

**CONTEXT DEPENDENT COMMUNICATION AND ITS EFFECTS ON EMPLOYEE
NEEDS FULFILLMENT, CREATIVE PROCESSES, AND WELL-BEING**

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Abstract

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Communication with employees is a prime influence mechanism through which authority figures affect important individual and organizational outcomes. In this dissertation, I argue that authority figures' communication style is an important determinant of employee need fulfillment, creative processes, and emotional well-being. To explore the effects of different communication styles, I use a context dependence approach, which captures the degree to which an individual uses contextual cues in communication to convey and understand meaning. In the first chapter, I present a theoretical model explicating how a leader's high versus low context dependent communication style can facilitate or thwart the fulfillment of employee psychological needs. In the second chapter, I theorize how managers' communication style affects employee creative process engagement and emotional well-being and conduct a field study and two experimental studies to empirically examine the theoretical model.

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INTRODUCTION

Communication represents the process by which all organizational activities are coordinated to devise, disseminate and pursue individual and shared goals (Gardner, Paulsen, Gallois, Callan, & Monaghan, 2001). Effective communication has been widely acknowledged as a prime factor in attaining organizational success (Greenbaum, 1974). It can be critical for coordination, alignment in diverse organization members' perceptions, laying out goals and strategies, and influencing performance outcomes (Awamleh & Gardner, 1999; O'Reilly & Anderson, 1980; Penley & Hawkins, 1985). Communication in the form of information sharing between managers and employees is especially crucial as it is the core substance of organizing in organizations (Putnam & Nicotera, 2009). Given the importance of communication for organizational processes and outcomes, it is imperative to get a nuanced perspective of what effective communication entails and the mechanisms through which it influences employees' subjective experiences and outcomes. An important purpose of communication between organizational authority figures and employees is to facilitate motivational and creative processes, and to preserve well-being. In this dissertation, I study the effects of manager communication styles on employee needs, creative process engagement, and emotional well-being and explore the underlying mechanisms explaining these relationships.

To explicate the effects of different communication styles, I use a context dependence approach, which captures the degree to which an individual relies on and attends to contextual cues in communication to convey and understand meaning (Adair, Buchan, Chen, & Liu, 2016; Hall, 1976). Specifically, I use a communication context measure developed by Adair and colleagues which provides a comprehensive understanding of communication styles by delineating the four distinct components of context dependent communication: message,

relationship, space, and time (Adair, Buchan, & Chen, 2009; Adair, Buchan, Chen, & Liu, 2016; Buchan, Adair, & Chen, 2011). This context dependence approach captures the totality of communication style and allows a comprehensive understanding of how various components of interpersonal communication interact with employee processes and outcomes.

In the first chapter, I adopt the context dependence approach to communication to theorize how a leader's high versus low context dependent communication style can facilitate or thwart the fulfillment of employee needs for competence, relatedness, and autonomy. Drawing on the self-determination theory (Deci & Ryan, 1991) and the motivating language theory (Sullivan, 1988), I develop a unique theoretical model explicating the combined effects of communication domain and style, rather than studying their effects in isolation. I also consider the roles of employee preferences and organizational norms for communication style and discuss the temporal effects on communication style adaptation. I conclude with a discussion of several individual and organizational implications as well as future directions for research based on this model.

In the second chapter, I theorize how the communication style of a manager, in terms of its degree of context dependence, affects employee engagement in creative processes and employee emotional well-being. Two forms of self-views are offered as explanatory mechanisms for the relationship between manager communication style and employee outcomes. Specifically, I explore the role of self-efficacy to explain the relationship between manager communications style and employee creative process engagement, and the role of self-compassion to explain the effects of manager communication style on employee state anxiety. I also explore how employees' job requirements can play a role in determining the extent to which managerial styles can affect employee outcomes. Second, I study whether the effect of communication can vary

with the valence of communication content, i.e., are the effects different for positive versus negative content. Finally, the role of perceived intention of managers for using different communications styles while conveying negative communication content to the employees is also theorized and tested. I present data from one cross-sectional field study and two experimental lab studies to test the hypothesized model presented in this chapter.

Together these chapters provide theoretical insight and empirical evidence to understand the implications of manager communication styles for employees, and present several potential avenues for future research.

CHAPTER 1

WHAT THEY SAY AND HOW THEY SAY IT: THE ROLE OF LEADER COMMUNICATION STYLE AND CONTENT DOMAIN IN EMPLOYEE NEED FULFILLMENT

Leadership represents the process through which a leader defines organizational reality for employees (Schein, 2010). According to Barge (1994), leadership is enacted through communication. In organizations, communication represents the central process by which individual activity is coordinated to devise, disseminate, and pursue organizational goals (Gardner, Paulsen, Gallois, Callan, & Monaghan, 2001), and entails reducing uncertainty regarding the behavior of other parties (Buck, 1984). Interpersonal communication can be viewed as the essence of organizing as it creates structures that affect what gets said and done and by whom (Weick, 1987). In this paper, I focus on leader-employee communication because it represents an especially important form of organizational communication. It is through communication, both verbal and non-verbal, that leaders persuade followers and provide meaning regarding tasks and relational aspects of the organization (Barge & Hirokawa, 1989; Van Zant & Berger, 2020). The importance of leader communication is conveyed aptly in a statement by Pondy (1989) - "Leadership is a language game," which is echoed by several researchers and practitioners (Awamleh & Gardner 1999; Groysberg & Slind, 2012; Hildebrandt, Bond, Miller, & Swinyard, 1982). Communication within and outside one's organization constitutes almost 70% to 80% of managers' daily work (Kurke & Aldrich, 1983; Mintzberg, 1973; Tengblad, 2006), of which a major proportion is communicating with subordinates (Tengblad, 2006). Communication is, therefore, a critical activity and one of the primary responsibilities of a leader as it can ensure coordination, align diverse organization members'

perceptions, layout goals, strategies, individual roles, as well as influence performance outcomes. The success of these crucial organizational processes, hinges on the effectiveness of leader-employee communication.

Communication effectiveness may be assessed in several ways and is meaningful only when considered in conjunction with the communication medium, purpose, and the context it is embedded in. For example, we can assess effectiveness in terms of whether the communication leads to shared understanding or in terms of how much time it takes to make collective decisions (Chidambaram & Jones, 1993; Neufeld, Wan, & Fang, 2008). Gauging the effectiveness of communication requires the identification and understanding of various purposes and functions that it can serve, such as instrumental and regulatory functions of expressing requirements and instructions, interactional functions of creating relationships, and personal functions of expressing one's identity (Halliday, 1975). The efficacy of the communication process to fulfill any such function is affected by the communication style used by leaders.

Research has demonstrated that the leader's communication skills are an important determinant of employee outcomes, including performance and job satisfaction (O'Reilly & Anderson, 1980; Penley, Alexander, Jernigan, & Henwood, 1991; Penley & Hawkins, 1985; Sharbrough, Simmons, & Cantrill, 2006). As the process of motivating employees is chiefly a process of symbolic interaction between leaders and employees (Zorn & Ruccio, 1998), it is imperative to study how the leader's communication style influences this process. Unfortunately, despite its important implications for both individual and organizational, theoretical mechanisms underlying the effects of leader communication styles on employee outcomes have received limited scholarly attention (Van Quaquebeke & Felps, 2016).

In this paper, I adopt Hall's (1976) and Adair, Buchan, Chen, and Liu's (2016) context dependent communication framework to understand how leader communication influences employee needs fulfillment. First, I draw from the Motivating Language Theory (MLT) (Sullivan, 1988) to distinguish between various domains of communication content in day-to-day organizational discourse. According to MLT, there are three broad domains of communication - perlocutionary, illocutionary, and locutionary. Perlocutionary content focuses on the task domain in the form of instruction or feedback, with the purpose of direction-giving or uncertainty-reducing functions. Illocutionary communication focuses on developing and maintaining work relationships and through the leader's expression of consideration and empathy in the form of shared feelings, praise, criticisms, and so forth. Finally, locutionary communication focuses on organizational level matters regarding the meaning of rules, structures, and values of the organization (Sullivan, 1988). I use the Self-Determination Theory (SDT; Ryan & Deci, 2000) to articulate the interactive effects of communication style and content on the fulfillment of employees' autonomy, competence, and relatedness needs. Using these theories together, I develop a comprehensive theoretical framework to explicate the degree to which a leader's communication style and content domain are associated with the fulfillment of various employee needs. Specifically, I discuss how leader communication styles varying on context dependence can facilitate different employee psychological needs within each domain of leader-employee communication. I also consider the role of employee and environmental characteristics in determining the strength of the proposed relationships. Finally, I conclude by discussing how these effects may change over time, and implications for various employee work outcomes.

This paper makes many contributions to leadership and communication literatures. First, the communication style of a leader is the most salient and persistent form of exercising

influence over followers. Communication is the pathway through which a leader's personality, thoughts, and emotions are conveyed, making it the proximate determinant of the impact that a leader can have on others. I contribute to leadership literature by theorizing the effects of distinct leader communication styles on employees. Second, prior work on supervisor-employee communication has often focused on supervisors' compliance-gaining tactics (Infante, Anderson, Martin, Herington, & Kim, 1993), effects on employee job satisfaction (Wesolowski & Mossholder, 1997), and employees' intention to leave (Koslowsky, Schwarzwald, & Ashuri, 2001). I contribute to this literature by theorizing how the communication style of the leader can determine the degree to which the day-to-day leader-employee communication can fulfill the basic psychological needs of the employee – an area that has not received due scholarly attention. Third, Introduce a between-person lens to context dependent communication. The conceptual origin of context dependent communication lies in cross-cultural literature and was developed based on Edwards Hall's observations regarding the distinct communication styles of American and Japanese people (Adair et al., 2016). The vast body of research based on this concept has primarily used countries as a proxy for culture. As a result, communication style in terms of context dependence is often studied cross-culturally rather than within the same country or organization. Given the global and diverse nature of the modern workforce, it is essential to understand the theoretical and practical implications of variance and diversity in communication styles within geographical and organizational boundaries, and this chapter serves as an important step towards this goal. Finally, I present a more comprehensive view of leader-employee communication by considering the interactive effects of content and style. It is important to study the implications of not just what is said in leader-employee interactions but how it is said as well (Penley & Hawkins, 1985). For example, depending on how much they seem to be genuinely felt

by the leader, words of appreciation may or may not make the employee feel recognized. Effective communication may entail the use of contextual cues in the form of corresponding emotional display and body language, without which the spoken message might lose its impact. Similarly, the demotivating effect of receiving bad news or negative feedback can be reduced by accompanying it with contextual cues such as face-saving or dignity maintenance mechanisms and signaling optimism or encouragement through appropriate emotional display. Given the ubiquity and criticality of leader-employee communication in organizations, such effects need to be understood better by taking a nuanced view of the mechanisms underlying the effects of leader communication on employee needs.

Leader Communication Style: Low versus High Context Dependence

Communication style represents the characteristic way in which individuals send verbal and nonverbal messages in interpersonal interactions, denoting “(a) who he or she is or wants to (appear to) be, (b) how he or she tends to relate to people with whom he or she interacts, and (c) in what way his or her messages should usually be interpreted” (De Vries, Bakker-Pieper, Siberg, Van Gameren, & Vlug, 2009, p179). Drawing from the literature on cross-cultural management, I use a context dependence approach to study communication styles (Adair, Buchan, Chen, & Liu, 2016), conceptualized as the “multiplicity of nonverbal message, relational, spatial, and temporal cues that can be drawn upon to convey and understand meaning” (Adair, et al, 2016, p 200). The authors identified four theoretically distinct components that capture different aspects of communication context and cohere into an overarching concept. These components include message, relationship, spatial, and temporal context. First, message context refers to the verbal or written message in communication. It signifies the degree to which a person uses specific, unambiguous, direct words as opposed to abstract, subtle, indirect

messages. Second, spatial context includes physical and sensory cues that carry meaning within social interactions. These cues include the physical setting in which the communication occurs, the physical distance between interlocutors, facial expressions, body movements, rate of speech, pitch, and tone of voice. Third, temporal context represents how individuals attend to time in communication (Adair et al., 2016). It reflects variation in the pace of life, time horizons, temporal focus, and simultaneous versus sequential task involvement. For example, the extent to which one interprets time as polychromic (e.g., time is fluid) or monochromic (e.g., time is serial) can influence their perceptions of lateness, the importance of punctuality, and rigidity regarding schedules and deadlines. While communicating with others, these temporal cues may manifest in various forms, such as flexibility in allocating time for expressing or listening to ideas and, time spent on non-work or off-agenda topics, such as discussion of personal updates or common interests, and so on. Lastly, relationship context refers to the cues regarding the nature of a relationship between two interlocutors, such as relative status or relationship history (Adair et al., 2016). It represents the extent to which a person prioritizes relationship maintenance while conveying or interpreting a message through various relational cues. It involves face-saving (dignity maintenance) measures or non-confrontational tactics that can preserve and promote social interests (Ting-Toomey, 1997). It is important to note that although the four components manifest in distinct ways while communicating, they cohere and interact under the overarching orientation of the interlocutor. For example, relational cues, which represent the degree of the interlocutor's relational focus, may interact with message context in determining whether explicit or implicit verbal cues are used in communication. Spatial cues can serve the purpose of adding to or amplifying the information conveyed by message and relational cues. Temporal cues can indicate the relational priorities of the communicators by how much

time they are willing to spend on, or how flexible they are willing to be with other people. All contextual cues are simply different manifestations of the individual's underlying orientation, and therefore tend to cohere with the each other. Taken together, these components of contextual cues allow us to place all individuals on an axis ranging from low to high context communication styles. Whether and to what extent each of the four contextual components is used, determines a person's overall communication style.

In general, the style of low context communicators involves direct, specific, unambiguous messages in which meaning is explicit and contained in the transmitted message. They rely almost exclusively on spoken or written words, rather than on other cues. The primary purpose for such a style of communication is to convey information, which may not necessitate the use of other components of context dependence, such as relational cues. This style of communication does not entail a need for active participation by the listener in searching for meaning as it largely conveyed through explicit words. In contrast, high context communicators rely on several contextual cues and use an indirect, implicit style to convey meaning embedded within communication (Adair et al., 2016). In addition to subtle verbal cues to convey information, they employ the use of non-verbal and symbolic cues suited to the context. They may rely on spatial cues such as facial expressions and body movements to convey meaning, sometimes without even saying a word. High context communicators tend to treat time in relatively fluid terms, manifested in the form of flexible schedules and deadlines, and less rigid compartmentalization of work and social domains. In organizational contexts, this temporal flexibility may represent a broader purpose of communication rather than an emphasis on work only. The underlying purpose of high context communication extends beyond information sharing and incorporates signals about relational aspects. Various contextual cues are used to emphasize the nature of the

of relationship. For example, high context communicators may alter their communication style based on whether they are speaking to a superior, subordinate, or a peer, to indicate what the relationship represents to them. They may also engage in face-saving mechanisms or use other contextual cues that convey interpersonal consideration with the purpose of creating or preserving relationships. It is important to note that due to the use of several indirect cues, the interpretation of the message from high context communicators requires interpretation of non-verbal cues by the receiver, as it may not be spelled out in explicit words. In this chapter, I argue that leaders' communication style in terms of context dependence, that is, degree of reliance on words, relational cues, physical cues, and time orientation in communication, can have important implications for facilitation of employees' psychological needs.

Leader Communication Style and Content Domain

Among many theories of motivation, Sullivan's (1988) Motivating Language Theory (MLT) is unique as it explicitly addresses motivational communication processes (Mayfield, Mayfield, & Kopf, 1995; Zorn & Ruccio, 1998). Many popular theoretical perspectives regarding employee motivation, such as the expectancy theory (Vroom, 1964) and the goal-setting theory (Locke & Latham, 1990) imply but do not explicitly recognize the critical role of communication. For instance, although the goal-setting theory is framed around the process of communicating goals to employees, its core constructs, such as goal specificity and goal difficulty, do not include attributes of communication itself. MLT, on the other hand, provides an essential step in considering the importance of leader language as a motivational tool that can positively impact employee performance and satisfaction (e.g., Mayfield et al., 1995; Sullivan, 1988). It focusses on the content domain of leader communication in terms of '*what is said*' in leader-employee exchanges, and *primary objectives* of the various domains. Specifically, MLT

explicates three broad domains of content, with each content domain serving a specific function or purpose (Mayfield, Mayfield, & Kopf, 1995; Halliday, 1975). First, perlocutionary communication content represents task-focused communication through direction-giving language. Through perlocutionary content, a leader facilitates employee performance by providing information on various work aspects such as goals, processes, task requirements, as well as information on behavior regulation such as role expectations and rewards/punishment. This direction-giving communication serves instrumental and regulatory functions by reducing uncertainty regarding what the leader needs and wants from employees through work-related content (Halliday, 1975). Perlocutionary content can be delivered through a relatively low context dependent communication style or high context dependent one. A low context dependent style would convey necessary information about tasks and goals almost entirely through specific, unambiguous, direct words, verbal or written. In contrast, in a high context dependent style, the leader's message can be somewhat abstract, vague, or indirect and subject to multiple interpretations by the receiver. For example, a leader with a low context communication style tends to use explicit words to specify what the employee needs to do and by when. In contrast, a high context dependent style communicator would use a relatively implicit language, such as 'do your best,' 'be efficient,' to signal broader instructions.

Second, illocutionary communication focuses on establishing and maintaining work relationships and forming social bonds between leaders and employees (Mayfield et al., 1998; Sullivan, 1988). By reducing uncertainty regarding how the leader feels about the employees, it serves the interactional functions of communication (Halliday, 1975). Illocutionary content consists of several categories of empathetic language through which a leader can convey a sense of compassion and shared humanity to workers. These categories include content on personal

goals and experiences, performance praise, responses to employee achievement and setbacks, and so on (Mayfield & Mayfield, 2018). A leader with a low context communication style is likely to convey this through explicit and direct words, but a leader with high context communication style is likely to use relational, spatial, and temporal cues to obtain the desired effect of conveying compassion and establishing a bond.

Third, the locutionary domain consists of content about the organization's or work unit's broader meaning and purpose. It represents a form of meaning-making language through which a leader conveys the cultural norms, values, and behaviors that are important and unique to their organization. The purpose of locutionary communication is to lay out the collective identity and higher purpose of the organization that can enable the employees to identify a link between personal and work values, and construct an understanding of how they fit in the work context (Halliday, 1975; Mayfield et al., 1998; Sullivan, 1988). A leader with a low context communication style is likely to convey vision, mission, and values through explicit words, and tell the employees exactly what the organization expects from them. A leader with a high context style, in contrast, is more likely to use anecdotes, stories, or metaphors that exemplify the organizational values, requiring more effort by the receiver to decipher the meanings.

COMMUNICATION STYLE, CONTENT DOMAIN, AND EMPLOYEE NEEDS

FULFILLMENT

The Self-Determination Theory (SDT) is a metatheory developed to explain the relationships between personality, attitudes, motivation, and behavior (Deci & Ryan, 2000). It delineates the inherent growth tendencies and innate psychological needs of individuals that are the basis for their self-motivation. According to SDT, three basic psychological needs are essential for facilitating individual optimal functioning, growth, and integration. Need for

competence refers to the need to feel a sense of mastery over the environment, develop new skills, and experience effectance over actions (Harter, 1978). Need for relatedness refers to need to feel connected and feel cared for by others (Baumeister & Leary, 1995), and need for autonomy refers to an individuals' need to act with a sense of ownership of their behavior and feel psychologically free (deCharms, 1968; Deci & Ryan, 2000). Employees become autonomously motivated and volitionally engaged when they feel satisfied in these three basic psychological needs (Deci & Ryan, 2000). It is vital to ensure autonomous employee motivation as it is associated with better work performance and more positive experiences (Deci & Ryan, 2000). Although various antecedents of need fulfillment have received attention in prior literature (see Van den Broeck, Ferris, Chang, & Rosen, 2016 for review), the role of leader communication remains under-researched. In this paper, I use the core tenets of SDT to explain how low versus high context dependence in the leader's communication style is associated with different mechanisms for each communication content domain, which together facilitate employees' three psychological needs: competence, relatedness, and autonomy. More broadly, I assert that when leaders' communication styles match the core purpose of each content domain, the effectiveness of leader communication can be considerably enhanced.

Leader Perlocutionary Communication and Employee Need Fulfillment

Leaders engage in perlocutionary communication to facilitate worker performance by clarifying tasks, goals, processes, policies, and rewards while reducing ambiguity associated with the work environment (Mayfield et al., 1998). Given the task-orientation of perlocutionary content, it is highly related to the needs for competence and autonomy. As discussed earlier, at its core, the need for competence represents the degree to which a person feels equipped to do their tasks, whereas the need for autonomy is associated with perceived choice or volition over

one's tasks. Since the main purpose of perlocutionary communication aligns with factors that can facilitate a sense of competence and autonomy, these two psychological needs represent relevant outcomes of perlocutionary communication. In contrast, the need for relatedness, chiefly driven by a sense of well-being and belongingness, is somewhat peripheral to the process of task accomplishment. It is, thus, not directly relevant to perlocutionary communication. When considering whether high or low context communication is a more effective approach for communicating perlocutionary content, I assert that the need for competence is fulfilled by providing specificity and structure regarding the path to task accomplishment, whereas the need for autonomy is fulfilled by providing flexibility.

Need for competence. A sense of competence arises when employees succeed at optimally challenging tasks and attain desired goals (Baard, Deci, & Ryan, 2004). Sense of competence can be facilitated by the leader presenting clear goals and expectations about tasks, providing information about behavior–outcome contingencies, and facilitating achievement of these goals by equipping employees with requisite informational resources. Perlocutionary, or task-oriented content, therefore, calls for a clear, specific, and direct communication style from the leader such that employees are not required to process ambiguous cues and can easily extract the information required to complete tasks and demonstrate effectance. As such, a low context communication style can amplify the degree to which perlocutionary communication fulfills the need for competence. High context communication, in contrast, can have the opposite effect on employees' sense of competence because it entails the use of abstract, vague, and indirect message cues that need to be deciphered by the recipient. The process of interpreting implicitly coded messages can hinder the perceived efficacy of employees to achieve their work goals.

High context communication can thus adversely affect employee's sense of competence. I therefore propose:

Proposition 1: Leaders' low context perlocutionary communication will be more positively related to employees' sense of competence than high context perlocutionary communication.

Need for autonomy. Perlocutionary communication can also facilitate the fulfillment of the employees' need for autonomy by providing flexibility in terms of how they accomplish their tasks. The need for autonomy emerges from the notion of locus of causality or being the origin of one's actions rather than being forced to act by external forces (deCharms, 1968). It does not necessarily imply a need to act independently from the desires of others. Instead, it represents the need to act with a sense of choice or volition, even if doing so means complying with the wishes of others (Van den Broeck et al., 2016). Organizational conditions that include an emphasis on a choice-based rather than a command-given communication approach can induce a sense of autonomy (Deci, Eghrari, Patrick, & Leone, 1994). Such a style entails broad rather than specific, flexible rather than rigid language in communicating task goals, expectations, processes, timelines, etc. I, therefore, argue that a high context communication style involving the use of indirect message, accompanied with spatial and temporal cues, can make employees feel psychologically free to choose their preferred courses of action while enacting the leader's directives (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010). For example, a leader may ask an employee to work on a particular task during their non-office hours. If the leader uses a high context approach in conveying their message with the use of qualifying words such as 'perhaps,' or 'maybe,' accompanied with verbal expression of recognition and gratitude, the employee is more likely to agree to do the task volitionally, and experience a sense of

autonomy. The leader can also indicate support for employee autonomy through temporal cues. Conveying flexibility about task deadlines or schedules and allowing an employee to compartmentalize time, based on their preferences can boost their sense of autonomy. On the other hand, if the leader uses a low context dependent approach comprising of directive communication style, it may signal that the employee has no choice in the selection and execution of tasks, thus thwarting the need for autonomy (Troughakos, Hideg, Cheng, & Beal, 2014). Thus, perlocutionary communication is more likely to create a sense of autonomy for employees if it is conveyed using a high rather than low context communication style.

Accordingly, I propose:

Proposition 2: Leaders' high context perlocutionary communication will be more positively related to employees' sense of autonomy than low context perlocutionary communication.

Leader Illocutionary Communication and Employee Need Fulfillment

Illocutionary communication serves the purpose of establishing social bonds and connectedness between leaders and employees (Mayfield et al., 1998; Sullivan, 1988), through empathetic content that increases the employee's familiarity with the leader's level of concern and compassion for them. Compliments for performance and special consideration for work or personal problems are examples of empathetic communication. This domain of communication includes emotional expression by the leader, as well as validation for the emotional states of employees (Mayfield, & Mayfield, 2002). As such, I suggest that the need for relatedness aligns with the purpose of illocutionary content, whereas needs for competence and autonomy do not. I, therefore, focus on how leaders with low or high context communication style can enhance or weaken the effect of illocutionary communication on fulfilling the relatedness need.

Need for relatedness. Leaders' illocutionary communication establishes the employees as valued members of the organization, make them feel they belong to a group, experience a sense of communion, and develop a close leader-member relationship. Making people feel understood and appreciated, and avoiding situations that trigger feelings of self-consciousness or insecurity are essential to achieve the purpose of illocutionary communication (Reis, Sheldon, Gable, Roscoe, & Ryan, 2000). I conjecture that a leader's communication style characterized by high context dependence will be more effective than a low context communication style in preserving and promoting social interests and maintaining relationships, and therefore fulfilling employees' need for relatedness (Adair et al., 2016). A high context communication style can minimize barriers for social interaction by conveying empathy through actions such as making eye contact, displaying warm body language, and face-saving mechanisms such as avoidance of blatant criticism or blame in verbal communication. Additionally, display of appropriate emotions by the leaders can also facilitate the development of affective bonds between leaders and employees through emotional contagion (Barsade, 2002). In contrast, low context communication is less effective for socially lubricative functions even when the content, i.e., wording of the message, is relational. For example, the impact of expressing a relationally oriented message such as "I care about you" can be very different depending on whether it is conveyed with a low versus high context communication style. If delivered using words that are not accompanied with any reinforcing emotional expressions, the message may hold little or no meaning; but when the message is conveyed with eye contact, warm facial expression, gestures, and pleasing tone of voice, employees can feel the care, even if no words are uttered. High context communication can also help to preserve employees' self and social worth, especially while conveying negative message or feedback (Ting-Toomey, 2005). Accordingly, I propose

Proposition 3: Leaders' high context illocutionary communication will be more positively related to employees' sense of relatedness than low context illocutionary communication.

Leader Locutionary Communication and Employee Need Fulfillment

The meaning-making domain of communication content involves an explanation of the abstract vision, mission, norms, values, and structures that are unique to every organization (Mayfield et al., 1998). Through locutionary communication, leaders can instill mental models regarding the collective, higher purpose of the organization. Employees use the information conveyed in the locutionary domain to construct a schema of themselves within the work context as a specific part integral to the broader whole (Sullivan, 1988). The content domain of locutionary communication also entails familiarizing employees with organizational values and enabling them to connect these values with their own. Given the breadth of this content domain, I conjecture that it can facilitate the fulfillment of two psychological needs—Need for relatedness with the organization and need for autonomy.

Need for relatedness. In the domain of locutionary communication, leaders explain to employees the vision and values behind the organizational processes (including its structure, rules, and practices) and how their work is integrated therein (Binyamin & Brender-Ilan, 2018). As such, the leader enables value alignment and meaning identification for the employees, making them feel connected with the organization. Drawing on similar arguments I presented for the high context illocutionary communication in fulfilling employee need for relatedness, I propose the same effect of high versus. low context communication in the domain of locutionary communication. Note that unlike the content of illocutionary communication, which focuses on employee-leader relations, the focus of relatedness in locutionary communication is between the employee and the organization. A high context communication style maybe better suited here to

generate a sense of relatedness to ensure that the employees can emotionally resonate and identify with organizational vision, mission, and values. I conjecture that a high context style, especially in the message context or verbal domain, can be useful for conveying locutionary content in order to facilitate a value alignment process, which may result in the development of employee-organization bonds. For example, while conveying a company's core value, some leaders may take a low context approach and use explicit terms such as "innovation" and "risk-taking." In contrast, others may use a high context style to convey the same message by recounting relevant anecdotes and incidents, such as stories of employees being rewarded rather than being punished or fired for failing while trying out new ideas. While the top-down approach of a low context style may be somewhat successful in making employees adhere to the explicitly stated values and norms, the subtle high context approach makes the content relatable and allows employees to internalize the broader meaning behind the stories. Conveying organizational values through stories and metaphors can elicit stronger emotions, making them more conducive to being aligned with the personal values of the employees (Conger, 1991). This sense of value alignment can help to fulfill the employee's need for relatedness and allow incorporating their identity into the organization's social realm. Low context communication can be counterproductive for relational needs because explicitly stated instructions regarding how an employee should behave could create demanding expectations in the form of social pressures to fit. Instead of enhancing the feeling of belongingness, this directive approach of communication can result in a sense of alienation for the employee. Thus, the leader can amplify the degree to which locutionary communication can create a sense of relatedness for employees with the use of a high context communication style.

Proposition 4: Leader's high context locutionary communication will be more positively related to employees' sense of relatedness than low context locutionary communication.

Need for autonomy. Locutionary communication can also be valuable for facilitating a sense of autonomy and self-drive in the employees to achieve organizational goals. Leaders can highlight how organizational mission, values, and goals can be congruent with an employee's own motives, thus inducing a feeling of work meaningfulness and high engagement (Kahn, 1992). In this locutionary communication domain, I again suggest that a high context communication style will be effective than a low context communication style in inducing a sense of autonomy in the employees. First, the high message context involves the use of metaphors and stories with a focus on the broader meaning of organizational purpose, which keeps the meaning-making at a higher level of abstraction, allowing employees to choose how they enact that meaning in their work activities. Second, the use of spatial cues such as gestures, facial expressions, and tone of voice are likely inducing employee emotional connections with organizational vision and values. The literature on leadership styles, such as transformational leadership (Bass & Avolio, 1994), has demonstrated that leader's communication laden with positive emotional cues can signal passion regarding the broader significance of a task, which can enthuse the employee to engage in goal-fulfillment activities autonomously. Third, the use of high temporal context cues such as event-based time (e.g., Reinecke & Ansari, 2015) rather than linear schedules can enable employees to exercise greater autonomy in how they carry out the organizational vision. In contrast, low context communication that explicitly describes vision, mission, and values in words, and specifies timelines and deadlines, is likely to restrict employee choice and curtail their sense of autonomy. I therefore propose

Proposition 5: Leaders' high context locutionary communication will be more positively related to employees' feeling of autonomy than low context locutionary communication.

FACTORS AFFECTING RELATIONSHIP BETWEEN LEADER COMMUNICATION AND EMPLOYEE NEEDS FULFILLMENT

Role of Preferred Employee Communications Style

Communication is a process in which two or more participants *interact* to produce an outcome for each party (Gardner, Paulsen, Gallois, Callan, & Monaghan, 2001). The attributes and motives of each party are equally crucial in determining the outcome of the communication process (Gallios, Ogay, & Giles, 2005). To achieve a full understanding of how the leader's communication style and content affect employees, I need to consider the role of the employee's communication styles and preferences. In developing my theoretical model, I, therefore, consider the role of communication styles that employees prefer or expect from their leaders. The employee's preference for leader communication styles can emerge due to various reasons. First, employees may prefer that their leader's communication style mirror their own natural communication style (Hatfield & Huseman, 1982; Muchinsky & Monohan, 1987; Van Vianen; 2000). Accordingly, employees with an inherently high context communication style may be more comfortable with their leader's style if it involves subtle and indirect approaches of conveying content. In contrast, low context communicators may prefer that their leader, like themselves, express the information and ideas directly with explicit words. A match or similarity between leader and employee communication style may ensure or amplify the desirable implications of leader communication for employee need facilitation.

Second, employees may also develop preferences for leader communication style based on their familiarity with certain styles. This familiarity may emerge from their experience with other

authority figures such as parents, teachers, as well as managers or supervisors in first jobs (Lu, Nisbett, & Morris, 2020). The style of former authority figures may shape expectations and schemas regarding what a leader-employee communication is like, and over time develop the preference of the employee regarding leader communication styles. While the origins of whether and why a leader is matching versus familiar communication styles make the employee more comfortable is beyond the purview of this paper, employees are likely to have a preferred leader communication style. Irrespective of whether it is driven by familiarity or similarity, employees' preferred style influences how the leader's communication affects them. I expect that the proposed effects of leader communication style on employee need facilitation are likely to be stronger if the leader's actual communication style matches the employee's preferred style.

Accordingly, I propose:

Proposition 6: The proposed relationships (P1-P5) will be stronger if the leader's communication style matches the employees' preferred communication style.

Role of Leader-Member Dyad Time Span

It is also important to consider the role of time, in terms of leader-member dyad tenure, in assessing how leader communication style and content affects employee need fulfillment. According to the uncertainty reduction theory, when individuals unfamiliar with each other meet, their primary concern is to reduce uncertainty or increase predictability about their behaviors (Berger & Calabrese, 1975). The main purpose of communication is to reduce uncertainty regarding the other party and increase interpersonal understanding. It is, therefore, reasonable to assume that what and how messages are communicated are especially important at the initial phases of leader-member interaction to help both parties figure out each other's intention, motivation, personality, and values. Once these deep-level attributes are better understood, as

time goes on, the degree to which the style of leader's day to day communication affects employee needs is likely to diminish over time.

First, in the perlocutionary domain, there is no need for leaders to provide explicit and detailed instructions about the tasks and expectations over time because the employees are likely to have a good idea about their role and great familiarity with the tasks. Accordingly, the requirement for leaders to use low context communication to facilitate employees' need for competence is reduced with time and experience of working with each other. Similarly, while a high context communication style is important for inducing a sense of autonomy at the initial stages of interaction, as leaders and employees continue to work together, the employees become familiar with the leader's intention of giving them autonomy. Thus, with time, even if the leader employs a low context approach and instructs employees to "go do this task," it would have the same effect on fulfilling employee's need for autonomy as a high context style.

Similarly, in the domain of illocutionary communication with the main purpose of establishing a sense of relatedness, as employees develop a deep understanding of the motives and values of the leader, they become aware of the care (or indifference) the leader feels for them. Gradually, the need for the leader's sentiments to be conveyed through contextual cues other than words will lessen over time. For example, when the leader tells the employee 'I care about you' with warm facial expressions and warm body gestures, and later backed up with appropriate resources and support, the employee will establish a trusting bond toward the leader. After many times of such interaction and exchange, the words 'I care about you' will be closely associated with employee's feelings of relatedness, even without using spatial contextual cues.

Lastly, I propose that the requirement for a high context approach is likely to decline over time in the domain of locutionary communication. First, high context communication involving

the use of metaphors and stories to emphasize the broader purpose of organizational activities is important at the early stages of an employee's tenure to help them find their personal fit and develop a sense of relatedness. Once the meaning of the explicit slogans deduced from the stories and metaphors becomes clear, talking these words themselves will be sufficient to generate the rich meanings originally embedded in the stories. A high context style can be very helpful at the beginning for the development emotional connections with organizational vision and values, and for enthusing employees to autonomously engage in goal-fulfillment activities. However, once the emotional connection and value fit is established, the effect is likely to diminish, because the employees have already internalized organizational values and will pursue goal fulfillment activities from their own volition. Accordingly, I propose:

Proposition 7: Requirement for recommended leader communication style to fulfill the domain-relevant employee needs in the proposed relationships (P1-P5) will reduce over time.

Role of Unit Communication Norms

Communication between leader and employee takes place in the broader organizational setting. The cultural attributes of this setting, in terms of norms and expectations regarding communication styles, are an important factor while considering the potential effects of leader communication styles. Various norms and standard practices regarding communications styles in organizations or their sub-units may stem from a number of sources. First, the communication style norms may simply be an artifact of the socio-geographic roots of the organizations.

Whether the employees themselves employ and expect others to employ a direct or indirect communication style, may be an artifact by where and by whom the organization was founded. For example, organizations with origins in Eastern countries are likely to have high context communication norms, as opposed to the low context communication norms for organizations

with roots in Western countries. Similarly, the high versus low context communication styles of the founders and early members may shape the communication norms of the organization through processes such as attraction-selection-attrition, or socialization (Lu, Chatman, Goldberg, & Srivastava, 2019; Schein, 1968; Schneider, 1987). Over time, organizational members may develop uniform communication style norms that are widely followed.

Second, the communication norms of the organizational units may emerge for instrumental reasons. Specifically, the nature of the tasks or goals of organizational units may determine the communication style norms. If the tasks performed by unit members have time urgency or little room for error (e.g., assembly work), the unit may develop norms favoring low context communication style that is clear, explicit, and timely. In contrast, if the unit's tasks or goals involve more ambiguity and have a longer time horizon (e.g., R&D work), then a high context communication style that provides more flexibility and freedom for interpretation is more likely to be the unit's communication norm. For such reasons, all organizational units are likely to have certain communication norms that are shared and followed by the members. A communication style that deviates from such norms may have various negative implications for task and interpersonal outcomes, such as lower effectiveness in goal accomplishment processes or confusion and conflict among employees. Thus, if the leader's communication style during leader-employee interactions violates the unit's communication norms, it can adversely affect the various proposed positive implications for employee need fulfillment. Accordingly, I propose:

Proposition 8: The proposed relationships (P1-P5) will be weaker if the leader's communication style violates the work unit's communication norm.

Insert Figure 1 about here

DISCUSSION

Prior research in the fields of management and organizational psychology strongly suggests that employee performance, job satisfaction, and retention are influenced by relations with their immediate supervisor (Graen & UhlBien, 1995; Mayfield & Mayfield, 2002). To achieve positive relations, managers need to possess leadership skills, many of which are firmly grounded in communication abilities, including listening/feedback, goal-setting, coaching, and information-sharing (Goleman, 2000). In this paper, I emphasize that satisfying employee needs is another important outcome of leader communication that has critical implications for individual performance outcomes. According to the self-determination theory, individuals are attracted to and perform optimally in situations that can fulfill their need for competence, affiliation, and autonomy (Deci & Ryan, 2000). Towards this end, I present leader communication style as a critical situational factor that can satisfy or thwart employees' basic psychological needs at work.

Theoretical Contributions

This paper makes important contributions to leadership and communication literature by theorizing the implications of leader communication style, a topic that has received limited attention despite being a very salient and proximate mechanism of exercising authority and influencing employee outcomes. Specifically, I theorize how both low and high context communication styles can yield positive implications for employee need fulfillment, depending on specific goals of various communication domains. I explicate how the three basic psychological needs of employees can be fulfilled using different communication styles within different communication domains. This work emphasizes that what is said and how it is said, go hand in hand for achieving different communication functions. By considering the joint impact

of communication style and content, I provide a more in-depth and thorough explanation for the complex effects of leader communication on employees' psychological needs.

By using the motivating language theory (Sullivan, 1988) to distinguish between communication content domains, I explore how the efficacy of various communication styles for fulfilling psychological needs can vary with the content being conveyed. In doing so, I contribute to MLT by extending the purview of its assumptions. One underlying assumption of MLT is that language covers verbal expressions that occur in leader-to-worker communication (Mayfield et al., 1995). I suggest that leader communication encompasses not just spoken language or verbal expressions, but also the style with which verbal expressions are conveyed, accompanied with varying degrees and different types of contextual cues. I also expand MLT's approach regarding the meaning of effective or successful leader communication. According to MLT, competent motivational communication is represented by communication that includes all three content domains— perlocutionary, illocutionary, and locutionary. By introducing the role of communication style in assessing its overall effectiveness, I argue that communication is most effective when it can satisfactorily address multiple goals (Zorn & Ruccio, 1998), rather than when it merely employs multiple content domains. I emphasize this point by demonstrating that each content domain can fulfill different needs through the nuanced use of high or low context communication styles.

In addition to the direct impact of leader's communications style and content, I also consider the roles of employee communication style preference, leader-employee dyad time span, and unit communication norms. I explicate how each of these factors can alter the proposed effects of leader's communication style on employee need fulfillment, thus providing a more comprehensive and dynamic theoretical model.

Opportunities for Future Research

Our conceptual model lays the ground for several interesting avenues for future research. First, my propositions present opportunities for empirical tests of these ideas. The effects of leader communication styles can be studied at a dyadic level by using validated scales of context dependent communication styles to measure leaders' communication style during employee interactions and assessing outcomes through employee reports of how it affects their needs fulfillment. These ideas can also be tested at the organizational level by considering general communication styles of leaders across hierarchical strata of the organization, or communication style of top leaders by assessing speeches and other organizational-wide communications.

Implications for Employee Performance and Well-being. The ideas presented in this paper mainly focus on employee need satisfaction, with the underlying assumption that the facilitation of each psychological need can have extensive influence on employee work outcomes. First, satisfaction of the need for competence can improve employee performance (Baard, Deci, & Ryan, 2004; Deci & Ryan, 2001) and can be especially relevant for routine performance on day-to-day tasks (Greguras & Diefendorff, 2009). While conveying perlocutionary content, clear instructions and strategies delivered through low context styles can reduce ambiguity and complexity associated with routine tasks, thus enhancing employee efficiency. Similarly, using a low context style to convey explicit feedback regarding past performance and providing roadmaps for future performance can boost employee self-efficacy, which can motivate them to set more challenging and ambitious goals for themselves.

Second, facilitation of need for autonomy can enhance an individual's intrinsic motivational drive (Gagne & Deci, 2005), which may boost job creativity (Amabile, 1988). The flexibility conveyed through a high context communication style can enable freedom for

exploration, and gradually translate external pressure into internal harmonious passion for work, i.e., making work part of one's identity and creating a sense of personal enjoyment (Vallerand et al., 2003). Harmonious passion can then serve as a mechanism linking job autonomy and individual creativity (Liu, Chen, & Yao, 2011). The sense of autonomy communicated through high context locutionary content can also motivate employees to engage in various forms of organizational citizenship behaviors (Williams & Anderson, 1991) and proactive actions such as change initiatives, highlighting organizational issues, and recommending improvements (Organ, 1988; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). The sense of autonomy, accompanied with face-saving mechanisms inherent in high context communication can make employees feel more empowered and less threatened, resulting in important extra-role behaviors such as constructive voice which involves speaking-up about work issues (Morrison, 2014), and voluntary efforts to effect change in the execution of work (Morrison & Phelps, 1999).

Finally, by fulfilling need for relatedness through high context communication while conveying illocutionary content, leaders can mitigate employee anxiety and enhance well-being. Face-saving measures embedded in high contexts styles protect employees from feeling vulnerable and can facilitate deeper trust in the leader. In addition, by establishing a sense of relatedness and personal relevance to organizational goals through locutionary communication, leaders can facilitate psychological meaningfulness (Rosso, Dekas, & Wrzesniewski, 2010) and psychological ownership (Pierce, Kostova, & Dirks, 2003) for organizational goals and values.

Efficacy of Different Communication Styles in Achieving Different Goals. Another avenue of research lies in the study of within-person variation in communication styles. The varying efficacy of different communication styles across content domains points to the need for flexibility in communication styles, defined as the ability to generate and select communicative

options according to the needs of the situation (Martin & Rubin, 1994). Identifying factors that influence the ability of a leader to engage in communication flexibility, as well as outcomes of engaging in diverse communication styles, present exciting theoretical avenues. While both high and low context styles have domain-specific benefits, I emphasize that using a uniform style for all types of communication content may result in less-than-optimal outcomes. For example, if a leader is a low context communicator and indiscriminately employs a direct style to communicate about tasks as well as relational domains, it may boost employee work efficiency but fail to establish an emotional bond between leaders and employees. Similarly, if the leader has a high context communication style and uses an indirect approach to communicate about abstract, long-term organizational pursuits as well as short term concrete tasks, it may aid the development of affective commitment for employees, but leave them unequipped to understand and meet day to day expectations. I conjecture that such a lack of fit between a leader's communication style and communication content can have several undesirable outcomes, such as lack of understanding and low engagement, resulting in poor performance and high turnover. While I advocate for a dynamic communication style, I also caution leaders that any deliberate change in communication style must be informed and suited to the desired outcomes. For example, employees may be underperforming on tasks due to confusion and ambiguity emerging from a leader's moderately high context approach. In such a scenario, if the leader transitions to an even more indirect style to indicate support and autonomy, it is likely to backfire and amplify employee performance issues due to a greater lack of fit between the problem and new communication style. In contrast, using an informed, fit-based approach to switch to a low context style can help employees succeed in their tasks by reducing informational ambiguity. My

theoretical model can be extended to explore the implications of congruence between communication style and domain-specific goals for avoiding counterproductive work outcomes.

Practical implications

The propositions presented here have important managerial implications. First, it can be advantageous for leaders to be aware of their communication style and understand the impact of various styles on employees' sense of competence, autonomy, and relatedness, and subsequently other critical outcomes. Equipped with this knowledge, leaders can use the appropriate communication style to optimize employee need facilitation. This is especially relevant during the early stages of leader-employee relationship when employees are largely unaware of the leader's motives and preferences. This model also suggests that managers could benefit from viewing communication style as a flexible tool to serve distinct functions of communication (Halliday, 1975), rather than a fixed, unchangeable individual characteristic. Accordingly, they should modify their communication style based on the purpose of the interaction or the target audience. For example, leaders can use low context communication style to convey explicit task instructions and clear expectations to increase employees' sense of competence and job efficacy; they can also adopt a relatively high context communication style to create a sense of autonomy and relatedness, for enhancing employee creativity and psychological well-being. Relatedly, leaders should have a good understanding of their employee's preferred communication style, and the organizational norms regarding communication and adapt their own style accordingly. By adopting the right communication style at the right moment for the right people, leaders may induce and encourage desirable behaviors beyond routine work outcomes, such as extra-role and

organizational citizenship behaviors. Organizations can use these insights to educate and train their managers on the relative effectiveness of various communication styles.

Conclusion

The essence of effective leader communication is that style cannot be separated from substance. Communication content and style function in synergy to influence various outcomes, including employee need satisfaction, work motivation, and behaviors. To understand when and how leader communication can be most effective for achieving desirable employee and organizational outcomes, we need to study the interactive effects of communication content and communication style in the broader organizational context. This paper offers an initial step in this direction and lays the groundwork for future theoretical and empirical work.

CHAPTER 2

IT'S ABOUT HOW YOU SAID IT: EFFECTS OF MANAGER'S COMMUNICATION STYLE ON EMPLOYEE CREATIVE PROCESS ENGAGEMENT AND EMOTIONAL WELL-BEING

Introduction

Communication is the process by which an idea is transferred from a source to a receiver, the intention being to change receiver's behavior (Langan-Fox, 2002), and potentially attitudes, and emotions. Interpersonal communication has been argued to be the essence of organizational functioning as it creates structures which affect what gets done, how well, and by whom (Snyder & Morris, 1984; Weick, 1987). Effective communication between managers and employees is especially critical because the communication skills of authority figures are important determinants of employee outcomes, such as creativity, and task performance (Penley, 1991). The communication style with which a manager conveys information, plans, ideas, feedback, performance expectations, and relational cues is a critical component for effective organizational interactions, and can impact a range of employee outcomes. In this chapter, I focus on how the communication style of a manager, in terms of its degree of context dependence, affects employee engagement in creative processes and employee emotional well-being. Following Adair, Buchan, Chen & Liu (2016), I distinguish between communication styles using Hall's (1976) context dependence approach in which communicators are differentiated by their degree to which they incorporate contextual cues such as emotions, nature of the relationship between interlocutors, physical environment, and so on, in conveying information. Context-free or low context communication involves explicit messaging to convey meaning and establish understanding (Hall, 1976). High-context communication involves use of implicit contextual

cues such as eye contact, body movement, the use of silence, the physical and temporal setting of the interaction, and the relationship between the interlocutors (Adair et al., 2016).

Different forms of employee self-views are offered as explanatory mechanisms for the relationship between manager communication style and employee outcomes. Specifically, I consider the mediating role of self-efficacy to explain the relationship between manager communications style and employee creative process engagement, and the role of self-compassion in explaining the effects of manager communication style and employee state anxiety. I also consider relevant components of communication that can affect the hypothesized relationships. First, I explore how the nature of employee jobs can play a role in determining the extent to which managerial styles can affect employee outcomes. Second, I study whether the effect of communication can vary with the valence of communication content, i.e., are the effects different for positive versus negative content. Finally, the role of perceived intention of managers for using different communications styles while conveying negative communication content to the employees is also theorized and tested. I present data from one cross-sectional field study and two experimental lab studies to test the hypothesized model presented in this chapter.

The current research seeks to contribute to existing theories and empirical work on the effects of managerial styles on employee outcomes in important ways. First, I choose manager communication styles as a typical managerial style to study their effects on employee outcomes. In particular, I adopt a context dependence approach to managerial communication which allows a comprehensive understanding of communication styles rather than focusing primarily on the words used to convey content such as information and instructions. Related research has looked at the impact of authority figures on employee outcomes, including the effects of leadership styles, such as effect of transactional versus transformational leadership styles on employee

performance (e.g., Bass, 1990; Howell, & Avolio, 1993; Judge & Piccolo, 2004). This literature, however, focusses on the content of manager-employee communication, such as future-oriented strategies, intellectually challenging ideas, rather than the style of communication. While content is unarguably a crucial element, it does not capture some important aspects of manager-employee communication which are critical in determining its effect on employees. These include non-verbal contextual cues which can convey a substantial portion of the meaning in an interaction. By using a context dependence approach, I consider the critical role of non-verbal contextual cues into the purview of manager-employee communication. Second, by studying creative process engagement as well as emotional well-being, I explore two distinct but critical effects of manager communication styles on employees. The exploration of underlying mechanism of these relationships in this paper also contributes to the literature on employee self-views by offering factors that can enhance employee self-efficacy and self-compassion.

Context Dependence in Communication Styles

Individual attributes, styles, and behaviors of managers in supervisory roles are some of the most proximate determinants of employee outcomes, and can have a strong impact on employee workplace experiences (Yukl & Van Fleet, 1982). The impact of the management styles of authority figures on employee outcomes has been studied extensively in the management literature (e.g., Chan, Xu, Ed Snape, & Lam, 2013; Dvir, Avolio, & Shamir, 2002; Judge & Piccolo, 2004; Shin & Zhou, 2003; Piccolo, Greenbaum, Den Hartog, & Folger, 2010; Wang & Cheng, 2010). The communication style of managers is an area of research that has received limited theoretical attention despite being one of the most salient behavioral mechanisms of manager-employee dynamics (e.g., Mayfield & Mayfield, 2002; Penley & Hawkins, 1985; Venus, Stam, & van Knippenberg, 2013). This is surprising considering the

critical role of manager-employee communication in establishing employee responsibilities, laying out goals and strategies, and ensuring coordination. The communication style of authority figure is a critical ingredient for effective interactions between managers and employees and for achieving important employee outcomes. To explore the effect of different communication styles, I use Hall's (1976) conceptualization of low and high context communication to distinguish between communication styles of managers. Hall (1976) proposes that communication can be understood by the way in which individuals attend to or rely on contextual factors to convey meaning during interactions. Contextual factors at work are represented by the "situational opportunities and constraints that affect the occurrence and meaning of organizational behavior" (Johns, 2006, p. 387).

According to the context dependent approach, communication styles lie along a low-high context continuum depending on the degree to which an individual uses contextual cues to convey and understand meaning (Adair et al., 2016). A low context communication is a relatively direct style in which meaning is conveyed primarily through explicit words (Adair, Buchan & Chen, 2009) with the purpose conveying information. In contrast, high context communication involves an implicit approach in which meaning is conveyed or amplified through contextual cues such as subtle words, facial expressions, tone of voice and body language (Hall, 1976) which together provide informational as well as relational cues. Context dependent communication entails four distinct components - message, relationship, spatial, and temporal (Adair, Buchan, Chen, & Liu, 2016). Message context encompasses cues that convey implied and inferred meaning accompanying a verbal message in communication (Adair et al., 2016). Low context dependent individuals tend to communicate using direct, explicit verbal cues, such that the meaning is largely conveyed through the literal meaning of the words,

whereas high context dependent individuals rely on indirect and subtle verbal cues. Relationship context includes cues that convey the nature of a relationship between two interlocutors, such as status, relationship history, nature of relationship. Individuals with a low context dependence style use communication mainly to transmit information, whereas high context communicators also use it as a means of creating and preserving relationship by employing non-confrontational tactics, face-saving measures (e.g., engaging in self- and other-face maintenance) in their communication (Ting-Toomey, 2012). Third spatial context involves cues within the physical environment, such as distance between interlocutors, rate of speech, facial expression, and gestures that can be used to convey parts of the message or to emphasize the verbal message. For example, they can act as face-boosting mechanisms by amplifying positive message cues with appropriate facial expressions. High context communicators employ spatial cues in their day-to-day interactions compared to low context communicators. Lastly, temporal context in communication involves pace, temporal focus, and so on (Adair et al., 2016). In organizational contexts, this can manifest in the form of flexible schedules and deadlines, and less rigid compartmentalization of work and social domains.

I argue that the manager's use of high versus low context dependent communication styles during manager-employee interactions can be an important determinant of various employee outcomes. I focus on the impact of high versus low context dependent communication style of the manager on two employee outcomes – motivation to engage in creative processes and emotional well-being. First, I focus on creative process engagement because it can propel employee creativity (Reiter-Palmon & Illies, 2004; Zhang & Bartol, 2010a), or the generation of new and original ideas (Madjar, Greenberg, & Chen, 2011). Given how critical creativity is for organizational success, it is important to identify factors that can motivate employees to engage

in creative processes while carrying out their job roles. Accordingly, I test how different manager communication styles based on the degree of context dependence are associated with employee engagement in creative processes. To explicate the underlying mechanisms, I explore the role of employee self-efficacy as a mediating mechanism to explain the hypothesized relationship between manager's context dependent communication styles and employee creative process engagement. Second, the emotional well-being of employees is another increasingly important factor for individuals and organizations to thrive (Warr, 1999). I will test the effects of context dependent communication styles of managers on employee anxiety and state positive affect. In addition, I explore the role of employee self-compassion as the mechanism driving the relationship between manager's context dependent communication style and employee emotional well-being.

Manager Communication Styles and Employee Creative Process Engagement

Creative process engagement is defined as an employee's involvement in problem identification, information searching and encoding, and idea generation (Zhang & Bartol, 2010a). Prior research in this area has established that these mechanisms are essential for employee creativity in work contexts and enable a positive relationship between creative process engagement and employee creativity (Cheung, Huang, Chang, & Wei, 2020; Huang, Krasikova, & Liu, 2016; Reiter-Palmon & Illies, 2004; Zhang & Bartol, 2010a, 2010). Although extensive research has been conducted on employee creativity, the focus has largely been on creative outcomes, rather than employees' engagement in creative processes. Given the role of creative process engagement in facilitating employee creative outcomes, it is important to understand the antecedents of employee creative process engagement.

According to the componential theory of creativity, creativity is influenced by within-individual components such as task motivation and creativity processes, as well as components of the social environment (Amabile, 1983). Various behaviors, attributes, and styles of organizational authority figures represent an important external factor that can influence the degree to which employees engage in creative processes by searching for problem-relevant information, generating ideas, and evaluating a diverse set of alternative solutions (Basadur, 2004; Reiter-Palmon & Illies, 2004; Liu, Dust, Xu, & Ji, 2020). Managers have the opportunity as well as the requisite authority to reinforce creative behaviors in their employees (Magee & Galinsky, 2008; Zhou & Hoever, 2014). Through various behavioral, cognitive and affective mechanisms managers can accentuate or thwart employee creative process engagement. A manager's communication style while interacting with employees can be an important mechanism for employee creative process engagement.

First, extant literature on employee creativity indicates that individuals are more creative when they have autonomy over work processes (Amabile, 1996; Liu, Chen, & Yao, 2011). Freedom regarding work processes allows individuals to approach problems in ways that optimize the use of their expertise and creative thinking skills (Amabile, 1998). Manager communication style can facilitate or undermine employee perception of autonomy, and in turn, affect their engagement in creative processes. High context dependent communication from the manager can create perceptions of autonomy as it employs indirect ways of conveying information rather than stating information and instructions outright in explicit words. Use of qualifying words such as maybe and perhaps in communicating ideas indicate flexibility in how those ideas can be received and implemented by employees. Perception of autonomy in how much flexibility an employee in interpreting and executing the task is likely to be lower with low

context dependent communication which entails conveying information and instructions in explicit and specific ways. It is important to note that a manager may use explicit words to tell employees they have autonomy in role, but if contextual cues such as tone of voice, facial expressions, body language, do not align with the meaning of the verbal cues, then it may not have the desired effect on the employees. A low context style relying only on the use of words to convey meaning may not be as impactful in making employees feel that they have authority and freedom. The same content, conveyed with a high context communication style, accompanied with contextual cues such as emotional expressions to emphasize the message, and suggestive verbal cues to encourage exploration, can be more effective for inducing a sense of autonomy in their employees. Scholars have argued that to facilitate the information search and assimilation process, managers should be careful not to provide cues that are too specific (Reiter-Palmon, & Illies, 2004) as information retrieved by following specific cues may hinder the creation of additional information or restricting the search for new information (Finke, Ward, & Smith, 1992). Very direct and specific cues can narrow the scope of information search of employees in a specific direction or area and prevent them from looking beyond the initial ideas provided by their managers. Accordingly, a low context communication style which entails use of specific verbal cues to convey information and ideas may result in lowering the creative process engagement of employees by narrowing their information search and preventing them from looking at problem from alternative perspectives.

Relatedly, an important requirement for creative problem solving in organizations is that employees should be allowed sufficient time for problem construction and for information search (Amabile, Conti, Coon, Lazenby, & Herron, 1996; Mumford, Scott, Gaddis, & Strange, 2002). The generation of unique solutions based on new information and ideas can be a time-consuming

process (Johns & Morse, 1997) which can be hindered if employees perceive time constraints. The temporal flexibility of a manager that is conveyed by their high context communication can style signal to the employees that the manager is open to employees spending time on creative problem-solving. In contrast, the directness and explicitness of a low context style may convey a sense of immediacy that hampers creative exploration. It is plausible that employees may experience some temporal flexibility if the manager uses a low context style to explicitly tell them that they can take as much time as needed. However, if the same words are spoken in a different tone or voice, or with a different facial expression, the meaning interpreted by recipient can be vary considerably. The relevance of considering the communication style lies in recognizing that through incorporation of relevant contextual cues to accompany the words, a high context style can ensure that the message is internalized by the recipient and potentially strengthen the effects of the verbal message. It can also facilitate flexibility through broader indicators such as lower focus on schedules and deadlines in general. Together, such cues associated with high context communication can facilitate employee creative process engagement more strongly than a low context style can.

Second, the manager's communication style can affect employee creative processes by increasing or alleviating their concerns regarding the repercussions of exploring new avenues to address organizational issues. A communication approach that promotes a sense of interpersonal justice can promote creative processes through trust and information sharing between managers and employees (Khazanchi & Masterson, 2011). High context dependent communication is oriented towards maintaining interpersonal relationships through respect and consideration, promoting interpersonal justice. The subtle cues and face-saving mechanisms associated with a high context dependent communication style can allow employees to take creative risks without

worrying about facing embarrassment or humiliation if they fail. In contrast, the use of low context communication style by the manager can prevent employees from taking creative risks and experimenting with new ideas. Once again, a manager may use verbal cues to explicitly tell employees that they do not need to worry about repercussions of failure while exploring new avenues. The extent which this can alleviate employee concerns depends on whether these words are accompanied with the requisite contextual cues such as tone of voice, facial expressions, and physical gestures. High context communication can play an important role because it can reinforce the verbal message with the cues that allow employees to internalize the manager's care for the employees and feel a sense of reassurance. Employees may engage in creative processes even in response to low context communication styles due to other factors too, such as urgency of the problem, employees' own interest or volition, follow the culture of their work unit, or work towards incentives associated with such activities and so on. Even in such scenarios, high context communication style is still likely to be associated with greater creative process engagement by help to mitigate issues such as fear of failure and concerns about losing face, or by amplifying the effects of other enabling factors that may be at play. Accordingly, I hypothesize that:

Hypothesis 1: Manager's (high) context dependent communication style will be positively associated with employee creative process engagement.

The Mediating Role of Employee Self-efficacy

To understand the underlying mechanisms driving the effect of manager communication style on employee creative processes, I explore how the managers' communication style can affect employee self-views. Specifically, I focus on employee self-efficacy, which is a self-judgment of how well one can attain goals in specific domains (Bandura, 1986; Bandura, 1997).

It represents the employee's self-perceived ability to execute courses of action required to attain desired goals (Bandura, 1986; Bandura, 1997). Self-efficacy is a form of self-perception that is orientated one's beliefs regarding their ability to fulfil the requirements of maintaining a functional life. For most adult individuals these demands lie in their work domain. It, therefore, represents a relevant form of self-views for studying the underlying mechanisms of outcomes in the work domain, such as engagement in creative process as it pertains to perceptions regarding one's capability to fulfil task requirements and solve work issues.

Although self-efficacy is driven by an individual's own evaluation of their abilities (Bandura, 1986), it can be partially independent of one's actual abilities (Muris, 2002). Research on the structure of self-belief systems indicates that people's beliefs in their capabilities vary across situations rather than manifest uniformly across contexts in the likeness of a general trait (Bandura, 1997). The degree of self-efficacy an employee experiences can be based on the informational and interpersonal cues they receive from the work environments (Gist & Mitchell, 1992). Prior research suggests that authority figures can be integral in shaping employees' efficacy beliefs (Eden, 1990). A manager's communication style while providing information, instructions, or feedback to their employees can affect employees' self-efficacy as it directly affects how confident the employees feel about their ability to handle complex information and explore unfamiliar problem-solving avenues. A high context communication style from the manager has the potential to enhance employee self-efficacy. It involves face-saving cues that can mitigate employee negative self-views and make them feel more secure about their potential to assimilate new information, solve complex problems, and take creative risks. The relational cues in a manager's high context dependence communication style can also signal support and encouragement to employees which can persuade employees that they are capable of producing

creative outcomes (Tierney & Farmer, 2002). High context communication also entails use of appropriate physical cues and emotional expressions that signal consideration for employees and amplify positive cues. These can act as a face-boosting mechanism that reinforces employee positive self-views, and make them feel capable of handling complex work demands. Accordingly, I assert that high context dependence in a manager's communication style is positively associated with employee self-efficacy.

Self-efficacy may not directly boost employee capability, but it can positively affect how confident and self-assured employees feel about accomplishing their creative work goals. This can determine how comfortable and motivated they feel to take creative risks, how much they are willing to expand the scope of their information search, and how long they persevere in the face of uncertainty and challenge (Bandura, 1997; Lazarus & Folkman, 1984). Higher self-efficacy in the form of greater confidence in one's own ability to assimilate new information, explore unfamiliar avenues, and solve complex problems can encourage employees to expand their search for information and engage in the process of idea generation. Self-assuredness about being able to achieve creativity goals can facilitate exploration, experimenting, and generating alternatives. The belief on one's ability to see a task through can also ensure greater persistence in problem-solving. I, therefore, expect that employee self-efficacy is positively associated with creative process engagement.

Hypothesis 2: The relationship between manager's (high) context dependent communication style and employee creative process engagement is mediated by employee self-efficacy.

The Moderating Role of Job Creativity Requirement

The degree to which a manager's communication style can impact employee creative process engagement also depends on situational factors such as the extent to which the job of the employee provides avenues for creativity or requires employees to be creative while fulfilling their roles. The potential for employees to exercise creative avenues in their jobs can be captured by the job creativity requirement, an aspect of job design that allows task complexity, autonomy, and creativity (Gilson & Shalley, 2004; Unsworth, 2001). Facilitating employee creative behavior requires creativity and innovation to be structured into the job requirements (Shin, Yuan, & Zhoe, 2017). Unless exploring creative avenues is a component of their job, other situational factors, such as manager communications style, maybe restricted in how much they can influence employee creative process engagement. If, however, jobs have inherent creativity requirements, then employees may be able to respond to other situational factors and engage in creative processes, such as trying new approaches, creating novel ideas, and so on.

Hypothesis 3: Employee job creativity requirement positively moderates the relationship between manager's (high) context dependent communication style and employee creative process engagement.

Manager Communication Style and Employee Emotional Well-being

An important employee domain that managers can affect is their well-being by influencing employee perceptions regarding their work environment. In recent decades, organizations have been showing increasing interest in enhancing and maintaining various forms of employee well-being (Warr, 1999). Employee well-being refers to an individual's feelings and affective state (Diener, Suh, Lucas, & Smith, 1999; Warr, 1990),

Prior research indicates that employee well-being is strongly affected by the psychosocial work environment (e.g., Gilbreath & Benson, 2004), which includes managerial style (Sparks,

Faragher & Cooper, 2001). It is, therefore, important to study manager behaviors and styles as these authority figures can have a major positive or negative influence on employees' workplace experiences (e.g., Gilbreath & Benson, 2004; LePine, Zhang, Crawford, & Rich, 2016; Montano, Reeske, Franke, & Hüffmeier, 2017; Reb, Chaturvedi, Narayanan, & Kudesia, 2019). The level of support that employees perceive from their managers is also an important factor of employee well-being (Beehr, Farmer, Glazer, Gudanowski, & Nair, 2003; Buck, 1972; Gonzalez-Morales, Kernan, Becker, & Eisenberger, 2018; Kirmeyer & Dougherty, 1988). I explore the effects manager communication style on employee state anxiety to understand how they can adversely affect or enhance the employees' hedonic aspect of well-being, which pertains to the pursuit of happiness and a pleasant life.

I focus on anxiety because it represents a widespread employee problem which can increase when employees perceive threats or uncertainty in their work environment (Endler & Kocovski, 2001). Anxiety is an emotional state accompanied by expectations of negative outcomes and concerns about the severity of those outcomes (Eisenberg, Baron, & Seligman, 1998). Workplace anxiety is defined as feelings of nervousness, uneasiness, and tension about job-related performance (McCarthy, Trougakos, & Cheng, 2016), and is operationalized at both dispositional and situational levels (Cheng & McCarthy, 2018). In 1966, Spielberger suggested distinguishing trait anxiety from state anxiety. Trait anxiety represents an individual's predisposition to respond, while state anxiety is a transitory emotion characterized by a state of distress, physiological arousal and consciously perceived feelings of apprehension, dread, and tension in reaction to stimuli with the potential for undesirable outcomes (Brooks & Schweitzer, 2011). Individuals experiencing anxiety embody apprehension and avoidant behaviors that often interfere with performance. Within-person changes in anxiety on a daily basis can lead to higher

levels of counterproductive behaviors and organizational turnover (Rodell & Judge, 2009).

Given the repercussions of anxiety for individuals and organizations, it is important to identify and understand organizational factors that can accentuate or attenuate it, as well as causal pathways explaining these relationships. A manager's communication style represents a form of organizational stimulus with the potential to trigger or increase employee anxiety. State anxiety can be triggered by threats to positive self-perceptions or by experiencing other forms of psychological distress (Endler & Kocovski, 2001; Greenberg, Solomon, Pyszczynski, Rosenblatt, Burling, Lyon, Simon & Pinel, 1992). People like to feel appreciated and secure (Greenberg, Pyszczynski, & Solomon, 1986). Some situational factors can threaten these feelings and make people feel vulnerable, which results in anxiety. High context communication styles involve face-saving and face-boosting measures that protect the employee from feeling vulnerable or unappreciated. The subtle or implicit verbal cues can serve as mechanisms to preserve employee dignity and emotional safety in difficult situations. This style of communication from the manager can also signal care, consideration and respect for the employees, which can alleviate anxiety emerging from concerns about how the authority figure feels towards the employees. In contrast, low context communication style of one's manager can trigger feelings of underappreciation. Low context communication tends to be devoid of relational motives, which can manifest as a focus on discussing work issues and sharing information only. The lack of any relational cues during interactions may leave employees feeling isolated and vulnerable, which can create or increase employee state anxiety. A manager may use explicit verbal cues to tell their employees that they hold positive views about them. However, doing so with a low context style, largely devoid of accompanying contextual cues to reinforce the explicit verbal message is likely to be less effective than a high context style which can reinforce such a message through

appropriate emotional expressions and gestures. Accordingly, a manager's high context communication style can play an important role in mitigating employee state anxiety.

Hypothesis 4: Manager's (high) context dependent communication style will be negatively associated with employee state anxiety.

The Mediating Role of Employee Self-compassion

Self-compassion is an emotionally positive self-attitude that involves being caring and compassionate towards oneself (Neff, 2003; Neff, Kirkpatrick, & Rude, 2007). Unlike self-concepts such as self-efficacy and self-esteem, self-compassion is not based on a judgment or evaluation of one's self-worth, or on congruence with ideal standards (Neff, 2011). Instead, self-compassion entails offering oneself warmth and non-judgmental understanding. It is oriented towards developing a more objective perspective of oneself by recognizing that being imperfect, making mistakes, and encountering difficulties is part of a shared experience that all individuals go through (Neff, 2003a). Self-compassion is a form self-view that is oriented towards optimizing the human experience and wellness, rather than maximizing work outcomes or meetings job related goals. It can be argued that by the purview of self-compassion extends beyond the work domain, and focuses on personal experiences. It, therefore, represents the appropriate form of employee self-views to understand the underlying mechanism of non-task outcomes such as emotional well-being.

Self-compassion is associated with various positive outcomes such as stable feelings of self-worth (Neff, 2003; Neff, & Vonk, 2009). It can also be a relevant approach for coping (Neff & Seppala, 2016) and for experiencing lower turmoil during unpleasant experiences such as conflict resolution (Yarnell & Neff, 2013). It is, therefore, important to understand whether and how communication styles of managers can hinder or enhance employee self-compassion. The

communication style of a manager can affect how much self-compassion employees experience by aligning with the various components of self-compassion and by serving as a signaling mechanism. First, self-compassion entails three interacting and mutually enhancing components: a) self-kindness versus self-judgment; b) common humanity - perceiving one's experiences as part of the larger human, versus isolation; and c) mindfulness - holding painful thoughts and feelings in balanced awareness, versus over-identification (Neff, 2003b). These components are inherent across the various dimensions of context dependent communication and can be facilitated by managers through use of high context communication style. For example, high context communication in the relational dimension involves use of face-saving or relationship-maintaining mechanisms to ensure that employees do not feel judged. The relational cues inherent in high context communication can provide emotional safety needed to ensure that the employees can accurately perceive and rectify maladaptive patterns of thought, feeling, and behavior without the fear of condemnation. Low context dependent communication involves less regard for employee feelings and manifests in the form of blunt and explicit communication, which can hinder the development of employee self-compassion. Moreover, the spatial dimension of a high context communication style involves the use of emotional expression and appropriate body language to emphasize the verbal message. Kindness and empathy towards employees can be signaled through body language, facial expression, tone of voice, and so on. It is also important to note that while self-compassion requires that there is no harsh criticism of oneself for failing to meet ideal standards, it does not imply that one's failings go unnoticed or unrectified (Neff et al., 2007). If a manager adopts a low context, explicit style for communication feedback it could make employees harshly criticize themselves as well, which can hinder their self-compassion. In contrast, gently highlighting issues that need fixing through

a high context dependent communication style that involves face-saving mechanisms can help employees identify actions needed for optimal performance without making them feel harshly judged. This may inspire employees to be accurate but kind to themselves while evaluating themselves. Thus, high context dependent communication is likely to boost employee self-compassion while low context dependent communication can impair it.

Second, a manager's high context communication style, laden with subtle, relational cues that indicate consideration for employees can serve as a signal for employees to treat themselves with self-compassion. The use of a high context communication style by managers can be a mechanism to express care and compassion to employees, which indicates that the manager expects employees to treat themselves the same way. Studies on self-compassion have shown that interventions emphasizing an approach of kindness to oneself, such as asking respondents to write a paragraph expressing understanding, kindness, and concern to themselves (Leary, Tate, Adams, Allen, & Hancock, 2007) or adopting a self-compassionate perspective towards their mistakes (Zhang & Chen, 2016) can boost their self-compassion by making a non-judgmental approach to themselves more salient. Manager's high context communication style that involves relational cues of care and consideration can convey a non-judgmental stance compared to a low context style. This can serve as an intervention of sorts by making such an approach salient to their employees. It can also be viewed as a form of role-modeling, in which the employees model their approach towards themselves after the kind and caring approach that their manager adopts towards them. The communication style of an authority figure, that is not judgmental or punitive but infused with understanding and concern for the employees can enhance their self-compassion (Neff, 2003). By protecting employee emotional states through use of subtle verbal cues and appropriate emotional cues, managers indicate to employees that they too should care for their

own emotional well-being. In general, a manager's compassion for employees, expressed through a high context communication style, can increase how self-compassionate employees are toward, creating an "upward cycle of compassion" (Chen, 2018).

By encouraging or priming greater self-compassion in employees through their communication styles, managers can enhance the employee emotional well-being by reducing their state anxiety. Evidence from extant research supports the notion that self-compassion is positively associated with psychological wellbeing and life satisfaction (Allen, Goldwasser, & Leary, 2012; Hollis-Walker & Colosimo 2011; Neff, & Vonk, 2005; Zessin, Dickhäuser, & Garbade, 2015). Prior research indicates that self-compassion provides greater emotional resilience and stability and is linked to less anxiety. This is because self-compassion drives individuals to treat themselves kindly and to recognize the imperfect nature of the human condition which softens the pressure to constantly need positive evaluations (Neff, Kirkpatrick, & Rude, 2006). Self-compassionate individuals make greater efforts to make themselves feel better and are less hard on themselves (Leary et al., 2007). Moreover, any sense of failure experienced by individuals with self-compassion is not amplified and perpetuated through harsh self-condemnation (Blatt, Quinlan, Chevron, McDonald & Zuroff, 1982) and over-identification with negative thoughts and emotions (Nolen-Hoeksema, 1991). This supportive attitude toward oneself is likely to be associated with lower state anxiety. In addition, individuals with self-compassion also engage in proactive behaviors aimed at promoting or maintaining well-being, such as minimizing engagement in stressful evaluative situations and treating themselves with kindness in various ways such as taking time off without criticizing themselves for doing so. Individuals with greater self-compassion also tend to have a future outlook which drives greater

well-being (Philips, 2018). These mechanisms can contribute towards ensuring that the employees experience higher emotional well-being in general. Accordingly, I propose:

Hypothesis 5: Employee self-compassion mediates the relationship between manager's (high) context dependent communication and employee state anxiety.

The Moderating Role of Content Valence on the Relationships Between Manager Communication Style, Employee Creative Process Engagement, and Emotional Well-Being

Developing a nuanced perspective about the implications of manager's context dependent communication for employee creative processes and emotional well-being merits exploring the role of content valence in any communication episode. The degree to which managerial communication styles can impact employee creative processes and emotional states may be influenced by whether the communication between manager and employee has negative valence versus positive valence. In general, communicating content with negative valence, such as bad performance feedback, or unpleasant news can have complicated and often undesirable effects on employees (Grundmann, Scheibe, & Epstude, 2020; Harley, Pekrun, Taxer, & Gross, 2019). According to the feedback intervention theory (Kluger & DeNisi, 1996), negative feedback can make feedback recipients aware of the gap between their current level of performance and the expected standards, which can threaten their self-view (Kim & Kim, 2020) and make them question their ability to perform role requirements. Such concerns about their image (Kluger & DeNisi, 1996) and ability which can manifest in form of low self-efficacy. Negative feedback can have a deleterious effect on employees by distracting their focus from their areas of strength and directing their attention to dysfunctional issues, such as areas in which they experience performance deficits. In turn, low self-efficacy emerging from such negative self-views and self-doubt can prevent employees from undertaking complex problem-solving tasks or explore

unfamiliar avenues. This can hinder their creative process engagement. In contrast, content with positive valence is likely to preserve or even boost employee self-efficacy and facilitate their engagement in functional processes at work. Positive content such as good feedback does not threaten employee self-views in the way that negative feedback can. Employees may feel higher self-efficacy and engage in creative process after receiving positive feedback due to other factors such as positive affect. However, such benefits are absent when employees are faced with negative content. Given the potential repercussions of negative content for employee self-efficacy and as a result, for creative process engagement, the role of manager communication styles for maintaining or enhancing these employee outcomes is even more critical when negative content needs to be conveyed. I assert that the benefits of using a high context communication style may be stronger for negative content valence than for positive content. For example, when negative feedback is provided employees may experience lower self-efficacy and self-doubt. The effects of a high context style in facilitating or preserving their positive self-views and preventing employees from questioning their ability becomes even more pronounced in such situations of higher employee vulnerability. Compared to a low context communication style, the face-saving mechanisms and subtle verbal cues inherent in high context communication style can prevent employees from being overwhelmed by negative content. In response to negative communication events such as bad feedback, employees can experience a dysfunctional focused on performance deficits. A communication style that conveys care and consideration can prevent employees from going down a spiral of bad feedback resulting in consequent bad performance on other tasks. Thus, the effects of such mechanisms that enable preservation of employee self-views is especially likely to manifest even more strongly when conveying content with negative valence, compared to positive content which is unlikely to be

threatening to employee self-efficacy and creative process engagement. Accordingly, I expect that communication content with negative valence will amplify effect of manager's communication style on employee outcomes.

Hypothesis 6: The positive relationship between manager's (high) context dependent communication and employee self-efficacy is stronger for negative valence communication than for positive valence communication.

Hypothesis 7: The mediated relationship between manager's (high) context dependent communication and creative process engagement via self-efficacy is stronger for negative valence communication than for positive valence communication.

Negative content can make employees focus on the aspects of their performance which have deficits or gaps. Focusing on the downside and areas of improvement can make employees feel judgmental towards themselves and treat themselves harshly. They may refrain from allowing a sense of kindness and compassion towards themselves. In general, the degree of self-compassion they engage in is likely to be affected adversely when faced with negative communications content such as bad news, or poor feedback. Communication style can play a stronger role in facilitating and strengthening employee self-compassion during such interactions.

The lack, or low levels of self-compassion can make employees experience emotional disturbances which are associated with state anxiety. Receiving content with negative valence from authority figures can heighten the psychological state in which employees feel threatened (Kim & Kim, 2020). Focusing on one's areas of performance deficit can impair their equanimity and well-being, resulting in higher state anxiety. The role of communication style can be

strengthened in such scenarios since the need for ensuring employee-self-compassion and preserving employee well-being is even more pronounced. I, therefore, propose

Hypothesis 8: The positive relationship between manager's (high) context dependent communication and employee self-compassion is stronger for negative valence communication than for positive valence communication.

Hypothesis 9: The mediated relationship between manager's (high) context dependent communication and employee state anxiety via self-compassion is stronger for negative valence communication than for positive valence communication.

The Moderating Role of Perceived Intention of Manager Communication Style

A manager's high context communication style, especially while conveying sensitive information such as feedback, can have various positive implications for employees in the form of greater engagement in creative process and emotional well-being by boosting their self-views. In contrast, low context communication styles can hinder employee creative engagement and adversely affect their well-being by reducing how they capable they feel or how self-compassionate they are encouraged to be. These effects of low context communication styles may emerge from employee beliefs that the manager's blunt or direct style comes from lack of consideration or compassion for the employee. It can, however, be argued that if the employees believe that the manager's low context communications styles are driven by good intentions, then adverse reactions can be negated. The recipient's perceptions of the feedback provider's intentions while giving feedback can have a strong impact on how they react to it. The manner or the mode through which a manager provides feedback to employees signals their intention behind the feedback and may be more important than the valence of feedback, or can negate the effects of negative feedback (Dimotakis, Mitchell, & Maurer, 2017).

The use of low context communication styles, or relatively direct styles while provided feedback can be perceived by the employees as the manager's "tough love" if noble intentions are attributed to the manager. A perception that the manager is engaging in direct and explicit forms of communication with the intention of helping employees can ensure that employee outcomes are not adversely affected by the use of low context communication styles. Believing that the manager's direct and explicit negative feedback is meant to help them identify performance gaps and make improvements can benefit employees. For example, the adverse effects of authoritarian behaviors by authority figures on creative performance can be lessened if the employees believe that such behaviors were used to enhance their outcomes (Gu, Hempel & Yu, 2020). Explicit signals from managers regarding areas of improvement can make employees focus on those issues and increase their belief regarding their ability to become more capable employees in the future. If employees believe that specific performance issues are being explicitly highlighted by the manager to help them chart a clear path to improvement, then employees may experience a greater sense of self-efficacy towards closing those performance gaps. Higher self-efficacy emerging from such clarity can allow employees to engage in broader information search and problem-solving approaches to address their performance shortfalls.

The sense of self-efficacy emerging from the reassurance that the negative content is meant for their own benefit can allow them to focus their cognitive resources towards creative processes, such as generating better strategies (Byron, Khazanchi, & Nazarian, 2010). If employees believe that negative feedback is not an indicator of low ability but of high potential, they are more likely to react to negative feedback in the form of greater creative process engagement.

Hypothesis 10: The positive relationship between manager's (high) context dependent communication and employee self-efficacy is stronger when employees perceive employee-oriented intentions.

Hypothesis 11: The mediated relationship between manager's (high) context dependent communication and employee creative process engagement via employee self-efficacy is stronger when employees perceive employee-oriented manager intentions.

The belief that explicit and blunt negative feedback does not indicate that their managers think poorly of them can also protect employees from experiencing poor self-views, and help them to maintain their emotional well-being. Even though receiving negative content in form of bad feedback or unpleasant news can feel harsh, its effects can be softened if the intention behind it perceived to be noble or helpful. Delivering bad news or being straightforward regarding poor performance is not an easy process even for the person who delivers such content to the recipient. If employees perceive that their managers undertake this unpleasant process to help them succeed, then they can view that intention as a sign of care and concern from the manager. This can help employees to keep things in perspective rather focusing on one or few unpleasant events, and judging themselves too harshly. This can manifest in the form of self-compassion by allowing employees to take their minds off the problem and not be too hard on themselves. Instead of being disapproving and judgmental about their flaws and inadequacies in response to bad feedback delivered through a low context communication style, the improvement-oriented motive of managers can help the employees to see their failings as part of the human condition, and keep anxious thoughts at bay.

Employee self-compassion emerging from belief in the manager's employee-oriented intentions can help to mitigate state anxiety that results from explicit negative feedback. If the

recipients believe that, the main purpose of managers in providing direct and explicit negative feedback is to help the employees close performance gaps, rather than a reflection of how much they like, admire or value the employees then they are less likely to experience negative outcomes resulting from this form of communication. Accordingly, I argue that employee beliefs regarding manager's improvement-oriented intentions for using different communication styles while providing negative feedback can weaken the negative effects of low context communication styles for employee well-being by preserving or enhancing self-compassion.

Hypothesis 12: The positive relationship between manager's (high) context dependent negative communication and employee self-compassion is stronger when employees perceive employee-oriented intentions.

Hypothesis 13: The mediated relationship between manager's (high) context dependent communication and employee state anxiety via employee self-compassion is weaker when employees perceive employee-oriented manager intentions.

Full theoretical model

Insert Figure 2 about here

OVERVIEW OF STUDIES

The hypotheses were tested through a combination of field and experimental studies. Together these studies provide internal and external validity for the findings. First, in Study 1, I conducted a same source, cross-sectional field study to test the conceptual model. Self-reported data from employees was used to test the association between manager's context dependent communication style and employee creative process engagement (i.e., Hypothesis 1); employee

self-efficacy as a mechanism linking manager's context dependent communication style and employee creative process engagement (i.e., Hypothesis 2); the moderating role of job creative requirement on the relationship between manager's context dependent communication style and employee creative process engagement (i.e., Hypothesis 3); manager's context dependent communication style and employee state anxiety (i.e., Hypothesis 4); and employee self-compassion as a mechanism linking manager's context dependent communication style and employee state anxiety and positive state affect (i.e., Hypothesis 5).

Theoretical Model for Study 1

Insert Figure 3 about here

In Study 2, I tested the moderating role of content valence (Hypotheses 6). For the purpose of this experiment, context dependent communication style was dichotomized into high versus low context dependent communication styles. Hypotheses were tested through an experiment using a 2 (communication style: high or low context dependent) x 2 (content valence: positive or negative) factorial design. Participants were randomly assigned to one of the four experimental conditions.

Theoretical Model for Study 2

Insert Figure 4 about here

Study 3 was also an experiment with a 2 (communication style: high or low context dependent) x 2 (manager's intention: stated or not) factorial design. The main purpose was to test

the moderating role of perceived manager intention on the effects of communication with negative content valence (Hypotheses 10-13). Accordingly, all participants were provided negative feedback and randomly assigned to one of the four experimental conditions.

Theoretical Model for Study 3

Insert Figure 5 about here

Together, the evidence from the field study and experimental studies provides general support of the hypotheses, but also provides surprising insights into the effects of manager communications style on various employee processes and workplace experiences.

STUDY 1

Sample and Procedure

I conducted a field study by identifying and targeting employees working in various non-academic, administrative roles at a university in the Pacific Northwest region of the United States. The survey was hosted on an online platform (Qualtrics) and administered online by sharing the survey link with the target population. Participation was voluntary, and I promised all participants that their responses would be kept confidential. Upon completion of the surveys, I thanked the participants and entered their name in a lucky draw to win up to \$100 in the form of a Tango gift card or an item of their choice up to a value of \$100.

The employees were asked to report their manager's and their own communications style, answer questions about their own self-views, creative processes, and emotional well-being, and provide information about the nature of their work role, and relevant demographic information. Despite being susceptible to common method bias, the self-report design of the field study was

especially relevant for testing the theoretical relationships presented in this chapter because it is more important to capture how the communication style of managers is perceived by their employees, rather than capturing the manager's own perceptions. It is the employee's perception that determines how the manager's communication style affects them. Moreover, the outcomes of interest, such as self-views, engagement in creative processes and emotional well-being can only be experienced and reported by employees themselves.

I received 183 completed questionnaires (response rate of approximately 15%). The final sample that met all attention checks consisted of 160 employees, of whom 30.2% were male and 68.5% were female, and the mean age was 44.1 (SD = 12.55) years.

Measures

Manager communication style. Manager's communications style was measured by a 26-item context dependent communication style scale adapted from the original scale developed by Adair et al. (2016). Items included the scale captured all four components of context dependence communication – message, relational, spatial, and temporal. For the message component, items for capturing the manager's style while sending and receiving messages were included. As employees were asked to report their manager's style, some items were adapted to make the items more conducive to observational reporting. Sample items are, "My supervisor catches on to what I mean even when I do not say it directly." (component - message received); "My supervisor avoids explicit words to convey his/her meaning (component - message sent); "My supervisor is direct when conveying messages" (rev) (component - message sent); "My supervisor avoids making others lose face in communication. (component - relational); "My supervisor adjusts his/her facial expression to suit the content of his/her message." (component –

spatial); “My supervisor strictly sticks to schedules in their day-to-day work.” (rev) (component – temporal) (Cronbach’s $\alpha = 0.74$).

Employee creative process engagement. This was measured by using a 11-item scale adapted from the scale developed by Zhang and Bartol (2010) anchored on a 5-point Likert scale (1 = never, 5 = very frequently). The respondents were asked to think about the extent to which their manager’s communication style motivates them to engage in the following actions, and then respond to the items. Sample items included “... spend considerable time trying to understand the nature of the problem”, “... consult a wide variety of information.” (Cronbach’s $\alpha = 0.94$).

Self-efficacy. A 7-item measure was used to assess generalized self-efficacy by adapting the items to capture the extent to which the employee’s manager’s communication style makes them think that “I will be able to achieve most of the goals that I have set for myself”, “I can perform effectively on many different tasks”, and “I will be able to accomplish any difficult tasks that I might face.” (Cronbach’s $\alpha = 0.96$).

Job creative requirement: This was measured using a 3-item scale following Gilson & Shalley (2004). Employees were asked to report how often their job required them to “Come up with novel and useful ideas”, “Create new ways of doing existing tasks”, and “Present things in new and interesting ways” (Cronbach’s $\alpha = 0.85$).

Employee state anxiety: This was measured using a 6-item adapted version of the State Anxiety Inventory (STAI), in which the respondents were asked to report how they feel in response to their manager’s communication style. Sample items were “I feel calm” (rev), “I feel tense”, and “I feel worried” (Cronbach’s $\alpha = 0.93$).

Self-compassion: This was measured using a 9-item scale adapted from Neff (2003) that captured the self-kindness and self-judgment components of self-compassion. In the adapted

version the respondents were asked to report the extent to which their manager's communication style influenced them to "... be kind to myself", "...be tolerant of my own flaws and inadequacies.", "...be really hard on myself" (rev). (Cronbach's alpha = 0.91).

Controls: First, the employee's own communication style can be an important factor in determining how well the communication style of manager is received by the employee. It can represent the communication style they prefer, to the communication that they are familiar or comfortable with, as well as the similarity between communication styles of the two parties. Accordingly, I treated employee communication style as a control variable. It was measured using a using a 19-item context dependent communication style scale adapted from the original scale developed by Adair et al. (2016) (Cronbach's $\alpha = 0.67$). Second, the employee's perception of manager communication styles may be affected by the gender of both parties. Therefore, the self-reported gender of employees and perceived gender of the manager were added as controls. Moreover, it was important to account for the gender of the respondent as there was a gender skew in the respondents with many more female respondents than respondents of other genders. Moreover, prior research indicates that gender plays a role in predicting some of the outcomes being tested. For example, males tend to have slightly higher levels of self-compassion than females (Yarnell, Stafford, Neff, Reilly, Knox, & Mullarkey, 2015). Lastly, the age range of the manager was also added as control variable as older age may be associated with perceptions of experience or authority which can affect how the communications style of managers is received by employees. Age range rather than exact age was asked as the employees may not have accurate information about their manager's age.

Analytical Strategies

A series of regression analyses were conducted to test the effect of communication style on the two outcome variables, the mediating relationship between communication style and creative process engagement via self-efficacy and between communication style and state anxiety via self-compassion (Baron & Kenny, 1986; Preacher and Hayes 2004). I also explored the indirect effects of the mediating relationships following Hayes (2013). To test the interactive effects of communication style and job creativity requirement on creative process engagement, I tested a moderated model using PROCESS models (Hayes, 2013; Muller, Judd, & Yzerbyt, 2005).

Results of Study 1

Means, standard deviations, and correlations of the variables included in the field study are presented in Table 1. To test Hypothesis 1, I examined the direct effect of manager communications style on employee creative process engagement. Results, presented in Table 2, do not support the hypothesis that higher context dependence in the manager's communication style had a positive effect on employee creative process engagement ($b = 0.100, p = 0.51$). Thus, Hypothesis 1 was not supported. To test Hypothesis 2, I examined the mediating effect of employee self-efficacy on the link manager communications style and employee creative process engagement. Because the direct effects of manager communication style on employee creative process engagement was not significant, I tested an indirect mediation model. Results in Table 2 show that there is a positive significant relationship between manager context dependent communications style and employee self-efficacy ($b = 0.48, p < 0.01$), a positive significant relationship between employee self-efficacy and employee creative process engagement ($b = 0.35, p < 0.01$), and a significant indirect effect of manager communications style and on employee creative process engagement through employee self-efficacy (coefficient = .17; S.E.=

.06, 95% CI [.05 .28], excluding zero). These results provide strong support for an indirect mediating model and suggest that while manager communication style does not directly influence employee creative process engagement, it does so via influencing employee self-efficacy. Therefore, Hypothesis 2 is partially supported.

Hypothesis 3 stated that job creative requirement would moderate the relationship between manager communications style and employee creative process engagement. The results in Table 3 reveal a marginally significant interaction effect of manager communications style and job creative requirement on employee creative process engagement ($b = 1.452, p = 0.07$). These results are in the predicted direction and provide some support for Hypothesis 3.

To test Hypothesis 4, I examined the direct effect of manager communications style on employee state anxiety. Results in Table 4 support the hypothesis that higher context dependence in the manager's communication style was associated with lower employee state anxiety ($b = -.82, p < 0.01$).

Hypothesis 5 predicted a mediation effect of employee self-compassion on the link between manager communications style and employee state anxiety. Following Baron and Kenny (1986), I ran a 3-step regression analyses. Results show that manager context dependent communications style was positively related to employee self-compassion ($b = .85, p < .01$), employee self-compassion was negatively related to employee state anxiety ($b = -.946, p < 0.01$). When both communication style and self-compassion were entered in the regression equation, only self-compassion had a significant effect on state anxiety ($b = 0.14, p < 0.01$), demonstrating a full mediation effect I also ran an indirect mediation analysis (Hayes, 2013), and found that the indirect effect of manager communications style on employee state anxiety through employee

self-compassion was significant (coefficient = -0.81; S.E. = 0.16, 95% CI = -1.1, -0.5, excluding zero). These results provide strong support for Hypothesis 5.

Because employees were unwilling to name their managers, I was not able to identify if any of the participating employees were partially nested under the same advisor. I thus could not conduct any analysis meant for nonindependence of the observations.

Study 1 Discussion

The results of this field study provide general support for many of the hypothesized relationships, indicating the advantages of a manager's high context communication style for employee creative process engagement and emotional well-being manifested via low state anxiety. There seems to be a clear effect of manager's communication style on employee self-views in the form of both self-efficacy and self-compassion. This indicates the importance of manager communication styles in shaping how employees think of their capabilities and with how much kindness they treat themselves. Although I did not find a direct effect of manager communication style and employee creative process engagement, it is highly likely that job creative requirement played an important moderating role that diminished its direct effect. These findings make theoretical sense because if the employees' day to day job duties do not allow them to engage in creative practices (especially those in administrative roles), or give them an opportunity to explore new ways to doing their tasks, then situational factors such as manager's communication style can have little or no impact. Thus, it is important to ensure that in addition to what the managers bring to the table, employee jobs are also designed in a way such that they have opportunities for creative growth. These results are encouraging and warrant further empirical exploration. The hypothesized effects of communication style on mechanisms and employee anxiety found support in this study. These findings are promising as they indicate that

managers can affect employee emotional wellbeing simply through the use of high context communication styles.

STUDY 2

In the second study, I explored the role of content valence in the relationship between manager communication style and employee self-views, creative process engagement and emotional well-being. I tested the effects of positive versus negative communication content through an experimental study to understand how the effects of manager communication styles play out when employees receive negative content such as unpleasant news or bad performance feedback. To clearly distinguish between positive and negative content, I measure reactions to good versus bad performance feedback, provided using high or low context communication styles. Feedback presents an important and relevant form of communication content to test the effect of communication style as it directly relates to employee self-views. Feedback from authority figures can threaten or enhance employee beliefs about their capability, their ability to perform creativity tasks, and their beliefs of how other organizational members may perceive them (Kim & Kim, 2020). Depending on how feedback is delivered, employees can either follow a functional pathway and make constructive improvements in their self-views and actions, or follow a dysfunctional pathway and engage in self-doubt and experience negative cognitive and affective reactions.

Sample, Experimental Design and Procedure

The participants were undergraduate students enrolled in a business school in the northwestern region of the United States. 162 students (44.4% male, 56.6% female) with average age of 21 years participated in this experiment to partially fulfill their course requirement in Organizational Behavior. The experimental design was 2 (communication style: high or low

context dependent) x 2 (content valence: positive or negative) factorial. Participants were randomly assigned to one of the four experimental conditions.

A video-based experimental manipulation was created for this study. An actor from School of Drama at UW, Seattle was hired to play a manager in the videos. The actor was a Black, male, in the age range of 20-30 years enrolled as a student in the Master of Fine Arts (MFA) (Acting) program. Two sets of videos with high versus low context dependent communication style were created in which the actor played the role of a manager giving task instructions and feedback. Within each set based on communication style, there were subsets with negative and positive feedback, resulting in four sets of videos which were used for the experimental manipulation.

The actor was trained to use a high context communications style in one half of videos, and a low context communications style in the other half. The high context dependent communication style instructions entailed relational cues such as extended greetings at the beginning and display of spatial cues such as appropriate emotional expressions, body language, and modulation of tone of voice based on the content being conveyed, and subtle verbal cues through the use of words such as maybe, perhaps, etc. while provided instructions for tasks. High context temporal cues were also provided in the form of encouragement to participants to take their time while working on the tasks. The videos with a low context dependent communication style entailed a focus on conveying specific instructions or task-relevant information only, without any additional emotional or relational cues. In addition, to prime low context cues of low temporal flexibility, the manager glanced at his watch after giving task instructions to the participants and asking them to begin the task, after which a timer was presented during the task. However, I kept all verbal language largely the same in all experimental conditions.

A pilot study was conducted to test whether respondents were able to gauge the intended differences in the communication styles of the two sets of videos based on my experimental manipulations. The results of the pilot study indicated that they were effective, and I present these results in the supplementary section (see Appendix B).

The experiment was distributed over three-phases, with a gap of 7-10 days between each phase. During each segment of the experiment, the participants watched a video with a “manager” providing study information, task instructions (phase 1) or feedback (phase 2) using either low context dependent or high context dependent communication style. During each of the three phases, after watching the videos, they worked on various tasks, provided their perception of the manager, and the effects they experienced after receiving the feedback for their task performance.

In phase 1 of the experiment, participants were divided into two groups. One group watched a video of the manager introducing the study and providing task instructions in a high context dependent communication style, whereas the other group watched a video with the same manager communicating in a low context dependent communication style. They then worked on mock tasks based on the manager’s instructions, answered some attention check and demographic questions. In the mock task, the participants were presented with two work decision problems that hypothetical managers were facing. This was a managerial discretion task that was adapted from Gupta, Nadkarni, and Mariam (2019). They were presented with three possible actions that the manager could take in that situation and were asked to choose the action that they would take if there were managers. To ensure that they paid attention to the task and remembered their response, an open-ended question was added asking them to provide a rationale for why they chose that option? They also provided responses to identifying and linking

questions, including first name, last name and official email ID to help identify and merge their data from the three phases (for detailed instructions, see Appendix A).

In phase 2 of the experiment, each of the two participant groups was divided into two randomized sub-groups. The sub-groups watched another video of the same manager providing either positive or negative feedback on their performance for the tasks they completed in phase 1. For example, participants receiving negative feedback were informed that their performance was “lower than average” and the participants receiving good feedback were informed that their performance was “above average”. The feedback that all participants received was randomly assigned and was not based on their actual performance. To increase realism of the feedback that was provided to them, the respondents were asked to enter the email ID they had provided in phase 1 to “allow the system to generate feedback for their responses”. Once they entered their ID, the webpage displayed a progress bar for a 5-6 seconds with a message that their response was being located. Moreover, to ensure that the feedback each respondent received corresponded to the actual answers they had provided in phase 1, several versions of the feedback videos were recorded. For example, if a respondent chose option A for task 1, and option c for task 2 during phase 1, then in the feedback video in phase 2 they saw the manager provided feedback for those two response options. After they watched the video with feedback on their performance, they were asked to report how the feedback affected their self-efficacy, self-compassion and state anxiety.

In phase 3, participants watched another set of videos in which they received instructions for a few creativity tasks and then spent time working on these tasks. They were then asked to report the degree of creative process engagement they experienced while working on the creativity tasks based on the communication style of the manager they watched in the video. At

the end of study, contact information about the researcher was once again provided so that participants could reach out for any questions or comments they may have had about the study. Participants reach out regarding operational issues such as technical problems due to incompatible browsers, videos not loading properly, or students not being able to complete the study on time, but no messages were received about the study itself. Finally, after all parts were completed, a detailed study debrief was provided describing the experimental manipulation and reassuring the participants that the feedback did not reflect their actual ability or creativity.

In addition to avoiding issues associated with cross-sectional designs, the experiment was distributed over three parts for two main purposes. First, to increase realism, there needed to be a lag between the time at which participants completed the mock tasks and the time at which they received feedback. Second, I wanted to maximize the total duration for which participants watched the manager in the videos so that they could get familiar with his communication style over time.

After matching data from all three phases, I had 162 sets of complete survey responses (High Context Good Feedback = 42; High Context Bad Feedback = 39; Low Context Good Feedback = 41; Low Context Bad Feedback = 39) for testing the hypotheses from respondents who met the attention checks.

Measures

I used the same measures as in Study 1. Employee Creative process engagement (Cronbach's $\alpha = 0.89$); Employee State Anxiety (Cronbach's $\alpha = 0.92$); Self-efficacy (Cronbach's $\alpha = 0.96$); Self-compassion (Cronbach's $\alpha = 0.91$).

Communication styles manipulation Check. To check whether the two video-based manipulations for high versus low context communication styles was successfully perceived by

the participants, I conducted a manipulation check in phase 2 by asking the respondents to rate the manager's communication style on short version of the context dependent communication scale (Adair, et al, 2016) with 15 items (Cronbach's $\alpha = .748$). Only the items that could be observed in the video by the participants or experienced in the process of this experiment through verbal or visual cues were used to create a scale for the attention check. A t-test was conducted if the participants in the high versus low context communication style conditions perceived the communication styles as intended. Results indicate a significant difference in the scores for low context style group ($M = 3.03$, $SD = 0.52$) and high context style group ($M = 3.24$, $SD = 0.46$), $t(160) = -2.65$, $p < 0.01$.

Feedback Manipulation Check. I asked the participants to report whether their task performance in phase 1 was above or below average, and 93.1% of participants responded accurately as intended in the feedback manipulation. Their responses were used in the analysis to test the theoretical model.

Analytical Strategies

To test the effect of communication style on the two outcome variables, I conducted two-way ANOVA. The mediating relationship between communication style and creative process engagement via self-efficacy and between communication style and state anxiety via self-compassion, was tested via a series of regression analyses (Baron & Kenny, 1986; Preacher and Hayes 2004). To test the interactive effects of communication style and content valence on all outcome variables, I first conducted two-way ANOVA and then tested the full moderated-mediation model using PROCESS models (Hayes, 2013; Muller, Judd, & Yzerbyt, 2005).

Results of Study 2

Means, standard deviations, and correlations of the variables included in the field study are presented in Table 5.

Hypotheses Testing

Hypothesis 1 stated that manager's context dependent communication style would have a positive effect on the recipient's creative process engagement. Two-way ANOVA results support this hypothesis, $F(1,157) = 4.59, p < .05$ (Table 6). In particular, participants in the high context communication condition exhibited higher creative process engagement ($M = 3.47, SD = 0.09$) than those in low context communication condition ($M = 3.19, SD = 0.09$).

Hypothesis 2 predicted a mediating effect of employee self-efficacy on the positive relationship between manager's context dependent communication style and employee creative process engagement. A series of regression analyses (Baron & Kenny, 1986; Preacher and Hayes 2004) revealed that manager communication style was positively associated with employee self-efficacy ($b = 0.42, p < 0.01$); employee self-efficacy was positively associated with employee creative process engagement ($b = 0.35, p < 0.01$), and when both communication style and self-efficacy were entered in the regression equation, only self-efficacy had a significant effect on creative process engagement ($b = 0.34, p < 0.01$), demonstrating a full mediation effect. I also ran an indirect mediation test (Hayes, 2013), which showed that manager's context dependent communication style was indirectly associated with employee creative process engagement through employee self-efficacy (indirect effect = -0.014 , S.E. = 0.06 , 95% CI = $[0.04, 0.26]$, excluding zero). These results are presented in Table 7 and provide considerable support for Hypothesis 2.

Hypothesis 4 stated that manager's context dependent communication style would have negative effects on employee state anxiety. A two-way ANOVA (Table 8) yielded a significant

main effect of manager context dependent communication on participant's anxiety ($F(1,158) = 11.03, p < 0.01$), with participants in the high context communication condition exhibiting lower anxiety ($M=2.55, SD=0.81$) than those in low context communication condition ($M=2.93, SD=0.08$).

To test Hypothesis 5 regarding the mediation effect of self-compassion on the relationship between manager communication style and employee state anxiety, I conducted a mediation analysis following Baron and Kenny (1986), which showed that manager's context dependent communication style was positively associated with participants' self-compassion ($b = 0.54, p < 0.01$), which was negatively related to their state anxiety ($b = -0.91, p < 0.01$). When both context dependent communication style and self-compassion were entered, only self-compassion remained significant ($b = -0.94, p < 0.01$) which demonstrates a full mediation effect. I also ran the indirect mediation test (Baron & Kenny, 1986) and found that manager's context dependent communication style was indirectly related to participant's state anxiety through employee self-compassion (indirect effect = -0.50 , 95%, S.E. = 0.13 , CI = $[-0.78, -0.26]$, excluding zero) (Table 9). These results provide strong support for Hypothesis 5.

To test the moderating role of communication content valence on the relationship between communication style and self-efficacy for Hypotheses 6, I conducted two-way ANOVA (Table 10). Results show that there was no statistically significant interaction between the effects of communication style and content valence on self-efficacy $F(1,158) = 0.48, p = 0.49$ (Table 10). Therefore, Hypothesis 6a was not supported. These results suggest that content valence (performance feedback being positive or negative) does not affect the strength of the relationship between context dependent communication and the outcome variable as hypothesized. In other words, the positive effect of communication style on self-efficacy is not

stronger when negative performance feedback is provided than when positive feedback is provided.

I tested Hypothesis 7 using a full moderated-mediation model (Hayes, 2008; Muller, Judd, & Yzerbyt, 2005). The results presented in Table 7 show that the interaction effect of communication style and context valence on self-efficacy is not significant ($b = 0.16, p = 0.53$). The conditional indirect effect on creative process engagement via self-efficacy was not significant for negative feedback (indirect effect = 0.11, S.E. = 0.07, 95% CI = [-0.02, 0.78], including zero), but the indirect effect on creative process engagement via self-efficacy was significant for positive feedback (indirect effect = 0.16, S.E. = 0.06, 95% CI = [0.06, 0.29], excluding zero). Thus, Hypothesis 7, which suggests that the positive relationship between manager's (high) context dependent communication and employee creative process engagement via self-efficacy is stronger for negative valence communication than for positive valence communication, was not supported. However, the significant indirect conditional pathway for positive feedback suggests that the effects of communication style on creative process engagement may be amplified when content valence is positive. The potential implications for these findings will be explained in the Discussion section.

To test the moderating role of communication content valence on the relationship between communication style and self-compassion for Hypotheses 8, I conducted two-way ANOVA. Results show a statistically significant interaction between the effects of communication style and content valence on self-compassion $F(1,158) = 5.56, p < 0.05$ (Table 11). This indicates a significant interaction effect, but the interaction plots (Figure 6) shows that the effects are not consistent with the hypothesized direction, that is, the effects are not stronger for negative feedback than for positive feedback. The strength of the relationship between

communication style and self-compassion significantly differs between positive and negative content valence but in the opposite direction as hypothesized. The effect of communication style is stronger for positive feedback. As can be seen in Figures 6, for negative feedback, regardless of high or low context communication, participant's self-compassion remained low when receiving negative performance feedback in either high or low context communication condition, but when receiving positive feedback, it was much higher when it was communicated in a high than low context communication style.

Insert Figure 6 about here

Finally, for Hypothesis 9, I tested the full moderated mediation model using Hayes' (2013) methods with content valence as a moderating variable. The results presented in Table 9 show that there is a significant interaction effect of communication style and context valence on self-compassion ($b = 0.47, p < 0.05$). The conditional indirect effect on state anxiety via self-compassion was not significant for bad feedback (indirect effect = -0.27 , S.E. = 0.17 , 95% CI = $[-0.62, 0.04]$, including zero), but significant for good feedback (indirect effect = -0.71 , S.E. = 0.12 , 95% CI = $[-0.97, -0.48]$, excluding zero). Overall, these results do not support Hypothesis 9 as hypothesized, but in the opposite direction.

Study 2 Discussion

The findings of this experimental study provide credence to the main thesis of this dissertation that a managers' high context communication styles better facilitate employee creative process engagement and well-being through self-efficacy and self-compassion,

respectively, than low context communication styles. The experimental nature of this study allows causal inference, and complements the results of Study 1 by providing internal validity.

On the other hand, several hypotheses regarding the interaction effect between content valence and communication style did not receive support. Rather, the results indicate an opposite pattern than predicted: respondents actually experienced higher self-compassion and lower state anxiety after receiving positive performance feedback delivered with a high than low context communication style. I speculate that the young participants in my experiment might be particularly avert to negative feedback, so regardless how it is delivered, negative performance makes them feel bad, manifested in low self-compassion and high anxiety. But when it is positive performance feedback, if the manager does not deliver it with elevated facial expressions or exciting pitches and tones, its effects on enhancing self-compassion and lowering anxiety will not be fully realized. These results are encouraging in the sense that they demonstrate how high context communication can intensify the positive effects of positive performance feedback.

STUDY 3

The purpose of this experiment was to provide replication test of the main relationships that found support in the first two studies, and additionally to explore the moderating role of perceived manager intention proposed in Hypotheses 10 through 13.

Sample, Experimental Design and Procedure

The participants for this study were undergraduate students enrolled in undergraduate business school programs at a university in the Pacific Northwest region of the United States. 186 undergraduate students took part in the experiment to partially fulfill the course requirement

of the Organizational Behavior class. Data was collected over two academic quarters, from two different campuses of the same university.

I adopted a longitudinal experimental procedure (2-phases) in this study. All participants received negative feedback for the performance on tasks completed in phase 1 by a manager using a high versus low context communication style. The purpose was to test if the manager's improvement-oriented intention behind using low context communication styles and providing direct and explicit negative feedback can alleviate the adverse effects of negative feedback. Accordingly, a 2 (communication style: high or low context dependent) x 2 (intention stated: yes or no) factorial design was adopted. In the intention-stated condition, a statement was added at the end of the feedback section indicating why the manager had used a high context or a low context style. In the no-intention-stated condition, there was no explanation for the communication style used by the manager while providing feedback. Study 3 was divided into two phases, which were up to 3 weeks apart.

In phase 1, the participants were once again divided into two groups. Using the same videos as Study 2, I experimentally manipulated manager communication style by dichotomizing communication style into high versus low context dependent communication styles. One group watched a video of the manager introducing the study and providing task instructions in a high context dependent communication style, whereas the other group watched a video with the same manager communicating in a low context dependent communication style. In this phase, participants worked on two types of mock tasks based on the manager's instructions, answered some attention check and demographic questions, and provided responses to linking questions, including name, email ID and last three digits of the student ID to help identify and merge their data from the two parts. The first mock task was same as study 2, in which the participants were

presented with two work decision problems and were asked to choose the actions that they would take if there were managers. Once again, to ensure that they paid attention to the task and remembered their response, an open-ended question was added asking them to provide a rationale for why they chose that option. In the second task, they were asked to work on a “grand challenges task”. Specifically, they were asked have to think of various reasons why members of virtual teams might face issues while trying to work and then come up with solutions for those issues.

In phase 2, each of the two participant groups was divided into two randomized sub-groups – intention-stated and no-intention-stated. The respondents in the Low-context, Intention stated condition were told “I am being straightforward in my feedback to ensure that you clearly know how you performed, which will help you improve”. In the High-context, Intention stated condition they were told, “I did not directly criticize your task performance because I want to protect your feelings, in the hope to help you improve”. In the No intention stated conditions, no justification for the communication style was given. Both sub-groups received negative feedback on their performance for the tasks they completed in phase 1. Following a similar process as phase 1 to increase realism of the feedback, the respondents were asked to enter the student number that they had provided in phase 1 to “allow the system to generate feedback for their responses”. Once they entered their response; the webpage displayed a progress bar for a few seconds with a message that their response was being located. Once the feedback was generated, it was populated with their student number to indicate that the feedback was meant for them. Unlike Study 2, this time feedback was provided in a written format. The written feedback instead of video allowed a cleaner method of manipulating only the intention, without

confounding the experimental manipulation with nuances of communications style that may be revealed through non-verbal cues.

After receiving feedback on their performance, participants were asked to report how the feedback affected their self-efficacy, self-compassion, and state anxiety. The participants were then asked to work on mock creativity tasks and to report the degree of creative process engagement they experienced while working on those tasks. After matching data from both phases, I had 155 sets of complete survey responses (High Context, Intention Stated = 32; High Context, Intention Not Stated = 41; Low Context, Intention Stated = 41; Low Context, Intention Not Stated = 40). In this sample, 63.2% of the participants were male, 38.2% were female and their average age was 22 years (SD = 4.37).

Measures

I used the same measures as in Study 1. They included Creative process engagement (Cronbach's $\alpha = 0.90$); State Anxiety (Cronbach's $\alpha = 0.85$); Self-efficacy (Cronbach's $\alpha = 0.95$); and Self-compassion (Cronbach's $\alpha = 0.84$). I added an attention check to gauge whether the manager intention manipulation was perceived by the participants. Data from 83.3% of participants who met the attention checks was used in the analysis to test the theoretical model. A dummy variable created to distinguish between data collected from two campuses was added as a control variable in all models.

Analytical Strategies

To test the effect of communication style on the two outcome variables – Creative process engagement and State Anxiety, I conducted 2-way ANOVA. The mediating relationship between communication style and creative process engagement via self-efficacy, and between communication style and state anxiety via self-compassion, was tested via a series of regression

analyses (Baron & Kenny, 1986; Preacher and Hayes 2004). To test the interactive effects of communication style (high versus low context) and intention (stated or not stated) statement on both mediating and outcome variables, I conducted two-way ANOVA and tested the full moderated-mediation models for Hypothesis 9 and Hypothesis 11 using PROCESS models (Hayes, 2013; Muller, Judd, & Yzerbyt, 2005).

Results of Study 3

Means, standard deviations, and correlations of the variables included in the field study are presented in Table 12.

Hypothesis 1 stated that manager's context dependent communication style would have a positive effect on the recipient's creative process engagement. Two-way ANOVA results did not support this hypothesis, $F(1,152) = 0.28, p = 0.59$ (Table 13). Thus, Hypothesis 1 was not supported.

Hypothesis 2 predicted a mediating effect of employee self-efficacy on the positive relationship between manager's context dependent communication style and employee creative process engagement. A series of regression analyses (Baron & Kenny, 1986; Preacher and Hayes 2004) were conducted to test the mediated relationship. Results provided in Table 14 show that manager's context dependent communication style was positively associated with the mediator, employee self-efficacy ($b = 0.54, p < 0.01$); and employee self-efficacy was positively associated with employee creative process engagement ($b = 0.19, p < 0.01$). When both communication style and self-efficacy were entered in the regression equation, only self-efficacy had a significant effect on creative process engagement ($b = 0.21, p < 0.01$). Moreover, results of the indirect mediation test showed that manager's context dependent communication style was indirectly associated with employee creative process engagement through employee self-efficacy (indirect

effect=-0.11, S.E. = 0.05, 95% CI = [0.04, 0.31], excluding zero). Thus, Hypothesis 2 was partially supported.

Hypothesis 4 stated that manager's context dependent communication style would have negative effects on employee state anxiety. A two-way ANOVA yielded a significant main effect of manager context dependent communication on participant's anxiety ($F(1, 150) = 28.41, p < 0.01$) (Table 15). Participants in the high context communication condition exhibiting lower anxiety ($M=3.01, SD=0.83$) than those in low context communication condition ($M=3.65, SD=0.76$). These results provide strong support for Hypothesis 4.

To test Hypothesis 5 regarding the mediation effect of self-compassion on the relationship between manager communication style and employee state anxiety, I conducted a mediation analysis following Baron and Kenny (1986), which showed that manager's context dependent communication style was positively associated with the mediator, employee self-compassion ($b = 0.61, p < 0.01$), which was negatively associated with employee state anxiety ($b = -0.71, p < 0.01$) (Table 16). When both context dependent communication style and self-compassion were entered, only self-compassion remained significant ($b = -0.70, p < 0.01$) which demonstrates a full mediation effect. These results show significant support for Hypothesis 5.

To test the moderating role of perceived manager intention on the relationship between communications style and self-efficacy for Hypotheses 10, I conducted two-way ANOVA. Results show that there was no statistically significant interaction between the effects of communication style and manager intent on self-efficacy $F(1,150) = 1.11, p = 0.29$ (Table 17). Therefore, Hypothesis 10 was not supported. These results suggest that whether or not managers' state their intention for how they communicate negative feedback, the recipients' level of self-efficacy does not vary significantly.

I tested Hypothesis 11 using a full moderated-mediation model (Hayes, 2013). The hypothesis testing results are presented in Table 14. Results show that the effect of interaction between communication style and manager intention on self-efficacy was not significant ($b = -0.31, p = 0.29$). For deeper insight into the conditional effects, the indirect effect of communication style on employee creative process engagement was explored. It was significant for the “no intention stated” condition (indirect effect= 0.14, S.E. = 0.07, 95% CI= [0.03, 0.32] excluding zero), but was insignificant for the “intention stated” condition (indirect effect= 0.08, S.E. = 0.05, 95% CI = [-0.01, 0.21], including zero). The Index of moderated mediation was not significant (index = -0.065, S.E. = 0.072, 95% CI = [-0.23, 0.06]). Thus, Hypothesis 11 did not find support as hypothesized.

To test the moderating role of perceived manager intention on the relationship between communications style and self-compassion for Hypotheses 12, I conducted two-way ANOVA. Results show that the interaction between the effects of communication style and perceived manager intention on self-compassion is not statistically significant $F(1,150) = 0.49, p = 0.83$ (Table 18). Thus, Hypothesis 12 was not supported. These results again suggest that it is the manager’s communication style that influenced recipients’ self-compassion while the intention behind the communication style does not make a significant difference on how compassionate the recipients feel towards themselves.

Finally, for Hypothesis 13, I tested the full moderated mediation model using Hayes’ (2013) methods with content valance as a moderating variable. The results, presented in Table 16, show that the effect of interaction between communication style and manager intention on self-compassion was not significant ($b = -0.05, p = 0.82$). The indirect effect on state anxiety via self-compassion was significant for “no intention stated” condition (indirect effect = -0.45, S.E.

= 0.11, 95% CI = [-0.69, -0.24] excluding zero), and for the intention stated condition (indirect effect=-0.42, S.E. = 0.11, 95% CI = [-0.64, -0.19] excluding zero), but the Index of moderated mediation was not significant (index = 0.032, S.E. = 0.15, 95% CI = [-0.23, 0.34]) (Hayes, 2015). Thus, Hypothesis 13 was not supported as hypothesized. The hypothesis testing results are presented in Table 16.

Study 3 Discussion

Once again, I found partial support for the mediating effect of self-efficacy on the relationship between high context communication and creative process engagement, and full support for the mediated relationship between high context communication style on and state anxiety, via self-compassion. These findings point to a strong advantage for using high context communication styles for boosting employee self-efficacy, self-compassion, and reducing state anxiety. Unlike Study 2, in this study, I did not find a direct effect of managers' high context communication styles on participants' creative process engagement. This may partly be due to the design of Study 3 in which feedback was provided in written form, rather than through a video of the manager. Although communication style manipulation was video-based at phase 1 when the study was introduced and task instructions were provided, it's effects may have faded by phase 2 as there was a gap of over 10 days between the two parts. The written feedback on its own (without visual cues) may not have been a strong enough a manipulation for the high context communication style. From a practical standpoint, this may point to the notion that although the effects of communication styles can manifest in virtual meetings, they might not be as evident in written communication as it is harder to convey spatial and relational contextual cues such as emotional expressions through this medium. These findings warrant further empirical exploration through experimental designs in which the medium of communication is

also manipulated. However, results indicate that the effects on all other outcomes were significant. The respondents in the high context communication style condition had higher self-efficacy, higher self-compassion, and lower state anxiety compared to their low context condition counterparts. This is an encouraging result because even with a more conservative design, the effects of different manager communication style are evident in the hypothesized direction.

The results do not indicate a significant effect of stating the intention behind using a low context or a high context communications style while delivering negative feedback. These findings suggest that knowing that managers have their best interest at heart, and are, therefore, providing explicit feedback to help them improve, might not be enough to protect employees from the adverse effects of a low context communication style. Although the ‘tough love’ arguments may have merit in some organizational contexts, if the purpose is to enhance greater engagement in creative processes, ensure employee emotional well-being, or encourage positive self-views, then stating intention for bluntly delivering negative content might not be an advantageous approach.

Summary of Results of The Three Studies: Support for Hypothesized Relationships

	Hypotheses	STUDY 1	STUDY 2	STUDY 3
1	Manager's (high) context dependent communication style will be positively associated with employee creative process engagement.	No	Yes	No
2	The relationship between manager's (high) context dependent communication style and employee creative process engagement is mediated by employee self-efficacy.	Yes (Partial Mediation)	Yes	Yes (Partial Mediation)
3	Employee job creativity requirement positively moderates the relationship between manager's (high) context dependent communication style and employee creative process engagement.	Likely Yes ($p = 0.07$)		
4	Manager's (high) context dependent communication style will be negatively associated with employee state anxiety.	Yes	Yes	Yes
5	Employee self-compassion mediates the relationship between manager's (high) context dependent communication and employee state anxiety.	Yes	Yes	Yes
6	The positive relationship between manager's (high) context dependent communication and employee self-efficacy is stronger for negative valence communication than for positive valence communication.		No	
7	The mediated relationship between manager's (high) context dependent communication and creative process engagement via self-efficacy is stronger for negative valence communication than for positive valence communication.		No	
8	The positive relationship between manager's (high) context dependent communication and employee self-compassion is stronger for negative valence communication than for positive valence communication.		Yes (but inconsistent)	
9	The mediated relationship between manager's (high) context dependent communication and employee state anxiety via self-compassion is stronger for negative valence communication than for positive valence communication.		No	
10	The positive relationship between manager's (high) context dependent communication and employee self-efficacy is stronger when employees perceive employee-oriented intentions.			No
11	The mediated relationship between manager's (high) context dependent communication and employee creative process engagement via employee self-efficacy is stronger when employees perceive employee-oriented manager intentions.			No
12	The positive relationship between manager's (high) context dependent negative communication and employee self-compassion is stronger when employees perceive employee-oriented intentions.			No
13	The mediated relationship between manager's (high) context dependent communication and employee state anxiety via employee self-compassion is weaker when employees perceive employee-oriented manager intentions.			No

GENERAL DISCUSSION

Through one field study and two experimental laboratory studies, I examined the effects of manager context dependent communication style on employees. Across the three studies, I found consistent evidence that a manager's high context communication style is associated with greater employee well-being, and positive self-views in the form of higher self-efficacy and self-compassion. Study 1 also demonstrated that for employees in jobs that have higher creativity requirements, a manager's high context dependent style can enhance engagement in creative processes in their day-to-day work. Together these studies provide strong support for the advantages of high context dependent communication styles for employee creative process engagement and emotional well-being.

To get a nuanced perspective, I explored the role of communication content valence and manager communication style intention in Study 2 and Study 3. Results of Study 2 show that the effect of high context communication style is not higher for negative content as hypothesized, but this communication style can help to increase self-compassion when positive feedback is provided. These results point to the importance of using the right communication style to boost the effects of positive content. In Study 3, I found that the employee-oriented intentions of manager were not enough to make-up for the disadvantages of providing negative performance feedback with a low context communication style compared to a high context one.

Theoretical Contributions and Practical Implications

Managers represent one of the most influential figures in shaping employee experiences at work. It is important to understand how their day-to-day behaviors and styles of interacting with their employees can impact employees' workplace experiences, engagement levels, and so on. The current research contributes to theoretical work on the effects of managerial styles and

behaviors by focusing on a relatively unexplored area - communication styles. First, taking a context dependence approach to communication styles allows a comprehensive understanding communication style. It incorporates several contextual components of communication including verbal elements, as well as non-verbal cues such as relational orientation, temporal inclinations, and spatial attributes. By doing so, context dependent communications styles go beyond the behavioral manifestation and accounts for the underlying objectives and priorities of the interlocutors as well. This approach enables a better and deeper understanding of how and why communications styles of managers, or authority figures can have critical effects on their employees.

I used this context-dependence approach to explore the important implications of manager communication style for several employee outcomes, including self-views, creative processes, and emotional well-being. These findings make a strong case for the benefits of high context communication styles for employee creative engagement and well-being. It may be useful for managers to consider the implications of their communication style and make adjustments as needed. Although the use of some contextual cues, such as the use of emotional expressions, body language, and so on may be harder to alter for every task or interaction, and may take time to develop, the advantages may make it worth the effort. Other aspects, such as flexibility with deadlines for creative tasks, using somewhat informal settings for meetings, and so on, can be more easily adopted.

A discussion about communication is incomplete without considering the nature of the content. This chapter contributes to the theoretical understanding of communication and offers a comprehensive perspective by exploring the influence of communication content valence on the relationship between manager communication style and employee outcomes. Through an

experimental study, I investigated whether the positive effect of communication style is amplified for negative content but did not find support for this proposition. This finding is somewhat counterintuitive, but reasonable as it suggests that negative feedback may have deep harmful effect on the recipient regardless of how it is delivered. This finding seems to be consistent with prior research demonstrating the strong adverse effects that conveying content with negative valence can have on employees (Grundmann, Scheibe, & Epstude, 2020; Harley, Pekrun, Taxer, & Gross, 2019). Identifying factors that can mitigate these effects warrant further research. Meanwhile, the findings show that although high context communication cannot nullify the adverse effects of negative feedback, it actually has the potential to boost the desirable effects of positive feedback by amplifying employee self-compassion and reducing state anxiety. These findings have important practical implications by presenting a chance to make communication with positive content even more effective and impacting, rather than missing an opportunity to amplify employee well-being and self-views.

I also explored the role of perceived managerial intention behind their communication style specially while conveying negative content. How a person says what they say cannot be completely divorced from why they say it. The underlying motives of the interlocutor can play an important role in how the message is perceived by the recipient. By exploring the role of perceived intentions behind the manager's communication style, I offer a deeper perspective into manager-employee interactions. The lack of significant findings regarding the role of manager intention indicates that even the best of intentions can be ineffective if the communication style does not convey care or consideration for the employees from the manager. No matter how noble the intentions of the authority figure are, using communication styles that disregard relational elements is likely to have adverse effects on employees because it may be perceived as a form of

interpersonal injustice, or rudeness. These findings offer a counterargument to the popular beliefs regarding potential benefits of 'tough love' from authority figures. If the purpose is to enhance employee motivation for creative processes, or to preserve their well-being and positive self-views, then use of high context communication style indicating care and concern for employees merits serious consideration as opposed to low context styles.

I also contribute to the literature on employee self-views by focusing on how their manager's communication style can affect their self-efficacy and self-compassion. I explicate how the communication style of an authority figure can enhance employee beliefs about their own capability, and encourage them to treat themselves with kindness. Identifying factors that can enhance employee self-perceptions have important theoretical implications because forms of self-views, such as self-efficacy and self-compassion, are often treated as trait like stable characteristics. Identifying predictors that can alter these perceptions allows us to look at these concepts in a new light. The findings of this paper also extend the self-compassion literature by demonstrating that self-compassion is sensitive to situational factors, in this case the communication style of managers. Prior work in this area has largely treated self-compassion as a stable individual attribute. Research on organizational factors that can serve as drivers of employee state self-compassion is limited, but presents an important area with important theoretical and practical implications (e.g., Breines & Chen, 2013; Hermanto, & Zuroff, 2018). By studying self-compassion as an explanatory mechanism for employee state anxiety, this paper also contributes to research documenting self-compassion's role in promoting employee well-being (Baker & McNulty, 2011; Breines & Chen, 2012; Neff et al., 2005).

Finally, the current research also offers a holistic view of employee experience at work. By studying their engagement in creative processes as well as their emotional well-being - two

critical drivers of employee and organizational success, I emphasize the importance of treating employees as people and looking at outcomes beyond task performance. Poor employee mental health and emotional well-being are rising issues in today's work environment. It poses significant harm to employees and individuals connected to them, and manifests in ways that can adversely affect organizations as well. It is therefore, a responsibility as well as a strategic imperative for managers and leaders to understand how they can maximize employee engagement and deter threats to their well-being. This chapter identifies an important pathway to facilitate these goals.

Limitations and Future Directions

The promising findings regarding manager communication styles on employee outcomes presented in this chapter open several avenues for future research. First, additional effects of communication styles on other important employee outcomes merit exploration. For example, by boosting employee creative process engagement, the manager's high context communication styles can also enhance employee creative performance. Expression of care and consideration inherent in high context communication can also facilitate a better relationship between employees and managers, by increasing care and trust between them. Use of high context communication that involves use of several implicit and often abstract contextual cues, can affect the construal level of the recipient that facilitate their abstract thinking over a period of time.

The benefits of low context communication style also need to be theorized and tested. Relatively explicit forms of communication can be useful in manager- employee interactions where the primary goal is to maximize efficiency or clarity, and reduce ambiguity. For new employees who are unfamiliar with the requirements of their roles and are still figuring out how to accomplish their tasks, a low context style can help to create a clear understanding of what

they are required to do. Similarly, during early stages of manager- employee relationship building, when people are less familiar with each other's goals and priorities, temporal preferences, and so on, using a low context style can be helpful for creating a shared understanding and for avoiding miscommunication or misinterpretation.

In this paper, I focused on the role of context dependent communication in top-down interactions. How these effects play out in other organizational relationships presents a broad and interesting avenue to explore. For example, in bottom-up interactions when employees are communicating their ideas or concerns to their supervisors or authority figures, then the advantages of high context communication styles may not be as evident. In such interactions, there may be merit to using a relatively low-context style which is often associated with assertiveness and confidence, especially in Western cultures which have low power distance and tend to value extraversion. In lateral relationships, while interacting with peers and colleagues, the effects of communication style may vary based on other factors, such as the reason for the interaction, the nature and duration of the relationship between interlocutors, and so on.

The role of the broader context in which the actors are situated, in terms of its norms and expectations also needs to be considered. The effects of a person's communication style cannot be delineated from the communication style of other authority figures and the communication style norms of the society, organization, or work unit. How an employee reacts to their manager's communication style is likely to be impacted by whether that style is expected and accepted, or whether it is unusual and violates norms. The strength and clarity of these norms can also impact the degree to which different communication styles are used and accepted in a social or organizational context. Future research needs to be conducted to examine how the hypothesized relationships play out in different contexts with varying communications norms.

Field studies in organizations across different industries and locations, and with managers in different types of job roles can help to provide nuanced understanding of the effects of manager communication styles.

This paper also has methodological issue that need to be addressed for a more rigorous test of the theoretical model. The findings of the field study are constrained by its cross-sectional design and common method bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). More field studies with multi-source data, manager ratings on actual employee performance and other indicators of well-being such as days taken off, are required for a more rigorous test of these findings. However, the correlational findings from the cross-sectional field study are supported by the evidence from experimental studies in which participants were randomly assigned different communications style conditions. Together, the three studies provide external and internal validity for the findings. The video-based experimental manipulation method used in Study 2 and Study 3 is a strength of this paper. It demonstrates that the benefits of using high context communication style for employee outcomes are applicable and relevant even if the manager-employee interaction is taking place through a virtual medium. The success of experimental manipulations and the significant difference in the hypothesized outcomes indicate that employees are able to gauge contextual cues even the interaction is not situated in an in-person environment. This is especially important in the light of modern work trends when work is rapidly moving to remote contexts. In the light of current events, employees are increasingly interacting with their managers over video calls and are likely to receive information, instructions and feedback in very similar ways as presented in the experimental manipulations.

CONTEXT DEPENDENT COMMUNICATION: OVERVIEW AND DISCUSSION

The relevance of the style we use to communicate with each other cannot be overstated. How we say what we say can not only impact the strength of the content, it can change the meaning and outcome of the communication altogether. While the power of words is widely acknowledged, the power of style is often not given the due attention. To bridge this gap, I focus on the communication style of authority figures and study the important effects it can have on their employees. First, I focus on one of the most critical human processes - psychological need fulfillment, which is regarded as the driver of numerous cognitive, affective, and behavioral outcomes. I draw from the motivating language theory (Sullivan, 1988) and the self-determination theory (Ryan & Deci, 1991) to theorize the impact of communication style on employees' psychological needs. This approach adds to our understanding of situational determinants of need fulfillment, specifically, the role of organizational authority figures, and area that has received limited scholarly attention. Rather than offering broad propositions, I provide a nuanced discussion of how the efficacy of various communication styles can vary with the content being conveyed. The theoretical framework offered in the first chapter highlights the importance of communication style for human needs which are core drivers of individual functioning and survival. In the second chapter, I look at the effect of communication style on employee creative engagement and emotional well-being - two other human processes critical for growth and thriving. Empirical results from three studies suggest that simply based on how they communicate, authority figures can help employees become more creatively engaged and experience better mental health. Together these chapters shed light on the immense potential of communication style to affect critical individual outcomes, which can in turn, enhance organizational outcomes.

In addition to considering the effects of communication style, a major contribution of this dissertation is to bring a traditionally cross-cultural concept into the individual differences' domain. Other cross-cultural concepts, such as allocentric tendencies (Triandis, 1985), long-term orientation (Lin, Shi, Prescott, & Yang, 2018), psychological collectivism (Jackson & Colquitt, 2006), individual power distance orientation (Kirkman, Chen, Farh, Chen, & Lowe, 2009); Yan, Xie, Zhao, Zhang, Bashir, & Liu, 2020), have been studied at the individual level or team level of analysis. However, the focus of extensive research in the theoretical domain of context dependence has been a between country or between culture concept (Hall, 1976; Holtgraves, 1997). This is surprising because a person's communication style can be a manifestation of individuals' beliefs, relational preferences, personality attributes, and demographic attributes such as gender and socio-economic status, and so on which vary extensively within national and cultural contexts. It, therefore, makes theoretical and practical sense to understand communication styles as individual level characteristics. Moreover, the current theoretical understanding of context dependent communications styles is often driven by the shared cultural norms and objectives of various societies. Although this view holds merit in cultures that are relatively homogenous with widely understood values and principles, it is hardly representative of modern organization, especially in globalized nations. Foreign-born workers made up 17.4 percent of labor force in 2019 (U.S. Census Bureau, 2020). The increasingly diverse nature of the global workforce creates a context in which individuals with very different preferences and styles come together. Their diverse preferences and attributes may manifest in the form of distinct communication styles. Such contexts warrant an understanding of how one's communication styles is perceived by others and how it affects them. In countries such as the United States, organizations hire individuals from all over the world. Employees from different

cultural and social backgrounds are unlikely to have a shared understanding of communication styles. This low consensus regarding what communications style is effective creates a need for theoretical and empirical insight into what styles should be adopted depending on the managerial goals.

Additionally, it is important to get a deeper understanding of its nature as an individual attribute. Traditionally, attributes that have migrated from the cross-cultural domain into the purview of individual differences have often been treated as stable and enduring attributes. In the studies exploring the effects of such attributes, the theorization and measurement of the attributes is consistent with a trait-like approach (e.g.: Jackson & Colquitt, 2006; Lin, Shi, Prescott, & Yang, 2018; Moorman & Blakely, 2001; Triandis, 1985, 2001; Yan, Xie, Zhao, Zhang, Bashir, & Liu, 2020). Recently, context-dependent communication was also used as an individual difference by Ward, Ravlin, Klaas, Ployhart, and Buchan (2016). To my knowledge, systematic research focused on exploring the trait versus state nature of these attributes has not been undertaken by management scholars. Empirical tests are needed to establish whether context dependent communication style is a more stable, trait like attribute or a more dynamic state-like attribute with high within- person variance. I do, however, expect that like other personality attributes, a person's context-dependent communication style is likely to be both stable trait-like and partly changing (Anusic & Schimmack, 2016; Roberts, Wood, & Caspi, 2008; Robinson, 2009). Context dependent communication style is a complex concept consisting of overt behavioral components, such as spatial and emotional cues, as well as underlying motivational drives such as relational orientation. While behavioral cues may be more conducive to within-person variation at short intervals, motivational drives are harder to change quickly. As such, context dependent communication style is likely to change or evolve over longer periods. While

it may be relatively stable on a day-to-day basis, prolonged exposure to different contextual norms, or change in a person's position in their socio-cultural context may enable a shift in their context dependent communication style. For example, a person moving from an organizational with norms for subtle, indirect communication to an organization with a more direct communication norm may experience a gradual change in their communication style to fit with the context they are embedded in. Such a change may happen organically through a process of socialization or assimilation, or as a reaction to issues associated with lack of person-organization fit, such as miscommunication, inefficiency, poor understanding, and so on. The nature and pace of change is likely to be affected by the strength and salience of the context's communication norms. If the contextual norms are weak, or distal, then the transition in the communication style of individuals may be slow or may not happen altogether.

While a person's natural orientation to use a low versus high context style may change gradually over a long duration, the relatively overt aspects of communications style can be effortfully changed over shorter durations or across contexts. For example, a person may deliberately adopt a high context style by using face-saving words or employ appropriate emotional expressions to express concern or consideration, even in the absence of an underlying motivation to do so. Similarly, a high context individual may adopt a low context temporal style by following rigid deadlines and strict schedules to align with the demands of their job. This within-person variation in communication styles presents an important avenue of research. For example, as discussed in chapter one, the varying efficacy of different communication styles across content domains points to the need for flexibility in communication styles, defined as the ability to generate and select communicative options according to the needs of the situation (Martin & Rubin, 1994). Managers could benefit from viewing communication style as a flexible

tool to serve distinct functions of communication (Halliday, 1975), rather than a fixed, unchangeable individual characteristic. Accordingly, they should modify their communication style based on a proper understanding of the purpose of the interaction as well as the target audience. Research in this domain can also explore the implications of deliberately altering one's communication style in terms of the emotional labor, or ego-depletion associated with it.

It is also important to note that while low context communication may represent a similar communication style across people, the same is not true for high context communication. While low context communicators tend to be relatively uniform in their lack of using contextual cues, high context communicators can vary a lot. Low context communication entails little or no use of contextual cues to convey meaning and thus is likely to be more consistent across people. In contrast, high context communicators employ diverse contextual cues in their interactions. To develop a deeper understanding of communication style effects, we need to consider which of the four types of contextual cues are used in a person's high context communication and to what degree the use of each contextual cue varies across individuals. While some people may have a high context communication driven by relational cues, others may be high context communicators based on their temporal flexibility (Buchan, Adair, & Chen, 2011). With a focus on broader implications, in this paper I have treated high context communication as a composite of all four components and have not distinguished between different types of high context communicators. Implications of distinct high context communication styles based on use of different contextual cues should be considered in future work on this topic.

A discussion of communication style is incomplete without the considering numerous components involved in the communication process, including the attributes of the source and the recipient and the relationship between the two, and the nature of the context they are situated

in. While incorporating all these elements is beyond the purview of the current research, I offer a discussion of the broad implications and opportunities. This paper offers an initial understanding of the role of communication styles of managers on their employees. How various individual attributes of the interlocuters, such as gender, race, ethnicity, and age, effect the hypothesized relationships present interesting and important research opportunities. The extent to which the attributes of the manager align with the prototypical leader attribute in a work context, can determine whether the hypothesized effects are amplified or weakened. For example, the advantages of a high context, subtle style may not be as strong for a male manager compared to a female manager as they do not align with the dominant, assertive leader prototype that is widely accepted and valued in Western cultures. In contrast, female managers are stereotypically expected to be caring and nurturing. A female presenting manager with a low context, explicit style may be assessed harshly compared to male counterparts with the same communication style. The age of the managers may similarly influence effect of their communication styles. Being younger is often associated with low experience, capability, authority, and as such does not align with the leader prototype. Accordingly, a low context direct style from a relatively younger manager maybe construed as rudeness, rather than authoritative assertiveness, while a high context style from an older manager maybe viewed as a sign of low confidence or low capability. Race and ethnicity of the managers may similarly impact the validity and strength of the hypothesized effects in the extent to which they do, or do not, conform with the authority figure schema. Managers from various racial and ethnic minority groups are often not viewed as prototypical authority figures in organizations due to various factors such as their personality traits and low representations of their community in leadership positions (Lu, Nisbett, & Morris, 2020). A low context, direct communication style from such managers may not be well-received

in a traditional work context. It is important to note that a Black male actor played the role of a manager in the experimental studies, which may have played a role in the findings supporting the advantages of a high context communication style. In the United States, people of color are not viewed as authority figures as readily as Caucasians, which may drive an expectation of a subtle style from the manager in the experimental studies and less favorable reactions to a person from a minority background using a low context, explicit style. Future research must examine the interplay between the attributes of the actors, and how it influences the effects of communication style on diverse employee outcomes.

Conclusion

A manager's communication style is one of the most salient forms of their behavior and can have major implications for their employees. It can determine the extent to which employees experience need-fulfillment, feel motivated to engage in creative processes and how much well-being they experience as a result of their interactions with their managers. Given that important employee outcomes can be affected simply by the way that their managers talk, it certainly merits talking about.

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TABLES AND FIGURES

Table 1: Descriptive Statistics and Correlations (Study 1)

	Mean	S.D.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(1) Manager Age Range	4.06	1.12									
(2) Manager Gender	0.56	0.49	-0.114								
(3) Emp Gender	0.85	1.44	-0.143	0.113							
(4) Emp Communication Style	3.29	0.33	0.07	0.071	-0.148						
(5) Manager Communication Style	3.01	0.39	-0.035	0.035	0.082	0.118					
(6) Emp Creative Process Engagement	3.49	0.76	-0.089	-0.004	0.005	.210**	0.082				
(7) Emp Self-efficacy	4.13	0.85	-0.088	0.046	-0.013	0.047	.225**	.400**			
(8) Emp Job Creative requirement	3.24	0.92	0.117	-.171*	-.180*	.173*	0.076	.157*	-0.011		
(9) Emp Self-compassion	3.82	0.78	-0.075	0.07	0.117	0.078	.447**	.322**	.597**	-0.008	
(10) Emp State Anxiety	2.38	1.003	0.084	-0.098	-0.065	0.027	-.322**	-.372**	-.611**	0.062	-.734**

N=162

Manager Age Range: 1 = 18 - 24; 2 = 25 - 34 ; 3 = 35 - 44; 4 = 45 - 54; 5 = 55 - 64; 6 = 65 - 74; 7 = 75 or above

Table 2
Regression Results on Effects of Communications Style and Mediating Role of Employee Self-efficacy on Creative Process Engagement (Study 1)

	DV = SE	DV = SE	DV: CPE	DV: CPE	DV: CPE
Manager Age Range	-0.07 (0.06)	-0.07 (0.06)	-0.072 (0.054)	-0.071 (0.054)	-0.048 (0.05)
Manager Gender	0.06 (0.14)	0.06 (0.14)	-0.053 (0.120)	-0.054 (0.120)	-0.074 (0.111)
Emp Gender	-0.01 (0.05)	-.003 (0.05)	0.014 (0.042)	0.012 (0.042)	0.021 (0.039)
Emp (High) Context Communication Style	0.12 (0.21)	0.05 (0.21)	0.518** (0.183)	0.502** (0.185)	0.486** (0.17)
Manager (High) Context Communication Style		0.48** (0.17)		0.1 (0.149)	-0.067 (0.14)
Emp Self-efficacy					0.35** (0.07)
R2	0.01	0.06	0.238	0.243	0.454
F	0.48	2.002	2.349	1.961	6.699**

Conditional Indirect Effect	Bootstrapping	SE	95% CI (LL, UL)
Med. = Self-efficacy	0.17	0.06	0.05, 0.28

*p<0.05; **p<0.01

CPE: Creative Process Engagement; SE: Self-efficacy

Table 3
Regression Results for Moderating Role of Job Creativity Requirement (Study 1)

	DV: CPE	DV: CPE	DV: CPE
Manager Age Range	-0.072 (0.05)	-0.077 (0.05)	-0.084 (0.05)
Manager Gender	-0.053 (0.12)	-0.02 (0.12)	-0.033 (0.12)
Emp Gender	0.014 (0.04)	0.021 (0.04)	0.027 (0.04)
Emp (High) Context Communication Style	0.518** (0.18)	0.453* (0.19)	0.431* (0.19)
Manager (High) Context Communication Style		0.079 (0.15)	-0.85 (0.55)
Emp Job Creativity Requirement		0.114 (0.07)	-0.759 (0.48)
Communication*Job Creativity Requirement			1.452^ (0.79)
R2	0.056	0.076	0.096
F	2.349	2.139	2.345*

^p = -0.068; *p<0.05; **p<0.01
CPE: Creative Process Engagement

Table 4
Regression Results for Conditional Indirect on Effects of Communications Style and Mediating Role of Employee Self-compassion on State Anxiety (Study 1)

	DV : SC	DV : SC	DV : Anxiety	DV : Anxiety	DV : Anxiety
Manager Age Range	-0.04 (0.06)	-0.03 (0.05)	0.06 (0.07)	0.051 (0.07)	0.02 (0.05)
Manager Gender	0.07 (0.17)	0.06 (0.11)	-0.176 (0.16)	-0.169 (0.15)	-0.112 (0.11)
Emp Gender	0.06 (0.04)	0.04 (0.04)	-0.03 (0.06)	-0.008 (0.05)	0.031 (0.04)
Emp (High) Context Communication Style	0.23 (0.19)	0.09 (0.18)	0.068 (0.25)	0.201 (0.24)	0.288 (0.17)
Manager (High) Context Communication Style		0.85** (0.14)		-0.815** (0.19)	-0.01 (0.15)
Emp Self-compassion					-0.946** (0.08)
R2	0.03	0.21	0.017	0.12	0.55
F	1.16	8.38**	0.697	4.247**	31.591**

Conditional Indirect Effect	Bootstrapping	SE	95% CI (LL, UL)
Med. = Self-compassion	-0.81	0.16	-0.13, -0.50

*p<0.05; **p<0.01
 SC: Self-compassion

Table 5
Descriptive Statistics and Correlations (Study 2)

	Mean	S.D.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1) Age	20.89	1.84							
(2) Gender	0.56	0.49	0						
(3) Communication Style	0.50	0.50	-0.007	-0.124					
(4) Feedback Valence	0.52	0.50	-0.079	0.133	0				
(5) Self-efficacy	3.36	0.97	0.003	0.129	.212**	.556**			
(6) Creative Process Engagement	3.34	0.84	-0.045	0.091	.169*	0.147	.414**		
(7) Self-compassion	3.11	0.81	0.027	0.072	.331**	.515**	.723**	.350**	
(8) State Anxiety	2.72	1.01	0.047	-0.037	-.194*	-.659**	-.645**	-.228**	-.732**

N=162

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

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

Table 6
ANOVA on differences in Creative Process engagement between Communication Style Conditions (Study 2)

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Manager Communication Style	1	3.16	4.59	0.03
Content Valence	1	2.42	3.52	0.06
Communication Style * Valence	1	0.23	0.33	0.57
Error	157	0.69		

Table 7
Regression Results for Conditional Indirect on Effects of Communications Style and Mediating Role of Employee Self-efficacy on Creative process engagement (Study 2)

	DV : SE	DV : SE	DV : SE	DV : CPE	DV : CPE	DV : CPE	DV : CPE	DV : CPE	DV : CPE
(High) Context Communication	0.42** (0.42)	0.42** (0.13)	0.33^ (0.18)	0.14 (0.124)		0.28* (0.13)	0.328* (0.13)	0.21 (0.19)	0.77 (0.18)
(Good) Feedback		1.09** (0.13)	1.01** (0.18)				0.25 (0.13)	0.17 (0.19)	-0.23 (0.19)
Communication*Feedback			0.17 (0.25)					0.15 (0.26)	0.88 (0.24)
Self-Efficacy				0.34** (0.06)	0.35** (0.06)				0.39** (0.08)
R2	0.05	0.35	0.36	0.18	0.17	0.17	0.05	0.05	0.19
F	7.51**	43.48**	29.05**	17.19**	32.96**	4.67*	4.14*	2.86*	9.02**

	Bootstrapping	SE	95% CI (LL, UL)
Mediation Model Only	0.14	0.06	0.04, 0.26
<i>Med. = Self-efficacy</i>			
Full Model (Moderated-Mediation)			
<i>Med. = Self-efficacy; Mod. = Content Valence</i>			
Interaction Effect on Mediator	0.16	0.25	-0.34, 0.66
Conditional Indirect Effect	Bad Feedback - 0	0.11	0.07
	Good feedback = 1	0.16	0.06, 0.29

^p = 0.07; *p<0.05; **p<0.01

CPE: Creative Process Engagement; SE: Self-efficacy; Std Errors in ()

Table 8
ANOVA on differences in State Anxiety between Communication Style Conditions (Study 2)

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Manager Communication Style	1	5.87	11.03	0.001
Content Valence	1	71.64	134.59	0.000
Communication Style * Valence	1	2.95	5.53	0.020
Error	158	0.53		

Table 9

Regression Results for Conditional Indirect on Effects of Communications Style and Mediating Role of Employee Self-compassion on State Anxiety (Study 2)

	DV = SC	DV = SC	DV = SC	DV: Anxiety	DV: Anxiety	DV: Anxiety	DV: Anxiety	DV: Anxiety	DV: Anxiety
(High) Context Communication	0.54** (0.21)	0.54** (0.10)	0.29* (0.14)	0.11 (0.12)		-0.39* (0.16)	-0.39** (0.12)	-0.11 (0.16)	0.07 (0.14)
(Good) Feedback		0.83** (0.10)	0.59** (0.14)				-1.33** (0.12)	-1.06** (0.16)	-0.68** (0.14)
Communication*Feedback			0.47* (0.20)					-0.54* (0.23)	-0.24 (0.19)
Self-Compassion				-0.94** (0.07)	-0.91** (0.07)				-0.64** (0.76)
R2		0.38	0.4	0.54	0.53	0.19	0.47	0.49	0.65
F		47.7**	34.57**	92.63**	184.43**	6.24*	71.09**	50.59**	72.15**

	Bootstrapping	SE	95% CI (LL, UL)
Mediation Model Only	-0.50	0.13	-0.78, -0.26
<i>Med. = Self-compassion</i>			
Full Model (Moderated-Mediation)			
<i>Med. = Self-Compassion; Mod. = Content Valence</i>			
Interaction Effect on Mediator	0.47*	0.19	0.77, 0.87
Conditional Indirect Effect			
Bad Feedback - 0	-0.27	0.17	-0.62, 0.05
Good feedback = 1	-0.71	0.12	-0.97, 0.48

*p<0.05; **p<0.01

Table 10
ANOVA on differences in Self-efficacy between Communication Style*Valence Conditions (Study 2)

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Manager Communication Style	1	6.89	10.81	0.001
Content Valence	1	48.34	75.69	0.000
Communication Style * Valence	1	0.31	0.48	0.490
Error	158	0.74		

Table 11
ANOVA on differences in Self-compassion between Communication Style*Valence Conditions (Study 2)

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Manager Communication Style	1	11.20	27.75	0.000
Content Valence	1	28.12	69.41	0.000
Communication Style * Valence	1	2.25	5.56	0.020
Error	158	0.404		

TABLE 12:
Study 3 Descriptive Statistics and Correlations

	Mean	S.D.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1) Age	22	4.37								
(2) Gender	0.37	0.48	0.083							
(3) Phase	1.55	0.49	.286**	0.101						
(4) Communication Style	0.48	0.50	0.036	0.048	0.011					
(5) Intention	0.48	0.50	0.003	-0.059	0.037	-0.06				
(6) Self-efficacy	2.76	0.95	0.117	-0.048	0.011	.287**	0.053			
(7) Creative Process Engagement	3.59	0.72	0.153	.167*	.243**	0.046	-0.024	.264**		
(8) Self-compassion	2.69	0.70	.234**	-0.025	0.049	.436**	0.041	.558**	.215**	
(9) State Anxiety	3.35	0.83	-0.11	0.088	0.025	-.390**	-0.093	-.536**	-.179*	-.653**

N=155

Phase 1 = Campus 1, Spring 2020; Phase 2 = Campus 2, Fall 2020

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

Table 13
ANOVA on differences in Creative Process Engagement between Communication Style Conditions (Study 2)

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Phase Dummy	1	4.68	9.46	0.003
Manager Communication Style	1	0.14	0.28	0.596
Perceived Manager Intention	1	0.07	0.144	0.705
Communication Style * Intention	1	0.002	0.004	0.950
Error	158	0.495		

Table 14
Regression Results for Conditional Indirect Effects of Communications Style and Mediating Role of Self-efficacy on Creative process engagement (Study 3)

	DV:SE	DV:SE	DV:SE	DV:SE	DV: CPE	DV: CPE	DV: CPE	DV: CPE	DV: CPE	DV: CPE	DV: CPE
Sample	0.21 (0.15)	0.02 (0.15)	0.01 (0.15)	0.12 (0.15)	0.35** (0.11)	0.35** (0.11)	0.35** (0.11)	0.35** (0.11)	.350** (0.11)	0.35** (0.11)	0.35** (0.11)
(High) Context Communication		0.54** (0.15)	0.56** (0.15)	0.69** (0.20)		-0.05 (0.11)		0.063 (0.11)		.060 (0.11)	0.053 (0.16)
Intention (Stated)			0.13 (0.15)	0.28 (0.20)						-0.043 (0.11)	-0.05 (0.16)
Communication*Intention				-0.31 (0.29)	0.19**						0.014 (0.23)
Self-Efficacy					(0.06)	0.21** (0.06)					0.21** (0.06)
R2	0.00	0.08	0.09	0.09		0.13	0.06	0.06	0.06	0.06	0.13
F	0.02	6.80**	4.80**	3.88**		7.43**	9.63**	4.95**	3.33*	2.48*	4.53**

	Bootstrapping	SE	95% CI (LL, UL)
Mediation Model Only <i>Med. = Self-efficacy</i>	0.11	0.05	0.04, 0.31
Full Model (Moderated-Mediation) <i>Med. = Self-efficacy; Mod. = Intention (Y/N)</i>			
Interaction Effect on mediator	-0.31	0.29	-0.89, 0.28
Conditional Indirect Effect			
Intention Not Stated - 0	0.14	0.07	0.03, 0.32
Intention Stated = 1	0.08	0.05	-0.01, 0.21
Index of Moderated Mediation	Index = -0.064	SE = 0.069	-0.23, 0.048

*p<0.05; **p<0.01

CPE: Creative Process Engagement; SE: Self-efficacy; Sample = Time/Campus of Data Collection; Std Errors in ()

Table 15
ANOVA on differences in State Anxiety between Communication Style Conditions (Study 3)

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Phase Dummy	1	0.125	0.212	0.646
Manager Communication Style	1	16.708	28.412	0.000
Perceived Manager Intention	1	1.495	2.543	0.113
Communication Style * Intention	1	0.044	0.075	0.785
Error	158	0.588		

Table 16
Regression Results for Conditional Indirect Effects of Communications Style and Mediating Role of Self-efficacy on Creative process engagement (Study 3)

	DV : SC	DV : SC	DV : SC	DV : SC	DV: Anxiety	DV: Anxiety	DV: Anxiety	DV: Anxiety	DV: Anxiety	DV: Anxiety
Sample	0.07 (0.11)	0.06 (0.10)	0.06 (0.10)	0.06 (0.10)	0.09 (0.10)	0.041 (0.13)	0.05 (0.12)	0.06 (0.12)	0.06 (0.12)	0.99 (0.10)
(High) Context Communication		0.61** (0.10)	0.61** (0.10)	0.64** (0.14)	-0.21 (0.11)		-0.65** (0.12)	-0.66** (0.12)		-0.18 (0.15)
Intention (Stated)			0.09 (0.10)	0.11 (0.14)				-0.19 (0.12)	-0.16 (0.17)	-0.08 (0.14)
Communication*Intention				-0.05 (0.21)					-0.07 (0.25)	-0.10 (0.20)
Self-Compassion					-0.71** (0.08)					-0.70** (0.80)
R2	0.002	0.19	0.2	0.2	0.44	0.001	0.15	0.17	0.17	0.45
F	0.37	18.03**	12.28**	9.16**	40.12**	0.09	13.72**	10.07**	7.53**	24.46**

	Bootstrapping	SE	95% CI (LL, UL)
Mediation Model Only <i>Med. = Self-compassion</i>	-0.43	0.09	-0.62, -0.27
Full Model (Moderated-Mediation) <i>Med. = Self-compassion; Mod. = Intention (Y/N)</i>			
Interaction Effect on mediator	-0.046	0.21	-0.45, 0.36
Conditional Indirect Effect			
Intention Not Stated - 0	-0.45	0.11	-0.69, -0.24
Intention Stated = 1	-0.42	0.12	-0.064, -0.19
Index of Moderated Mediation	Index = 0.032	SE = 0.15	-.023, 0.34

*p<0.05; **p<0.01

SC = Self-Compassion; Sample = Time/Campus of Data Collection; Std Errors in ()

Table 17
ANOVA on differences in Self-efficacy between Communication Style*Valence Conditions (Study 3)

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Phase Dummy	1	0.013	0.016	0.90
Manager Communication Style	1	11.336	13.49	0.00
Perceived Manager Intention	1	0.596	0.709	0.40
Communication Style * Intention	1	0.943	1.112	0.29
Error	158	0.840		

Table 18
ANOVA on differences in Self-compassion between Communication Style*Valence Conditions (Study 3)

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Phase Dummy	1	0.137	0.335	0.564
Manager Communication Style	1	14.57	35.64	0.000
Perceived Manager Intention	1	0.320	0.783	0.378
Communication Style * Intention	1	0.020	0.049	0.825
Error	158	0.409		

FIGURES

FIGURE 1
Theoretical Model of Effects of Leader Communication Style and Content Domain on Employee Need Fulfillment (Chapter 1)

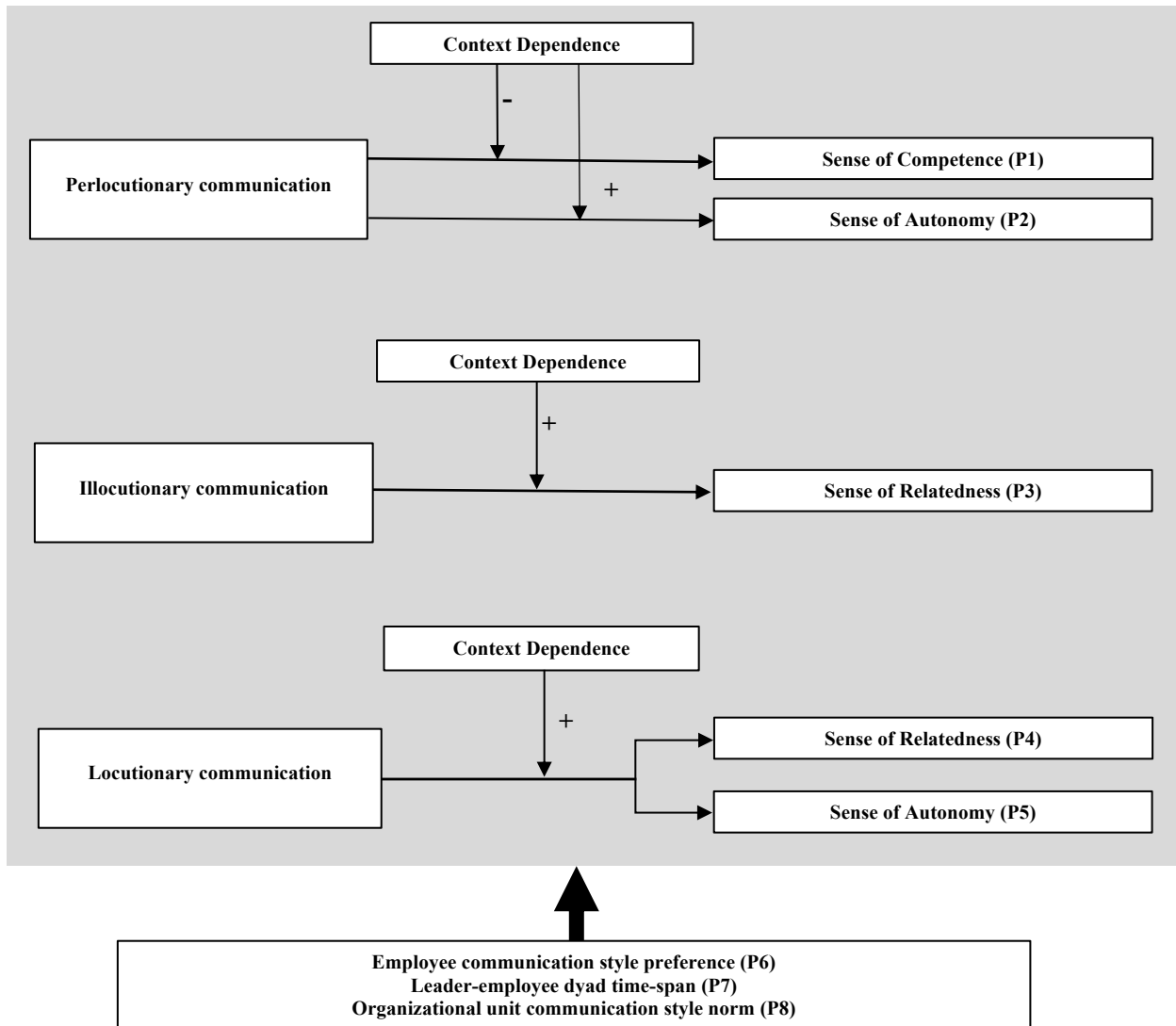


FIGURE 2
Full Theoretical Model (Chapter 2)

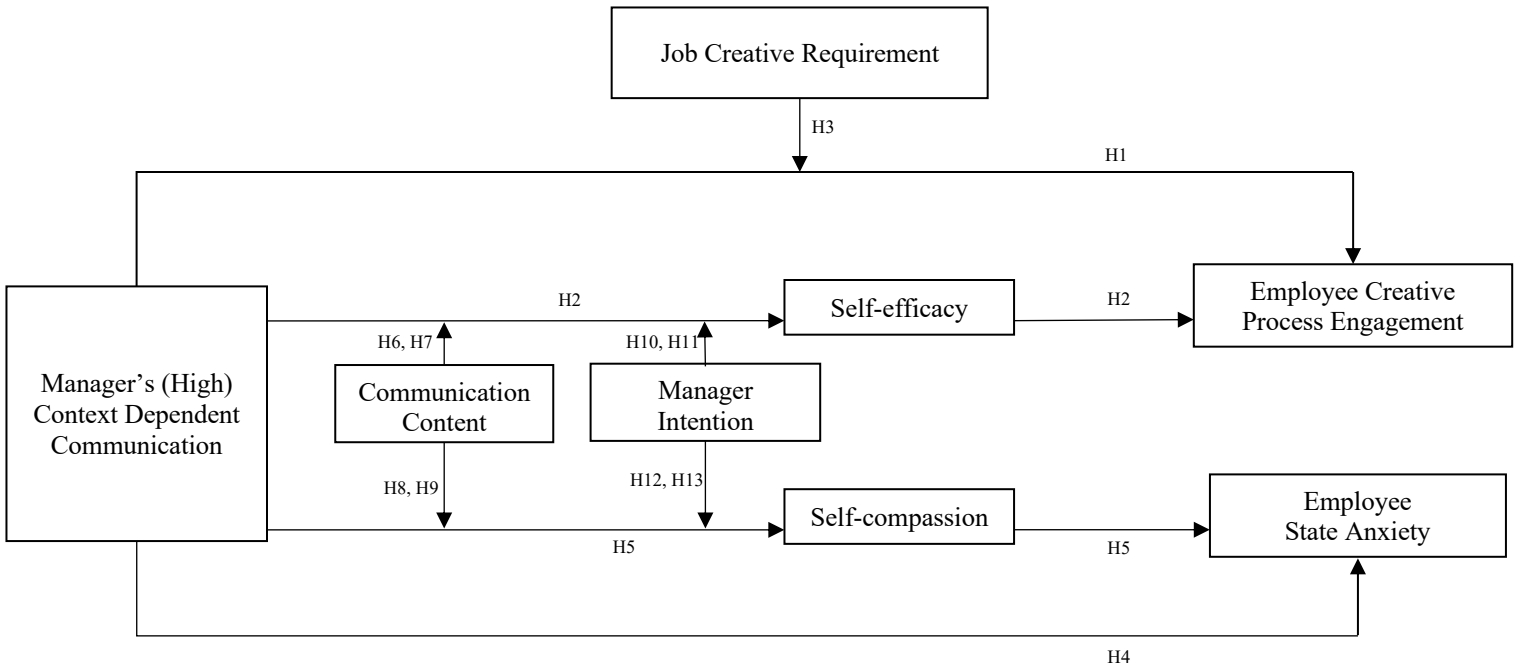


FIGURE 3
Theoretical Model (Study 1) (Chapter 2)

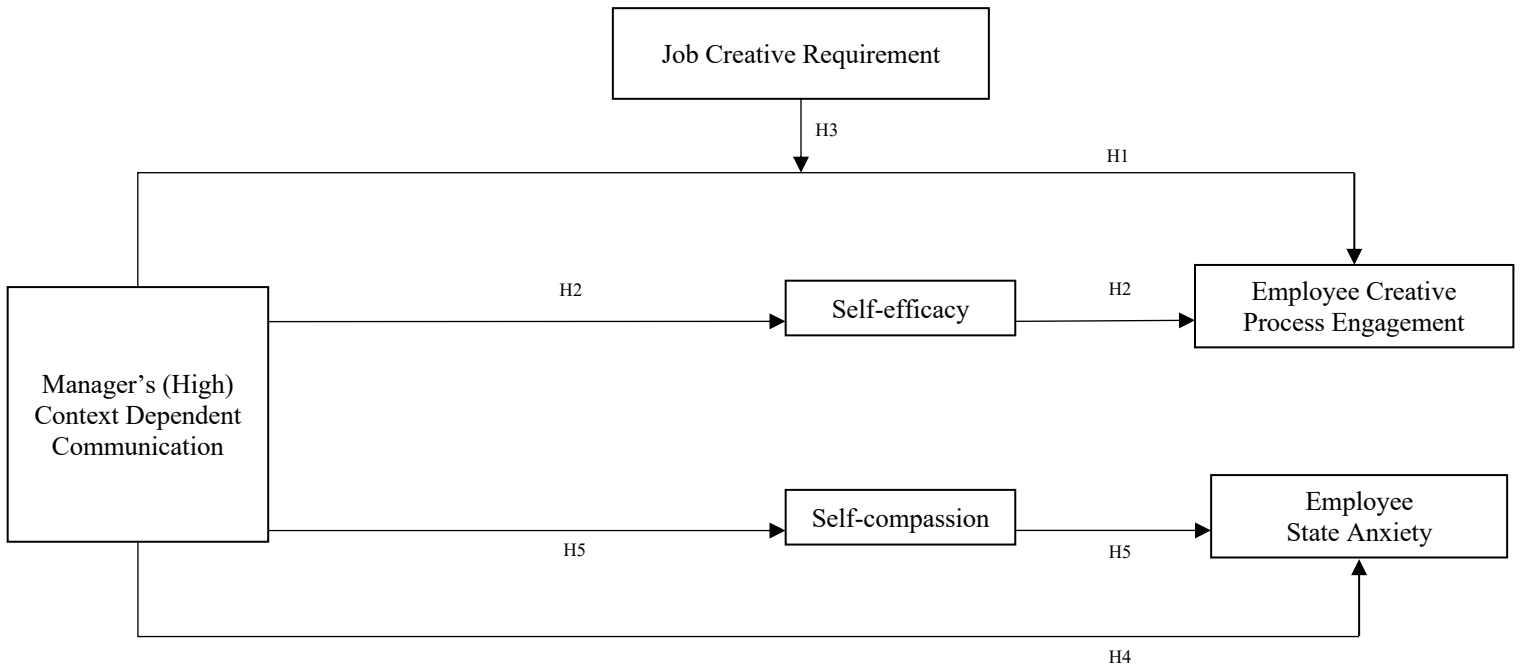


FIGURE 4
Theoretical Model (Study 2) (Chapter 2)

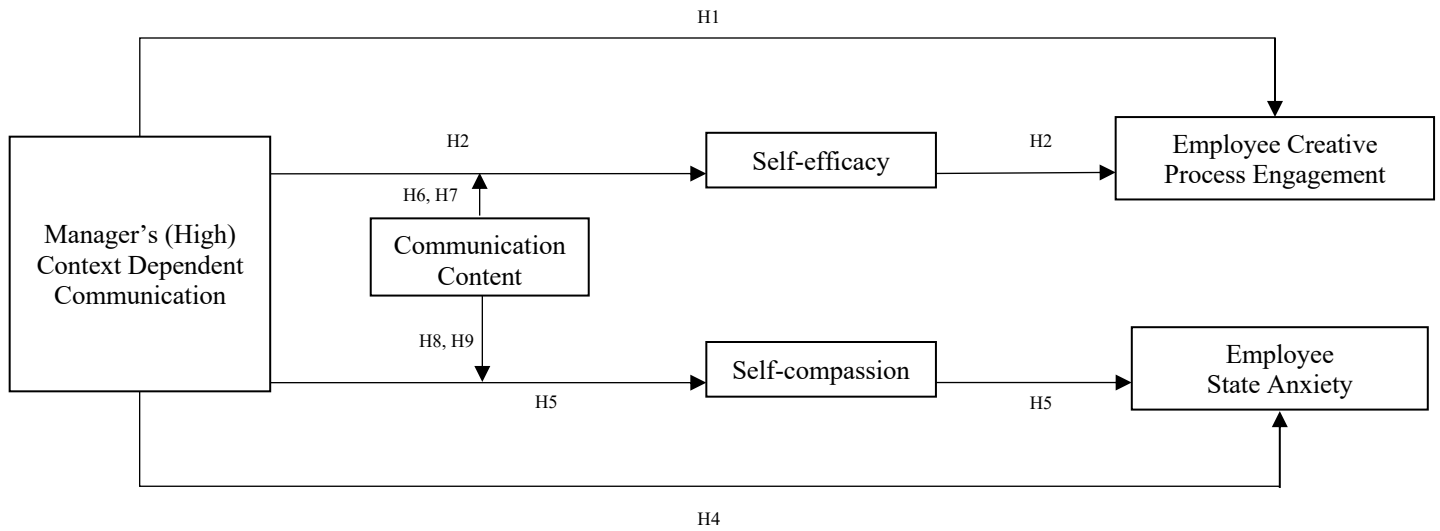


FIGURE 5
Theoretical Model (Study 3) (Chapter 2)

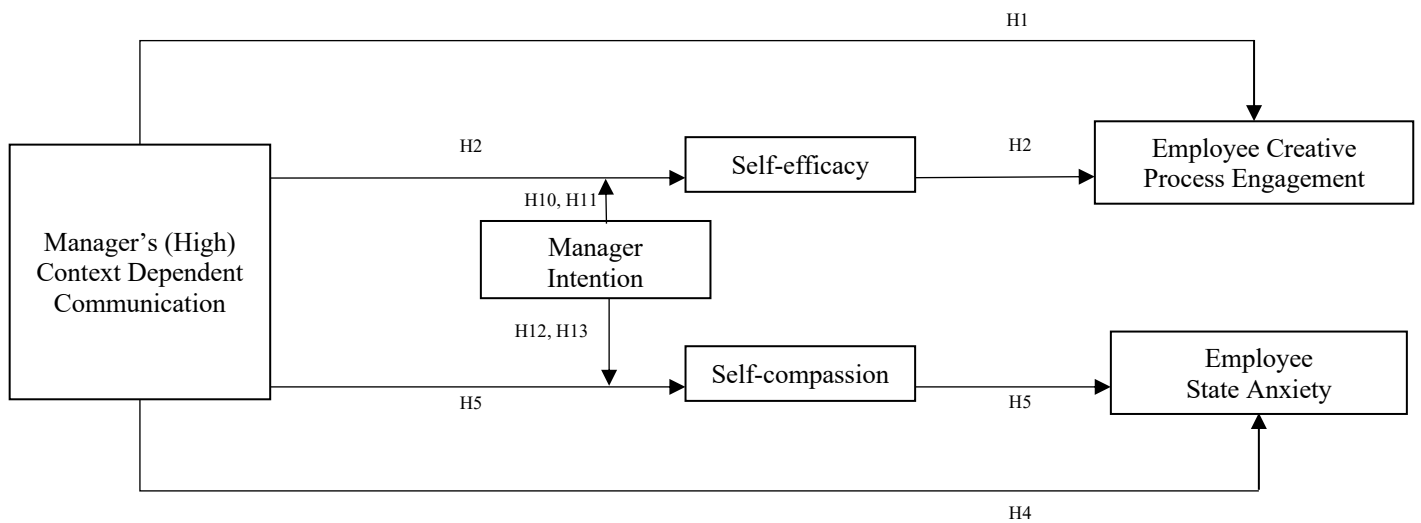
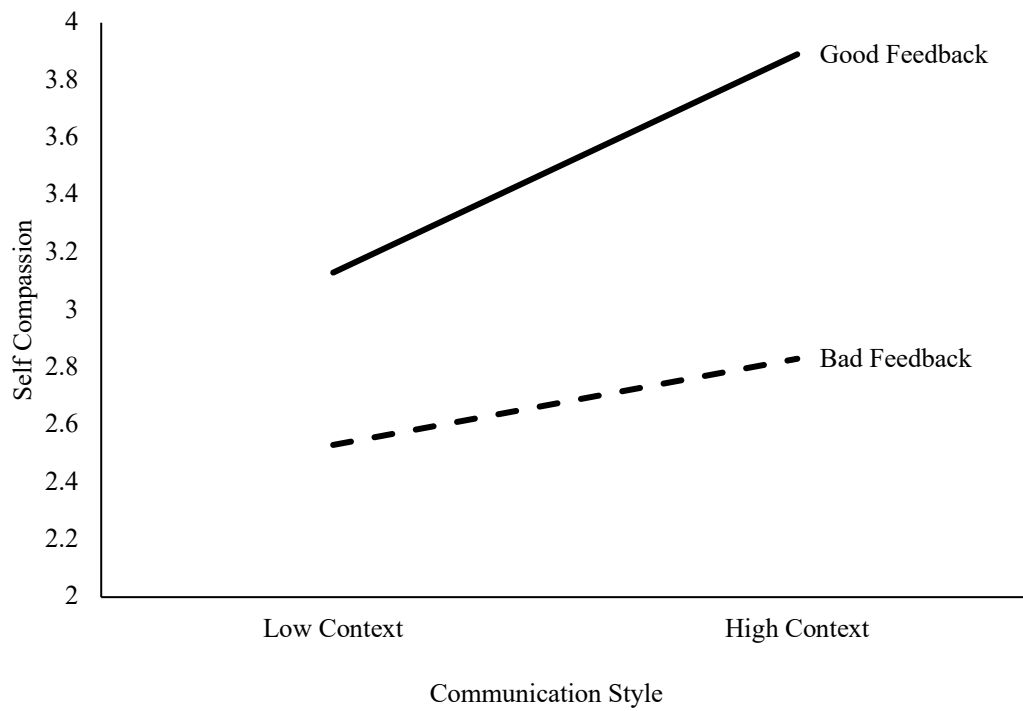


FIGURE 6
Interaction Effect of Communication Style and Content Valence on Self-compassion
(Study 2)



APPENDIX A
CHAPTER TWO - STUDY MATERIALS

STUDY 1

Survey Scales and Items

Manager Context dependent communication Style

Please provide your opinion about the communication style of your supervisor (1-Strongly disagree-----7-Strongly agree)

1. My supervisor catches on to what I mean even when I do not say it directly.
2. Even if my supervisor does not receive a clear response from me, he/she can understand what I intended.
3. My supervisor can tell when I have something to tell him/her but am apprehensive about discussing it.
4. During conversation, my supervisor is very good at knowing the feelings I am experiencing.
5. My supervisor is able to recognize my subtle and indirect messages.
6. My manager has a subtle communication style.
7. My supervisor likes to say things indirectly, using vague, abstract, or complex words
8. My supervisor avoids explicit words to convey his/her meaning.
9. My supervisor qualifies (e.g., use “maybe,” “perhaps”) his/her language when he/she communicate
10. My supervisor avoids clear-cut expressions of his/her feelings when she/he communicates with me.
11. My supervisor is direct when conveying messages (rev)
12. My supervisor is straightforward about what she/she thinks when he/she communicates. (rev)
13. My supervisor conveys his/her message through specific, clear, simple words (rev)
14. If my supervisor has something negative to say, he/she is tactful in saying it.
15. If my supervisor thinks someone will be hurt by his/her message, he/she provides additional reasons for his/her response.
16. My supervisor avoids making others lose face in communication.
17. My supervisor tries to avoid unpleasant exchanges.
18. My supervisor adjusts his/her rate of speech to emphasize his/her message.
19. My supervisor adjusts his/her facial expression to suit the content of his/her message.
20. My supervisor adjusts his/her facial expression while making a point.
21. My supervisor varies the tone of voice to suit the content when he/she communicates.
22. My supervisor pays attention to schedules (rev)
23. My supervisor pays attention to deadlines (rev)
24. Keeping to a schedule is important for my supervisor (rev)
25. My supervisor strictly sticks to schedules in his/her day-to-day work. (rev)
26. My supervisor strictly adheres to deadlines in his/her work. (rev)

Employee Self-efficacy

Take a moment to think about your manager’s communication style. With this in mind, please answer the following question.

My manager's communication style makes me think that... (1-Strongly disagree-----7-Strongly agree)

1. I will be able to achieve most of the goals that I have set for myself.
2. I will be able to accomplish any difficult tasks that I might face.
3. I can obtain outcomes that are important to me.
4. I can succeed at most any endeavor to which I set my mind.
5. I will be able to successfully overcome many challenges.
6. I can perform effectively on many different tasks.
7. I can perform quite well even when things are tough

Employee Creative Process Engagement

To what extent does your manager's communication style motivate you to engage in the following actions when seeking to accomplish a task or solve a problem?

1. Spend considerable time trying to understand the nature of the problem.
2. Think about the problem from multiple perspectives.
3. Decompose a difficult problem/assignment into parts to obtain greater understanding.
4. Consult a wide variety of information.
5. Search for information from multiple sources (e.g., personal memories, others' experience, documentation, Internet, etc.).
6. Retain large amounts of detailed information in my area of expertise for future use.
7. Consider diverse sources of information in generating new ideas.
8. Look for connections with solutions used in seeming diverse areas.
9. Generate a significant number of alternatives to the same problem before I choose the final solution.
10. Try to devise potential solutions that move away from established ways of doing things.
11. Spend considerable time shifting through information that helps to generate new ideas.

Employee Job Creativity Requirement

How frequently does your job require you to be creative in the following ways?

1. Come up with novel and useful ideas
2. Create new ways of doing existing tasks
3. Present things in new and interesting ways

Employee Self-compassion scale (Neff, 2003b)

My manager's communication style influences me to... (1-Strongly disagree-----7-Strongly agree)

1. ... be kind to myself
2. ... make myself feel better
3. ... keep the situation in perspective
4. ...be really hard on myself (rev)
5. ...be understanding and patient towards those aspects of my personality I don't like.
6. ... give myself caring and tenderness when I'm going through a very hard time.
7.be tolerant of my own flaws and inadequacies.
8. ...be disapproving and judgmental about my own flaws and inadequacies. (rev)
9. ...be intolerant and impatient towards those aspects of my personality I don't like. (rev)

Employee State Anxiety

A number of statements which people use to describe themselves are given below. Read each statement and indicate how your manager's communication style makes you feel.

1. Calm (rev)
2. Tense
3. Upset
4. Relaxed (rev)
5. Content (rev)
6. Worried

Control Variables

Employee Age (Years)

Employee Gender (Male = 0; Female = 1; Other = 2)

Perceived Manager Gender (Male = 0; Female = 1; Other = 2)

Perceived Manager Age Range

1. 18 - 24
2. 25 - 34
3. 35 - 44
4. 45 - 54
5. 55 - 64
6. 65 - 74
7. 75 or older

Employee Context dependent communication Style

Please answer the following questions about your communication style (1-Strongly disagree-----7-Strongly agree)

1. I catch on to what others mean even when they do not say it directly.
2. Even if I do not receive a clear response from others, I can understand what they intended.
3. I can tell when someone has something to tell me but is apprehensive about discussing it.
4. During conversation, I am very good at knowing the feelings other people are experiencing
5. I am able to recognize others' subtle and indirect messages.
6. When communicating with others, I tend to avoid answering them directly
7. When communicating with others, I like to use specific, clear, simple words (rev)
8. If I have something negative to say to others, I am tactful in telling them.
9. If I think the person will be hurt by my message, I provide additional reasons for my response.
10. I avoid making others lose face in communication.
11. I try to avoid unpleasant exchanges.
12. I adjust my rate of speech to emphasize my message.
13. I adjust my facial expression and/or body movement to suit the content of my message.
14. I adjust my facial expression and/or body movement while making a point.

15. I adjust the physical between me and the interlocutor to reinforce the meaning of my message.
16. I vary my tone of voice to suit the content when I communicate.
17. I pay close attention to schedules agreed upon by my counterparts. (rev)
18. I pay close attention to deadlines when working with others. (rev)
19. I strictly adhere to deadlines in my work. (rev)

Some items were removed from the analysis for following reasons.

1. *When communicating with others, I like to use vague, abstract, and complex words:* The perceived meaning of the item may be expertise in communication rather than communication style, and might therefore not be answered honestly or accurately in self-report condition
2. *I avoid clear-cut expressions of my feelings when I communicate with others.* – May not be answered honestly or accurately in self-report condition because it may be perceived as a sign of dishonesty, deception or unethical behavior, instead of just an indicator of communication style.
3. *I tend to qualify (e.g., use “maybe,” “perhaps”) my language when I communicate with others* – Respondents may not be able to self-reflect and provide accurate responses about the extent to which they engage in this.
4. *Keeping to a schedule is important for me to get things done* – Respondents may not be able to answer this accurately if they focus on the aspect of “getting things done”, rather than on importance of keeping to a schedule.
5. *I strictly stick to schedules in my day-to-day work* – In the self-report conditions, this may not capture communication style as sticking to schedule may not be up to the employees, and may confound with the power they have over their schedules.

STUDY 2

Survey Scales and Items

Self-efficacy

Take a moment to think about this managers' communication style which he used to convey feedback for your performance. Please answer the following questions regarding the effects of this manager's communication style.

This manager's communication style makes me think that...

1. I will be able to achieve most of the goals that I have set for myself.
2. I will be able to accomplish any difficult tasks that I might face.
3. I can obtain outcomes that are important to me.
4. I can succeed at most any endeavor to which I set my mind.
5. I will be able to successfully overcome many challenges.
6. I can perform effectively on many different tasks.
7. I can perform quite well even when things are tough

Self-compassion

Read each statement and indicate how this manager's communication style would influence your behavior towards yourself.

This manager's communication style would influence me to...

1. ... be kind to myself
2. ... make myself feel better
3. ... keep the situation in perspective
4. ...be really hard on myself (rev)
5. ...be understanding and patient towards those aspects of my personality I don't like.
6. ... give myself caring and tenderness when I'm going through a very hard time.
7.be tolerant of my own flaws and inadequacies.
8. ...be disapproving and judgmental about my own flaws and inadequacies. (rev)
9. ...be intolerant and impatient towards those aspects of my personality I don't like. (rev)

Employee State Anxiety

A number of statements which people use to describe themselves are given below. Read each statement and indicate how your manager's communication style makes you feel.

1. Calm (rev)
2. Tense
3. Upset
4. Relaxed (rev)
5. Content (rev)
6. Worried

Employee Creative Process Engagement

To what extent did this manager's communication style influence you to engage in the following actions while performing the various tasks?

1. Spend considerable time trying to understand the nature of the problem.
2. Think about the problem from multiple perspectives.
3. Decompose a difficult problem/assignment into parts to obtain greater understanding.

4. Consult a wide variety of information.
5. Search for information from multiple sources (e.g., personal memories, others' experience, documentation, Internet, etc.).
6. Retain large amounts of detailed information in my area of expertise for future use.
7. Consider diverse sources of information in generating new ideas.
8. Look for connections with solutions used in seeming diverse areas.
9. Generate a significant number of alternatives to the same problem before I choose the final solution.
10. Try to devise potential solutions that move away from established ways of doing things.
11. Spend considerable time shifting through information that helps to generate new ideas.

Feedback Valence Manipulation Check

What was the performance feedback provided to you in this video?

1. Below Average
2. Above average
3. No feedback was provided

Manager Communication Style Manipulation Check

Take a moment to think carefully about this manager's communication style in the videos and the written instructions. Try to form a clear opinion about this manager's work style based on the written instructions and the videos. Then please provide your opinion on the following statements:

1. This manager avoids clear-cut expressions of his feelings when he communicates with others.
2. This manager pays attention to schedules (rev)
3. Keeping to a schedule is important for this manager to get things done (rev)
4. This manager pays strict attention to deadlines. (rev)
5. This manager avoids making others lose face in communication.
6. If this manager has something negative to say to others, he is tactful in telling them.
7. This manager will avoid telling the truth if it protects the social harmony.
8. This manager qualifies (e.g., use "maybe," "perhaps") his/her language when he/she communicates.
9. This manager will bend the truth if the truth would hurt someone.
10. This manager tries to adjust himself to others' feelings while communicating.
11. This manager adjusts his/her rate of speech to emphasize his/her message.
12. This manager varies the tone of his/her voice when he/she communicates.
13. This manager adjusts his/her facial expression to make a point.
14. This manager verbally exaggerates to emphasize a point.
15. This manager tends to constantly gesture when he/she communicates with others.

Script of Communication Style Video Manipulation

Note: The words/sentences presented in **bold** + *italics* were included inly in the high context communication style condition only.

PHASE 1

Hello

Thank you for participating in this study.

This is the first part of a three-part study.

Here is what you should expect in each part:

Part 1: Today, you will work on two problem-solving exercises and then answer some questions about yourself.

Part 2: After a few days, you will be provided feedback for your responses on the problem-solving exercises. You will then answer some questions about your experience of the feedback session.

Part 3: A few days after Part 2, you will be asked to work on a few more problem-solving exercises and then answer some questions about your overall experience of this study.

Please note that all your responses will be confidential and will not be shared with anyone outside the research team

We really appreciate your help with this project.

Please begin Part 1 whenever you ready by clicking the Start button.

Thank you.

>> NEXT PAGE<<

In this section, you will be presented with two workplace problems. We need your help in coming up with various solutions that organizations can use to address these problems.

Please remember, there are no right or wrong answers. We just want to understand how and why managers make decisions.

Please listen to the instructions carefully

You may proceed to the next page when you are ready to begin the task.

Enjoy!

>> NEXT PAGE<<

In this task... You are the Head of Communications at UWC Corp. You report directly to the Vice-President of Marketing.

Based on your job description you have the authority to make decisions for some activities on your own without the approval of the VP of Marketing. But for other activities you only have the authority is to create and recommend strategies that need to be finally approved or disapproved by the VP of Marketing.

Your boss, the VP of Marketing is unavailable, and you have to make a quick decision on your own regarding some important issues.

PROBLEM #1

One of the Communication Officers who report to you has been missing work frequently this month, without informing his team in advance. Despite being asked several times, the Communication Officer has not provided any legitimate reasons for missing work, such as health issues or family matters. As a result, his team has missed some project deadlines and they are understandably upset. They have urged you to act immediately so that the Communication Officer reports to work in time for a very important project deadline.

The VP of Marketing is away on a two-month international trip and has asked to be consulted for only absolutely urgent and unavoidable matters.

1. Which of the following three actions *would you choose as the* Head of Communications?
 - a) Take no action and wait to ask the VP of Marketing how to proceed upon her return.
 - b) Take disciplinary action yourself by registering tardy and negligent behavior in his human resources file.
 - c) Recommend disciplinary action to the VP of Marketing after she returns.
2. Why did you choose this option? Briefly explain your rationale

>> NEXT PAGE<<

PROBLEM #2

The Head of Events Management who also reports directly to the VP of Marketing wants to discuss an issue with you concerning an organization-wide event two weeks from now.

Due to last minute cancellations by a vendor, the event cost has gone up by 5%. To hold the event successfully, the budget needs to be increased. As the Head of Communications, you collaborated closely with the Head of Events Management to plan this event. Your joint agreement is required before any changes in the budget plan can be made.

The Head of Events Management has approved the budget increase and is urging you to do the same. Since the VP of Marketing cannot be reached for approval, you have to make the decision.

1. Which of the following three actions *would you choose as the* Head of Communications?
 - a) Approve an increased budget plan yourself, to ensure that requirements of the existing event plan are met.
 - b) Take no action and wait to ask the VP of Marketing how to proceed
 - c) Create an increased budget plan and send it to the VP of Marketing for approval marked urgent.
2. Why did you choose this option? Briefly explain your rationale.

>> NEXT PAGE<<

Thank you for completing the problem-solving tasks. In the next section you will be asked to answer a few questions about yourself. All your responses will be confidential and will not be shared with anyone outside the research team. Please proceed when you are ready.

>> NEXT PAGE<<

Thank you for completing Part 1 of the study. A few days from now, we will email you the weblink for Part 2 of the study. In Part 2, you will receive feedback on your performance on the tasks you completed today. We really appreciate your help with this project. You may now exit the survey window.

PHASE 2

Hello

Thank you for your continued participation in this study

I have evaluated your performance on tasks you completed at Time 1.

Version 1: Good Feedback

Your overall performance was better than average. In task one, you chose option a/b/c

This is the most effective managerial response in such situations. Good job.

>>>break<<<<<

In task two, you chose option a/b/c

This is the best managerial action in such a scenario. Well done

Over all, your performance was impressive.

Version 2: Bad Feedback

Your overall performance was lower than average. In task one, you chose option a/b/c.

This is not an effective managerial response in such situations. You can do better.

>>>break<<<<<

In task two, you chose option a/b/c

This is not a good managerial action in such a scenario. Your performance can be improved.

Over all, your performance was not very impressive.

>> NEXT PAGE<<

Please remember, these tasks represent complicated managerial issues that even experienced managers get wrong. These tasks are not indicative of your cognitive ability or your future managerial capabilities

>> NEXT PAGE<<

In the next section you will be asked to answer a few questions about yourself and your experience in this feedback session. All your responses will be confidential and will not be shared with anyone outside the research team. Please proceed when you are ready.

>> NEXT PAGE<<

Thank you for completing Part 2 of our study. A few days from now, we will email you the weblink for Part 3 of the study. In Part 3, you will work on more problem-solving tasks and then answer a few questions about your experience during this study. We really appreciate your help with this project. You may now exit the survey window.

PHASE 3

Welcome back. Thank you for completing Part 1 and Part 2 of the study. This is the third and final part of the study. In this part, you will work on a few problem-solving exercises and answer some questions about yourself. All your responses will be confidential and will not be shared with anyone outside the research team. We really appreciate your help with this project. Please begin the study whenever you ready by clicking the Start button. Thank you.

>> NEXT PAGE<<

Task 1: In this task, you will be presented with some workplace problems.

We need your help in coming up with various solutions that organizations can use to address this problem. Please listen to the instructions carefully

You may proceed to the next page when you are ready to begin the task.

Enjoy

>> NEXT PAGE<<

Problem 1

Members of virtual teams often find it hard to work together.

In case you don't know... A virtual team (also known as a geographically dispersed or distributed team) usually refers to a group of individuals who work together from different geographic locations and rely on communication technology such as email, video conferencing and chat platforms in order to collaborate. You have to think of various reasons why members of virtual teams might face issues while trying to work and then come up with solutions for those issues. Think about the various aspects of this problem and provide as many responses as you can.

>> NEXT PAGE<<

You have completed the first workplace problem. Please proceed to the next problem when you are ready.

>> NEXT PAGE<<

Problem 2

Increasingly, employees are opting for telework (or working away from office). You have to think of various issues that may be faced by employees who telework and provide solutions for these issues. Think about the various aspects of this problem and provide as many responses as you can.

Task 2: In this task, you have to list as many uses as you can for common objects. For example, various uses for a brick can be

- a paperweight

- a doorstop

- a mock coffin at a Barbie funeral

You can begin the exercises whenever you are ready

Have fun.

>> NEXT PAGE<<

Task 3: In this task, you will look at the three words. Your task is to find a fourth word that is related to all three.

For example, what word is related to these three words? **paint, doll, and cat**

The answer is "**house**": house paint, dollhouse, and house cat.

If you are unable to think of an appropriate metaphor, please type "**I don't know**" into the response dialogue box. Please click Next when you are ready to begin this exercise.

Enjoy

>> NEXT PAGE<<

Thank you for completing all the problem-solving tasks. In the next section you will be asked to answer a few questions about your experience in this study. All your responses will be confidential and will not be shared with anyone outside the research team. Please proceed when you are ready.

>> NEXT PAGE<<

Thank you for completing Part 3 of our study. You have now successfully completed all three parts of the study.

Post-study debrief

Please note that the feedback provided to you on Task 1 was based on subjective evaluation of some managers and was randomly assigned. The correct answers for those decision-making tasks are ambiguous as experts disagree on what is the best course of action. Thank you for your time and effort in helping us with this project. You may now exit the survey window.

STUDY 3

Survey Scales and Items

Self-efficacy

Take a moment to think about this managers' communication style which he used to convey feedback for your performance. Please answer the following questions regarding the effects of this manager's communication style.

This manager's communication style makes me think that...

1. I will be able to achieve most of the goals that I have set for myself.
2. I will be able to accomplish any difficult tasks that I might face.
3. I can obtain outcomes that are important to me.
4. I can succeed at most any endeavor to which I set my mind.
5. I will be able to successfully overcome many challenges.
6. I can perform effectively on many different tasks.
7. I can perform quite well even when things are tough

Self-compassion

Read each statement and indicate how this manager's communication style would influence your behavior towards yourself.

This manager's communication style would influence me to...

1. ... be kind to myself
2. ... make myself feel better
3. ... keep the situation in perspective
4. ...be really hard on myself (rev)
5. ...be understanding and patient towards those aspects of my personality I don't like.
6. ... give myself caring and tenderness when I'm going through a very hard time.
7.be tolerant of my own flaws and inadequacies.
8. ...be disapproving and judgmental about my own flaws and inadequacies. (rev)
9. ...be intolerant and impatient towards those aspects of my personality I don't like. (rev)

Employee State Anxiety

A number of statements which people use to describe themselves are given below. Read each statement and indicate how your manager's communication style makes you feel.

1. Calm (rev)
2. Tense
3. Upset
4. Relaxed (rev)
5. Content (rev)
6. Worried

Employee Creative Process Engagement

To what extent did this manager's communication style influence you to engage in the following actions while performing the various tasks?

1. Spend considerable time trying to understand the nature of the problem.
2. Think about the problem from multiple perspectives.
3. Decompose a difficult problem/assignment into parts to obtain greater understanding.

4. Consult a wide variety of information.
5. Search for information from multiple sources (e.g., personal memories, others' experience, documentation, Internet, etc.).
6. Retain large amounts of detailed information in my area of expertise for future use.
7. Consider diverse sources of information in generating new ideas.
8. Look for connections with solutions used in seeming diverse areas.
9. Generate a significant number of alternatives to the same problem before I choose the final solution.
10. Try to devise potential solutions that move away from established ways of doing things.
11. Spend considerable time shifting through information that helps to generate new ideas.

Intention Communication Check:

Did the feedback provider give a reason for the communication style used by them?

1. No
2. Yes (If so, briefly describe their rationale for using that communication style)

Script of Communication Style Video Manipulation

Note: The words/sentences presented in **bold** + *italics* were included inly in the high context communication style condition only.

PHASE 1

Hello

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Part 1: Today, you will work on two problem-solving exercises and then answer some questions about yourself.

Part 2: After a few days, you will be provided feedback for your responses on the problem-solving exercises. You will then be asked to work on a few more problem-solving exercises answer some questions about your experience of the feedback session.

Please note that all your responses will be confidential and will not be shared with anyone outside the research team. We really appreciate your help with this project. Please begin Part 1 whenever you ready by clicking the Start button. Thank you.

>> NEXT PAGE<<

In this section, you will be presented with some workplace problems. We need your help in coming up with various solutions that organizations can use to address these problems.

Please remember, there are no right or wrong answers. We just want to understand how and why managers make decisions. Please listen to the instructions carefully. You may proceed to the next page when you are ready to begin the task.

Enjoy!

>> NEXT PAGE<<

Task 1: In this task... You are the Head of Communications at UWC Corp. You report directly to the Vice-President of Marketing. Based on your job description you have the authority to make decisions for some activities on your own without the approval of the VP of Marketing.

But for other activities you only have the authority is to create and recommend strategies that need to be finally approved or disapproved by the VP of Marketing. Your boss, the VP of Marketing is unavailable, and you have to make a quick decision on your own regarding some important issues.

PROBLEM #1

One of the Communication Officers who report to you has been missing work frequently this month, without informing his team in advance. Despite being asked several times, the Communication Officer has not provided any legitimate reasons for missing work, such as health issues or family matters. As a result, his team has missed some project deadlines and they are understandably upset. They have urged you to act immediately so that the Communication Officer reports to work in time for a very important project deadline. The VP of Marketing is away on a two-month international trip and has asked to be consulted for only absolutely urgent and unavoidable matters.

1. Which of the following three actions *would you choose as the* Head of Communications?
 - d) Take no action and wait to ask the VP of Marketing how to proceed upon her return.
 - e) Take disciplinary action yourself by registering tardy and negligent behavior in his human resources file.
 - f) Recommend disciplinary action to the VP of Marketing after she returns.
2. Why did you choose this option? Briefly explain your rationale

>> NEXT PAGE<<

PROBLEM #2

The Head of Events Management who also reports directly to the VP of Marketing wants to discuss an issue with you concerning an organization-wide event two weeks from now. Due to last minute cancellations by a vendor, the event cost has gone up by 5%. To hold the event successfully, the budget needs to be increased. As the Head of Communications, you collaborated closely with the Head of Events Management to plan this event. Your joint agreement is required before any changes in the budget plan can be made. The Head of Events Management has approved the budget increase and is urging you to do the same. Since the VP of Marketing cannot be reached for approval, you have to make the decision.

1. Which of the following three actions *would you choose as the* Head of Communications?
 - d) Approve an increased budget plan yourself, to ensure that requirements of the existing event plan are met.
 - e) Take no action and wait to ask the VP of Marketing how to proceed
 - f) Create an increased budget plan and send it to the VP of Marketing for approval marked urgent.
2. Why did you choose this option? Briefly explain your rationale.

>> NEXT PAGE<<

Task 2: Members of virtual teams often find it hard to work together.

In case you don't know... A virtual team (also known as a geographically dispersed or distributed team) usually refers to a group of individuals who work together from different geographic locations and rely on communication technology such as email, video conferencing and chat platforms in order to collaborate. You have to think of various reasons why members of

virtual teams might face issues while trying to work and then come up with solutions for those issues. Think about the various aspects of this problem and provide as many responses as you can.

>> NEXT PAGE<<

Thank you for completing the problem-solving tasks. In the next section you will be asked to answer a few questions about yourself. All your responses will be confidential and will not be shared with anyone outside the research team. Please proceed when you are ready.

>> NEXT PAGE<<

Thank you for completing Part 1 of the study. A few days from now, we will email you the weblink for Part 2 of the study. In Part 2, you will receive feedback on your performance on the tasks you completed today. We really appreciate your help with this project. You may now exit the survey window.

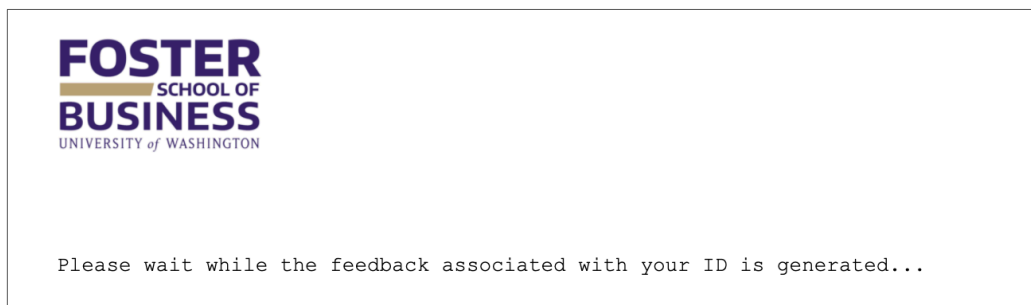
PHASE 2

Hello

Thank you for your continued participation in this study

An expert has evaluated your performance on tasks you completed in Part 1. Please enter last 3 digits of your UW ID (student number) to generate your feedback.

(after entering their ID, the participants saw the following screen for a few seconds)



Condition 1: Low context communication style X No Intention Stated

Participant ID: 345

Grand Challenges Task Feedback

Hi

I have evaluated your performance on the Grand Challenge tasks you completed last week.

1. Identifying and Solving Virtual Team Issues

You did not perform well on this task. The ideas you provided were not very creative. Your plan to implement the ideas was not well thought-out and was impractical.

Although you raised some valid points, you need to include all relevant factors such as the role of cross-cultural and geographical differences, as well as team member motivation, to have a comprehensive plan for making virtual teams efficient.

2. Workplace Issues

Your overall performance in this task was lower than average. The options you chose are not effective managerial response in such situations.

Overall, your performance in these tasks was not impressive.



Condition 2: Low context communication style X Intention Stated

Grand Challenges Task Feedback

Hi

I have evaluated your performance on the Grand Challenge tasks you completed last week.

1. Identifying and Solving Virtual Team Issues

You did not perform well on this task. The ideas you provided were not very creative. Your plan to implement the creative ideas was not well thought-out and was impractical.

Although you raised some valid points, you need to include all relevant factors such as the role of cross-cultural and geographical differences, as well as team member motivation, to have a comprehensive plan for making virtual teams efficient.

2. Workplace Issues

Your overall performance in this task was lower than average. The options you chose are not effective managerial response in such situations.

Overall, your performance in this task was not impressive.

***I am being straightforward in my feedback to ensure that you clearly know how you performed, which will help you to improve**



Condition 3: High context communication style X No Intention Stated

Grand Challenges Task Feedback

Hi

I have evaluated your performance on the Grand Challenge tasks you completed last week.

1. Identifying and Solving Virtual Team Issues

Your performance on this task could be improved. The ideas you provided have the potential to be creative. Your plan to implement the ideas could benefit from putting in more thoughts to make it practical.

You raised some valid points. If you could include the role of cross-cultural and geographical differences, as well as team member motivation, in your plan, it would be more comprehensive for making virtual teams efficient.

2. Workplace Issues

Unfortunately, your overall performance in this task was lower than average. The options you chose are not the most effective managerial response in such situations.

Overall, your performance in this task can become impressive.



Condition 4: High context communication style X Intention Stated

Grand Challenges Task Feedback

Hi

I have evaluated your performance on the Grand Challenge tasks you completed last week.

1. Identifying and Solving Virtual Team Issues

Your performance on this task could be improved. The ideas you provided have the potential to be creative. Your plan to implement the ideas could benefit from putting in more thoughts to make it practical.

You raised some valid points. If you could include the role of cross-cultural and geographical differences, as well as team member motivation, in your plan, it would be more comprehensive for making virtual teams efficient.

2. Workplace Issues

Unfortunately, your overall performance in this task was lower than average. The options you chose are not the most effective managerial response in such situations.

Overall, your performance in this task can become impressive

***I did not directly criticize your task performance because I want to protect your feelings, in the hope to help you improve.**



Attention and Manipulation Check Question

Did the feedback provider give a reason for the communication style used by them?

1. No
2. Yes (If so, briefly describe their rationale for using that communication style)

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Task 1: Grand Challenges Task: Work from Home

Due to various circumstances, employees are required to work remotely (or working away from office). You have to think of various issues that may be faced by employees who work remotely and provide solutions for these issues. Think about the various aspects of this problem and provide as many responses as you can.

Assign a number to each issue and provide your response in the following format:

1. Issue #1 is..... This issue can be solved by.....
2. Another issue is..... This can be addressed by.....

Take your time to provide as many responses as you can.

Enjoy!

Task 2: In this task, you will look at the three words. Your task is to find a fourth word that is related to all three. For example, what word is related to these three words? **paint, doll, and cat**. The answer is "**house**": house paint, dollhouse, and house cat. If you are unable to think of an appropriate metaphor, please type "**I don't know**" into the response dialogue box. Please click Next when you are ready to begin this exercise.

Enjoy

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Post-study debrief: The feedback provided to you in Part 2 was randomized and not based on your actual scores for the tasks. Please be assured that this feedback does not reflect your cognitive or creative ability in any way. The purpose of providing randomized feedback was to study whether using indirect rather than direct communication styles from managers can increase the potential positive effects of good feedback (such as an increase in self-compassion, high self-efficacy, task motivation, etc.) and reduce the potential negative effects of bad feedback (such as stress, low self-efficacy, etc.). Thank you for your time and effort in helping us with this project

APPENDIX B

MANIPULATION CHECK STUDY

After creating the video-based manipulation, a pilot study was conducted to test whether respondents were able to gauge the intended differences in the communication styles of the two sets of videos based on the experimental manipulations.

Sample and Procedure

For this study, respondents were recruited from Amazon Mechanical Turk, an online platform for recruiting research participants, and were paid \$2 for completing the study. 53.5% of the participants were male, with a mean age of 31.5 (S.D. = 10.48) years. After reading the study introduction, they were randomly divided into one of two conditions based on the communication style manipulation and watched the condition corresponding videos. The participants within each communication style condition were further divided into good feedback versus bad feedback conditions (Low context Bad Feedback = 38; High context bad feedback = 36; Low context Good Feedback = 35; High context Good feedback = 35).

All participants were asked to imagine themselves as an employee of the manager they see in the video and pay attention to his communication while providing instructions, information, and feedback. They were then asked to rate the communication style of the manager.

Measures and Analytical Approach

Communication Style: This was measured using a 21 items scale adapted from Adair, Buchan, Chen, & Liu, (2016) (Cronbach's $\alpha = 0.772$).

A two-way ANOVA analysis was conducted to test the efficacy of the experimental manipulation effect only. Results show a significant difference between the two groups, $F(1,$

138) = 39.83, $p < 0.01$. The mean for respondents in the high context communication condition ($M = 3.1$; $S.D. = 0.31$) was higher than respondents in the low context communication condition ($M = 2.7$; $S.D. = 0.43$). The results of the pilot study shows that the manipulation of communication was perceived by participants as intended.

TABLES

TABLE 21:

Source	<i>df</i>	MS	<i>F</i>	<i>p</i>
Age	1	0.36	2.67	0.11
Gender	1	0.05	0.34	0.56
Manager Communication Style	1	5.31	39.83	0.00
Content Valence	1	0.65	4.88	0.03
Communication Style * Valence	1	0.05	0.35	0.56
Error	138			

STUDY MATERIAL

Manager's Context dependent communication Style

Try to imagine this manager in a real work setting – how he is likely to behave and communicate. Please provide your opinion about the general communication style of this manager based on the videos you watched.

(1-Strongly disagree-----7-Strongly agree)

1. This manager catches on to what his employees mean even when they do not say it directly.
2. Even if he does not receive a clear response from his employee, he can understand what was intended.
3. This manager can tell when his employee has something to tell him but is apprehensive about it.
4. During conversation, this manager is very good at knowing the feelings I am experiencing.
5. This manager qualifies (e.g., use “maybe,” “perhaps”) his/her language when he communicates.
6. This manager avoids clear-cut expressions of his feelings when he communicates with me.
7. This manager is straightforward about what he thinks when he communicates. (rev)
8. This manager conveys his/her message through specific, clear, simple words (rev)

9. If he has something negative to say, he is tactful in saying it.
10. If he thinks someone will be hurt by his/her message, he provides additional reasons for his response.
11. This manager avoids making others lose face in communication.
12. This manager tries to avoid unpleasant exchanges.
13. This manager adjusts his rate of speech to emphasize his/her message.
14. This manager adjusts his facial expression to suit the content of his message.
15. This manager adjusts his facial expression while making a point.
16. This manager varies the tone of voice to suit the content when he communicates.
17. This manager pays attention to schedules (rev)
18. This manager pays attention to deadlines (rev)
19. Keeping to a schedule is important for this manager (rev)
20. This manager strictly sticks to schedules in his day-to-day work. (rev)
21. This manager strictly adheres to deadlines in his work. (rev)

APPENDIX C

EXPLORATORY ANALYSIS

The benefits of the two forms of employee self-views considered in the paper may not be limited to the outcomes discussed in this paper and merit deeper examination. Although self-efficacy is more pertinent to the work domain and self-compassion aligns better with the non-work domain, they represent important forms of self-views that can impact outcomes outside the purview of their primary domains. Accordingly, an exploratory analysis was conducted to understand whether self-efficacy and self-compassion, can affect employee outcomes outside their domains. Specifically, I consider whether employee self-efficacy can drive the relationship between manager communications style and employee state anxiety. Then the underlying role of self-compassion in the relationship between manager communications style and employee creative process engagement is explored.

State-anxiety refers to a reaction consisting of unpleasant consciously-perceived feelings of tension and apprehension (Spielberger, 1975). Research in this area provides support for the salience of cognitive and situational factors in state anxiety (Eysenck, 1992; Sarason, 1988). According to Bandura (1997), anxiety represents a state of anticipatory apprehension over possible deleterious happenings. In the work domain, such scenarios can manifest in the form inability to achieve one's goals or failing work demands. Lower efficacy is associated one's beliefs about not being capable of fulfilling work requirements, and can facilitate the arousal of anxiety. Prior research on self-efficacy indicates that it can be a predictor of state anxiety (e.g.: Endler, Speer, Johnson & Flett, 2001). Individuals are likely experience anxiety if they believe themselves to be incapable of managing relevant outcomes, such as accomplishing role requirements (Bandura, 1997), which may result in apprehension and unpleasant feelings

associated with state anxiety. I, therefore, argue that employee self-efficacy will mediate the effect between communication style and employee state anxiety.

Exploratory Hypothesis 1: Employee self-efficacy mediates the relationship between manager's (high) context dependent communication and employee state anxiety.

Self-compassion can be an interesting pathway for enhancing creative engagement of employees. The central notion of self-compassion is to be kind toward oneself when considering weaknesses, remembering that being human means being flawed, and learning from one's mistakes. The focus of prior literature on effects of self-compassion have focused more on its affective benefits. However, such a perspective towards oneself can also encourage individuals to take more risks and explore new avenues without being deterred by the possibility of failure. Believing that making mistakes is a part of the growth process can allow individuals to step out of their comfort zones and enhance the scope of their day-to-day activities. Self-compassion is associated with higher motivation and setting mastery-goals (Neff, 2003; Neff, & Vonk, 2009). Self-compassionate individuals tend to engage in tasks for more intrinsic reasons (Neff, 2003) which has been shown to facilitate creativity and originality (Collins & Amabile, 1999; Ryan & Deci, 2000). Mechanisms such as mastery goals and motivation can also enhance the propensity of employees to engage in creative processes at work. I, therefore, argue that employee self-compassion will mediate the effect between communication style and employee creative process engagement.

Exploratory Hypothesis 2: Employee self-compassion mediates the relationship between manager's (high) context dependent communication and employee creative process engagement.

Method

Field data from Study 1 was analyzed to explore the mediating relationships offered in Exploratory Hypotheses 1 and 2. The same measures were used as the previous study.

To test Exploratory Hypothesis 1, I ran a 3-step regression analyses Baron and Kenny (1986). Results, presented in Table 19, show that when both communication style and self-efficacy were entered in the regression equation, only self-efficacy had a significant effect on state anxiety ($b = -0.67, p < 0.01$), demonstrating a full mediation effect. I also ran an indirect mediation analysis (Hayes, 2013), and found that the indirect effect of manager communications style on employee state anxiety through employee self-efficacy was significant (coefficient = -0.32; S.E. = 0.12, 95% CI = -0.32, -0.56, excluding zero). These results provide support for Exploratory Hypothesis 1.

To test Exploratory Hypothesis 2, I followed the same analytic approach. Results show that when both communication style and self-compassion were entered in the regression equation, only self-compassion had a significant effect on employee creative process engagement ($b = 0.136, p < 0.01$), demonstrating a full mediation effect (Table 20). I also ran an indirect mediation analysis (Hayes, 2013), and found that the indirect effect of manager communications style on employee creative process engagement via self-compassion was significant (coefficient = 0.29; S.E. = 0.08, 95% CI = 0.14, 0.44, excluding zero). These results provide support for Exploratory Hypothesis 2.

Discussion

These results provide encouraging insights into the additional benefits of enhancing these forms of employee self-views. The benefits of self-compassion for employee creative processes are especially interesting as they indicate that being kind to oneself may trigger motivational

mechanisms that allow individuals to explore creative paths in their work. These findings can have important implications for individual creativity as well as organizational innovation.

Additional references

Collins, M. A., & Amabile, T. M. (1999). IS motivation and creativity. *Handbook of creativity*, 297, 1051-1057.

Endler, N. S., Speer, R. L., Johnson, J. M., & Flett, G. L. (2001). General self-efficacy and control in relation to anxiety and cognitive performance. *Current Psychology*, 20(1), 36-52.

TABLES

**TABLE 19
RESULTS OF COMMUNICATION STYLE ON STATE ANXIETY VIA SELF-EFFICACY**

	DV: ANXIETY		
MANAGER AGE RANGE	0.06 (0.07)	0.051 (0.07)	0.02 (0.05)
MANAGER GENDER	-0.176 (0.16)	-0.169 (0.15)	-0.112 (0.11)
EMP GENDER	-0.03 (0.06)	-0.008 (0.05)	0.031 (0.04)
EMP (HIGH) CONTEXT COMMUNICATION STYLE	0.068 (0.25)	0.201 (0.24)	0.288 (0.17)
MANAGER (HIGH) CONTEXT COMMUNICATION STYLE		-0.815** (0.19)	-0.01 (0.15)
EMP SELF-EFFICACY			-0.67** (0.07)
R2	0.017	0.12	0.65
F	0.697	4.247**	18.83**

CONDITIONAL INDIRECT EFFECT	BOOTSTRAPPING	SE	95% CI (LL, UL)
MED. = SELF-EFFICACY	-0.32	0.12	-0.56, -0.09

*P<0.05; **P<0.01

TABLE 20
RESULTS OF COMMUNICATION STYLE ON CREATIVE PROCESS ENGAGEMENT VIA SELF-COMPASSION

	DV: CREATIVE PROCESS ENGAGEMENT		
MANAGER AGE RANGE	-0.072 (0.054)	-0.071 (0.054)	-0.059 (0.05)
MANAGER GENDER	-0.053 (0.120)	-0.054 (0.120)	-0.074 (0.114)
EMP GENDER	0.014 (0.042)	0.012 (0.042)	0.021 (0.039)
EMP (HIGH) CONTEXT COMMUNICATION STYLE	0.518** (0.183)	0.502** (0.185)	0.471** (0.17)
MANAGER (HIGH) CONTEXT COMMUNICATION STYLE		0.1 (0.149)	-0.187 (0.16)
EMP SELF-COMPASSION			0.34** (0.08)
<i>R</i> ²	0.238	0.243	0.393
<i>F</i>	2.349	1.961	4.720**
CONDITIONAL INDIRECT EFFECT	BOOTSTRAPPING	SE	95% CI (LL, UL)
MED. = SELF-COMPASSION	0.29	0.08	0.14, 0.44

*P<0.05; **P<0.01