generalize to organizations? Although we acknowledge this concern, recent work has demonstrated that experimental studies can produce externally valid results, especially for organizational behavior-related work (G. Mitchell, 2012) and this approach has been successfully used in other leadership

research (e.g., Burton & Hoobler, 2006). Furthermore, Study 3 featured more immersive scenarios involving trained actors in video clips and requiring participants to engage more deeply in those scenarios by providing lengthy written responses about their behaviors as leaders.

Finally, the composition of the field study requires some review. It consisted of lieutenants and their teams in fire departments. Because of the unique job environment of a firefighter, the generalizability of our findings to other types of organizations, such as corporate office environments, remains in question. Furthermore, the field sample was 98% male and 89% White/European American, which raises questions about its generalizability to other workers. Future research should investigate the extent to which these findings replicate in other organizational environments and outside of this particular gender and ethnic context. It may be of particular interest to investigate to what extent, if any, perceptions of affect-as-social-information might change in groups with a more diverse makeup. That is, are cues harder to decipher when differences within groups loom larger?

Future Research

Researchers treat helping behaviors and other forms of citizenship behaviors as if they are normally viewed positively by leaders (Podsakoff et al., 2000). Recent research has begun examining negative career and performance outcomes of these behaviors for followers (Bergeron et al., 2013; Bolino & Turnley, 2005). Extending this work, researchers should investigate in which situations, if any, team helping behavior is viewed negatively by leaders and what effect this has on perceptions of affective tone and consequent outcomes for teams. Teams exhibit many other behaviors and emergent states that are important to members, leaders, and organizations such as shared leadership, task and relationship conflict, or intra-team communication (Becker et al., 1996; Hoegl & Gemuenden, 2001). It may be instructive to

expand this work into the impact those team level behaviors may have on leaders' perceptions of team affect and resulting downstream outcomes. Extending those downstream outcomes of interest, there are theoretically and practically important leadership constructs beyond empowering leadership and abusive supervision, such as leader-member-exchange and servant leadership (Liden et al., 2008; Liden & Maslyn, 1998), which may provide fruitful applications of the affect-as-social-information approach. Moreover, although team performance is clearly a salient part of a leader's social environment and was investigated here as an important boundary condition, other important team-level phenomena (e.g., group conflict or shared leadership behaviors) may also provide critical boundary conditions to the influence of affective tone on leader behaviors. Finally, from a more leader-centric view, it may be important to investigate leader traits which may cause them to be more or less influenced by team behaviors.

Conclusion

Previous research on workplace mistreatment has largely ignored how and why teams can influence leader behaviors. The primary contribution of this research is to establish that, although leaders certainly do have influence on their teams, team behavior is an important relational and contextual factor predicting leaders' behaviors. Team helping behaviors and resulting perceptions of affective tone serve as important social informational cues in this regard. As such, we should approach the leader-team unit as a dynamic whole exhibiting bi-directional influence, rather than a one-way relationship.

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Table 1
Confirmatory Factor Analyses

Model	*df*	*χ2*	*Δ χ2*	*CFI*	*TLI*	*RMSEA*	*SRMR*
Study 1							
2-factor expected	87	154.040	1215.366	.95	.94	.077	.060
1-factor helping/PAT combined	90	744.623	624.783	.48	.40	.237	.192
Study 2							
3-factor expected	315	444.922	3291.615	.96	.96	.058	.071
2-factor helping/PAT combined	319	1371.997	2364.540	.69	.66	.164	.196
Study 3							
5-factor expected	725	1335.344	9927.229	.94	.94	.071	.072
4-factor AS/EL combined	732	3226.463	8036.110	.76	.75	.143	.102
Study 4							
5-factor expected model[a]	310	418.336	2312.864	.95	.95	.045	.052
5-factor expected model[b]	310	415.470	1328.912	.92	.91	.067	.065
4-factors: AS/EL combined[b]	318	802.210	942.172	.65	.62	.142	.108

Note: helping = team helping behavior, PAT = positive affective tone, EL = empowering leadership, AS = abusive supervision, [a] = full data set (N = 171), [b] = aggregated at team level (N = 75).

Table 2

Study 1 Means, Standard Deviations, and Correlations among Variables

	Variable	Mean	SD	1
1.	Helping behavior	5.31	1.27	
2.	Positive affective tone	4.77	1.16	.37**

Note. N = 130.

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

Table 3
Study 2 Means, Standard Deviations, and Correlations among Variables

	Variable	Mean	SD	1	2
1.	Helping behavior	5.46	1.12		
2.	Positive affective tone	4.65	1.30	.33**	
3.	Empowering leadership	5.45	.86	.55**	.31**

Note. N = 171.
* $p < .05$. ** $p < .01$.

Table 4

Study 3 Means, Standard Deviations, and Correlations among Variables

	Variable	Mean	SD	1	2	3	4
1.	Helping behavior [a]	4.42	2.34				
2.	Positive affective tone [a]	4.32	1.61	.76**			
3.	Team performance [a]	4.34	2.20	.23**	.19*		
4.	Abusive supervision [b]	2.02	1.01	-.16*	-.21**	-.32**	
5.	Empowering leadership [b]	3.30	.76	.13	.22**	.16*	-.74**

Note. N = 167, [a] = subject rated, [b] = rater rated.

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

Table 5

Study 3 Indirect Effects of Team Helping on Leader Abuse and Empowerment, via Team Affective Tone

Mediator variable model	Positive affective tone				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	2.02	.18	< .001	1.67	2.34
Team helping behavior	.52	.04	< .001	.45	.59
Outcome variable model	**Abusive supervision**				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	2.91	.23	< .001	2.45	3.36
Team helping behavior	.003	.05	.95	-.10	.11
Positive affective tone	-.20	.08	.01	-.35	-.05
Direct effect of team helping on leader abuse	.003	.05	.95	-.10	.11
Indirect effect of team helping on leader abuse	-.23	.08		-.39	-.07
Outcome variable model	**Empowering leadership**				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	2.89	.17	< .001	2.54	3.12
Team helping behavior	-.02	.04	.54	-.10	.05
Positive affective tone	.13	.06	.02	.02	.24
Direct effect of team helping on leader empowerment	-.02	.04	.54	-.10	.05
Indirect effect of team helping on leader empowerment	.21	.09		.03	.37

Note: N = 166; Bootstrap samples = 10,000

Table 6

Study 3 Effects of Team Affective Tone on Leader Abuse and Empowerment, Conditional on Team Performance

Outcome variable model	Abusive supervision				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	4.06	.39	< .001	3.29	4.82
Positive affective tone	-.32	.09	< .001	-.49	-.15
Team task performance	.33	.09	< .001	-.51	-.16
Interaction	.04	.02	.03	.01	.08
Outcome variable model	Empowering leadership				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	2.67	.30	< .001	2.08	3.26
Positive affective tone	.11	.07	.11	-.02	.24
Team task performance	.06	.07	.37	-.07	.20
Interaction	-.004	.01	.76	-.03	.02

Note: N = 166; Bootstrap samples = 10,000

Table 7

Study 3 Indirect Effects of Team Helping on Leader Abuse and Empowerment, via Team Affective Tone, Conditional on Team Performance

Mediator variable model	Positive affective tone				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	2.02	.18	<.001	1.67	2.34
Team helping behavior	.52	.04	<.001	.45	.59

Outcome variable model	Abusive supervision				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	4.09	.39	<.001	3.31	4.86
Team helping behavior	.04	.05	.46	-.06	.14
Positive affective tone	-.36	.10	<.001	-.57	-.16
Team task performance	-.34	-.09	<.001	-.52	-.16
PAT x team task performance	.04	.02	.02	.01	.08
Direct effect of team helping on leader abuse	.04	.05	.46	-.06	.14
Conditional Indirect Effects	*Coeff.*	*SE*		*LL*	*UL*
+1 SD	2.12	.04		-.22	-.06
Mean	4.33	.04		-.16	-.02
-1 SD	6.54	.04		-.13	.05
	Index	*SE*		*LL*	*UL*
Index of moderated mediation	.02	.01		.01	.04

Outcome variable model	Empowering leadership				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	2.64	.30	<.001	2.04	3.23
Team helping behavior	-.03	.04	.40	-.11	.04
Positive affective tone	.14	.08	.07	-.01	.30
Team task performance	.07	.07	.34	-.07	.20
PAT x team task performance	-.01	.01	.72	-.03	.02
Direct effect of team helping on leader empowerment	-.03	.04	.40	-.11	.04
Conditional Indirect Effects	*Coeff.*	*SE*		*LL*	*UL*
+1 SD	2.14	.03		.01	.13
Mean	4.34	.03		.01	.12
-1 SD	5.64	.04		-.02	.13
	Index	*SE*		*LL*	*UL*
Index of moderated mediation	-.003	.01		-.02	.01

Note: N = 166 teams; Bootstrap samples = 10,000; PAT = positive affective tone

Table 8
Study 4 Means, Standard Deviations, and Correlations among Variables

	Variable	Mean	SD	1	2	3	4	5
1.	Helping behavior[a]	5.97	.69		.43**	.68**	.21	-.37**
2.	Positive affective tone[a]	4.86	.92	.61**		.25*	.14	-.33**
3.	Team performance[a]	5.91	.62	.74**	.23*		.17	-.32**
4.	Empowering leadership[b]	5.55	1.13	.19*	.18*	.04		-.55**
5.	Abusive supervision[b]	1.86	1.19	-.27**	-.29**	-.20*	-.57**	

Note. Below the diagonal are correlations for all collected data points (N = 171), above the diagonal are correlations for team level means (N = 75), [a] = leader rated, [b] = follower rated.
* $p < .05$. ** $p < .01$.

Table 9

Study 4 Indirect Effects of Team Helping on Leader Abuse and Empowerment, via Team Affective Tone

Mediator variable model	Positive affective tone				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	1.01	.91	.27	-.80	2.83
Team helping behavior	.61	.15	< .001	.31	.92
Outcome variable model	**Abusive supervision**				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	4.94	.86	< .001	3.22	6.65
Team helping behavior	-.37	.16	.02	-.68	-.05
Positive affective tone	-.20	.11	.07	-.42	.02
Direct effect of team helping on leader abuse	-.12	.07	.02	-.68	-.05
Indirect effect of team helping on leader abuse	-.12	.07		-.27	-.001
Outcome variable model	**Empowering leadership**				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	4.14	.77	< .001	2.6	5.67
Team helping behavior	.20	.14	.16	-.08	.48
Positive affective tone	.05	.10	.63	-.15	.24
Direct effect of team helping on leader empowerment	.20	.14	.16	-.08	.48
Indirect effect of team helping on leader empowerment	.03	.06		-.07	.18

Note: N = 75 teams; Bootstrap samples = 10,000

Table 10

Study 4 Effects of Team Affective Tone on Leader Abuse and Empowerment, Conditional on Team Performance

Outcome variable model	Abusive supervision				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	1.76	.10	< .001	1.56	1.96
Positive affective tone	-.27	.10	.01	-.47	-.07
Team task performance	-.30	.16	.06	-.61	.01
Interaction	.35	.14	.01	.07	.64
Outcome variable model	Empowering leadership				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	5.55	.09	< .001	5.34	5.74
Positive affective tone	.08	.09	.41	-.11	.46
Team task performance	.17	.15	.25	-.12	.46
Interaction	< .001	.13	.99	-.26	.26

Note: N = 75; Bootstrap samples = 10,000

Table 11

Study 4 Indirect Effects of Team Helping on Leader Abuse and Empowerment, via Team Affective Tone, Conditional on Team Performance

Mediator variable model	Positive affective tone				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	-3.65	.91	<.001	-5.47	-1.84
Team helping behavior	.61	.15	<.001	.31	.92
Outcome variable model	**Abusive supervision**				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	2.35	1.27	.07	-.19	4.89
Team helping behavior	-.10	.21	-.16	-.52	.32
Positive affective tone	-.25	.11	.02	-.47	-.03
Team task performance	-.24	.21	.25	-.65	.17
PAT x team task performance	.34	.15	.03	.04	.63
Direct effect of team helping on leader abuse	-.10	.21	.64	-.52	.32
Conditional Indirect Effects	*Coeff.*	*SE*		*LL*	*UL*
+1 SD	-.29	.13		-.55	-.03
Mean	-.15	.07		-.31	-.03
-1 SD	-.02	.08		-.19	.15
	Index	*SE*		*LL*	*UL*
Index of moderated mediation	.21	.12		.01	.44
Outcome variable model	**Empowering leadership**				
				Bootstrapped CI (95%)	
	Coeff.	*SE*	*p*	*LL*	*UL*
Constant	4.52	1.18	<.001	2.16	6.89
Team helping behavior	.17	.20	.34	-.22	.57
Positive affective tone	.04	.10	.67	-.16	.25
Team task performance	.06	.19	.75	-.32	.44
PAT x team task performance	.03	.14	.81	-.24	.31
Direct effect of team helping on leader empowerment	.17	.20	.39	-.22	.57
Conditional Indirect Effects	*Coeff.*	*SE*		*LL*	*UL*
+1 SD	.01	.09		-.14	.24
Mean	.03	.07		-.08	.20
-1 SD	.04	.08		-.08	.23
	Index	*SE*		*LL*	*UL*
Index of moderated mediation	.02	.08		-.15	.18

Note: N = 75 teams; Bootstrap samples = 10,000: PAT = positive affective tone

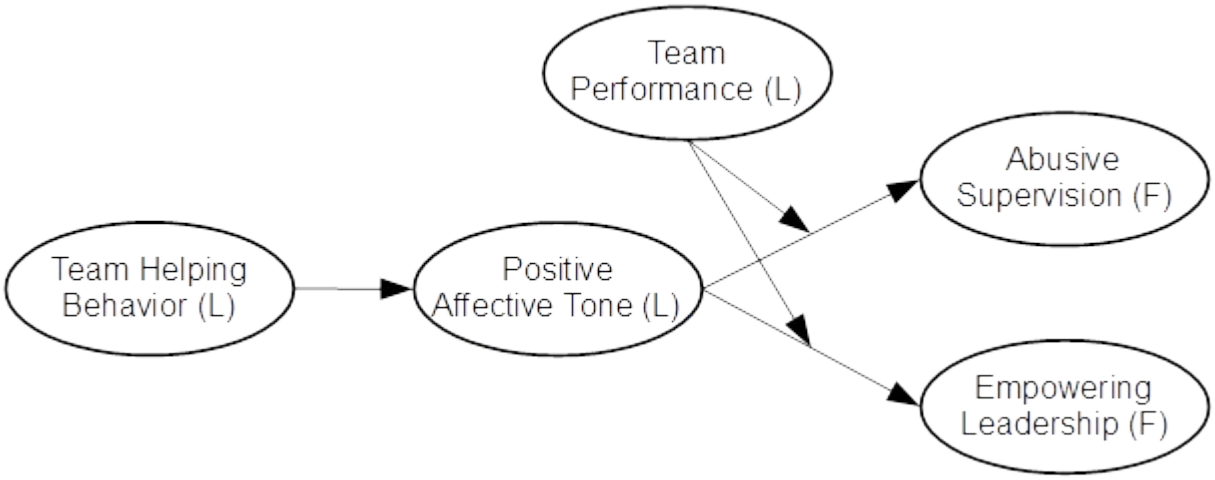


Figure 1. Theoretical Model.
Note: L = variable reported by leaders; F = variable reported by followers.

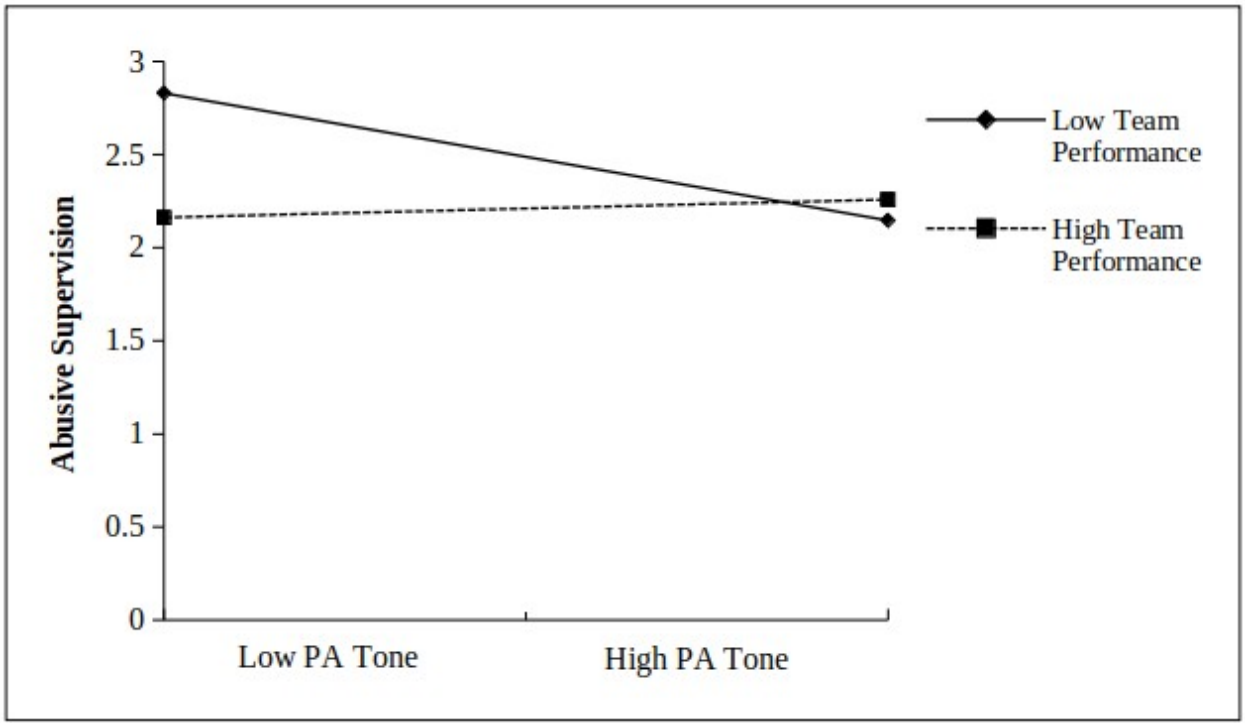


Figure 2. Interaction between team task performance and positive affective tone on abusive supervision behaviors. PA Tone = Positive Affective Tone.

Appendix

Study 3 Abusive Supervision Items (Tepper, 2000)

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

Note: [a] = items retained as applicable to the current study.

Procedure and manipulations text for Study 1

In Study 1, participants were placed into either a high team helping condition or a low team helping condition. They were presented with the following description of their team's helping behavior (where affective tone and performance were held neutral) and asked to rate their team's helping behavior (as a control check) and their team's affective tone. For the high helping condition:

> *Over the last three months, your team's projects have been getting done mostly on time and their work is mostly of acceptable quality. You have had a chance to observe how they are working together as a group. The members greet each other politely in the morning and set about completing their daily tasks. They are usually calm and efficient in their work. Although everyone is looking forward to going home at the end of the day, no one appears to be overburdened, with the group as a whole working along at a steady pace. When one person is absent for a few days or has a heavy workload, another member helps them catch up on their tasks. A new member joined your team last month, and most of the other team members spent extra time dropping by his desk to help orient him. You have observed that most of the members on your team are quick to help those around them with work or non-work problems.*

For the low helping condition:

> *Over the last three months, your team's projects have been getting done mostly on time and their work is mostly of acceptable quality. You have had a chance to observe how they are working together as a group. The members greet each other politely in the morning and set about completing their daily tasks. They are usually calm and efficient in their work. Although everyone is looking forward to going home at the end of the day, no one appears to be overburdened, with the group as a whole working along at a steady pace. Team members stay focused on completing their own tasks and not getting in each other's way. This seems to help them stay on task, but one team member struggled for a few days last week with a heavy workload that piled up during her absence. To make sure the work got done, you eventually had to assign some of her tasks to other members. Similarly, when members have problems (work related or otherwise), the rest of the team leaves it to you to offer help if it is needed. When you hired a new employee last month, all the other team members were polite to him, but the new employee still had to come to you with many orientation questions.*

Procedure and manipulations text for Study 2

In Study 2, participants were placed into either a high positive affective tone condition or a low positive affective tone condition. They were presented with the following description of their team's positive affective tone (where helping behavior and performance were held neutral) and asked to rate their team's positive affective tone (as a control check) and the extent to which they would be likely to engage in empowering leadership behaviors with this team and the extent to which they would experience frustration with this team. For the high positive affective tone condition:

> *Over the last three months, your team's projects have been getting done mostly on time and their work is mostly of acceptable quality. You have had a chance to observe how they are working together as a group. The group as a whole has seemed particularly excited about their recent projects and are very happy with the progress the team is making. Their meetings have been friendly and enthusiastic, as one member after another speaks up to add his or her contribution. Indeed, the team seems as enthusiastic at the end of the day as they are in the morning. Members seem mostly focused on their own tasks, but are willing to shoulder work from others if it's necessary or if you suggest that they should help out. Last month when a new employee was hired, a couple members offered to answer the new employee's questions when he had any. Although team members seem to be mostly focused on getting their own jobs done, they have not been averse to helping out with another member's problems from time to time.*

For the low positive affective tone condition:

Over the last three months, your team's projects have been getting done mostly on time and their work is mostly of acceptable quality. You have had a chance to observe how they are working together as a group. The group as a whole has seemed particularly run-down and slow, showing no real excitement for their work. During meetings, you have watched members fail to make obvious contributions or say things that might suggest they are not thinking about their work tasks very actively. Your team members usually show up in the morning looking tired and it seems like they drag themselves back home at night. Members seem mostly focused on their own tasks, but are willing to shoulder work from others if it's necessary or if you suggest that they should help out. Last month when a new employee was hired, a couple members offered to answer the new employee's questions when he had any. Although team members seem to be mostly focused on getting their own jobs done, they have not been averse to helping out with another member's problems from time to time.

Video screen clips for Study 3

For Study 3, participants were assigned first to either a high or low team helping condition and then to either a high or low team performance condition as portrayed by experienced actors. Representative frames from the corresponding videos are presented here.

Insert Figure A1 about here

Scripts for Study 3

Team Helping Scenes

Scene 1 – High Helping 1

FADE IN:

INT. OFFICE – DAY

Two team members sit around a table in a typical office setting. A new team member walks in and introduces themselves to the rest of the team. The member sits down to start working and the two veteran team members help the new member get oriented.

ANDREW, New team member dressed in business casual attire.

HAILEY, Team member dressed in business casual attire.

NICHOLE, Team member dressed in business casual attire.

ANDREW
Hey, it's good to see you both again. We met last month when I was interviewing, and I'm looking forward to helping out on all the new projects I was just told about.

ANDREW sits down at the provided laptop and logs in.

HAILEY (gets up and walks over to Andrew, pointing at screen)
Here, let me show you where our section of the workflow management software is. When you log in to the package, you want to click on this link, here. All of our tasks then show up on the right hand side of the screen and the details for each task will show up in this window when you select it.

NICHOLE (looks up from work and across table at Andrew)
I'm sure that you'll have some IT questions before the end of the week like using our email or looking at your timesheet. The best way to deal with that is to call Dylan in support right after you submit a trouble ticket. He knows our group the best and will get things set up for you correctly. If you have department-related questions, let me know and I'll get you in touch with Joel; he knows how everything around here works?

ANDREW (to each other team member)
Thanks.

FADE OUT:

Scene 2 – High Helping 2

FADE IN:

INT. OFFICE – DAY

Three team members sit around a table in a typical office setting. One team member reads in an email that they are assigned another task which makes that person's workload too heavy. The other team members immediately help out.

All three team members are working at their respective laptops.

ANDREW, Team member dressed in business casual attire.

HAILEY, Team member dressed in business casual attire.

NICHOLE, Team member dressed in business casual attire.

HAILEY

I have just received another assignment from our manager. This one is for the vice president of the department and meeting the deadline is important for keeping a large customer account. This is a mountain of new work, and I am already behind my other deadlines. I can't figure out how to get the data out of our ordering system for the project I'm already working on, and I've been trying to figure that out for most of the week now. I don't know how I can be expected to get all of this done.

HAILEY (turning to the other two team members)
Can either of you help me out with some of this?

ANDREW
Yeah, that's not problem. I can make some extra time this afternoon to work it.

NICHOLE
I am a little familiar with our ordering system from my last assignment. Let me finish up this report that's due today and I'll figure out how we can get those numbers for you.

FADE OUT:

Scene 3 – High Helping 3

FADE IN:

INT. OFFICE – DAY

Two team members sit around a table in a typical office setting. The third team member, returning from being out sick for a few days, joins the group and realizes the backlog of work that has piled up. The other team members offer to help out.

Two team members are working at their respective laptops.

ANDREW, Team member dressed in business casual attire.

HAILEY, Team member dressed in business casual attire.

NICHOLE, Team member returning from sick leave dressed in business casual attire.

Nichole walks into the office and sits down.

ANDREW
You've been out sick all week. I hope you're feeling better.

NICHOLE (looking at laptop screen and shaking head)
I was until I looked at all this work that piled up while I was gone. I'm not sure how I'm going to catch up on this backlog of tasks.

HAILEY (getting up and walking over to Andrew's screen)
I'm sure we can help out. I have been working on the purchasing items lately, I can take these purchasing-related tasks.

ANDREW (also talking over to take a look)
And, I can find some time tomorrow to take care of that request from accounting.

NICHOLE (to each other team member)
Thanks.

FADE OUT:

Scene 4 – Low Helping 1

FADE IN:

INT. OFFICE – DAY

Two team members sit around a table in a typical office setting. A new team member walks in and introduces themselves to the rest of the team. The member sits down to start working and the two veteran team members DO NOT help the new member get oriented.

ANDREW, New team member dressed in business casual attire.

HAILEY, Team member dressed in business casual attire.

NICHOLE, Team member dressed in business casual attire.

ANDREW
It's good to see you both again. We met last month when I was interviewing, and I'm looking forward to helping out on all the new projects I was just told about.

Andrew sits down at the provided laptop and logs in.

ANDREW (looking at screen with a somewhat overwhelmed and bewildered look. Speaking to no one in particular.)
I can't find where our tasks are in the workflow management software. I was told that my assignments would be here. I also can't seem to get logged into my email.

HAILEY (remaining seated and not looking up)
Our manager is supposed to make sure you know how to use the system. I can't remember how to submit a trouble ticket to get your email account.

ANDREW (looking up)
I don't know how to submit a trouble ticket either.

NICHOLE (remaining seated and not looking up)
Our manager should have shown you how to submit trouble tickets.

ANDREW (getting up and leaving the room)
I guess I need to go find our manager.

FADE OUT:

Scene 5 – Low Helping 2

FADE IN:

INT. OFFICE – DAY

Three team members sit around a table in a typical office setting. One team member reads in an email that they are assigned another task which makes that person's workload too heavy. The other team members DO NOT help out.

All three team members are working at their respective laptops.

ANDREW, Team member dressed in business casual attire.

HAILEY, Team member dressed in business casual attire.

NICHOLE, Team member dressed in business casual attire.

HAILEY
I have just received another assignment from our manager. This one is for the vice president of the department and meeting the deadline is important for keeping a large customer account. This is a mountain of new work, and I am already behind my other deadlines. I can't figure out how to get the data out of our ordering system for the project I'm already working on, and I've been trying to figure that out for most of the week now. I don't know how I can be expected to get all of this done.

HAILEY (turning to the other two team members)
Can either of you help me out with some of this?

ANDREW
I wish I could, but I am swamped, and I can't miss my deadlines either.

NICHOLE
If you think you have too much work, you should talk to our manager. That is the person who needs to adjust your work load.

Hailey looks back to her laptop screen, still with a look of mild dismay.

FADE OUT:

Scene 6 – Low Helping 3

FADE IN:

INT. OFFICE – DAY

Two team members sit around a table in a typical office setting. The third team member, returning from being out sick for a few days, joins the group and realizes the backlog of work that has piled up. The other team members DO NOT offer to help out.

Two team members are working at their respective laptops.

ANDREW, Team member dressed in business casual attire.

HAILEY, Team member dressed in business casual attire.

NICHOLE, Team member returning from sick leave dressed in business casual attire.

Nichole walks into the office and sits down.

ANDREW
You've been out sick all week. I hope you're feeling better.

NICHOLE (looking at laptop screen and shaking head)
I was until I looked at all this work that piled up while I was gone. I'm not sure how I'm going to catch up on this backlog of tasks.

HAILEY (not looking up from the screen)
Yeah, being out sick causes extra work to pile up.

ANDREW (also not looking up from the screen)
I wish our manager would adjust the workload…

Nichole starts working.

FADE OUT:

Performance Scenes

Scene 7 – High Performance

FADE IN:

INT. EXECUTIVE OFFICE – DAY

The high level MANAGER is sitting behind a desk providing the leader with positive performance information.

JACQUELYN, The leader's supervisor, a higher level manager in the company, dressed in more formal business attire.

JACQUELYN
I must say, your team has performed really well the last few months. We have received unsolicited compliments from at least two of your clients (I just got one email this morning) praising the quality of your work and having it delivered before the deadline.

You should know that I have also talked with other departments and your team stands out as being easy to work with and on time. I have been impressed with how knowledgeable and confident your team is when I talk with them. They all know what needs to be done and how to get it done well.

Congratulations on a job well done. I think both you and your team are going places in this company. Oh, one more thing. You and your team will see a little extra in your annual bonus checks this year because of your efforts. Thanks for all your work and please convey my thanks to your team as well.

FADE OUT:

Scene 8 – Low Performance

FADE IN:

INT. EXECUTIVE OFFICE – DAY

The high level MANAGER is sitting behind a desk providing the leader with negative performance information.

JACQUELYN, The leader's supervisor, a higher level manager in the company, dressed in more formal business attire.

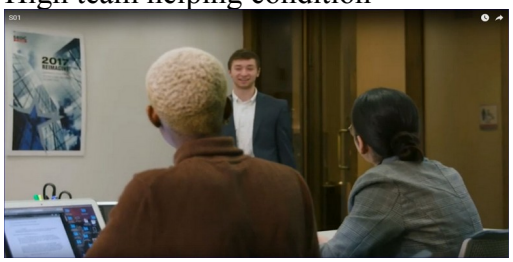
JACQUELYN
I have to say, your team has performed very poorly the last few months. We have received unsolicited complaints from at least two of your clients (I just got one email this morning). They had severe problems with the quality of your work, which wasn't even delivered on time.

You should know that I have also talked with other departments and your team has a poor reputation within our company as well. I have been concerned with the lack of knowledge and, worse, the lack of drive on your team. None of them seem to know how to get anything done or care if it's done well.

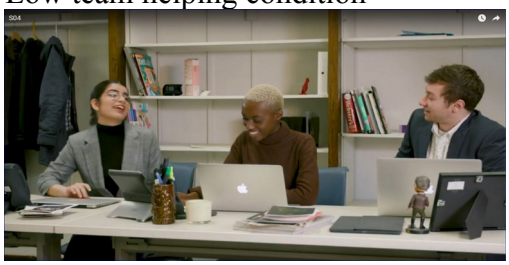
I am really concerned. Both you and your team may not have a place in this company if something doesn't get better. Oh, one more thing. You and your team will not be receiving the typical annual bonus check this year. Frankly, it's not deserved. Please figure out how to fix this problem immediately and convey my disappointment to your team as well.

FADE OUT:

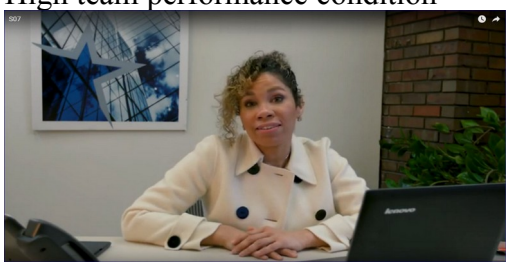
High team helping condition



Low team helping condition



High team performance condition



Low team performance condition

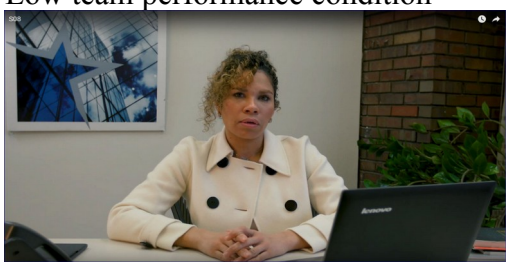


Figure A1. Frames taken from videos for each of the conditions in Study 3.