

A FLEETING LITTLE THING CALLED LOVE: THE DUAL PERFORMANCE
CONSEQUENCES OF FEELING LOVE AT WORK

by

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ABSTRACT

The literature on daily experiences of love has assumed that love is always beneficial given its positive health- and relationship-related consequences. However, such positive assumption needs to be revisited in the work context where employees are assessed not only on their successes regarding their interpersonal abilities, but also on their completion and achievement of work tasks and responsibilities. Drawing from broaden and build theory, I explore how coworkers can stimulate moments of felt love, as well as the daily positive and negative consequences of felt love at work. Specifically, I propose that coworkers’ affectionate expressions stimulate daily surges of felt love for employees, and such felt love broadens employees’ cognitions by prompting exploration and savoring processes, which may have divergent implications for employee performance. Regarding the exploration process, I suggest that felt love will trigger perspective taking, prompting employees to engage in organizational citizenship behavior towards their coworkers. Regarding the savoring process, I suggest that felt love will engender emotional residue, interfering with their task performance. In addition, I also theorize how employee’s other- and self-focused dispositions may influence the extent to which the exploration and savoring processes are enacted. Results from an experience sampling field study

demonstrate that coworkers' verbal, nonverbal, and supportive affectionate expressions can trigger felt love for employees. Additionally, I find that on days when employees feel higher than normal amounts of love, they are more likely to take others' perspectives, prompting them to engage in OCBI, but they are also more likely to experience emotional residue, lowering their task performance. Theoretical and empirical implications are outlined and discussed.

INDEX WORDS: Love; Positivity Resonance; Emotion; Broaden-and-Build Theory; Performance; Experience Sampling Methodology

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DEDICATION

To my many coworkers, past and present, with whom I have experienced moments of love. Cherished memories with so many of you inspired this dissertation.

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CHAPTER 1

INTRODUCTION

The feeling of love is one of the most powerful emotions a person can experience. Love—defined as a temporary emotional connection between two or more people that encompasses shared positive affect, behavioral and biobehavioral synchrony, and mutual care (Fredrickson, 2013a, 2013b, 2016)—is a fleeting emotional experience that can wax and wane throughout our day. It arises in affectionate interpersonal moments that exist in our everyday lives. For example, you might feel a surge of love when a coworker says, “You are one of my favorite people,” or when you receive a warm and welcomed hug from a colleague. Importantly, our daily lives are positively influenced by these momentary feelings of love. Previous research has shown that short-lived experiences of love bring a number of benefits to individuals, including enhanced perceptions of marital satisfaction and emotional well-being, as well as reduced loneliness, depression, and physical health symptoms, such as headaches (Major et al., 2018; Oravec et al., 2020; Otero et al., 2020).

Although research has shown that daily experiences of love enhance individuals’ romantic relationships and well-being (Wells et al., 2022), our understanding of love is limited in several ways. Primarily, the majority of research to date has focused on love as an enduring and unwavering relational or cultural phenomenon within organizations, rather than a fleeting emotional state. Investigating love as an enduring characteristic has its merits but eclipses several important nuances that can be illuminated by conceptualizing love as a fleeting emotion. First, love-the-relationship confines investigations of love to one type of relationship at a time,

overlooking the variability of love across time and relationships. This is unfortunate because employees may feel micro-moments of love given that daily affection is often received from a variety of people across domains, including from coworkers, friends, neighbors, acquaintances, and even strangers (Floyd et al., 2021; Major et al., 2018). Second, by conceptualizing love as a relationship, it is assumed that these relationships, and the daily emotions we experience within them, are unwavering. Of course, we do not need to look far for evidence demonstrating that emotional experiences within our relationships waver on a momentary basis (e.g., feeling angry during an argument, feeling proud during an achievement). Lastly, conceptualizing love as an emotion, rather than a relationship, allows for the appreciation of more mild levels of love that often play second fiddle to love in its most grandiose form (i.e., romantic love). Although scholars may feel compelled to investigate the type of love that ‘takes your breath away’ or ‘sweeps you off your feet,’ mild forms of love are likely experienced more frequently in the workplace, making them particularly consequential for employees.

An additional limitation of our current understanding of love is that most research has assumed that feeling love is beneficial, describing the feeling as a ‘micro-utopia’ (Fredrickson, 2016). Such an assumption has merit from the relational science standpoint, where love is touted as the lynchpin of interpersonal connectivity (Berscheid, 2010), but may be premature when considering its effects in the workplace. Indeed, love is a positive emotion that broadens individuals’ momentary thought-action repertoires (Fredrickson, 1998, 2001), which may trigger dual effects for employee performance. On the one hand, feeling love at work may broaden employees’ mindsets to explore others’ perspectives, prompting them to engage in organizational citizenship behaviors towards individuals (OCBI) as a result. On the other hand, feeling love at work may also create a savoring urge for employees that triggers emotional residue—having

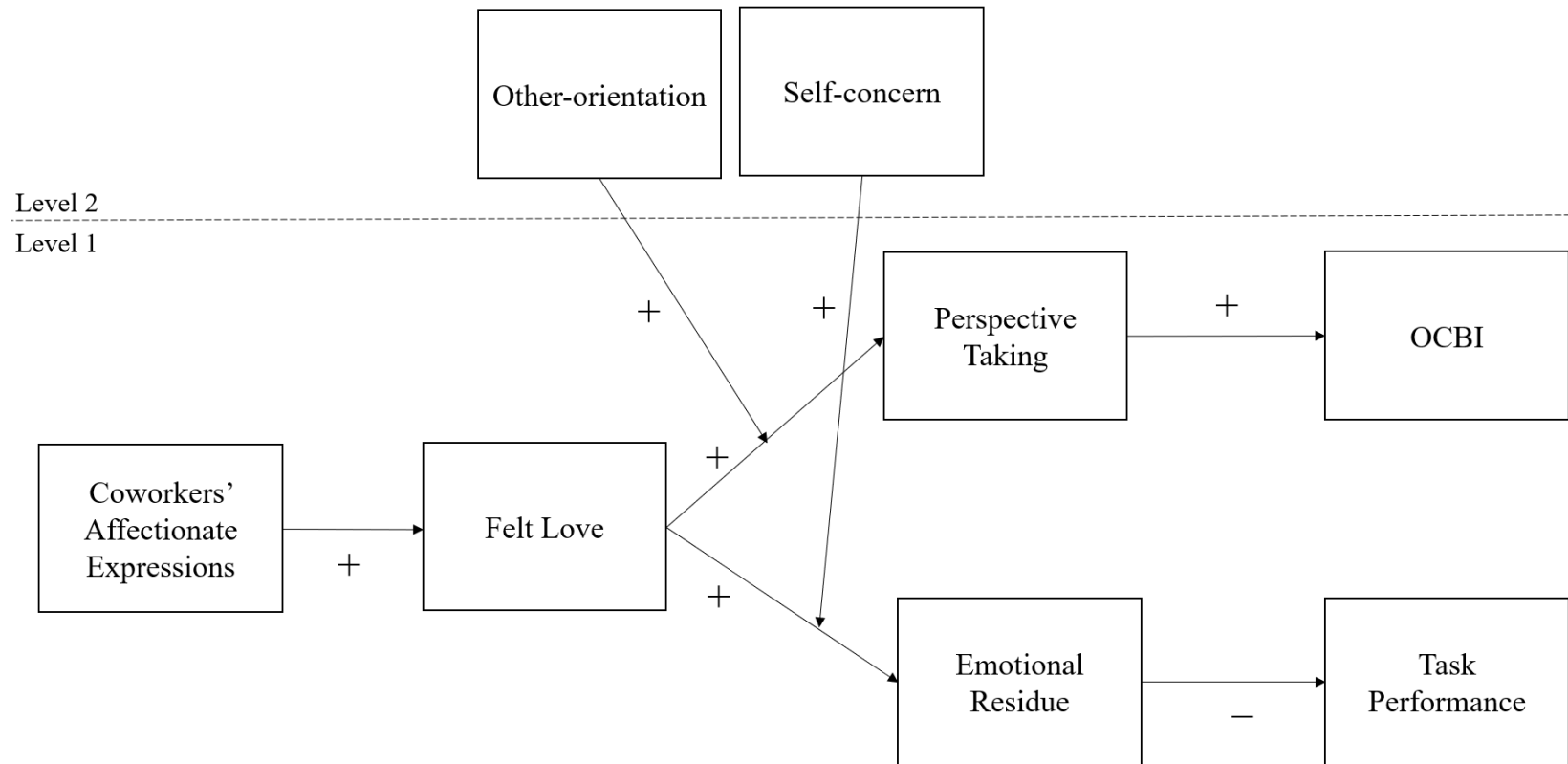
persistent thoughts about a prior positive emotional experience after such positive emotional experience has passed—ultimately detracting from their task performance.

Therefore, the purpose of this dissertation is to theorize why and how daily (and platonic) emotional experiences of love may have both positive and negative consequences for employee performance. I begin my investigation by suggesting that receiving affectionate communication at work—defined as the “enactment or expression of feelings of closeness, care, and fondness for another” (Floyd & Morman, 1998, p. 145)—ignites a momentary surge of love for the receiving employee. Then, I draw from broaden and build theory (Fredrickson, 1998, 2001) to hypothesize the positive and negative consequences of feeling love at work. According to broaden and build theory, love—a distinct positive emotion—broadens individuals' cognitions and behaviors by prompting them to explore and savor these experiences with others. As such, I posit that a momentary upwelling of love at work will prompt employees to widen their perceptions and savor the moment, which may ultimately impact the employee’s extra-role and in-role performance, respectively. Specifically, regarding the former, I suggest that love will trigger perspective taking, prompting employees to engage in OCBI. Regarding the latter, however, I suggest that feeling love will trigger emotional residue, ultimately interfering with their task performance.

I then dive deeper and extend broaden and build theory by integrating other-orientation and self-concern as two key trait-level moderators for whom the positive versus negative effects are more likely to occur (De Dreu & Nauta, 2009). According to broaden and build theory, the consequences of positive emotions may depend on the degree to which individuals tend to focus on their own and/or others’ interests and wellbeing (Fredrickson, 2013a). In the current research, I build on this notion and suggest that other-orientation and self-concern are two critical

individual differences that direct one's attention towards others or themselves, respectively, which may influence their cognitive responses to felt love. Specifically, I suggest that individuals with higher (versus lower) levels of other-orientation may pay more attention to others in moments of felt love, strengthening the relationship between felt love and perspective taking. However, individuals with higher (versus lower) levels of self-concern may focus their attention on the way positive emotions make them feel, strengthening the relationship between felt love and emotional residue. By investigating the moderating role of other-orientation and self-concern on the relationships between felt love at work and its cognitive outcomes, I answer the call by Cohn and Fredrickson (2009) to expand broaden and build theory by including boundary conditions of love's effects. Figure 1 depicts my theoretical model.

Figure 1
Conceptual Model



My dissertation contributes to the literature in a number of ways. First, this research extends organizational scholarship by developing theory around two often overlooked, yet relevant and consequential experiences—affectionate expression and its emotional counterpart, love. To date, the majority of research on love and affection has focused on romantic relationships (Berscheid, 2010), ignoring that interpersonal love could also occur in platonic relationships, such as those with coworkers. Although some recent research has started to understand specific types of loving relationships and cultures in the workplace (e.g., companionate love; Barsade & O’Neill, 2014; O’Neill & Rothbard, 2017; and compassionate love; Stollberger et al., 2021), research on love as a fleeting emotional experience has been left in the shadows. This oversight is unfortunate, given the recent empirical evidence demonstrating that employees do feel momentary experiences of love while work (Major et al., 2018), suggesting that these emotional experiences may have important consequences for employees and organizations.

Along those lines, my second contribution involves extending broaden and build theory by taking a balanced approach to highlight both the positive and the negative consequences of feeling love in the workplace. Broaden and build theory suggests that love, as a positive emotion, broadens cognitions and behaviors by stimulating the urge to explore and savor the positive experience (Fredrickson, 1998, 2001). Accordingly, I suggest that feeling love at work may enhance employee perspective taking and subsequent OCBI, while simultaneously prompting emotional residue which may detract from employee’s daily task performance. By taking a balanced approach, I answer the call by Cohn and Fredrickson (2009, p. 21) to “include the pitfalls and boundary conditions” of positive emotions and demonstrate that love is a beneficial emotion to experience in the workplace, but that these benefits are not without costs.

Lastly, I extend broaden and build theory by incorporating other-orientation and self-concern to investigate for whom love will be more beneficial (detrimental) for their performance. Incorporating trait-level motivational features to broaden and build theory is important, because “without a thorough understanding of motivation, the cognitive approach cannot explain the intricacies of human psychology” (Higgins & Kruglanski, 2000, p. 1). Given that broaden and build theory contends that positive emotions broaden ones’ cognitions, I identify and test two key motivational dispositions (other-orientation and self-concern) that may impact the extent to which love alters employee cognitions and ultimately impacts performance. Specifically, I suggest that other-orientation may exacerbate the relationship between felt love and perspective taking, given that these individuals take a greater interest in the thoughts and opinions of others, whereas self-concern may exacerbate the relationship between felt love and emotional residue, given that these individuals with higher levels of this trait focus their attention and efforts on enhancing their own circumstances. Integrating these insights with broaden and build theory will provide a fuller picture of the boundary conditions of felt love at work.

From a practical standpoint, my work demonstrates how receiving affectionate communication and subsequently experiencing love at work can bring both positive and negative consequences to daily performance. On the positive side, love triggered by affectionate communication at work can ignite a broadened mindset, enhancing engagement in perspective taking and subsequent extra-role behaviors. I also caution, however, that love triggered by affectionate communication at work can bring costs to organizations regarding employee daily task performance. That is, in an attempt to savor the positive emotion of love, I suggest employees may be unable to fulfill their work tasks as a result.

CHAPTER 2

LITERATURE REVIEW: DEFINING LOVE-THE-EMOTION

Love is complicated. For over 50 years, psychologists have been trying to answer the loaded question, “What is love?” Toward that aim, two dominant conceptualizations of love have emerged primarily across three interrelated psychology disciplines: developmental, relationship, and emotion. Whereas developmental scientists and relationship scientists conceptualize love as an enduring relational attribute within infant/child-caregiving relationships (e.g., Shiota et al., 2017) and romantic or platonic relationships (e.g., Hatfield & Walster, 1985), respectively, emotion scientists deviate from this conceptualization, focusing instead on fleeting experiences of love (Fredrickson, 2013a; Izard, 1977). Although researchers have primarily focused on the former conceptualization (i.e., love-the-relationship) with a keen emphasis on romantic love, the latter conceptualization (i.e., love-the-emotion) is the focus of my dissertation, given that employees are much more likely to experience micro-moments of love than enduring loving relationships at work. In what follows, I will review the literature for each of these conceptualizations in turn, beginning with love-the-relationship.

Love-the-Relationship

The dominant conceptualization of love (i.e., love-the-relationship) lives in the relationship science domain, where love is viewed as an enduring relationship characteristic rather than a fleeting emotional state. Within this tradition, scholars have spent considerable effort delimiting various types of loving relationships by using a prototypical approach. For example, Lee (1977) used a color analogy to introduce his six love styles, comparing primary

and secondary colors to primary and secondary love styles. Lee's (1977) primary love styles include *eros* (passionate), *ludus* (playful and non-committed), and *storge* (companionate), whereas secondary love styles include *pragma* (pragmatic; combines ludus with storge), *agape* (altruistic; combines storage and eros), and *mania* (obsessional; combines ludus and eros). As another example, Fehr (1994) found that loving relationships can be categorized into two types: passionate love and companionate love. Passionate love (also called romantic love) is typically reserved for romantic partners as it encompasses emotional extremes, physiological arousal, and sexual attraction. Companionate love (also called friendship love) is much broader, and refers to love that contains a sense of care, shared interests, trust, and respect toward those with whom we are deeply connected, including friends, colleagues, family members, and even romantic partners. Berscheid (2010) later synthesized the relationship literature on love and expanded this conceptualization to include two additional types: compassionate love (characterized by altruism, care-giving, and communal responsiveness) and attachment love (characterized by comfort, proximity, and protection). Although these four types of relationships (romantic, companionate, compassionate, and attachment love) have become the most mainstream conceptualizations, there is no shortage of love taxonomies within the relationship science domain (see also Berscheid & Walster, 1974; Fehr & Russell, 1991; Fehr et al., 2009; Fisher et al., 2002; Hendrick & Hendrick, 1986; Sternberg, 1986).

Despite the amount of attention love has received within the field of psychology, love has received only meager attention within the management literature. Importantly, the limited amount of scholarship that has focused on love in the workplace has existed almost completely under the guise of love-the-relationship. Given the scholarly tendency to focus on the most intense and strongest types of love (i.e., passionate or romantic love; Fredrickson, 2016), it is no

surprise that non-platonic forms of love in the workplace—called workplace romances—have taken center stage in the management literature on love. Workplace romances are defined as “mutually desired relationships involving sexual attraction between two employees of the same organization” (Pierce & Aguinis, 2001, p. 206). Indeed, findings on the implications of workplace romances are mixed. For example, on the one hand, scholars have demonstrated that workplace romances may be related to co-worker disapproval, cynicism, gossip, and hostility in the workplace (Anderson & Fisher, 1991; Dillard & Miller, 1988; Quinn, 1977). On the other hand, however, other research has suggested that engaging in workplace romances may bring benefits, such as enhanced productivity, job involvement, intrinsic motivation, and job satisfaction (Dillard, 1987; Dillard & Broetzmann, 1989; Pierce, 1998; Quinn & Lees, 1984). Importantly, workplace romances generally represent the passionate or eros type of loving relationship that was described earlier.

More recently, management research on love has grown, focusing on more platonic types of love at work (e.g., companionate love, compassionate love, and attachment love) at the organizational and relational levels. At the organizational level, Barsade and O’Neill (2014) introduced a theory of emotional culture of companionate love that reflects “collective importance placed on expression or suppression of affection, caring, compassion, and tenderness” (Barsade & O’Neill, 2014, p. 555). As a stable and collective form of love, companionate love has been shown to be positively related to job satisfaction and negatively associated with absenteeism and emotional exhaustion (Barsade & O’Neill, 2014). Even in contexts characterized as being highly masculine (firefighting), a culture of companionate love, in conjunction with a culture of joviality, can counteract some of the negative implications of masculine environments by decreasing individual risk-taking behaviors and health problems

(O'Neill & Rothbard, 2017). Additionally, emotional culture of companionate love has been shown to buffer the negative effects of workplace loneliness on affective commitment (Ozcelik & Barsade, 2018). At the collective level, it has been made clear that love, as a cultural phenomenon, plays a helpful role in organizations.

At the relational level, love in the workplace has also received some attention, keeping pace with the love-the-relationship conceptualization within psychology. For example, Stollberger et al. (2021) took a work-family perspective using a sample of dual-earner couples and demonstrated that employees' compassionate love—an other-focused, unselfish love that focuses on the well-being of others (Berscheid, 2010; Tasselli, 2019)—toward their partner can enhance the positive relationship between employee's receipt of work-family support and the partner's family-to-work facilitation. Some research has also looked at the role of compassionate love in facilitating leader-follower dynamics. For example, Van Dierendonck and Patterson (2015) conceptually linked compassionate love as an antecedent of servant leadership which ultimately impacts follower well-being. Lastly, evidence of attachment love can also be found in the management literature (for a review, see Yip et al., 2018). Stemming from attachment theory (Ainsworth et al., 1978; Bowlby, 1969) and adult attachment theory (Hazan & Shaver, 1987), attachment love was first introduced to the management literature by Hazan and Shaver (1990). In their introduction of attachment at work, Hazan and Shaver (1990) suggested that employees seek and maintain proximity to reliable sources of security at work, called attachment figures. From this point forward, however, most attachment studies in the management literature have focused on individual differences in attachment styles, or one's general expectation of relationships, rather than on attachment love itself (for a review, see Harms, 2011). Still, some research on attachment love at work has prevailed, suggesting that leaders, mentors, and even

groups may represent attachment figures to whom employees may turn in times of workplace stress or threat (e.g., Ehrhardt & Ragins, 2019; Mitchell et al., 2015; Richards & Hackett, 2012; Smith et al., 1999; Thomas et al., 2013).

Investigating love from a relationship standpoint has its merits but eclipses several important nuances that can be illuminated by conceptualizing love as an emotion. First, love-the-relationship overlooks the variability of love across time and relational boundaries. Love-the-emotion transcends relational barriers and allows for a deeper look into the ebb and flow of love that occur with various interaction partners throughout one's day. For example, consider drinking a cup of coffee with your spouse before work, smiling and making eye contact with a coworker at the beginning of a staff meeting, and hugging your kids before they go to sleep at night. All of these experiences may elicit the feeling of love, despite all three moments existing in separate relationships, contexts (i.e., work and non-work domains), and time points.

Second, by conceptualizing love as a relationship, it is assumed that these relationships and the love within them stay consistent across time. Indeed, all types of relationships change over time, as do the emotions we experience within these relationships. Over a longer period of time, relationships once characterized by love sometimes dissipate (e.g., when two friends grow apart or when romantic partners break-up). Even in shorter timeframes, such as on a day-to-day basis, relationships and the emotions sustaining them may also waver due to conflicts or disagreements, for example, between parents and children, friends, and romantic partners. Berscheid (2010, p. 21) recently wrote about this oversight, noting that "relationships are temporal, and thus the phenomena within them change over time, suggest that a temporal approach to the study of love would be profitable." Such a statement lends credence to studying love as an emotion from a within-person perspective rather than a stable relationship.

Lastly, conceptualizing love as an emotion provides an opportunity to examine more mild forms of love. Mild forms of love are consequential for daily cognitions and behaviors and are more likely to be experienced in the workplace. In support of this claim, Heshmati et al. (2019) recently found that laypeople acknowledge feeling love in smaller, more mild moments, such as getting a compliment from a stranger. Additionally, research on positive emotions has conceptually suggested and empirically demonstrated the power of mild yet frequent positive affect, indicating the same impact may be true for felt love (Ashby & Isen, 1999; Isen, 1993, 2009).

Love-the-Emotion

From the emotion science point of view, love is considered to be a feeling state that arises like “a distinct and fast-moving weather pattern, a subtle and ever-shifting force” (Fredrickson, 2013a: 16). At the forefront of this conceptualization was Izard (1977), who suggested that love is felt when positive emotions, such as joy and interest, are shared in connection with others. Fredrickson (1998, 2001) later adopted Izard’s (1977) approach to love in her introduction of broaden and build theory, defining love broadly as any positive emotion that is felt between two or more people in the context of a close relationship. About fifteen years later, in a review of her broaden and build theory of positive emotions, Fredrickson (2013a, 2013b) revisited and refined her conceptualization of love-the-emotion, noting that the current definition (i.e., shared positive emotions among two or more people) was missing a level of nuance needed to fully articulate its potency. In this update, Fredrickson (2013a, 2013b, 2016) began referring to love-the-emotion as *positivity resonance* and drew on insights from the relationship and developmental sciences to sharpen its definition to:

The momentary upwelling of three interwoven events: first, a sharing of one or more positive emotions between you and another; second, a synchrony between your and the other person's biochemistry and behaviors; and third, a reflected motive to invest in each other's well-being that brings mutual care. (Fredrickson, 2013a, p. 17)

To elaborate on this definition, *shared positive affect* refers to any pleasant emotional state (e.g., joy or contentment) that is jointly experienced by two or more people. *Behavioral and biobehavioral synchrony* refers to the extent to which people's "behaviors, bodies, and brains" (Fredrickson 2013b: 41) are mirrored or 'in sync' in a given interaction. Lastly, *mutual care* refers to the momentary concern for the well-being of the other(s). Taken together, these three components amplify momentary interpersonal connections, deeming positivity resonance (henceforth referred to in this paper as *felt love*) as a supreme human emotion (Fredrickson, 2013a). In what follows, I will review these three facets of felt love. Then, in the last part of this chapter, I will expand these insights into the management literature and review the role of felt love in the workplace.

Shared Positive Affect

Shared positive affect is the cornerstone of felt love. According to Fredrickson (2013b), shared positive affect refers to the co-experience of one or more positive emotions between two or more people. Indeed, Fredrickson's (1998, 2001) early work on felt love originally described it as an "amalgam of distinct positive emotions," suggesting that *any* positive emotion (or combination of positive emotions) that is shared between two or more individuals can be perceived as loving micro-moments (Fredrickson, 2001, p. 220). Although the conceptualization of felt love has evolved, the co-experience of positive affect, in its many forms, has remained a defining feature. That is, felt love is a social emotion that emerges in moments where two or

more people connect through a multitude of positive emotions, such as joy, serenity, interest, gratitude, awe, amusement, and hope (Brown & Fredrickson, 2021; Fredrickson, 2009). Take, for example, the shared joy you and your favorite coworker feel when you see each other after a long weekend, or the moments of shared amusement when a coworker cracks a joke during your lunch break. Conceptualized in this way, felt love, as a shared positive emotion, expands our perceptions and allows us to see ourselves as being interconnected with others (Fredrickson, 2016). It also prompts us to prolong the positive sensation by slowing down and savoring the present moment (Fredrickson, 2016).

Behavioral and Biobehavioral Synchrony

The second component of felt love is called behavioral and biobehavioral synchrony. According to Fredrickson (2013a, 2013b, 2016), behavioral and biobehavioral synchrony are experienced during moments when two or more people are ‘synced up’ or attuned to one another. As a recent addition to the conceptualization of felt love, much of the evidence of this facet comes from the developmental science literature. For example, infants and their caregivers experience felt love during moments of rhythmic communication encompassing “a dance laced with smiles, coos, and other gestures of positivity” (Fredrickson, 2016, p. 851). These shared behavioral rhythms are then transcended to a physiological level, marked by three biological characteristics: our brains, oxytocin levels, and vagal tones (indicated by our tenth cranial nerve called the vagus nerve). For example, studies have shown that synchronous eye contact and affectionate touch between infants and their parents is correlated with synced oxytocin levels between parents and infants (Feldman et al., 2010). Additionally, behavioral synchrony, such as social gaze and expression of positive affect, have also been linked to neural synchrony (Kinreich et al., 2017). Fredrickson (2013a, 2013b, 2016) refers to these experiences as

‘behavioral synchrony’ (mirrored gestures or expressions between two people) and ‘biobehavioral synchrony’ (mirrored brain activation, oxytocin levels, and vagal tones), respectively, and embraces this pair of synchronies as the second defining element of felt love.

Mutual Care

The third defining feature of felt love is called mutual care and refers to a momentary investment in and concern for the others’ welfare for their own sake (Fredrickson, 2013b). Mutual care involves two key features: a) bidirectional responsiveness between interaction partners and b) genuine care for the others’ wellbeing. Starting with the former, research has shown that individuals gain a sense of closeness when they are invested and responsive to one another (Reis et al., 2004). This mutual responsiveness can be seen in romantic relationships, when one partner responds with, “I love you too” after the other partner says, “I love you.” The same responsiveness can also be seen in loving relationships between infants/children and their caregivers as described and demonstrated as a key feature of attachment theory (secure attachment; Ainsworth et al., 1978). The second feature of mutual care involves investment in the others’ wellbeing. Indeed, Hegi and Bergner (2010) showed that being invested in the wellbeing of the other person for their own sake was universally endorsed by individuals as an essential feature of love across various types of relationships, including both romantic and non-romantic pairs. Taken together, bidirectional responsiveness and care for the others’ wellbeing are encompassed by the term ‘mutual care’ which represents the third core feature of felt love (Fredrickson, 2016).

Felt Love at Work

The workplace is not immune to moments that trigger felt love within and shared between employees. For example, employees might experience love when a coworker stops by

their desk to bring them a fresh cup of coffee and again later in the day when their boss compliments their presentation at a recent staff meeting. Indeed, positive emotions, such as felt love, are induced by everyday situations and play an important role in influencing individuals' day-to-day cognitions and behaviors at work (Diener et al., 2020; Fredrickson, 1998). Relatedly, psychologists have shown that there are a number of positive outcomes associated with everyday experiences of felt love. For example, Major et al. (2018) demonstrated that felt love is positively related to flourishing mental health and negatively associated with depressive symptoms, loneliness, and illness symptoms. In addition to these health outcomes, daily experiences of felt love have also been shown to enhance relationship satisfaction among married couples (Otero et al., 2020). Further research has looked beyond health and relationship outcomes, demonstrating that daily experiences of felt love are associated with increased prosocial tendencies (Zhou et al., 2022). At a glance, it appears that felt love is a beneficial emotional experience and may bring positive implications to organizations.

Our understanding of felt love, however, is still in its infancy, particularly as it relates to work-related outcomes. This is unfortunate because the workplace is a social context where the social benefits of positive emotions are well-documented (for a review, see Diener et al., 2020). It is likely that felt love, as our supreme positive emotion, will bring such benefits to organizations. However, it is also possible that felt love is not universally beneficial, given that positive emotions can be disruptive in certain situations (e.g., wrong time, wrong context; Gruber et al., 2011). As such, it is important for us to understand how felt love is likely to influence employees' work-related outcomes. This is particularly important, given that love is one of the most frequently experienced positive emotions in our daily lives (Trampe et al., 2015). Accordingly, I draw from broaden and build theory (Fredrickson, 1998; 2001) and take a

balanced approach to studying felt love in the workplace. In the following chapter, I begin by theorizing one key antecedent by which moments of felt love are triggered in the workplace. From there, I build a theory of the dual consequences of felt love at work.

CHAPTER 3

THEORY DEVELOPMENT AND HYPOTHESES

Not only is broaden and build theory helpful in providing a lens through which we can understand the consequences of felt love in the workplace, it also offers a framework to articulate how this emotion might arise on a daily basis. Accordingly, I draw on broaden and build theory to address two related research questions: (a) how do moments of felt love emerge in the workplace, and (b) what are the daily positive and negative outcomes associated with experiencing felt love at work? I begin this chapter with a focus on the former, drawing on insights from the recent love-centered theoretical advancements of broaden and build theory (e.g., Fredrickson, 2013a, 2016). Then, I turn to the logic proposed by Fredrickson's (1998, 2001) original work to explain felt love's two-faced consequences in the workplace.

Broaden and Build Theory

At the time of broaden and build theory's conception, traditional approaches to emotions focused primarily on the *specific* action tendencies triggered by *negative* emotions (e.g., Frijda, 1986; Lazarus, 1991). According to this predominant theorizing, negative emotions arose, from an evolutionary sense, to protect individuals from harm. That is, in life-threatening instances, negative emotions narrowed our ancestors' focus so they could act in quick, decisive ways in order to survive dangerous or threatening situations (by running away, fighting back, etc.). Given that threatening situations are more likely to elicit negative emotions, rather than positive emotions, Fredrickson (1998, 2001) introduced broaden and build theory to answer the following question: what is the purpose of positive emotions? Framed differently, why have positive

emotions survived the natural selection process? In this theory, she contends that positive emotions have a complementary effect and contribute to human survival in their own way: by *widening* (rather than restricting) the range of individuals' thoughts and actions upon arousal, which helps proactively accrue durable resources over time.

According to broaden and build theory, discrete positive emotions, namely love, interest, contentment, and joy (a) *broaden* individuals' thought–action repertoires, and subsequently (b) *build* enduring personal resources over time (Fredrickson, 1998; 2001). To be clear and consistent with the current research, I will describe these two processes as they pertain to felt love. Regarding the broaden hypothesis, the positive emotion of felt love is suggested to prompt novel and expansive cognitions—allowing individuals to break through habitual patterns of how they think and behave through exploration and savoring processes. That is, felt love expands our mindsets both outwardly through exploration and inwardly through savoring, pushing us outside of our normal mode of operation. Regarding the build hypothesis, the widened perceptions and awareness triggered by felt love ultimately provides us with new ideas and skills that can benefit us in the future. That is, these novelties are suggested to compound over time into new resources that we can draw from down the road. For example, felt love may prompt individuals to think about others and act in more inclusive ways, fostering social connections that can be called on or leveraged in the future. As another example, felt love may prompt us to reflect on all our good fortunes, providing us with psychological resources that can prove useful in future challenging situations.

Empirical studies within the field of management have provided support for broaden and build theory. For example, Cooper et al. (2018) showed how positive emotions triggered by leader humor can broaden awareness and build social resources as demonstrated by enhanced

leader-member exchange relationships and subsequent organizational citizenship behaviors. Additionally, research has shown that employees who experience state positive affect are more likely and better equipped to engage deep acting—or adjusting ones’ feelings to experience the desired ones—toward their coworkers later that day (Nesher Shoshan & Venz, 2022). Beyond interpersonal outcomes, Bissing-Olson et al. (2013) demonstrated that positive affect enhances employee awareness to think about society as a whole, providing them with a sense of social responsibility that translates into carrying out work tasks in a “greener” (more sustainable) manner. Lastly, Bono et al. (2013) demonstrated that daily positive experiences at work can build one’s intrapersonal resources, ultimately enhancing daily indicators of well-being (i.e., reduced stress and reduced blood pressure).

Despite the empirical support that broaden and build theory has received within the domains of management and psychology, it is not without its critics. For example, Cabanas (2018) raised concerns about the field of positive psychology as a whole, suggesting that it promotes individualistic bias and neoliberal ideals. Pérez-Álvarez (2016) took issue with broaden and build theory more specifically, describing it as overly optimistic and lacking scientific basis. Fredrickson herself even noted that there is a need for a more nuanced perspective of positive emotions to better understand when they might be “dangerous, excessive, or unacceptably costly” (Cohn & Fredrickson, 2009, p. 21). Accordingly, this dissertation is aimed at addressing some of these shortcomings and extending broaden and build theory by taking a balanced approach to illuminate both the positive and negative consequences of felt love, in addition to identifying two potential boundary conditions.

Although broaden and build theory focuses on a number of discrete positive emotions, including joy, interest, contentment, gratitude, hope, pride, amusement, inspiration, and awe

(Fredrickson, 2013b), Fredrickson has paid particular attention to expanding her conceptualization of love through broaden and build theory in recent years (see Fredrickson, 2013a, 2016). I draw on these theoretical advancements first to outline how felt love arises in the workplace before moving to its outcomes. According to Fredrickson (2016), love, as a social emotion, is triggered by a real time sensory connection between two or more people. Felt love requires “the copresence of bodies, through touch, voice, or visibly synchronized postures, gestures, or facial expressions” (Fredrickson, 2016, p. 853). That is, an interaction likely characterized by at least some level of affection must take place between two or more people for felt love to emerge. As such, I suggest the receipt of affectionate communication, defined as the enactment or expression of “feelings of closeness, care, and fondness for another” (Floyd & Morman, 1998: 145), from ones’ colleagues will trigger felt love at work.

According to Floyd and Morman (1998), affectionate communication reflects three behavioral dimensions: verbal- (e.g., saying “I care about you”), nonverbal- (e.g., hugging or gazing into one’s eyes), and support-based (e.g., helping to solve a problem) affection. Importantly, whether or not an individual intends (or does not intend) to express affection does not necessarily mean that the affection will be acknowledged or perceived by the recipient as such (Floyd & Voloudakis, 1999). Accordingly, I conceptualize the receipt of affectionate communication as a subjective account—defining it more specifically as the extent to which an employee perceives or interprets a verbal, non-verbal, or supportive behavior that is directed toward them during a given interaction as being affectionate (Graves, 2021).

Given that affectionate communication has the potential to stimulate behavioral and biobehavioral synchrony, mutual care, and shared positive emotions—which are the defining components of felt love, coworkers’ affectionate expressions are likely to trigger employees to

feel love at work. Indeed, individuals have a tendency to mirror and synchronize “facial expressions, vocalizations, postures, and movements with those of another person and, consequently, to converge emotionally” (Hatfield et al., 1994, p. 5). Accordingly, if an individual interprets an interaction with a colleague as being affectionate, they will likely mirror the behavior subconsciously, reciprocating the affection back to the other person, and internalizing the positive emotion as a shared experience. Even a simple affectionate gesture, such as being on the receiving end of a genuine smile from a coworker, is likely to be reciprocated by smiling back. These interactions draw two people together, infusing the moment with shared positivity, and create a positive reverberation between the interaction partners known as felt love.

Research has demonstrated the grandeur of affectionate communication and its ability to stimulate signals of positive emotional alignment that coexists within interacting individuals. For example, physical touch (Holt-Lunstad et al., 2008), nonverbal or emotional expressions (Kim & Yoon, 2012; Lakin et al., 2003), and shared laughter (Kurtz & Algoe, 2015) have all been shown to have “chameleon” or contagion effects between interaction partners, creating an environment ripe for a surge of felt love. Further, research has directly shown that “affection exchange in interpersonal interaction is associated with a positive, approach-oriented emotional experience” (Graves, 2021, p. 371). Given that coworkers’ affectionate expressions can trigger synchrony, reciprocation, and shared positive affective, I hypothesize that receipt of affectionate communication from ones’ colleagues has a positive relationship with felt love.

Hypothesis 1: Within individuals, coworkers’ a) verbal, b) non-verbal, and c) supportive affectionate expressions have a positive relationship with felt love.

The Positive and Negative Consequences of Felt Love at Work

As it pertains to love, broaden and build theory suggests that felt love creates a momentary urge to explore and savor their experiences with others (Fredrickson, 1998; 2001). That is, experiences of felt love broaden ones' awareness, encouraging individuals to think beyond their own self-interests, and prompting them to slow down or 'stop and smell the roses' (Fredrickson, 2013a). I suspect that these tenets hold true in a variety of contexts, including the workplace, but that these expansive responses will have positive and negative implications for employee performance. On the positive side, I suggest that felt love at work will prompt employees to engage in a cognitive process of exploration by thinking beyond themselves (i.e., perspective taking), and subsequently encouraging the employee to engage in OCBI as a result. On the negative side, however, I suggest that felt love at work will prompt employees to engage in a cognitive process of savoring by drawing their attention back to the positive emotional experience (i.e., emotional residue), which will ultimately obstruct their task performance. In what follows, I will elaborate on each of these suggestions in turn.

Positive Consequences of Felt Love: A Process of Exploration

To begin, I suggest that daily experiences of felt love can enhance one's perspective taking, defined as the cognitive attempts to consider another's point of view (Longmire & Harrison, 2018; Parker & Axtell, 2001). Felt love, as a positive emotion, prompts a process of cognitive exploration by turning outwardly to focus one's attention on others (Fredrickson, 1998). Unlike other discrete emotions, however, felt love is a shared emotion between multiple people, making it more likely to prompt an affiliative type of cognitive exploration—one that allows an individual to see into the positionality of another person. As Fredrickson (2013a, p. 16) wrote, in micro-moments of felt love, "your ability to see others—really *see* them,

wholeheartedly—springs open” (Fredrickson, 2013a, p. 16). This is because experiences of felt love are uniting, allowing two (or more) people to come together as one in a shared moment of positivity. That is, as a shared positive emotion, felt love momentarily dissolves the boundary between oneself and others, allowing one’s cognition to incorporate others’ viewpoints. United as one, thoughts transform from focusing on “me and my,” to “us and our,” triggering the consideration of others’ point of view.

Although this link has not been tested empirically, scholars have previously suggested that felt love triggers perspective taking. As Major et al. (2018, p. 1632) directly note, felt love “may broaden the mind-sets of interaction partners within moments of engagement, thereby enhancing momentary other-focus, perspective taking, empathy, interpersonal understanding, and feelings of togetherness and social closeness.” Additionally, indirect evidence about co-experienced affective states offers a hand to help support this claim. For example, Lindsey (2017) showed that the simultaneous and shared expression of positive affect among preschoolers and their peers increase their perspective taking skills. In the workplace, empirical research has shown that perspective taking can arise due to situations that resemble features of felt love, such as when call center employees experience interactions with customers that are mutually pleasant (i.e., shared positive emotion; Axtell et al., 2007).

In sum, felt love should expand our cognitions in an interpersonal way—momentarily breaking down the cognitive barriers that separate individuals from one another, which increases the discovery and incorporation of others’ viewpoints. As such, felt love should provide employees with enhanced perspective taking.

Hypothesis 2: Within individuals, felt love has a positive relationship with perspective taking.

As an other-oriented form of expanded cognition, perspective taking helps to establish and enhance daily interpersonal functioning at work. This is because perspective taking is an attempt at understanding others, which helps individuals see others' problems and perhaps even identify with those problems as their own. With this expanded cognition that allows an employee to see the problems others face, perspective taking encourages the individual to take action in a supportive way (Longmire & Harrison, 2018). Here, I suggest that perspective taking may enhance engagement in the interpersonal facet of employee performance, called organizational citizenship behavior towards individuals (i.e., OCBI) (Borman & Motowidlo, 1997; Kamdar & Van Dyne, 2007). OCBI is defined as discretionary prosocial behavior that benefit specific individuals (e.g., coworkers) and improves organizational functioning, such as voluntarily helping a coworker with their work tasks (Williams & Anderson, 1991). OCBI is sometimes described as altruism, whereby employees are required to shelve their egocentrism in order to help and support others. As such, on days where individuals are equipped with other-focused cognitive states, such as perspective taking, I expect that they may be more likely to engage in OCBI as a result.

Research has supported this claim indirectly, demonstrating that perspective taking enhances cooperative and facilitative behaviors. For example, Ho and Gupta (2012) showed that hospitality employees who engaged in perspective taking also exhibited more guest-directed citizenship behaviors. Similarly, Parker and Axtell (2001) demonstrated a link between perspective taking and cooperative behaviors. Research has also linked perspective taking with affiliative behaviors through empathy (Axtell et al., 2007; Settoon & Mossholder, 2002).

Given that felt love is positively related to perspective taking and that perspective taking is positively related to OCBI, I suggest that felt love will also be associated with OCBI through

perspective taking. This theorizing is in line with broaden and build theory, which suggests that “as positive emotions open your doors of perception, you become better equipped to connect with others” (Fredrickson, 2013a, p. 67). Indeed, broaden and build theory suggests that felt love not only expands our cognitions beyond the self, but also broadens our scope of action toward prosocial behaviors (Zhou et al., 2022). As such, equipped with expanded and integrated cognition that focuses on others’ viewpoints, daily experiences of felt love should be positively related to OCBI via perspective taking.

Hypothesis 3: Within individuals, felt love has a positive indirect effect with OCBI through perspective taking.

Negative Consequences of Felt Love: A Process of Savoring

Up until this point, my theorizing has aligned with broaden and build theory’s contention that felt love is a beneficial emotional experience for individuals, even for employees while they are at work. In this next section, however, I focus on an existent, yet overlooked, piece of broaden and build theory to suggest that felt love in the workplace may be detrimental to daily task performance for employees. To begin, the positive emotion of felt love prompts individuals to savor their experience (Fredrickson, 1998; Fredrickson, 2001), which is defined as an individual’s effort to “attend to, appreciate, and enhance the positive experiences in their lives” (Bryant & Veroff, 2007, p. 2). Although there are a number of processes individuals can use to savor their positive emotions, I specifically focus on a cognitive form of savoring to align with broaden and build theory—called emotional residue (Leroy, 2009; Leroy & Glomb, 2018; Leroy & Schmidt, 2016)—as a consequence of felt love. Although Leroy (2009) originally conceptualized *attentional residue* as persistent thinking about a prior task, I extend this definition and conceptualize *emotional residue* as persistent thinking about a prior positive

emotional experience. That is, when individuals experience emotional residue as an artifact of savoring their positive experiences, their attention may be split between past emotional events and present work activities, leaving them with less cognitive resources to devote to their tasks and responsibilities.

In accordance with broaden and build theory, I suggest that experiences of felt love will trigger the urge to savor the emotion (Fredrickson, 2004), eliciting a state of emotional residue. After individuals feel a surge of love, their attention may linger with the novelty of the prior event, drawing their awareness back into the special moment. This is because love, as our supreme emotion, is powerful and consuming. In the moment, it encourages us to immerse ourselves in the positive feeling it engenders, and even after the fleeting emotional experience concludes, love may continue to capture one's attentional resources. That is, after these particularly sweet emotional experiences occur, where positivity is reverberated between individuals, employees may experience the urge to cognitively cling to or turn their attention back toward these positive feelings to prolong their effects (Tugade & Fredrickson, 2007). Tying this in with broaden and build theory, felt love should broaden ones' attention beyond work related tasks and objectives, and pull their attentional focus back into prior positive emotional experience in order to embrace and lengthen the desirable feeling (Fredrickson, 2004). As Bryant and Veroff (2007, p. 19) noted, "broadening may involve savoring processes that amplify positive emotions." Accordingly, I suggest that felt love may trigger a savoring process of emotional residue, whereby individuals continue to have persistent, and potentially intrusive, thoughts about the positive emotional experience, even after it occurs.

This link is supported by indirect evidence demonstrating that individuals not only regulate their negative emotions, but also regulate their positive emotions by engaging in various

forms of savoring processes, such as emotional residue (Quoidbach et al., 2015). As this pertains to cognitive savoring techniques more specifically, research has demonstrated that positive experiences trigger savoring processes, such as positive rumination (Feldman et al., 2008) and cognitive reappraisal (Giuliani et al., 2008). Importantly, Gross et al. (2006) found that love was one of the most often regulated positive emotions, suggesting the existence of a potential link between felt love and cognitive savoring strategies, such as emotional residue. Taken together, I suggest that felt love has a positive relationship with emotional residue.

Hypothesis 4: Within individuals, felt love has a positive relationship with emotional residue.

When individuals experience states of emotional residue, they are, by definition, expending a portion of their attention on a prior event (Leroy, 2009). Importantly, when the prior event is a positive social or emotional experience that does not involve one's work tasks or responsibilities, problematic task performance outcomes may arise (Beal et al., 2005). This is because states of emotional residue split one's attention, dedicating a portion of it to prolonging the salient and attractive features of their prior positive experiences. Doing so, however, broadens one's attention away from tasks and 'to-do' lists, ultimately impairing one's task performance. Furthermore, task performance may suffer as a result of emotional residue given that employees experiencing cognitive interferences like emotional residue may succumb to "failures of divided attention" (Kahneman, 1973, p. 141). As such, employees who experience emotional residue may make more mistakes and errors while attempting to complete their work tasks and responsibilities that day, reducing their performance as a result. Taken together, I suggest that on days when individuals experience states of emotional residue, their daily task performance may decline as a result.

Empirical evidence from the attention residue literature indirectly supports the claim that when cognitions are split between work tasks and prior experiences, as is the case with emotional residue, performance failures arise as a result (Leroy, 2009; Leroy & Glomb, 2018; Leroy & Schmidt, 2016). For example, a recent study using a sample of NASA crew members demonstrated that attentional intrusions that split cognitions between past and present work tasks reduce employees' task performance (Newton et al., 2020). Another study showed that attention residue that reflects an attentional grip on prior experiences outside of the work domain (e.g., side hustles outside of the full-time work domain) can also be detrimental to employee task performance (Sessions et al., 2021). Similarly, when cognitions are split between current work tasks and prior positive emotional experiences, one's task performance is likely to suffer. Accordingly, emotional residue will be negatively linked to task performance.

Given that felt love is positively related to emotional residue and that emotional residue is negatively related to task performance, I suggest that there is an indirect effect of felt love on task performance through emotional residue. Drawing once again from broaden and build theory, individuals relish these cherished moments of felt love (Fredrickson, 1998, 2001) and make by cognitive efforts to prolong these experiences by ruminating about the positive emotions after the moments conclude. This is because emotional residue, as a savoring strategy, is an effortful experience that consumes a portion of an individual's attention (Bryant & Veroff, 2007) in order to elongate the salient and attractive positive experience of felt love.

Indirect evidence has shown that positive emotions can be detrimental. For example, empirical studies have demonstrated that love can reduce ones' cognitive control (van Steenbergen et al., 2014) and positive affective states can increase the likelihood of taking in distracting and irrelevant information (Biss & Hasher, 2011). Another study demonstrated that

positive affect hurts performance when task goals need to be maintained (Dreisbach & Goschke, 2004). Taken together, these studies suggest that individuals sometimes get ‘swept away’ by positive affective experiences, such as felt love, at the expense of their work tasks. As summarized by Beal et al. (2005, p. 1059), “[A]ffective states, particularly emotion episodes, redirect attentional focus from the task to the circumstances surrounding the affective experience. Most of the time, such redirection of attention will be detrimental to performance.” Beyond the focus of positive emotions, research has also shown that positive or enjoyable experiences in the workplace, such as good weather (Lee et al., 2014) and small talk or office chit chat (Methot et al., 2021) can consume employees’ cognitive attention, and ultimately impact performance in a negative way. In sum, given that felt love will trigger a savoring process of emotional residue, and that emotional residue will decrease task performance, I hypothesize:

Hypothesis 5: Within individuals, felt love has a negative indirect effect with task performance via emotional residue.

Moderating Roles of Self-Concern and Other-Orientation

The above predictions draw from broaden and build theory to present two unique processes (i.e., exploration and savoring) through which felt love alters one’s cognitions and subsequently impacts employee performance. That is, I posit that felt love prompts people to broaden their cognition by exploration and savoring. On the one hand, felt love prompts employees to explore others’ perspectives; on the other hand, however, felt love prompts employees to savor their positive experiences through emotional residue. Although I suggest these two processes can occur simultaneously, understanding for whom each process is more likely to occur bears importance considering the positive versus negative performance outcomes they may carry (Cohn & Fredrickson, 2009). In what follows, I attend to this consideration and

extend broaden and build theory by hypothesizing specific trait-level motivational dispositions that might shape these processes.

Emotional experiences of felt love involve both the self and others. That is, like other collective or co-experienced emotions, felt love entails an *interpersonal* component that involves sharing the emotion with others and an *intrapersonal* component of experiencing positive affect within oneself (Barsade & Knight, 2015). These two aspects of felt love (interpersonal and intrapersonal) are reflected in the broadening processes of exploration (turning outward toward others by engaging in perspective taking) and savoring (turning inward toward oneself by engaging in emotional residue). Importantly, individuals are predisposed to focus their attention and concern themselves with others and/or the self (De Dreu & Nauta, 2009). Accordingly, those who focus on the interpersonal or other-focused aspects of felt love may be better equipped to engage in the exploration process, whereas those who focus on the intrapersonal or self-focused aspects of felt love may be better equipped to engage in the savoring process. As such, I investigate the moderating roles of other-orientation and self-concern and dispositional tendencies that may influence one's response to felt love (De Dreu & Nauta, 2009).

Conceptualized as distinct and orthogonal, other-orientation is a motivational tendency that drives individuals to focus on others, such as others' interests, opinions, and needs, whereas self-concern drives individuals to focus on self-serving information (De Dreu & Nauta, 2009; Meglino & Korsgaard, 2004). Broaden and build theory underscores the disparate effect of self-interested versus other-interested tendencies, suggesting that the effects of positive emotions depend on the extent to which individuals are concerned with their own and/or others' interests and needs (Fredrickson, 2013a). As such, I theorize other-orientation and self-concern as two key trait-level moderators that may influence the process through which felt love broadens thought-

action repertoires at work, ultimately answering the question for whom is felt love more likely to be beneficial (detrimental) for performance outcomes.

To begin, individuals with higher (versus lower) other-orientation are, by definition, predisposed to consider others' interests and needs ahead of their own. They are characterized as being more concerned for the wellbeing and welfare of others, and will typically forego their own self-interests, goals, and desires to consider those of others (Meglino & Korsgaard, 2004). As it relates to the experience of felt love, other-oriented individuals may be better equipped to capitalize on the collective and shared features of this interpersonal emotional experience—namely mutual care and behavioral and biobehavioral synchrony between oneself and others. With a particular appreciation and acknowledgment toward the concern for others and synchronic features of felt love, other-oriented individuals pay attention to others more closely in these moments, allowing them clearer access to others' perspectives. In contrast, individuals with lower (versus higher) other-orientation tendencies are less focused on others, including others' viewpoints and opinions, making them less able to engage in an exploration process of perspective taking. Accordingly, individuals with higher (versus lower) other-orientation may be better able to engage in the exploration process on days filled with love, given that these individuals pay greater attention to and are more concerned for the welfare of others.

Indirect evidence supports the assertion that other-orientation draws ones' attention to the interests and wellbeing of others, suggesting that the relationship between felt love and perspective taking should be strengthened for individuals with higher (vs lower) other-orientation. For example, research has demonstrated that other-oriented employees are motivated to think and act in ways that are focused on benefitting others (Grant & Mayer, 2009; Moon et

al., 2008; Rioux & Penner, 2001), and may even overlook the personal consequences associated with doing so (Korsgaard et al., 1997). Other research has shown that individuals with other-oriented dispositions pay close attention to others and are more socially connected (e.g., Piff et al., 2010), take in more accurate information about others (e.g., Cote et al., 2011), and have enhanced interpersonal sensitivity (e.g., Mast et al., 2009). Taken together, when individuals with higher (versus lower) other-orientation experience moments of felt love, they are more likely to pay attention to others and be able to understand them better, enhancing their perspective taking as a result.

Hypothesis 6: Other-orientation moderates the relationship between felt love and perspective taking, such that the relationship between felt love and perspective taking is stronger for individuals with higher (vs. lower) other-orientation.

Moving on to self-concern, when individuals have a tendency to focus on their own self-interests, their awareness is centered on their personal desires and needs. As a result, self-concerned individuals are predisposed to encode situations in a way that suits their self-interest, such as personal states and needs. That is, these individuals are likely to pick up on self-serving cues and self-relevant information within environmental stimuli. In the case of felt love—a warm, fulfilling, positive emotion—individuals with higher (versus lower) self-concern are likely be attuned to the desirable way that felt love makes them feel, perhaps even attributing the positive emotion to oneself. With their attention centered on the positive feeling that is derived from felt love, self-focused individuals are likely turn inward to bask in the rewarding experience. That is, this positive emotional experience is likely internalized for individuals with higher (versus lower) self-concern, triggering a cognitive savoring process. In contrast, individuals with lower (versus higher) self-concern are less focused on the self, including their

individual desires and interests, making it more difficult for them to engage in self-indulgent processes of savoring. Accordingly, individuals that have higher (versus lower) levels of self-concern may feel more compelled to prolong felt love as a desirable emotional state, strengthening the relationship between felt love and emotional residue.

Conceptual and empirical evidence indirectly supports this prediction. Conceptually, previous research has suggested that cognitive forms of savoring, such as emotional residue, are often self-focused (Bryant & Veroff, 2007), and thus may be enhanced when individuals are primarily motivated by self-concern. These self-focused savoring processes bring forward ones' sense of self and fade the external world to the background. In the case of felt love as a positive emotion worth savoring, individuals with higher levels of self-concern may attribute the emotion to “emanate primarily from inside oneself,” (Bryant & Veroff, 2007, p. 131) strengthening the relationship between felt love and emotional residue. Empirically, Taylor et al. (2021, p. 1300) demonstrate that “self-concern focuses people inward on salient self-relevant information.” As such, when those with higher self-concern experience felt love, they are likely to focus on how good they feel as a result, motivating them to exploit the positive emotion by enhancing its relationship with emotional residue.

In sum, when employees focus on the self-relevant aspects of felt love (i.e., the positive way it makes them feel), they turn inward to savor the feeling by way of emotional residue. Accordingly, the savoring process between felt love and emotional residue is strengthened for individuals with higher (versus lower) self-concern.

Hypothesis 7: Self-concern moderates the relationship between felt love and emotional residue, such that the relationship between felt love and emotional residue is stronger for individuals with higher (vs. lower) self-concern.

In viewing my hypotheses together, I suggest moderated indirect effects. That is, given that I propose that other-orientation moderates the relationship between felt love and perspective taking, and that there is an indirect effect of felt love and OCBI via perspective taking, I hypothesize that other-orientation also moderates the indirect effect of felt love and OCBI via perspective taking. Similarly, given that self-concern moderates the relationship between felt love and emotional residue, and that there is an indirect effect of felt love on task performance via emotional residue, I hypothesize that self-concern moderates the indirect effect of felt love and task performance via emotional residue.

Hypothesis 8: Other-orientation moderates the indirect effect of felt love on OCBI through perspective taking, such that the indirect effect is stronger when other-orientation is higher (vs lower).

Hypothesis 9: Self-concern moderates the indirect effect of felt love on task performance through emotional residue, such that the indirect effect is stronger when self-concern is higher (vs lower).

CHAPTER 4

METHOD

Sample and Procedure

Testing the effects of love as a fleeting emotional experience requires a methodology that allows for day-to-days fluctuations (Zhou & Fredrickson, 2023). As such, I used experience sampling methodology and conducted a field study to test my theoretical model. For this field study, I recruited 152 employees from a large organization based in the southeast United States. To be eligible for this study, participants had to be 18 years or older, working full-time (at least 30 hours per week), work primarily in-person and with others, and have frequent (daily or almost daily) interaction with their coworkers. To ensure eligibility, participants were asked a series of questions relating to the above eligibility criteria upon registering for this study.

There were two phases involved in this field study. In the first phase, participants completed a one-time registration survey. This survey included eligibility questions, followed by the consent form and questions relating to their daily work schedule (which will be used for the second phase). After participants provide that information, they will be asked to complete measures of my level-2 moderating variables (other-orientation and self-concern), which I will elaborate on below. This first survey ended with a series of demographic questions (age, gender, race/ethnicity, and organizational tenure). Participants received \$5 for completing the registration survey. About one week after the registration period closed, the second phase commenced. In this phase, participants were sent three online surveys per day for 10 workdays (sent Monday through Friday across two work weeks). The first daily survey was sent a few hours after the

participant had arrived at work each day, and each of the two following surveys were sent two to three hours apart from one another, depending on the employee's individual schedule (e.g., 10:00 am, 1:00 pm, and 4:00pm). Surveys 1 and 2 stayed open for 2.5 hours, whereas Survey 3 closed at midnight each night. Participants received reminder emails about half an hour before each survey closed if they had not yet completed the survey. Participants earned \$2.00 for each daily survey they completed. Additionally, participants could earn a \$10.00 bonus if they completed all 31 surveys involved in this study. In total, participants were able to earn \$75 for full participation (\$5.00 for the registration survey, \$6.00 per day for 10 days of daily surveys, and a \$10.00 bonus).

In Survey 1 (T1), participants rated the extent to which their coworkers expressed verbal, nonverbal, and supportive affection toward them since arriving at work that day in addition to the extent to which they were experiencing felt love. In Survey 2 (T2), participants rated their experiences of perspective taking and emotional residue. In Survey 3 (T3), participants rated their performance perceptions, including the extent to which they engaged in OCBI and their perceived task performance. Importantly, all variables were measured using self-reports to capture the intra-psychic nature of my conceptual model.

Of the 152 employees who registered for the study, 139 provided sufficient daily data¹. To ensure the quality of my data, I excluded participants who failed the attention check in the registration survey, as well as daily observations from participants who indicated they were not at work that day or had not interacted with coworkers that day. My final sample included 129

¹ I estimated my path model using full information maximum likelihood (FIML) to handle missing data. FIML is a preferred method over listwise deletion because it provides less biased parameter estimates and retains more data which enhances statistical power (e.g., Enders & Bandalos, 2001). Given that Mplus only allows for missingness on endogenous variables, "sufficient daily data" in my study refers to the completion of at least one day's worth of T1 T2 surveys.

participants who provided 995 Level-1 observations (out of a possible 1,290; response rate = 77%). On average, participants in the final sample were 39.88 years old ($SD = 11.87$), worked 41.33 hours per week ($SD = 4.40$), and interacted with their coworkers for 26.98 hours per week ($SD = 10.27$). Participants were 77.5% female, and 86.05% White, 8.53% Black or African American, 1.55% Hispanic or Latin American, 0.78% Asian or Pacific Islander, and 2.33% other races. On average, participants in our final sample completed their first daily survey at 10:23 AM, their second daily survey at 2:44 PM, and their third daily survey at 4:37 PM.

Measures

Within-person Measures

Coworkers' affectionate expressions. Coworkers' affectionate expressions were measured at Time 1 using the three-factor scale consisting three items per factor from Graves (2021). These items were adapted slightly by changing the referent from "relationship partner" to "coworkers" to fit the workplace context. Before providing these ratings, participants were presented with the following prompt: "The following statements refer to the interactions you've had with your coworkers today. Considering only the time when you were interacting with your coworkers today (face-to-face, or otherwise), please rate the extent to which you agree with each of the following statements. Since arriving at work today, ..." The verbal affectionate expression (average α across days = .86) items are: "my coworkers expressed how much they cared about me in words," "based on what my coworkers said, I know they think positively of me," and "when my coworkers were talking, I could tell they liked me" The nonverbal affectionate expression (average α across days = .89) items are: "my coworkers expressed how much they cared about me with actions, "my coworkers expressed their love for me through their facial expressions," and "based on my coworkers' behavior, it was clear that they like me very much."

The support affectionate expression (average α across days = .91) items are: “during the interactions, my coworkers supported me in ways that I needed,” “my coworkers made it clear they would be there for me if ever I needed them,” and “based on the interaction, I am certain that my coworkers would help me deal with any problem.” Participants were asked to rate each item using a 5-point agreement scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*).

Felt Love. Felt love (average α across days = .96) was also measured at Time 1 using the seven-item scale from Major et al. (2018). Before providing these ratings, participants were presented with the following prompt: “The following statements refer to the interactions you’ve had with your coworkers today. Considering only the time when you were interacting with your coworkers today (face-to-face, or otherwise), to what extent. . .” The seven items are: “did you experience a mutual sense of warmth and concern toward one another,” were you able to attune to and connect with your coworker(s),” “did thoughts and feelings flow with ease between you and your coworker(s),” “did you feel a mutual sense of being energized and uplifted in each other’s company,” “were you and your coworker(s) mutually responsive to one another’s needs,” “did you feel a sense of mutual trust and respect with one another,” and “did you feel “in sync” with your coworker(s)?” Participants were asked to rate each item using a 5-point scale (1 = *not at all or very slightly*, 2 = *a little*, 3 = *a moderate amount*, 4 = *a good bit*, 5 = *a great amount*).

Perspective taking. At Time 2, participants rated their level of perspective taking (average α across days = .93) using the four-item state perspective taking measure from Grant and Berry (2011). These items were adapted slightly to capture perspective taking at Level-1. Before providing these ratings, participants were presented with the following prompt: “The following statements refer to the interactions you’ve had with your coworkers today.

Considering only the time when you were interacting with your coworkers over the past several hours, please rate the extent to which you agree with the following statements. Over the past several hours ...” The four items are: “I tried to take my coworkers’ perspective,” “I imagined how my coworkers were feeling,” “I made an effort to see the world through my coworker’s eyes,” and “I sought to understand my coworkers’ viewpoints.” Participants were asked to rate each item using a 5-point agreement scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*).

Emotional Residue. At Time 2, participants also rated their emotional residue (average α across days = .95) using three adapted items from the attention residue scale originally from Leroy and Glomb (2018) and shortened by Newton et al. (2020). Given that these items were originally developed to assess residue regarding their attention to a prior work task, rather than a positive emotional experience, all items will be adapted slightly to refer to the prior positive emotions they shared with coworkers. Before providing these ratings, participants were presented with the following prompt: “The following statements refer to how you felt following the interactions you’ve had with your coworkers today. Considering only the time when you were interacting with your coworkers over the past several hours, please rate the extent to which you agree with the following statements. After interacting with my coworkers over the past several hours ...” The three items are: “My mind kept on drifting back to the positive emotions I shared with my coworkers,” “I kept on thinking about the positive emotions I shared with my coworkers,” and “I thought about how to make the positive emotions I shared with my coworkers last longer.” Participants were asked to rate each item using a 5-point agreement scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*).

OCBI. At Time 3, participants rated the extent to which they engaged in OCBI toward their coworkers (average α across days = .91) using three items from Dalal et al. (2009) (for other applications of this shortened, three-item scale, see Lin et al., 2022; Matta et al., 2020). Before rating these behaviors, participants were presented with the following prompt: “Please rate the extent to which you engaged in each of the behaviors listed below over the past several hours. Over the past several hours, I ...” The three items are: “Tried to help my coworkers,” “Went of my way to be nice to my coworkers,” “Tried to be available to my coworkers.” Participants were asked to rate each item using a 5-point scale (1 = *not at all or very slightly*, 2 = *a little*, 3 = *a moderate amount*, 4 = *a good bit*, 5 = *a great amount*).

Task Performance. At Time 3, participants also rated their task performance (average α across days = .96) for that day using three items originally from Williams and Anderson (1991), but adapted and shortened by Foulk et al. (2019). Before rating these behaviors, participants were presented with the following prompt: “Please rate the extent to which you agree with each of the statements listed below as they pertain to your perceptions over the past several hours. Over the past several hours, ... The three items are: “I fulfilled my work responsibilities,” “I adequately completed my assigned duties,” and “I performed the tasks expected of me.” Participants were asked to rate each item using a 5-point agreement scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*).

Controls. I include two sets of control variables in my primary analysis. First, I controlled for prior assessments of the mediator variables (perspective taking and emotional residue) and the outcome variables (OCBI and task performance) to account for potential autoregressive relationships (Beal, 2015). Following best practices for ESM research, I also controlled for cyclical variation that can occur throughout the week by including a variable representing the

day of the week, as well as the sine and cosine of that weekday variable (Gabriel et al., 2019). Additional controls are explored in the supplemental analysis section.

Between-person Measures

Other-orientation. During the registration survey (Time 0), participants rated their dispositional levels of other-orientation ($\alpha = .87$) during the registration survey (Time 0) using the three-item scale from De Dreu and Nauta (2009). Before rating indicating their level of trait other-orientation, participants were presented with the following prompt: “Please rate the extent to which you agree with each of the statements listed below as they pertain to how you see yourself in general at work. The three items are: at work ... “I am concerned about the needs and interests of others such as my coworkers,” “the goals and aspirations of coworkers are important to me,” and “I consider others’ wishes and desires.” Participants were asked to rate each item using a 5-point agreement scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*).

Self-concern. Same as other-orientation, participants rated their dispositional levels of self-concern ($\alpha = .83$) using the three-item scale from De Dreu and Nauta (2009). Before rating indicating their level of trait self-concern, participants were presented with the following prompt: “Please rate the extent to which you agree with each of the statements listed below as they pertain to how you see yourself in general at work. At work, ... The three items are: “I am concerned about my own needs and interests, “my personal goals and aspirations are important to me,” and “I consider my own wishes and desires to be relevant.” Participants were asked to rate each item using a 5-point agreement scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*).

Analysis

I tested my hypotheses in Mplus 8.1 using multilevel path analysis (Muthén & Muthén, 2017). The within-person variables, including coworker's affectionate expressions, felt love, perspective taking, emotional residue, OCBI, and task performance were modeled as Level-1 variables. I modeled the two between-person variables, other-orientation and self-concern, as Level-2 variables. Following best practice recommendations from Hofmann et al. (2000) and Enders and Tofighi (2007), I group-mean centered all Level-1 predictor variables (coworker's verbal, non-verbal, and supportive affectionate expressions). Doing so helps remove between-person variance and instead more accurately assess the within-person variance by comparing the daily changes against the individual's mean across the survey period. As such, individual differences, response styles, and social desirability concerns are effectively controlled (Gabriel et al., 2019). All hypothesized paths were modeled using random slopes, whereas all direct effects and relationships involving control variables were modeled using fixed slopes (Beal, 2015; for a similar modeling approach, see Frank et al., 2022). Importantly, the non-hypothesized relationships between perspective taking and task performance were modeled, as well as the non-hypothesized relationship between emotional residue and OCBI. I also modeled the non-hypothesized moderating effects of other-orientation on the relationship between felt love and emotional residue, as well as the non-hypothesized moderating effects of self-concern on the relationship between felt love and perspective taking. Lastly, I tested my indirect effects with parametric bootstrapping (Preacher et al., 2010). More specifically, I tested the confidence interval (CI) around the indirect effects using a Monte Carlo simulation with 20,000 replications (for other examples of this approach, see Koopman et al., 2016; Lanaj et al., 2014; Lin et al., 2022).

CHAPTER 5

RESULTS

Descriptive Statistics and Correlations

The means, standard deviations, and correlations of the focal variables are shown in Table 1. To ensure that multilevel modeling is appropriate, I estimated null models to partition the within- and between-person variance in each construct. The proportion of within person variance ranged from 37% to 57% for my focal constructs, justifying an intraindividual investigation (Podsakoff et al., 2019). The full variance breakdown for each construct is shown in Table 2.

Test of Measurement Model

Before testing my hypotheses using multilevel path analysis, I conducted a series of multilevel confirmatory factor analyses (MCFA) in Mplus 8.1 (Muthén & Muthén, 2017) to assess the fit of my measurement model. I estimated all eight of the daily focal variables at the within-person and between-person levels (i.e., coworkers' verbal, nonverbal, and supportive affectionate expressions, felt love, perspective taking, attention residue, OCBI, and task performance) and the two trait variables at the between person-level (i.e., other-orientation and self-concern). The measurement model fit the data well: $\chi^2 = 1741.37$ ($df = 864$), $p < .05$, CFI = .96, RMSEA = .03, SRMR_{within} = .03, SRMR_{between} = .05. Moreover, the ten-factor model fit better than all alternative models with any two variables constrained to a single factor at the within-person level ($303.00 \leq \Delta \chi^2$ s ($\Delta df = 7$) ≤ 2103.99 , $p < .05$). Given the conceptual overlap between the three forms of coworkers' affectionate expressions, I also conducted a MCFA that

constrained the three forms of coworkers' affectionate expressions to a single factor at the within-person level. Once again, the ten-factor model fit better than a model with the three forms of coworkers' affectionate expressions constrained to one factor ($\Delta \chi^2 (\Delta df = 13) = 755.03, p < .05$). As such, I moved forward with the ten-factor model.

TABLE 1
Descriptive Statistics and Correlations

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10
<i>Level-1 Variables</i>												
1 Coworkers' Verbal AEs (<i>t1</i>)	3.27	0.57	(.86)									
2 Coworkers' Nonverbal AEs (<i>t1</i>)	3.36	0.58	.78**	(.89)								
3 Coworkers' Supportive AEs (<i>t1</i>)	3.51	0.57	.67**	.73**	(.91)							
4 Felt Love (<i>t1</i>)	2.98	0.73	.61**	.63**	.68**	(.96)						
5 Perspective Taking (<i>t2</i>)	3.58	0.57	.43**	.42**	.39**	.43**	(.93)					
6 Emotional Residue (<i>t2</i>)	2.46	0.71	.35**	.34**	.25**	.29**	.37**	(.95)				
7 OCBI (<i>t3</i>)	3.18	0.84	.29**	.30**	.25**	.45**	.43**	.20**	(.91)			
8 Task Performance (<i>t3</i>)	4.14	0.45	.14**	.16**	.14**	.17**	.09**	-.07*	.21**	(.96)		
<i>Level-2 Variables</i>												
9 Other-Orientation	4.28	0.62	.11	.14	.17	.10	.14	.09	.20*	.13	(.87)	
10 Self-Concern	4.25	0.62	.16	.26**	.24**	.25**	.10	-.03	.05	.10	.15	(.83)

Note. Level-1 N = 995; Level-2 N = 129. ** $p < .01$; * $p < .05$. AEs = affectionate expressions. Correlations for the level-1 variables represent group-mean centered relationships among the daily variables at the within-person level of analysis. Level-1 variables were aggregated to provide estimates of between-person relationships with the level-2 variables. Coefficient alphas are reported in parentheses along the diagonal.

TABLE 2
Variance Breakdown by Construct

Variable	Within-person variance	Between-person variance	% Within-person Variance
Coworker's Verbal Affectionate Expressions (<i>t1</i>)	0.36	0.27	57%
Coworker's Nonverbal Affectionate Expressions (<i>t1</i>)	0.31	0.29	52%
Coworker's Supportive Affectionate Expressions (<i>t1</i>)	0.34	0.27	56%
Felt Love (<i>t1</i>)	0.53	0.46	54%
Perspective Taking (<i>t2</i>)	0.26	0.27	49%
Emotional Residue (<i>t2</i>)	0.27	0.45	37%
OCBI (<i>t3</i>)	0.43	0.62	41%
Task Performance (<i>t3</i>)	0.16	0.15	51%

Note. Level-1 N = 995; Level-2 N = 129.

Hypothesis Testing

Within-person Hypothesis Testing. The full results of my multilevel path analysis are shown in Table 3, and the path model results of my hypothesized paths are illustrated in Figure 2. Hypothesis 1 predicted that coworkers' a) verbal, b) non-verbal, and c) supportive affectionate expressions have a positive relationship with felt love on a daily basis. The relationships between coworkers' verbal ($\gamma = .31, se = .05, p < .01$), nonverbal ($\gamma = .22, se = .06, p < .01$), and supportive ($\gamma = .46, se = .06, p < .01$), affectionate expressions and felt love were all positive and significant. Thus, Hypothesis 1a, 1b, and 1c were all supported.

Hypothesis 2 predicted that felt love has a positive relationship with perspective taking. Supporting Hypothesis 2, the path coefficient from felt love to perspective taking was positive and significant ($\gamma = .13, se = .03, p < .01$). Hypothesis 3 predicted that felt love has a positive indirect relationship with OCBI via perspective taking. My results showed that perspective taking was positively related to OCBI ($\gamma = .23, se = .05, p < .01$). The indirect effect of felt love on OCBI through perspective taking was also positive and significant (indirect effect = .03, 95% biased corrected CI = .015, .051). Therefore, Hypothesis 3 was supported.

Hypothesis 4 predicted that felt love has a positive relationship emotional residue. In support of Hypothesis 4, the relationship between felt love to emotional residue was positive and significant ($\gamma = .10, se = .03, p < .01$). Hypothesis 5 predicted that felt love has a negative indirect relationship with task performance via emotional residue. My results showed that emotional residue was negatively related to task performance ($\gamma = -.07, se = .03, p = .02$). The indirect effect of felt love on task performance through emotional residue was also negative and significant (indirect effect = -.01, 95% biased corrected CI = -.016, -.001). Thus, Hypothesis 5 was also supported.

Between-person Hypothesis Testing. Hypothesis 6 predicted other-orientation moderates the relationship between felt love and perspective taking, such that the relationship is stronger for individuals with higher (vs. lower) other-orientation. Failing to support Hypothesis 6, my results did not show that other-orientation had a cross-level moderating effect on the relationship between felt love and perspective taking ($\gamma = -.04$, $se = .03$, $p = .31$). Hypothesis 7 predicted that self-concern moderates the relationship between felt love and emotional residue, such that the relationship is stronger for individuals with higher (vs. lower) self-concern. My results did not show that self-concern had a cross-level moderating effect on the relationship between felt love and emotional residue ($\gamma = -.01$, $se = .04$, $p = .98$). Thus, Hypothesis 7 was not supported.

Hypotheses 8 and 9 predicted that other-orientation and self-concern moderate the indirect effects between felt love and OCBI through perspective taking (Hypothesis 8), and felt love and task performance through emotional residue (Hypothesis 9), respectively. Given that other-orientation and self-concern both did not emerge as cross-level moderators, my results fail to support Hypotheses 8 and 9.

Supplemental Analysis

As a robustness check, I examined my path model results after adding several control variables. First, I added the focal employee's verbal, nonverbal, and supportive expressions of affection to isolate the effect of perceiving coworkers' affectionate expressions. Employee's verbal, nonverbal, and supportive expressions were measured at Time 1 using the three-factor scale consisting of nine-items (three items per factor) from Graves (2021) that refers to the individuals own expressions (rather than their receipt of others' expressions). Second, I controlled for the employee's positive and negative affect each day, to isolate the effect of felt

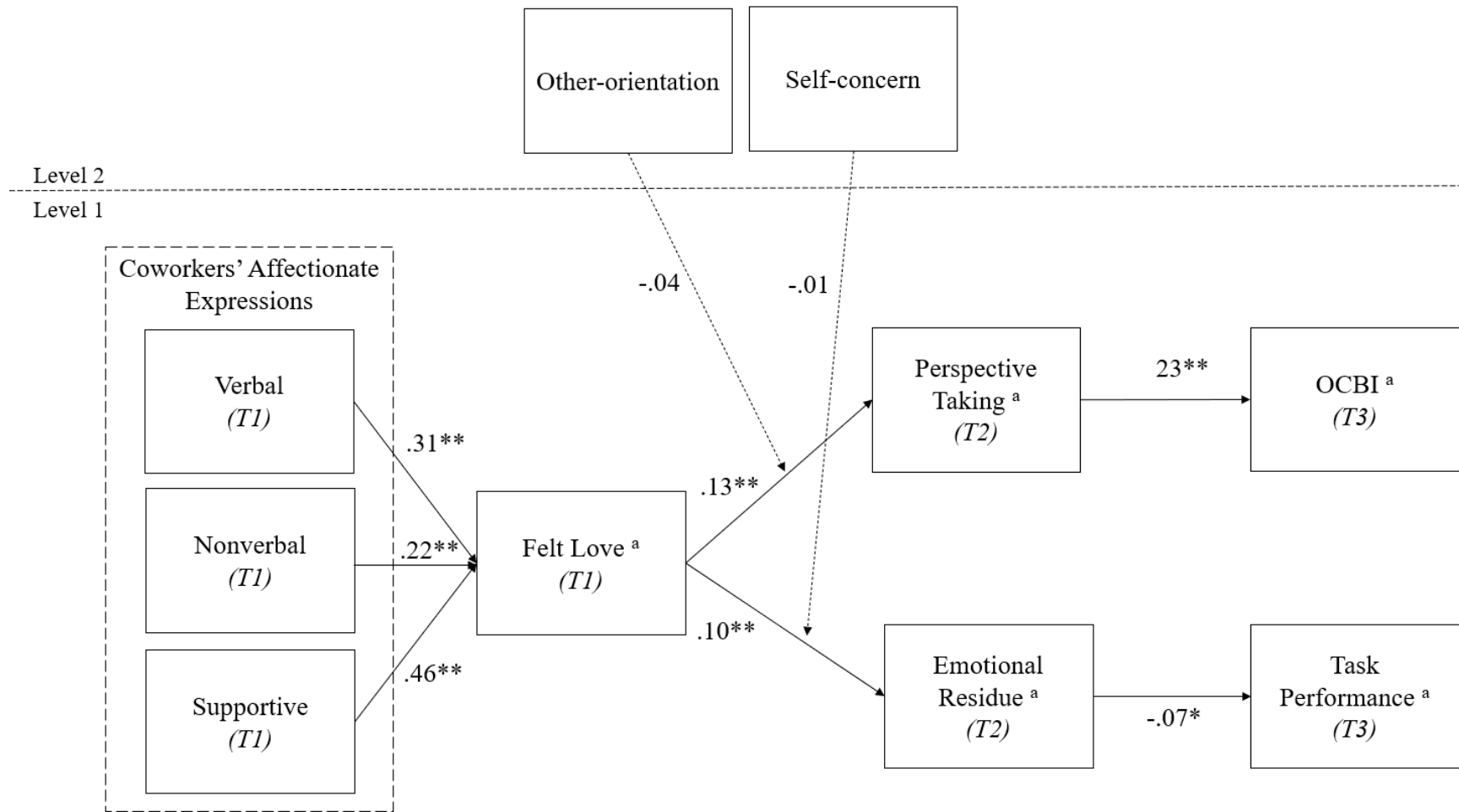
love from general affect, and to account for the effect of general mood on daily ratings (Gabriel et al., 2019). Third, I controlled for the focal employee's morning workload (measured at T1) to assess whether these effects were driven by the amount of "free time" employees had in a given day. Lastly, I controlled for employees' pride and gratitude to demonstrate that the effects of felt love go above and beyond that of other discrete emotions. Importantly, after adding these four sets of control variables, my results remained consistent with the results of my primary analysis, demonstrating the strength of my path model results. Table 4 in Appendix A contains the multilevel path analysis results that include these added controls.

TABLE 3
Results of Multilevel Path Analysis

Variables	Felt Love		Perspective Taking		Emotional Residue		OCBI		Task Performance	
	γ	SE	γ	SE	γ	SE	γ	SE	γ	SE
Intercept	3.10**	(.09)	3.14**	(.12)	2.12**	(.12)	2.25**	(.20)	4.24**	(.12)
<i>Controls</i>										
Sine	.02	(.04)	.02	(.04)	.01	(.04)	.04	(.05)	-.04	(.03)
Cosine	.03	(.03)	-.01	(.03)	.04	(.03)	-.03	(.04)	.00	(.03)
Weekday	-.04	(.02)	.02	(.02)	.01	(.02)	.01	(.03)	-.04*	(.02)
<i>Prior Day Lags</i>										
Prior Day Felt Love	-.04	(.03)								
Prior Day Perspective Taking			-.05	(.04)						
Prior Day Emotional Residue					-.09*	(.04)				
Prior Day OCBI							.12**	(.04)		
Prior Day Task Performance									-.08	(.05)
<i>Level-1 Predictors</i>										
Coworkers' Verbal AEs	.31**	(.05)	.05	(.04)	.07	(.04)	.02	(.06)	-.01	(.03)
Coworkers' Nonverbal AEs	.22**	(.06)	.07	(.05)	.04	(.05)	.03	(.06)	.05	(.04)
Coworkers' Supportive AEs	.46**	(.06)	.03	(.04)	.00	(.04)	-.07	(.06)	-.02	(.04)
Felt Love			.13**	(.03)	.10**	(.03)	.21**	(.04)	.09**	(.03)
Perspective Taking							.23**	(.05)	.05	(.03)
Emotional Residue							.04	(.05)	-.07*	(.03)
<i>Level-2 Predictors</i>										
Other-orientation			.21	(.13)	.05	(.15)				
Self-concern			.00	(.12)	-.04	(.14)				
<i>Cross-Level Predictors</i>										
Other-orientation x Felt Love			-.04	(.03)	.01	(.04)				
Self-concern x Felt Love			.00	(.04)	-.01	(.04)				

Note. Level-1 N = 995; Level-2 N = 129. ** $p < .01$; * $p < .05$. AEs = Affectionate Expressions. Hypothesized paths are **bolded**.

FIGURE 2
Path Model Results



Note. Level-1 N = 995; Level-2 N = 129. ** $p < .01$; * $p < .05$; ^a Controlled for prior day assessments of the focal variable, as well as day of the week, sine, and cosine. Results are unstandardized path coefficients.

CHAPTER 6

DISCUSSION

Employees experience moments of felt love at work on a daily basis. Yet, research in organizational behavior and applied psychology has overlooked these fleeting emotional experiences, focusing instead on more sustained forms of love, such as loving relationships and cultures. Consequently, we know little about how felt love arises in the workplace and how these moments impact work-related outcomes on a daily basis. The theoretical model I advance in this dissertation begins to shed light on this topic, suggesting that coworkers' affectionate expressions stimulate surges of felt love at work, triggering exploration and savoring processes that impact employee performance. Below I discuss the theoretical and practical significance of my research and outline potential avenues for future research.

Theoretical Implications

My research contributes to the organizational behavior and applied psychology literatures in a number of ways. First, I extend organizational scholarship by developing theory around felt love in the workplace. To date, the majority of research on love has focused on love that often exists outside of the work domain (e.g., romantic and familial relationships; Berscheid, 2010), ignoring the fact that love is often experienced with others outside of the home, such as with friends, neighbors, and colleagues. Furthermore, the few studies that have focused on love in the workplace center almost exclusively focus on more sustained types of love (i.e., loving relationships and cultures), rather than on love as a fleeting emotional experience (e.g., Barsade & O'Neill, 2014; O'Neill & Rothbard, 2017; Stollberger et al., 2021). Although investigating

enduring forms of love in the workplace has merit, doing so overshadows several important nuances that can be illuminated by conceptualizing love as an emotion. For example, love-the-relationship confines investigations of love to one type of relationship at a time, overlooking the variability of love across time and relational boundaries. In contrast, love-the-emotion transcends relational barriers and allows for a deeper look into the ebb and flow of love that occurs with various interaction partners, such as coworkers, throughout one's day. Additionally, conceptualizing love as an emotion, rather than a relationship or culture, allows for the appreciation of more mild levels of love, that can be consequential, particularly for daily outcomes (Ashby & Isen, 1999; Isen, 1993, 2009). Accordingly, I advance the organizational studies literature by centering my attention on these important yet overlooked moments of felt love, and building theory around its daily antecedents and implications in the workplace.

Second, I extend broaden and build theory by highlighting both the positive and negative consequences of felt love in the workplace. Specifically, I suggest that felt love may enhance employee perspective taking and subsequent citizenship performance while simultaneously prompting the employee to cognitively savor the positive emotions which may interfere with task performance. By taking a balanced approach, I begin to address some of broaden and build theory's critiques. For example, Cabanas (2018) raised concerns about the field of positive psychology as a whole, suggesting that it promotes individualistic bias and neoliberal ideals. Pérez-Álvarez (2016) took issue with broaden and build theory more specifically, describing it as overly optimistic. Fredrickson herself even notes that there is a need for a more nuanced perspective of positive emotions to better understand when they might be "dangerous, excessive, or unacceptably costly" (Cohn & Fredrickson, 2009, p. 21). Accordingly, this research begins to

address some of these shortcomings and extend broaden and build theory by taking a balanced approach to illuminate both the positive and negative consequences of felt love.

Building on this point, my work also highlights the potentially problematic effects of savoring at work. Indeed, savoring strategies are touted as crucial upward emotional regulation mechanisms that enhance the happiness and well-being brought on by positive events (Bryant & Veroff, 2007; Quoidbach et al., 2010). However, the current research suggests that engaging in daily savoring strategies at work may not be unequivocally beneficial. Specifically, my research demonstrates that emotional residue, as a savoring strategy, may take away from employees' task performance on a daily basis. Accordingly, my research raises interesting considerations for the daily effects of savoring at work and suggests that attempting to hold onto a positive feeling may backfire and take away from important daily task obligations.

Finally, my research extends the literature on high-quality connections, defined as short, positive interactions at work (Dutton & Heaphy, 2003). Although Dutton and Heaphy's (2003) work on high quality connections and Fredrickson's (1998, 2001) work on felt love were derived around the same time, there is little integration of these two literatures. That is, despite their conceptual overlap, studies on felt love (and positivity resonance) predominantly remain siloed in the emotional psychology discipline, whereas studies on high-quality connections remain siloed in the organizational studies discipline. By investigating moments of felt love in the workplace, I offer an integration of these two literatures and present a more direct empirical test of high-quality connections (i.e., moments of felt love) at work.

Despite these contributions, my research falls short of illuminating two possible boundary conditions of the effects of felt love. Specifically, other-orientation and self-concern did not emerge as cross-level moderators in my field study. Although there may be conceptual reasons

behind the lack of moderation effects, there are empirical considerations that need to be addressed before ruling out these potential boundary conditions. Namely, both other-orientation and self-concern suffer from range restriction. Given that my sample mostly consisted of individuals who had high other-orientation ($M = 4.28$) and self-concern ($M = 4.25$), there may not be enough of a range within my sample to detect these interactions. Accordingly, additional research should be conducted with a sample that has a more complete range of other-orientated and self-concerned individuals. As a result of these nonsignificant effects, it is still unclear for whom felt love may stimulate stronger exploration and savoring processes. I turn back to this discussion and offer some ideas for alternative individual differences that may implicate the exploration and savoring effects of felt love in the future directions section below.

Practical Implications

From a practical standpoint, my research demonstrates how perceiving affectionate communication and subsequently experiencing love at work can bring both positive and negative consequences to employee performance. On the positive side, felt love triggered by coworkers' affectionate expressions can ignite a broadened mindset focused on others, enhancing engagement in perspective taking and subsequent extra-role behaviors. I also caution, however, that felt love triggered by coworkers' affectionate expressions at work can bring costs to organizations regarding employee daily task performance. That is, in an attempt to savor the positive emotion of love, I suggest employees' attention may be drawn back into the positive emotional experience, preventing them from dedicating their attention to their work tasks which may interfere with their task performance as a result.

By understanding these dual consequences of felt love, organizations, managers, and employees alike could implement strategies to maximize its benefits and limit its costs. For

example, organizations could host protected socializing or interaction time for employees at the end of the workday—once work tasks are completed for that day—so that morning moments of connection and felt love do not overly consume one’s cognitions and derail task performance for the rest of the day. If the organization cannot host protected time at the end of the workday, employees could take it upon themselves to be mindful of their time, and strategically plan out their interactions and respite activities. For example, employees may want to utilize more independent forms of respite activities (i.e., stretching or walking) rather than social forms of respite activities (i.e., chatting with coworkers) in the first part of their workday (Kim, Park, & Niu, 2017). Doing so may prevent individuals from getting “swept up” in savoring strategies at the onset of their workday at the expense of their work tasks.

Limitations and Future Directions

Despite the strengths of my field study—including the real-world examination and time-separated measurements—there are several limitations to consider. First, all of my variables, including the performance measures (OCBI and task performance), were captured by self-ratings which limits the conclusions I can draw from this study. Although this choice was intentional, given the intrapersonal variables of interest and the experience sampling design (Gabriel et al., 2019), measuring these outcome variables exclusively from the employee’s perspective only provides information about how the focal employee perceived their own citizenship and task performance each day. That is, it is possible that these daily behavioral effects may not be noticeable to observing coworkers or supervisors. Regardless, employees have the most accurate information concerning their own daily behaviors, and meta-analytic research has demonstrated that using self-ratings is a viable method for measuring work behaviors (e.g., Carpenter et al., 2014).

Relatedly, another limitation of this study involves the fact that the design of my field study only accounts for the focal employees' perception of felt love, rather than both the employee's and their coworkers' shared experiences of felt love. Although this perception-based survey method is frequently used to measure felt love (e.g., Oravecz et al., 2020; Otero et al., 2020), an interpersonal account of this experience may increase the validity of these findings by demonstrating the actual "sharedness" of the positive emotional experience (Chen et al., 2021; Zhou & Fredrickson, 2023). Outside of subjective accounts measured by survey instruments, there are other ways to measure felt love that extend beyond survey measures, such as those involving facial movement, brain imaging, or behavioral coding. Thus, future studies should replicate these results by a) measuring the extent to which felt love is experienced by both (or all) interaction partners using dyad or network-analysis techniques, and b) using non-survey-based measures, such as those described above (see Zhou & Fredrickson, 2023).

As noted in Chapter 5, a third limitation involves the lack of findings around my proposed moderating effects. Indeed, neither other-orientation nor self-concern emerged as a cross-level moderator in my path model. This was surprising, particularly given recent research that demonstrates the self- and other-focused elements that are embedded within interpersonal interactions (Reina et al., 2022). Without these effects, I can only speculate about other potential boundary conditions that may influence the exploration and savoring processes that should be explored in future research. For example, given that individual's trait-level attachment orientations influence their reactions to social partners (e.g., Vrtička et al., 2008), it is possible that employees' attachment orientation may influence the extent to which felt love triggers an exploration and savoring process. Specifically, individuals with secure attachment orientations may experience a stronger exploration effect, given that these individuals are predisposed to

approach novel stimuli (Bowlby 1969). In contrast, individuals with insecure/anxious attachment styles may experience a heightened savoring effect, given their propensity to ruminate about interactions and social experiences. Additionally, future research could investigate employees' savoring beliefs—the extent to which an individual perceives that they have the ability or capacity to savor positive events (Bryant, 2003)—as an additional boundary condition that may implicate the extent to which employees will experience the positive versus the negative effects of felt love. That is, employees with higher (versus lower) levels of savoring capacity beliefs may be more likely to engage in daily savoring strategies to enhance positive experiences (Bryant & Veroff, 2007), putting them at greater risk for poor daily task performance as a result.

Despite these limitations, my research serves as a launching pad for a number of future avenues regarding the experience of felt love at work. First, future research should investigate the effects of felt love for individuals beyond the focal employee. As one example, future research could investigate the relational effects of felt love by investigating the level of sharedness between interaction partners. That is, in the current research, I solely focus on the perception felt love from the focal employee's vantage point and their individual performance implications, rather than assessing the extent to which the felt love is shared across colleagues and impactful to all parties involved. By incorporating the sharedness of this phenomenon, future research could assess the consequences of congruence and incongruence of felt love at work. Accordingly, I encourage future research to test this phenomenon by using methods equipped to test felt love "fit" between interaction partners, such as polynomial regression (Edwards & Cable, 2009; Edwards & Parry, 1993), which may illuminate relational-based outcomes. Beyond the sharedness aspect of felt love, there is also potential for future research to explore the effects of felt love from an observer's point of view. For example, scholars could research how

witnessing moments of felt love between two coworkers impacts an observing employee's emotions (e.g., jealousy) and cognitions (e.g., self-esteem). As another example, future studies could investigate the spillover and crossover consequences of work-derived moments of felt love in employees' home domain and romantic relationships. Indeed, recent research has demonstrated that the source of one's need fulfillment matters (Machia & Proulx, 2020), such that receiving felt love at work may fulfill one's relatedness needs and ironically become disruptive to romantic relationships.

Another avenue for future research involves investigating how these daily experiences of felt love may have long-term workplace implications. Despite my assertion that felt love may have positive and negative implications for daily performance, it would be interesting and important to evaluate the net effect of felt love over a longer period of time. That is, do employees' daily experiences of felt love culminate in enhanced affective commitment to the organization, or, conversely, do these experiences culminate in a workload that may become too large to manage, creating long-term implications of stress or burnout? Even more importantly, scholars should investigate the length of time it takes employees to reap the long-term benefits of felt love as described by the build hypothesis in broaden and build theory (Fredrickson, 2013).

Conclusion

As our supreme emotion, the power of felt love is undeniable. Yet, in the work domain, the implications of felt love have been surprisingly understudied. My research addresses this shortcoming in the management literature by developing and testing theory to consider the daily performance benefits and costs of felt love at work. By doing so, I hope my research stimulates a more nuanced understanding of felt love and inspires future research to continue exploring the antecedents and consequences of felt love, as an emotional experience, in the workplace.

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APPENDIX

TABLE 4
Results of Multilevel Path Analysis with Supplemental Controls

Variables	Felt Love		Perspective Taking		Emotional Residue		OCBI		Task Performance	
	γ	SE	γ	SE	γ	SE	γ	SE	γ	SE
Intercept	2.98**	(.06)	3.25**	(.12)	2.24**	(.13)	2.23**	(.21)	4.21**	(.12)
<i>Controls</i>										
Sine	.06	(.04)	.02	(.04)	.01	(.04)	.04	(.05)	-.03	(.03)
Cosine	.01	(.03)	-.01	(.03)	.04	(.03)	-.02	(.04)	.00	(.03)
Weekday	-.02	(.02)	.01	(.02)	.01	(.02)	.01	(.03)	-.03	(.02)
Employee's Verbal AEs	.04	(.03)	.09**	(.03)	.06	(.03)	-.02	(.05)	-.07*	(.03)
Employee's Nonverbal AEs	.19**	(.04)	-.05	(.04)	.00	(.04)	-.03	(.06)	.09*	(.04)
Employee's Supportive AEs	.20**	(.04)	.06	(.04)	.01	(.04)	.13*	(.06)	.08*	(.04)
Positive Affect	.19**	(.03)	.05	(.03)	.06	(.03)	-.02	(.05)	.03	(.03)
Negative Affect	-.07	(.05)	.04	(.05)	-.04	(.05)	-.00	(.06)	-.05	(.04)
Workload	.02	(.03)	-.08**	(.03)	.00	(.03)	.04	(.04)	.04	(.02)
Pride	-.00	(.05)	-.00	(.05)	.08	(.05)	.09	(.07)	-.03	(.04)
Gratitude	.05	(.06)	.02	(.05)	-.14*	(.06)	-.11	(.08)	.04	(.05)
<i>Prior Day Lags</i>										
Prior Day Felt Love	-.05	(.03)								
Prior Day Perspective Taking			-.06	(.04)						
Prior Day Emotional Residue					-.10*	(.04)				
Prior Day OCBI							.10*	(.04)		
Prior Day Task Performance									-.09	(.05)
<i>Level-1 Predictors</i>										
Coworkers' Verbal AEs	.23**	(.04)	.05	(.04)	.07	(.04)	.01	(.06)	-.01	(.03)
Coworkers' Nonverbal AEs	.13*	(.06)	.05	(.05)	.03	(.05)	.02	(.06)	.04	(.04)
Coworkers' Supportive AEs	.35**	(.05)	.03	(.04)	-.01	(.04)	-.09	(.06)	-.04	(.04)
Felt Love			.10**	(.03)	.07*	(.03)	.18**	(.05)	.05	(.03)
Perspective Taking							.23**	(.05)	.05	(.03)

Emotional Residue					.02	(.05)	-.07*	(.03)
<i>Level-2 Predictors</i>								
Other-orientation	.23	(.14)	.10	(.15)				
Self-concern	.03	(.12)	-.01	(.14)				
<i>Cross-Level Predictors</i>								
Other-orientation x Felt Love	-.04	(.03)	-.00	(.04)				
Self-concern x Felt Love	-.00	(.04)	-.02	(.04)				

Note. ** $p < .01$; * $p < .05$. AEs = Affectionate Expressions. Hypothesized paths are **bolded**.