UNPACK YOUR BAGS: UNDERSTANDING THE INFLUENCE OF SUPERVISORY BAGGAGE ON TRUST AND CITIZENSHIP BEHAVIOR

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(Under the Direction of Jason A. Colquitt)

ABSTRACT

Trust is a fundamental dynamic between supervisors and employees. Research on trust has predominantly focused on supervisor characteristics that engender employees' trust without considering the potential impact of employees' experiences with past supervisors on their current perceptions and attitudes. To explore this phenomenon, I develop a new construct called supervisory baggage, defined as the psychological burdens that employees carry with them from prior negative supervisory experiences that can impede or encumber current reactions. Drawing on cognitive experiential theory, I develop and test a theory that explains how supervisory baggage influences employees' trust in their current supervisor through negative vibes. Across two studies— an experimental-causal-chain study and a field study— I show that supervisory baggage impacts employee trust and perceptions of trustworthiness, and ultimately citizenship behavior, though negative vibes. I discuss the implications of supervisory baggage for the trust literature and other literatures in the leadership domain, and describe the potential for other forms of baggage in organizational life.

INDEX WORDS: Organizational behavior, Baggage, Vibes, Trust, Trustworthiness,

Emotion recognition, Citizenship behavior

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A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2021

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May 2021

DEDICATION

To my village— my husband, mother, family and friends. I am thankful for your consistent love and support.

ACKNOWLEDGMENTS

I am grateful to my advisor, Jason Colquitt, and committee members, Marie Mitchell and Fadel Matta, for their guidance and unwavering support. I also appreciate the encouragement from the amazing faculty, students, and staff in the Management Department. Lastly, I am immensely indebted to the The PhD Project and the Management Doctoral Student Association.

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER 1

INTRODUCTION

Trust is an essential dynamic in organizational relationships. Defined as the willingness to be vulnerable to another party (Mayer, Davis, & Schoorman, 1995), trust is especially salient in relationships between employees and supervisors (Dirks & Ferrin, 2002). It sets the foundation for employees to perform at an optimal level and maximize the potential of exchanges with their supervisor (Konovsky & Pugh, 1994; Mayer & Gavin, 2005). Indeed, employees' trust in their supervisor is positively related to job performance and perceived relationship quality, as well as job satisfaction and organizational commitment (Colquitt, Scott, & Lepine, 2007; Dirks & Ferrin, 2002). Thus, the benefits of employee trust are evident.

The general consensus in the literature is that trust in one's supervisor is shaped by past experiences with that supervisor. Specifically, *perceived trustworthiness* (the ability, benevolence, and integrity of a trustee; Mayer et al., 1995), is used to determine whether a supervisor possesses characteristics that should engender trust. The prevailing logic is that employees are able to collect data on supervisor trustworthiness and use this information to arrive at a judgment about trust. From this perspective, trust is posited to be shaped by cognitive processes that determine whether people are worthy of such vulnerability (Lewis & Weigert, 1985). This perspective has received consistent support in the literature, as a meta-analysis showed strong positive correlations between perceived ability, benevolence, and integrity, and trust in one's supervisor (Colquitt et al., 2007).

Although this cognition-based perspective on trustworthiness has provided many insights into employee trust, it may still be limited. For instance, an implicit assumption of this perspective is that employees' trust in their supervisor is shaped through rational information processing, in which judgments are made about observable information. This assumption, however, is at odds with predominant perspectives on information processing. In particular, scholars have advanced a number of theories that propose attitudes, perceptions, and behaviors are directed by dual-processing systems (for a review, see Evans, 2008). Although each of the various dual-process theories is distinctive, they all generally posit two mental systems that operate in tandem: a deliberative, conscious system and an automatic, unconscious system (Evans, 2008). With few exceptions (e.g., McKnight, Cummings, & Chervany, 1998; Meyerson, Weick, & Kramer, 1996) this more automatic, unconscious system has been ignored by trust scholars.

Integrating dual-process theorizing into the literature on trust should provide a more complete account of employees' trust in their supervisor. Given that dual-process theories propose differential operations in each system (Evans, 2008), it is conceivable that trust is also shaped by distinct processes that flow from each system. For instance, rational processing is rooted in logical reasoning, which relies on observable information to arrive at conclusions. In contrast, automatic processing relies on associative connections to mental representations from past experiences (Evans, 2008). This suggests that, in addition to the rational, conscious appraisal of perceived trustworthiness, employees' trust may be influenced in other ways by their past experiences. To capture the potential influence of such past experiences, I develop a new construct—*supervisory baggage.* I conceptualize supervisory baggage as psychological burdens

that employees carry from especially negative experiences with past supervisors that encumber current judgments and decisions.

To develop theory that explains the effects of supervisory baggage, I draw from cognitive-experiential theory (CET; Epstein, 1994; 2003; 2014). CET is a dual-process theory that posits parallel operation of two systems—described as the rational and experiential systems. Integrating CET into the trust literature, I propose that supervisory baggage influences employees' trust, incremental to perceived trustworthiness, through experiential processing. As shown in Figure 1, I argue that supervisory baggage fosters *negative vibes* (subtle negative feelings that exist only vaguely, if at all, in consciousness; Epstein, 1994; 2003; 2014), which diminish employees' trust in their supervisor. Additionally, in line with arguments from CET that suggests the experiential system influences processing in the rational system, I propose that negative vibes will also influence perceived trustworthiness. Further, I extend CET to argue that the effects of negative vibes on employees' trust and perceived trustworthiness are impacted by employees' ability to recognize their own feelings. Finally, I propose that supervisory baggage influences supervisor-directed citizenship behavior through its direct effects on negative vibes and subsequent effects on trust and perceived trustworthiness.

My research makes several contributions to the trust literature. For example, I shift the consensus in the literature by proposing that employees' trust in their current supervisor may also be shaped by experiences with past supervisors. As with most organizational behavior research, trust scholars examine employee experiences in a single relationship in a single organization—not realizing that reactions may be shaped by experiences from other times and places. I also introduce a dual-processing theory—CET (Epstein, 1994; 2003; 2014)—to the trust literature

when examining the effects of past supervisory experiences. That lens may prove fruitful in beginning to balance the rational bent of past trust research (e.g., Lewis & Weigert, 1985; Mayer et al., 1995; Rousseau, Sitkin, Burt, & Camerer, 1998; Schoorman, Mayer, & Davis, 2007) with theorizing that is based in more automatic and unconscious mechanisms. In addition, I introduce the supervisory baggage construct—a construct that could have significant implications for dyadic variables like trust. By encapsulate the psychological burdens that employees carry from past experiences with supervisors, supervisory baggage could help explain why trust levels might be surprisingly low in a given relationship.

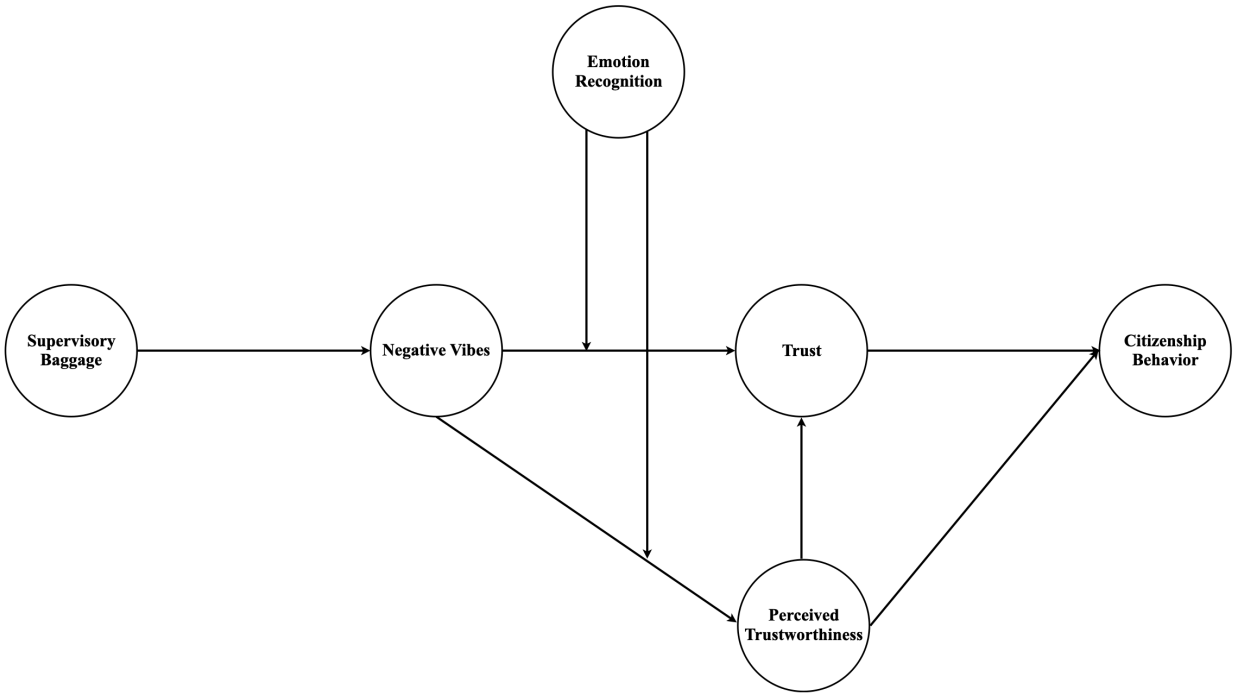

Figure 1: Conceptual Model

My research also makes contributions to the affect literature. By operationalizing CET's notion of vibes, I include a category of affect that has been under-explored in the literature. Vibes are more subtle than mood and—in particular—emotions, existing in a way that may not be conscious to the employee. Yet, vibes have very real implications for employees' trust in their supervisors and perceptions of trustworthiness. In addition, my research extends the literature on emotion abilities by proposing and testing the moderating effects of *emotion recognition,* or the ability to identify one's emotional state (Mayer, Salovey, & Caruso., 2004; Salovey, Mayer, & Caruso, 2002). To test the effects of emotion recognition, I develop and provide validity evidence for a measure based on my conceptualization. In contrast to emotion perception tests that assess the ability to perceive emotions expressed by others or conveys through pictures (e.g., Mayer et al., 2004), this new measures captures the ability to recognize one's own feeling state, which impacts the extent to which employees might be influenced by negative vibes.

Lastly, my research has practical implications for employees, managers, and organizations. For employees, my work shines a light on the unconscious influence of past experiences on current perceptions and behaviors. By becoming aware of these automatic, unconscious processes, employees may be better equipped to recognize and account for their impact (Epstein, 2014). For managers and organizations, this research points to the notion that employees do not enter new work settings empty-handed. Instead, employees may carry baggage from past organizational experiences, particularly experiences with supervisors that were exceedingly negative. Therefore, managers and organizations should consider ways to help employees unpack their past experiences, in order to help them progress.

CHAPTER 2

LITERATURE REVIEW: SUPERVISORY BAGGAGE AND RELATED CONSTRUCTS

Baggage is a colloquial expression used to describe "things that encumber one's freedom, progress, development, or adaptability; impediments" (Random House Unabridged Dictionary). The term refers to unresolved negative feelings that people have as a result of past experiences. Although figurative in nature, this lay conceptualization draws on the literal definition of baggage, which is "trunks, suitcases, etc., used in traveling; luggage" (Random House Unabridged Dictionary). Thus, baggage is a metaphor that represents the psychological collection of past experiences that people carry through life. It evokes imagery of a person carrying bags filled with negative experiences that are cumbersome and generally unpleasant. Despite the weight of the bags, the person continues to carry them from place to place (or from one experience to the next). Much like actual bags, these psychological bags are obstructive—carrying them makes everything else more challenging.

There is no shortage of popular books and media about the concept of baggage. A simple Google search yields millions of pages that include book titles, newspaper and magazine articles, blog posts, videos, and podcasts about the topic. They include various types of baggage—cultural, religious, and even digestive (e.g., Caine, 2018; Chutkan, 2014; Nussbaum, 2005). However, many of these books and media focus on baggage in the context of relationships, suggesting that baggage can result from unpleasant experiences in parental, familial, or romantic relationships (e.g., Frank & Frank, 2003; Friedman & James, 2006; Gill, 2004). For example, a

child may grow up and carry baggage into adulthood related to an abusive or unloving parent. The unexpressed feelings of fear and sadness caused by the unhealthy relationship may linger on, affecting the child throughout their developmental years, even into adulthood. As another example, consider a person who has just ended a romantic relationship with a partner who was dishonest and controlling. Long after the relationship and communication with that partner has ended, the person may continue to harbor unresolved feelings of anger and shame connected to the treatment they received from their former partner.

Although references to baggage have been less prevalent in organizational research, scholars have alluded to the concept in various ways. For instance, theoretical perspectives on motivation have suggested that people come into the organizational context with baggage from past experiences (Nadler & Lawler, 1989). Scholars have argued that these experiences may involve employees' lives outside of work, such as familial responsibilities (e.g., Lobel, 1991), or internal models developed from their parental relationships (e.g., Kahn & Kram, 1994). Other scholars have used baggage to describe attitudes that employees bring with them into organizations about certain groups, entities, policies, or practices (Brief, 1998; Brief, Umphress, Dietz, Burrows, Butz, & Scholten, 2005; Pugh, Dietz, Brief, & Wiley, 2008; Pugh, Skarlicki, & Passell, 2003). Research on careers and socialization has used the term baggage to describe internal models learned from past organizational experiences (Almandoz & Tilcsik, 2016; Boswell, Shipp, Payne, & Culbertson, 2009; Dokko, Wilk, & Rothbard, 2009; Lawrence, 2018). The term has also been used to describe employees' past experiences in organizations related to emotions, identity, fit, founder disengagement, change history, and interpersonal conflict (Forgas

& Geroge, 2001; Jansen & Shipp, 2013; Pratt & Crosina, 2016; Rafferty & Restubog, 2010; Rouse, 2016; Wittman, 2019; Xin & Pelled, 2003).

Interestingly, despite these references to the term, and its descriptive utility in theorizing, baggage has yet to be formally operationalized in organizational research. Indeed, most references to baggage have been illustrative in nature, used metaphorically to elucidate a related concept. For instance, Dokko et al. (2009) used baggage to describe "rigidities" or beliefs about the ways things should be done based on past organizational experiences. Baggage has also been used as a blanket term to describe a collection of unspecified, yet related concepts. For example, Brief (1998) used the phrase "attitudinal baggage" to refer to the varied beliefs that employees have in their personal lives that they bring with them into organizations. However, baggage has yet to be formally defined or measured in organizational research. Given that it represents aspects of past experiences that people carry into the future, understanding the nature of baggage from organizational experiences may shed light on how certain perceptions and attitudes are formed.

The absence of a formally developed baggage construct in organizational behavior underscores how past experiences tend to be ignored in most research studies. To begin to address this issue, I develop a new organizational construct called supervisory baggage. Given the paucity of relevant work, I begin by reviewing constructs that share some similarities with supervisory baggage. I define and discuss each construct and provide insights as to how they are relevant to my conceptualization of supervisory baggage. Identifying what these related constructs have contributed to the literature—and how they are distinct from supervisory baggage—will help provide context for its position in the literature. After doing so, I introduce

my conceptualization of supervisory baggage and highlight examples of its potential manifestations.

Emotional Residue

The literature offers two main conceptualizations of emotional residue. The first, and far less common, is the idea that emotions leave a residue in physical spaces (Savani, Kumar, Naidu, & Dweck, 2011). From this perspective, scholars have examined the extent to which people believe that traces of an emotion experienced by someone can be left behind in the physical environment and subsequently felt or sensed by others who enter that same space. Research by Savani et al. (2011) has shown that there are some cultural differences in espoused beliefs about this type of residue, but that there is more similarity in those beliefs across cultures when implicit measures are used. By applying the concept of emotional residue to physical spaces, these scholars take a somewhat unique perspective in comparison to other research. Yet, they show that beliefs about emotional residue in physical spaces may actually impact behavior, specifically the decisions people make about the space that they want to occupy.

The more common conceptualization of emotional residue flows from theorizing on behavioral self-regulation. Specifically, scholars have proposed that emotions resulting from certain situations are stored in memory for future retrieval (Baumeister, Vohs, DeWall, & Zhang, 2007). This affective or emotional residue is described as the recalled feelings associated with a specific action or experience. When a person engages in a particular behavior, they experience a corresponding emotion. This felt emotion serves as feedback about the success of that action in moving the person toward the positive outcome they desire. Subsequently, this emotion is stored in their memory and tied to that particular behavior. As a result, when the person considers taking

the same (or similar) action in the future, they will feel “a brief twinge” of the emotion they felt when they initially engaged in the behavior (Baumeister et al., 2007; p. 173).

To illustrate, think about a person who is late for work and drives through a stop sign in a school zone. After the driver passes the stop sign, he or she sees a kid on the side walk standing with a crossing guard, who gives a disapproving look. The driver immediately feels guilty for being careless and endangering the life of a child and a crossing guard. The guilt that the driver feels is stored in his or her memory in connection with his or her driving behavior in the school zone. In the future, when the driver considers running through a stop sign, he or she will feel a slight twinge of the guilt that was experienced when he or she first ran the stop sign in the school zone. It is this residual guilt that will inform future decisions that the person makes about driving, in this case, likely prompting him or her to be more careful and avoid running a stop sign in the future.

Although the concept of emotional residue has received limited attention in the organizational literature, some scholars have made reference to it in conceptual models. For example, Conroy and O’Leary-Kelly (2014) theorized that emotional residue plays a role in the recovery of work-related identity. Specifically, they argued that the emotions employees feel when they experience identity loss due to a role transition influence the work they do subsequently to recover their identity. In another example, Smith-Crowe and Warren (2014) proposed that emotional residue is tied to the reprimands that employees received from organizational authorities. Despite the contributions of these works, comprehensive theoretical development and testing of emotional residue is still absent from organizational research. As

such, our understanding of the factors that influence and result from emotional residue is still limited.

In developing the theoretical concept of supervisory baggage, emotional residue is relevant for two main reasons. First, it provides a means for describing one aspect of supervisory baggage—the connection of past experiences to present feelings. Baggage is itself a form of residue from past experiences—and one that could have affective consequences. Second, the unconscious nature of emotional residue has implications for the level of awareness at which supervisory baggage may operate. Although people are generally aware of how a stimulus makes them feel in the moment, scholars suggest that the activation of the residue from those feelings in the future may be unconscious (Baumeister et al., 2007). In the same way, the effects of supervisory baggage may not be apparent to a given employee.

Transference

Transference has its origins in psychoanalytic theory (Freud, 1912). It was first described as a phenomenon that occurs during psychoanalysis (a type of psychotherapy popularized by Freud) in which patients project onto their therapist feelings, attitudes, or desires from a significant relationship developed in childhood. For instance, a patient might harbor feelings of resentment toward a parental figure and unconsciously displace those feeling onto their therapist. At the core of transference is the idea that patients interact with their therapists, in part, based on implicit representations they have from other important relationships versus relying entirely on the behavioral cues displayed by the practitioner.

Freud (1912) argued that transference can take two primary forms—positive and negative. Positive transference is the projection of favorable or pleasant feelings or attitudes,

whereas negative transference involves displacing unfavorable or unpleasant feelings or attitudes on the therapist. For example, a patient may have regarded a parental figure as trustworthy and thus project those perceptions of trustworthiness onto the therapist. This delineation provides a way to distinguish between the kind of transference that might impede the effectiveness of psychoanalytic treatment (negative transference) versus the kind that might help facilitate such treatment (positive transference). Thus, to the extent that transference helps a patient view their therapist in a positive light, it might be regarded as helpful for facilitating the treatment process. However, on the opposite end of the spectrum, Freud (1912) argued that negative transference might lead to resistance to the treatment process, if not uncovered and addressed.

There have been a number of important extensions of transference beyond its psychoanalytic origins. One key development was the introduction of the social-cognitive model of transference (Andersen & Berk, 1998; Andersen & Glassman, 1996; Andersen, Reznik, & Chen, 1997). This model extends classical transference theorizing in two main ways. First, the theory proposes and explains the occurrence of transference outside of the psychotherapy setting. Prior to the development of this theory, transference was almost exclusively studied as a psychoanalytic phenomenon. Second, it argues that the content of transference differs across individuals, such that a significant relational partner might constitute a parent, sibling, friend, spouse, or other loved one. This expanded view of the significant relationships that serve as the basis of transference allowed for consideration of different types of significant relationships, even those that were established beyond childhood years.

The social-cognitive model of transference offers a framework for understanding how transference occurs in everyday life, beyond the clinical setting (Andersen & Berk, 1998).

Research on social cognition suggests that people interact with and interpret the actions of others using social constructs (Higgins & Bargh, 1987). These social constructs are mental representations used for organizing and making sense of interaction partners. People use social constructs as shortcuts to determine how to feel and what to think about a relational target. The research on social constructs has often focused on categorization and stereotyping— the ways people use social constructs to make generalizations about others (Higgins & Bargh, 1987). However, the social-cognitive model of transference focuses on social constructs used as exemplars (Andersen & Berk, 1998). Thus, from the social-cognitive perspective, the model explains how people rely on these constructs to understand and respond to others, particularly in new relationships. For example, a person does not merely observe the attitudes and behaviors of a relational partner in a vacuum. Instead, the observations that a person makes about someone else are processed from the perspective of information stored in memory about other interactions, in this case, an exemplar figure.

Although perspectives on transference have expanded over time, much of the research on this phenomenon is still limited to psychoanalytic and other therapeutic contexts. Far less research has focused on the social-cognitive model perspective. That said, the existing research provides support for the occurrence of transference in social relations outside of clinical settings (Andersen & Glassman, 1996; Andersen et al., 1997; Chen & Andersen, 1999; Berk & Andersen, 2000). However, only a small number of studies have examined transference in organizational settings. Instead of relational exemplars stemming from significant others, these scholars have proposed that relationships with past leaders might serve as the mental representations that employees draw from when judging new leaders (Ritter & Lord, 2007). Other organizational

scholars have suggested that transference represents a type of vicarious affect that might help explain valenced feelings or assessments about group members (Kelly & Barsade, 2001).

Transference theory is instructive for conceptualizing supervisory baggage because it highlights how significant relational experiences are stored in memory and used to organize and make sense of future encounters. Fundamentally, transference is about remnants of past experiences that are salient in the present. Although transference most closely refers to the projection of relationship patterns with significant others onto new relationships, it can still be helpful for understanding general applications of stored memory from past experiences to new situations. Accordingly, scholars have argued that transference should be viewed as an "organizing activity" for understanding and making sense of novel information (Stolorow, Brandchaft, & Atwood, 1987).

Supervisory Baggage

In this research, I focus on understanding how aspects of employees' professional experiences remain with them over time, specifically negative experiences with past supervisors. To elucidate this phenomenon, I propose the concept of *supervisory baggage,* defined as psychological burdens that employees carry with them from prior negative experiences with supervisors that can impede or encumber current attitudes, beliefs, perceptions, or behaviors. Supervisory baggage is the remnant of employees' past unpleasant interpersonal experiences in organizations that remains embedded in their unconscious memory. I theorize that employees' supervisory baggage produces implicit affective reactions that are connected to their past experiences. Similar to emotional residue, these affective feelings stem from subtle remnants of

emotional experiences in employees' pasts. Similar to transference, these feelings influence employees' perceptions of current situations.

The negative interpersonal experiences that comprise supervisory baggage may be summarized in terms of the frustration of basic human needs. People are driven by basic human needs that impact their understanding of themselves and others (Stevens & Fiske, 1995). Further, experiences with the fulfillment or frustration of these needs inform how event-specific information is encoded in memory and later retrieved (Conway & Pleydell-Pearce, 2000). Therefore, I propose that employees' interpersonal experiences in organizations may be understood through the lens of three fundamental human needs—needs for autonomy, competence, and relatedness (Deci & Ryan, 2000; Ryan & Deci, 2000). Specifically, I argue that supervisory baggage represents the burden of employees' unfulfilled needs from past supervisors that they carry from one relationship to the next.

Supervisory baggage provides a framework for understanding the effects employees' cumulative experiences with supervisors across organizations. I will expand upon my conceptualization of supervisory baggage in the next chapter after reviewing my primary theoretical lens. Before moving on to that section, I close this chapter by sharing real-world examples of employees' supervisory baggage. To get an initial look at the supervisory baggage that employees might be carrying around, I asked a sample of 47 employees on *Amazon Mechanical Turk* to write about the worst boss they ever had. Hints of the need frustration that comprises supervisory baggage can be seen in the experiences employees shared about bad bosses from their past.

Many employees wrote about the behaviors their bosses engaged in that were especially offensive or problematic—behaviors indicate of need frustration. For example, one person wrote of a former boss, “His management style was purely authoritative, and relied much on conveying that he was in charge, and people should do whatever he said.” This particular example highlights the controlling behavior of this supervisor, which I argue is indicative of employees’ frustrated need for autonomy. Another person shared, “The manager acted as though everyone working under them were (sic) inferior and had to have the smallest things explained to them.” This statement suggests that the supervisor did not view their employees as capable, which harms employees’ need for competence. Yet another person wrote, “This manager avoided contact with us, he never cared about our roles as parents, etc.” I posit that these types of avoidant behaviors illustrate depriving employees of their relatedness needs.

Taken together, these narrative accounts from employees provide some preliminary evidence of supervisory baggage. The vividness with which employees recalled their experiences with their worst former supervisors, particularly the behaviors supervisors engaged in that bothered them the most, points to the value further exploring this concept. In addition, it stands to reason that these unpleasant experiences could elicit negative affective reactions that surface in future relationships. In the next chapter, I begin by reviewing the theoretical lens that will be used to examine the effects of supervisory baggage and then provide further development of the supervisory baggage construct.

CHAPTER 3

LITERATURE REVIEW: COGNITIVE-EXPERIENTIAL THEORY

To develop a conceptualization of supervisory baggage and understand how it might influence employees' reactions toward current supervisors, I draw on cognitive-experiential theory (CET; Epstein, 1994; 2003; 2014). CET provides a framework for understanding how past experiences shape the processing of information in the present. Importantly, the theory proposes dual information-processing systems—one, an experiential pathway and the other, a rational pathway. In this chapter, I begin with an overview of the relevant assumptions and tenets of CET before providing additional development of the supervisory baggage construct.

CET posits that two independent mental systems support information processing—the rational and experiential systems (Epstein, 1994; 2003; 2014). The two systems differ on a number of dimensions. For instance, the rational system is argued to operate at the conscious level, whereas the experiential system operates at the preconscious level—outside of awareness. In this regard, CET is one of a number of dual-processing theories that argue two distinct modes of processing information, referred to as System 1 and System 2 (Evans, 2008). Although theories use various terms to denote each system, in general, System 1 represents unconscious, automatic processing, and System 2 represents conscious, deliberative processing. Thus, for CET, the rational system corresponds to System 2 and the experiential system aligns with System 1. The rational system is affect-free and uses inferential reasoning to make sense of information, based on evidence and rules of logic. In contrast, the experiential system uses affect and past

experiences to drive associative learning. In the rational system, processing is self-controlled and dependent on intellectual and reasoning abilities, whereas in the experiential system, processing happens automatically and relies on past experiences. The theory proposes that these two systems are related, yet independent. Further, both systems are argued to be adaptive and functionally useful for understanding information.

Information Processing in the Two Systems

According to CET, the rational system uses logic and evidence to make sense of novel information (Epstein, 1994; 2003; 2014). Specifically, this system engages a process of inferential reasoning to assess relevant aspects of a situation in a detailed, organized manner. This process, referred to as conscious appraisal, is based on logical, cause-and-effect deductions (Epstein, 2003). For instance, consider a person who has just started a new job. This person knows two things to be true about their job—everyone who works at the job is an employee and all employees are evaluated annually. Based on this information, and the person's reasoning abilities, they can infer that they will be evaluated annually at their job. This illustration highlights two critical assumptions of the rational system. First, inferential reasoning skills are based on acquired knowledge, learned rules of logic, and mental models (Johnson-Laird, 1999). Second, although the rational system is guided by logical reasoning and evidence, it is bounded by a person's awareness of and ability to use rules of logical analysis.

Conversely, the experiential system relies on associative learning from past experiences to assess information. Associative learning operates on the premise that mental representations of events and concepts may become linked in the mind, such that activation of one mental representation may prompt the activation of an associated concept (Hall & Honey, 1989).

Drawing from this associative learning lens, CET proposes that when a situation is encountered, an automatic, unconscious search for relevant past experiences stored in memory occurs. This process results in the experience of vague preconscious feelings called vibes (Epstein, 2003). Vibes originate from feelings associated with past experiences, but are used to assess present situations. CET argues that these feelings, prompted by the unconscious association with past experiences, are associated with basic human need experiences (Epstein, 1994; 2003; 2014). Indeed, scholars have argued that certain needs are more fundamental than others because their fulfillment is desired in the earliest stages of childhood development (Dweck, 2017). CET proposes that basic human needs may be viewed as motives that shape perceptions and guide behaviors such that people desire to fulfill each of these needs and avoid anything that might frustrate them.

A central premise of CET is that experiences in early childhood with need fulfillment and frustration are particularly consequential, especially in the context of significant relationships with parents, siblings, or other loved ones (Epstein, 1994; 2003; 2014). The theory argues that these early experiences with need fulfillment and frustration inform certain beliefs about oneself, others, and the world in general. Those beliefs then shape the way people interpret and respond to various situations, including interpersonal interactions. For example, the innate need for relatedness informs beliefs about the extent to which others can be regarded as helpful and trustworthy versus dangerous and untrustworthy. Therefore, a child who is deprived of close, loving relationships may grow up to believe that people are generally threatening and should not be trusted. Although formed in childhood, this type of belief carries over into adulthood and impacts the way this person interacts with others in their adult relationships.

Taken together, information is processed in the experiential system by prompting associations with past experiences of need fulfillment or frustration (Epstein, 1994; 2003; 2014). The automatic, unconscious recall of those experiences produces vibes, which are the mechanisms by which the experiential systems informs perceptions. CET proposes that vibes are connected to action tendencies relevant to specific beliefs (Epstein, 2003). For example, if a situation prompts negative vibes resulting from past experiences with being criticized, then a person may grow to believe that they are generally not competent or capable. This general belief about themselves may prompt an automatic tendency to avoid or withdraw from challenging tasks.

In sum, CET proposes that information is processed by dual systems that operate in parallel (Epstein, 1994; 2003; 2014). Although CET proposes that childhood relational experiences shape information processing in adults, I build on this theory to argue that past relationships with supervisors shape information processing in employees through supervisory baggage. Specifically, I argue that need frustration experienced in supervisory relationships impacts the way employees process subsequent relationships with supervisors. For example, imagine a person embarking on their first job after college. Similar to a young child, the employee has to go through various stages in order to fully develop as professional. Throughout this process, particularly in the early stages, the employee is dependent upon professional relationships to learn and grow, particularly with supervisors. These significant relationships are formative for the employee in much the same way that significant relationships are formative for children. For both children and employees, these formative relationships shape how they view

and behave in subsequent relationships. Thus, examining the impact of employees' past supervisory experiences is a natural extension of CET.

Therefore, I argue that employees experience significant supervisory relationships from the onset of their careers that shape how they view and interact with supervisors in subsequent relationships. Drawing from CET (Epstein, 1994; 2003; 2014), I theorize that employees engage in experiential processing, informed by past experiences in organizations, which shapes their judgments about and reactions to their current supervisor. Specifically, I argue that employees carry supervisory baggage that develops from need frustration in past professional relationships that were particularly negative. This supervisory baggage produces vibes that inform employees' perceptions of and behavioral reactions to current relationships. Importantly, I argue that this experiential processing will impact employees' perceptions and behaviors above and beyond the influence of conscious appraisals associated with rational processing. In the next section, I provide a more complete development and justification of my conceptualization of supervisory baggage.

Supervisory Baggage

Supervisory baggage is the collection of psychological burdens that employees carry from prior negative experiences with supervisors that may impede or encumber current attitudes, beliefs, perceptions, or behaviors. There are several aspects of my supervisory baggage conceptualization that are key to understanding its influence. First, supervisory baggage is a psychological burden for employees. In general, a burden is regarded as a load that is difficult to bear (Random House Unabridged Dictionary). Thus, by definition, a burden is heavy and unpleasant for the person carrying it. In the context of supervisory baggage, this burden is not

carried physically, but rather mentally and emotionally. In particular, these burdens are the remnants of need frustration experiences in professional relationships. This aspect of my conceptualization is key because it indicates that supervisory baggage is negatively-valenced. Therefore, it represents a subset of past supervisory experiences—those that were particularly unpleasant.

Another key aspect of supervisory baggage is that employees "carry" it with them throughout their career experiences. Organizational research predominantly focuses on employee relationships in the context of a single organization. Far less research has examined how employees' past interpersonal experiences in previous organizations impact them after they move on to another organization (see Dokko et al.'s [2009] study on the development of rigidities for one exception). This lack of research on employees' past work experiences is problematic given that the Bureau of Labor Statistics indicates that people born between 1957 and 1964 held an average of 12 jobs over a 32-year period. Although this figure represents only a portion of the workforce, it underscores the potential for multiple and varied interpersonal relationships throughout a person's career. In addition, research on destructive interpersonal behaviors suggests that employees experience various types of unpleasant interpersonal encounters in organizations, including hostility, rudeness, and general deviance (e.g., Christian & Ellis, 2011; Foulk, Woolum, & Erez, 2016; Robinson & Bennett, 1995). Understanding the potential impact of the negative interpersonal experiences that employees carry seems vital. Therefore, my conceptualization of supervisory baggage sheds light on *what* employees carry with them from one experience to another and *how* it affects their perceptions and behaviors.

Supervisory baggage is the result of experiences with past supervisors. Theoretical perspectives, such as psychoanalytic transference and CET, have argued that parental or other significant childhood relationships serve as formative experiences that influence relationships in adulthood (Andersen & Glassman, 1996; Epstein, 1994; 2003; 2014; Freud, 1912). In contrast, I propose that employees experience supervisory relationships in organizations that impact the way they view subsequent relationships and how they behave in them. Research has shown that employees' workplace relationships impact their satisfaction, commitment, performance, and turnover intentions (Colbert, Bono, & Purvanova, 2016; Liden, Wayne, & Sparrowe, 2000; Methot, Lepine, Podsakoff, & Christian, 2016; Venkataramani, Labianca, & Grosser, 2013). This research highlights the importance of interpersonal experiences in organizations and their impact on employee outcomes. Therefore, I extend the theorizing in CET to argue that employees' have significant negative experiences in organizations that contribute to the supervisory baggage they carry with them into subsequent organizations.

Turning to the structure of supervisory baggage, I propose that the burdens employees carry are from need frustration in experiences with past supervisors that were particularly unpleasant. Scholars have long argued that humans are motivated by certain basic or fundamental needs (e.g., Maslow, 1943; McClelland, Clark, Roby, & Atkinson, 1949; Murray, 1938; Stevens & Fiske, 1995). Further, theorizing suggests that employees experience need fulfillment in organizational settings, which impacts their commitment and performance (Greguras & Diefendorff, 2009). I posit that need frustration experienced in past relationships impacts employees in subsequent relationships. Although CET (2014) proposes five basic human needs—needs for pleasure, stability, relatedness, safety, and self-esteem, I draw from the work of

Deci and Ryan (2000) to focus on the frustration of three innate needs—autonomy, competence, and relatedness. I focus on these three needs for two reasons. First, supervisory baggage is specific to organizations, and as such, the focal need categories should be most relevant for employees. To this end, a large body research has illustrated the salience of autonomy, competence, and relatedness needs for employees (for a review, see Deci, Olafsen, & Ryan, 2017). Second, Deci and Ryan's (2000) need categories share similarities with those proposed in CET. For instance, the needs for competence and relatedness proposed by Epstein (2014) align with Deci and Ryan's (2000) needs for self-esteem and relatedness. The need for autonomy is not indicated as a basic human need in CET, however, research suggests that it is a critical motivating factor for employees (e.g., Liu, Zhang, Wang, & Lee, 2011; Weinstein, Hodgins, & Ryan, 2010).

Baggage could stem from various types of interpersonal relationships in organizations—with supervisors, peers, subordinates, or even customers. This research focuses specifically on baggage from past supervisors. A vast body of research points to the importance of the supervisor-employee relationship for employee and organizational outcomes. For instance, higher quality relationships between employees and supervisors are positively related to employee performance, commitment, and satisfaction (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012). Research has also shown that the way employees view and evaluate their supervisors is particularly impactful. Employees who are more satisfied with their supervisors are more motivated and committed and experience less stress (Kinicki, McKee-Ryan, Schriesheim, & Carson, 2002). Taken together, this research indicates that employees'

relationship with their supervisor is especially pivotal. Therefore, it is worthwhile to examine the effects of baggage from past supervisors.

To examine supervisory baggage, I focus specifically on employees' experiences with their worst supervisor. Focusing on the worst supervisor experience is ideal for a few reasons. First, supervisory baggage is a negatively-valenced concept. Therefore, capturing employees' negative experiences will be most helpful to understand supervisory baggage. Second, negative experiences with supervisors are likely to be most memorable and influential for employees. Research indicates that people are more attentive and reactive to negative information and events than positive ones (Cacioppo, Gardner, & Berntson, 1999; Ito, Larsen, Smith, & Cacioppo, 1998; Rozin & Royzman, 2001). Further, exceptionally negative supervisor behaviors should be more impactful for employees. More extreme negative behaviors are generally seen as atypical and are more likely to be remembered and recalled (Skowronski & Carlston, 1987). Thus, employees' experiences with their worst supervisor are likely to form more salient memories that potentially have a lasting impact.

By examining employees' supervisory baggage from their worst experiences, my research helps shift the focus of the literature toward understanding the influence of past organizational experiences on employees' perceptions of and reactions to current supervisors. Decades of research has not only examined the consequences of employees' perceptions of and interactions with their supervisors (e.g., Ilies, Nahrgang, & Morgeson, 2007; Judge & Piccolo, 2004; Judge, Piccolo, & Ilies, 2004), but also the factors that influence how employees evaluate and respond to supervisors (e.g., Dirks & Ferrin, 2002; Dulebohn et al., 2012). Yet, this research has given little attention to the impact of employees' past career experiences in shaping their current

perceptions and behavior. The present research addresses this issue by developing and testing a theoretical model to explain the influence of employee supervisory baggage on trust.

Trust is a fundamental dynamic of the relationship between an employee and supervisor. Notions of trust can be found in various corners of the literature, including employee satisfaction with supervision, as well as leadership theories, such as leader-member exchange and transformational leadership (Dirks & Ferrin, 2002). This research has shown that employees' trust in their supervisor yields benefits for employee well-being and performance (Colquitt et al., 2007; Dirks & Ferrin, 2002). Trust is particularly integral to the exchange process that facilitates effective employee-supervisor relationships (Rousseau et al., 1998). For instance, social exchange relationships between employees and supervisors are characterized by reciprocal benefits, in which each party engages in behaviors that are beneficial for the other with the expectation that they will be repaid in the future (Blau, 1964). These relationships are effective, in part, because employees trust that their supervisors will reciprocate their efforts to maintain positive exchanges. Because trust is so impactful in employee-supervisor relationships, it is important to understand how trust may be impacted by supervisory baggage. Although supervisory baggage may impact other dynamics between employees and supervisors, the foundational nature of trust makes it a natural starting point for this research. In the next chapter, I develop theory to elucidate the effects of employee supervisory baggage on trust and employee behavior.

CHAPTER 4

THEORY DEVELOPMENT AND HYPOTHESES

According to CET (Epstein, 1994; 2003; 2014), information is processed through dual systems—a rational and an experiential system. The rational system uses conscious appraisal of information to engage in logical reasoning, whereas the experiential system uses past experiences stored in memory to make sense of current situations through associative learning. In the next section, I propose that supervisory baggage operates through the experiential processing system to produce negative vibes, which are generated from activated memories of negative experiences with past supervisors. Then, in the subsequent sections, I make specific predictions about the effects of supervisory baggage on trust, perceived trustworthiness, and citizenship behavior, both through direct influence of the experiential system and the influence of the experiential system on rational processing, as well as the moderating effects of emotion recognition (conceptual model shown in Figure 1).

Supervisory Baggage and Negative Vibes

Supervisory baggage stems from employees' experiences of need frustration from past supervisors. Psychological needs are the essential conditions required for thriving and well-being (Deci & Ryan, 2000; Pittman & Zeigler, 2007). Need frustration refers to the deprivation of these essential needs (Pittman & Zeigler, 2007). Although need frustration is often studied in the context of children and their caregivers, it may also occur in other types of relationships, including those found in organizations. For organizations, need frustration is consequential

because it may thwart the positive outcomes associated with need fulfillment. Research indicates that psychological need fulfillment in employees promotes improved commitment and performance (Greguras & Diefendorff, 2009). Therefore, need frustration is not only potentially harmful to employee well-being, but it may also be costly for organizations.

Notwithstanding the different types of needs proposed across various literatures, research in organizations suggests that certain needs are particularly salient for employees. Needs for autonomy, competence, and relatedness have frequently been studied to understand employee motivation and well-being in organizations (Deci et al., 2017). Autonomy reflects the desire for volition or control over one's circumstances, competence reflects the desire to feel and be viewed as effective, and relatedness reflects the desire to belong or be connected to others (Deci & Ryan, 2000; Ryan & Deci, 2000). These three psychological needs promote increased motivation, performance, and well-being in employees (Deci et al., 2017).

Many scholars have taken an aggregate approach to examining need fulfillment and frustration in organizations, versus examining each need individually (e.g., La Guardia, Ryan, Couchman, & Deci, 2000; Foulk, Lanaj, Tu, Erez, & Archambeau, 2018; Lanaj, Johnson, & Lee, 2016). This aggregate approach is understandable, given how highly correlated these needs are with one another (meta-analytic correlations ranged between .45 and .61; Van den Broeck, Ferris, Chang, & Rosen, 2016). In particular, my conceptualization of supervisory baggage focuses on general need frustration and does not advance predictions about specific need frustrations. Therefore, in line with prior research, and my conceptualization of supervisory baggage, I take an aggregate approach that collapses across autonomy, competence, and relatedness needs.

I draw on CET (Epstein, 1994; 2003; 2014) to develop theory elucidating the effects of exceptionally negative supervisory experiences on employees' perceptions and behaviors,. Specifically, I argue that past experiences with need frustration, in the form of supervisory baggage, impact employees' perceptions and behavior through experiential processing. The experiential processing system relies on associative learning from past experiences to make sense of and respond to situations in the present (Epstein, 1994; 2003; 2014). As such, information is processed automatically, outside of conscious awareness. In contrast to the more time intensive, conscious appraisal that occurs in the rational system, the experiential system processes information quickly and primarily based on feelings. Therefore, I argue that supervisory baggage influences employees' perceptions of and reactions to subsequent supervisors primarily through experiential processing.

As illustrated in Figure 1, I propose that supervisory baggage impacts employees' perceptions and judgments by fostering negative vibes. Vibes are subtle feelings that drive information processing in the experiential system (Epstein, 1994; 2003; 2014). They may stem from vague remnants of emotional reactions to events stored in memory. Events encoded in memory have several components, one of which captures the feelings aroused by the event (Isen, 1984). Thus, these event-specific memories are tethered to related affective responses. Further, affective reactions that are tied to an event stored in memory may be unconsciously recalled as the memory is activated (Baumeister et al., 2007). These stored affective reactions manifest in a vague, less intense form. Consequently, vibes are similar to affective states in that they can be positive or negative, however they are generally less intense and exist outside of conscious awareness. Importantly, vibes direct thoughts and behaviors in the experiential system (Epstein,

2003; 2014). Negative vibes, in particular, signal danger in the environment and motivate thoughts and behavior to prevent harm.

Employees' supervisory baggage should produce negative vibes by activating emotional memories about past supervisors. Experiences with need fulfillment and frustration are connected to stored memories of past events (Epstein, 1994; 2003; 2014). It follows that supervisory baggage, which stems from past need frustration experiences, should be connected to event-specific emotional memories. Specifically, the memories connected to employees' supervisory baggage should represent particularly salient instances of need frustration by past supervisors. In the experiential processing system, memories of past events are automatically and unconsciously activated (Epstein, 2003). Therefore, employees will not be consciously aware that these unpleasant memories have been triggered in their minds.

Employees' unconsciously recalled memories will also be connected to the affective reactions that they experienced when the event initially occurred. The residue from affective reactions to specific events is activated along with the memory of the event (Baumeister et al., 2007). Like the recalled memory, the residual affective reaction is experienced outside of awareness, and thus, manifests as vibes in the present. As an example, think about an employee's past experience with a condescending supervisor. The supervisor's actions likely caused the employee to feel angry at that time. In interactions with a subsequent supervisor, the employee's memory of that condescending supervisor may be unconsciously activated, producing a vague sense of anger or tension toward the current supervisor. Importantly, even though the experiential system operates outside of conscious awareness, employees still experience vague negative feelings as a result of the activated memories.

Research provides indirect support for the proposed relationship between supervisory baggage and negative vibes. Lanaj et al. (2016) showed that daily need fulfillment was negatively related to negative affect. Although this research focused on daily need fulfillment, whereas my focus is on past need frustration, it illustrates the potential for negative affective outcomes from need frustration, in general. Other research has shown that conscious recall of autobiographical negative events is positively related to negative affect (e.g., Tiedens & Linton, 2001). This research focused on conscious recall, which differs from my theorizing about unconscious memory effects. However, it points to the notion that recalled memories may produce affective reactions. Therefore, I predict that supervisory baggage will have a positive effect on negative vibes.

Hypothesis 1: Supervisory baggage is positively related to negative vibes.

Negative Vibes and Trust

There are reasons to expect that negative vibes will influence employees' trust in their supervisors, as illustrated in Figure 1. Trust is the willingness to be vulnerable to the actions of another party (Mayer et al., 1995). Employees' willingness to be vulnerable to their supervisor should be influenced by negative vibes in two ways. First, negative vibes may implicitly prompt employees to focus on self-protection. Negative vibes automatically direct thoughts toward preventing potential harm (Epstein, 2003; 2014). As such, they may unconsciously trigger automatic mental associations with concepts related to danger or harm. Theorizing suggests that unconscious memories may be used as tools to understand future situations (Jacoby & Kelley, 1987). More specifically, residual affect from past situations can inform decisions about repeating similar actions in the present (Baumeister et al., 2007). For instance, vague negative

feelings derived from past experiences with a particularly bad supervisor might signal to an employee that trusting their current supervisor is potentially dangerous. Thus, the mental representations produced from negative vibes should motivate employees' processing, such that it directs their thoughts toward preventing harm and avoiding risk. Accordingly, negative vibes should diminish employees' trust in their supervisor.

Second, negative vibes may also impact trust through employees' misattribution of their feelings. Although negative vibes exist outside of consciousness, people may still experience or become vaguely aware of them (Epstein, 2003). Thus, employees may feel a sense of subtle uneasiness or apprehension that they are unable to trace or explain. Such incidental affective states may be interpreted as information relevant to a particular judgment (Schwarz & Clore, 1983). Similar to the mechanisms that underlie transference processes (Andersen & Chen, 2002), employees may interpret negative vibes as information about their current supervisor, even though their subtle negative feelings represent residual affective reactions from past experiences. Thus, subtle feelings of uneasiness produced by negative vibes should trigger negative overall evaluations of the current supervisor, which will thwart employees' willingness to be vulnerable to them. Accordingly, I predict that negative vibes will have a negative impact on employees' trust in their supervisors.

Hypothesis 2: Negative vibes are negatively related to trust.

Taken together, I propose that supervisory baggage will negatively impact trust through negative vibes. In the experiential system, past experiences with need fulfillment and frustration influence judgments through vibes (Epstein, 1994; 2003; 2014). Thus, supervisory baggage encumbers employees' assessments of their current supervisors. Specifically, employees'

supervisory baggage may produce negative vibes toward their current supervisor, which could hinder their willingness to be vulnerable to that supervisor. Although these negative vibes are remnants of the negative emotions that employees experienced with past supervisors, they experience them in the present and attribute the vague negative feelings to their current supervisor. Taken together, I predict that supervisory baggage will have a negative indirect effect on trust through negative vibes.

Hypothesis 3: Supervisory baggage has a negative indirect effect on trust through negative vibes.

Negative Vibes and Perceived Trustworthiness

Although expected to directly influence trust, negative vibes may also impact rational appraisals relevant to trust. As shown in Figure 1, I also propose that negative vibes influence perceived trustworthiness. Perceived trustworthiness is the perception that a trustee possesses ability, benevolence, and integrity (Mayer et al., 1995). It represents one way employees determine whether their supervisor should be trusted. Employees observe supervisor actions to determine whether they are able to influence important outcomes, desire to do right by the employee, and conduct themselves according to appropriate moral principles. Although supervisors may possess varying levels of each attribute, high levels across all three are ideal for indicating trustworthiness. From the perspective of CET (Epstein, 1994; 2003; 2014), perceived trustworthiness is most closely aligned with the conscious appraisal that drives processing in the rational system. Employees consider information, obtained by observing supervisor actions, and engage in logical reasoning to understand and assess that information. Thus, perceived

trustworthiness should be a function of the rational processing system that should yield an objectively accurate judgment.

Yet, the rational processing that underlies perceptions of trustworthiness may also be affected by experiential processing. Indeed, the more deliberative, logic-based processing of the rational system is susceptible to the influence of the experiential system (Epstein, 1994; 2003; 2014). The experiential system impacts processing in the rational system through vibes. Negative vibes, in particular, influence rational processing by hindering objectivity in logical reasoning (Epstein, 2014). Theorizing alludes to the notion that perceptions of trustworthiness may be influenced by certain cues beyond observed behavior (McKnight et al., 1998). Similarly, negative vibes should skew employees' assessments of their supervisor's trust-relevant characteristics, consistent with their negative valence. Bower (1981) proposed that negative feelings impact social perceptions in a valence-congruent manner. As such, negative vibes will promote more negative assessments of supervisors' ability, benevolence, and integrity. For example, the experience of vague negative feelings may prompt an employee to be more critical in determining whether their supervisor possesses the requisite characteristics to be trusted. Their mental ratings of the supervisor's relevant abilities, benevolence, and integrity will be more negative than if the employee was in a neutral state. Therefore, I predict that negative vibes will have a negative impact on perceived trustworthiness.

Hypothesis 4: Negative vibes are negatively related to perceived trustworthiness.

Overall, in addition to its indirect effects on trust, I propose that supervisory baggage negatively impacts perceived trustworthiness also through negative vibes. Although past experiences with need fulfillment and frustration primarily influence the experiential system,

they can also influence the rational processing system through vibes (Epstein, 2003; 2014). Supervisory baggage will hinder employees' ability to reason in a logical and objective manner through the interference of negative vibes. Employees' negative vibes act as a filter for the information observed about the supervisor. This theorizing aligns with research that suggests affective states influence information processing in a valence-congruent manner (Mayer, Gaschke, Braverman, & Evans, 1992). Accordingly, negative vibes will foster negatively-valenced judgments in employees' conscious appraisal of supervisor behavior. Thus, employees will see supervisors as less trustworthy. Consequently, I predict that supervisory baggage will have a negative indirect effect on perceived trustworthiness through negative vibes.

Hypothesis 5: Supervisory baggage has a negative indirect effect on perceived trustworthiness through negative vibes.

Supervisory Baggage and Citizenship Behavior

The dual-processing systems proposed by CET (Epstein, 1994; 2003; 2014) not only inform perceptions, but also direct behavior. Thus, I propose that supervisory baggage indirectly influences citizenship behavior through negative vibes, trust, and trustworthiness. *Citizenship behavior* is behavior that contributes to the social and psychological enhancement of the organization (Organ, 1997). Citizenship behavior is an aspect of overall job performance that is generally considered to be positive. It can be divided into different forms, based on the beneficiaries of the behaviors (Smith, Organ, & Near, 1983). Given that my model focuses on employees' trust and trustworthiness perceptions directed toward their supervisor, citizenship behavior directed toward supervisors is most relevant for my theorizing. Supervisor-directed citizenship behavior may include employees' helping their supervisor, making themselves

available to the supervisor, and going out of their way to be nice to their supervisor (Dalal, Lam, Weiss, Welch, & Hulin, 2009).

Supervisory baggage should negatively influence supervisor-directed citizenship behavior through both experiential processing and the effects of experiential processing on the rational system. In the experiential system, vibes help direct behavior, and in the rational system, conscious appraisal directs behavior (Epstein, 1994; 2003; 2014). Thus, supervisory baggage will influence citizenship behavior through experiential processing—specifically, via a direct effect on negatives vibes and an indirect effect on trust. Supervisory baggage will also influence citizenship behavior through the impact of the experiential system on the rational processing—negative vibes generated from supervisory baggage will shape perceptions of trustworthiness, which will influence trust and subsequent citizenship behavior. Thus, supervisory baggage generates negative vibes, which diminish employees' trust in and the perceived trustworthiness of their supervisor. Employees' diminished trust and perceptions of trustworthiness then promote decreased supervisor-directed citizenship behavior.

Employees' trust and perceptions of trustworthiness influence their supervisor-directed citizenship behavior by informing their decisions about risk-taking in the relationship. Risk-taking is behavior that involves being vulnerable (Mayer et al., 1995). It can be described as actions that increase exposure to potential danger or harm. Decisions to accept risk generally involve perceptions of the party being trusted and consideration of the risk involved in the proposed behavior (Schoorman et al., 2007). Theorizing suggests that engaging in citizenship behavior exposes employees to possible risks in their relationship with their supervisor (Organ, 1997). Given that supervisors are not typically obligated or contractually-bound to reward

citizenship behavior (Organ, 1988), it is inherently risky for employees. For example, employees may use their finite time, energy, and psychological resources toward activities that are beneficial to their supervisor without guarantee that their actions will be reciprocated or rewarded.

Therefore, trust should influence employees' citizenship behavior by shaping their decisions about risk-taking in the relationship. In general, trust facilitates risk-taking in relationships (Dirks & Ferrin, 2002; Konovsky & Pugh, 1994; Mayer et al., 1995). It can offset the negative implications of risk in relationships (Mayer et al., 1995). Thus, a lack of trust in their supervisor will discourage employees from deciding to accept risk, which should deter them from engaging in supervisor-directed citizenship behavior. Similarly, the perceived trustworthiness of their supervisor should also inform employees' risk-taking decisions. Trustworthiness is directly related to risk-taking behavior in organizations (Colquitt et al., 2007). Employees consider supervisors' ability, benevolence, and integrity to determine whether they possess the requisite characteristics to offset potential risk. Supervisors perceived as less trustworthy, at best, fail to neutralize, or worse, potentially exacerbate the risks associated with engaging in citizenship behavior. Accordingly, I predict that supervisory baggage will have a negative effect on citizenship behavior through its effects on negative vibes, trust, and perceived trustworthiness.

Hypothesis 6: Supervisory baggage has a negative serial indirect effect on citizenship behavior through negative vibes and (a) trust and (b) perceived trustworthiness.

Moderating Effects of Emotion Recognition

Although vibes are produced through automatic, unconscious processing in the experiential system, they may still become salient or noticeable (Epstein, 1994; 2003; 2014).

Indeed, vibes influence processing even when they go unnoticed, but may be more impactful when people are attuned to these feelings. Thus, employees' ability to identify their own feelings may play a key role in experiential processing. I propose that the extent to which employees become aware of their own vibes should be determined by their ability to recognize their own feelings. CET (Epstein, 1994; 2003; 2014) does not formally propose a moderating influence that might capture the effect of this ability. Therefore, I extend the theory to propose that employees' ability to recognize their own negative vibes might affect how influential these feelings are on their judgments.

The literature on emotional intelligence provides a starting point for exploring the impact of employees' ability to recognize their feelings. The ability to perceive emotion is regarded as one of the most fundamental emotion abilities (Mayer & Salovey, 1997). Some scholars have even argued that it may be a prerequisite for engaging other emotion abilities (Joseph & Newman, 2010). Although there is general consensus around the importance of being able to perceive emotion, scholars vary on how they describe and measure the concept. For example, Law et al. (2004) conceptualize emotion appraisal as the combined ability to explain and understand the cause of emotions, whereas Mayer, Caruso, & Salovey (1999) focus on the ability to recognize emotions expressed by others or conveyed through various images.

In this research, I focus specifically on employees' ability to recognize their own feelings because it is most relevant from the perspective of CET (Epstein, 1994; 2003; 2014). The theory proposes that behavior in the experiential processing system is mediated by vibes. These subtle feelings provide intuitive direction that inform perceptions and attitudes. However, the theory also implies that they one could be more or less consciously aware of vibes. Therefore,

employees may be more or less aware of the negative vibes that they experience in a given situation. It is this variation in awareness that may impact the salience of negative vibes for employees. If negative vibes are more salient, then they may have an even greater impact on perceptions and attitudes, and ultimately influence their behaviors.

To examine this potential effect, I draw on *emotion recognition,* defined as the ability to identify one's emotional state (Mayer et al., 2004; Salovey et al., 2002). I propose that the negative impact of negative vibes on trust and perceived trustworthiness might be stronger for employees who are skilled at emotion recognition because they should pay more attention to their feelings. Emotion recognition abilities promote attention to feelings (Salovey et al., 2002). Attending to vibes can enhance the effect that these feelings have on processing (Epstein, 2014). Even though vibes are vague feelings generated through unconscious processing, employees with better emotion recognition skills should be more adept at noticing these feelings. The enhanced ability to recognize their negative vibes should prompt employees to pay closer attention to these vague feelings, which makes them more salient for subsequent judgments. Thus, employees should be more susceptible to the influence of negative vibes.

Hypothesis 7: The negative relationships between negative vibes and (a) trust and (b) perceived trustworthiness are moderated by emotion recognition such that the relationships are stronger when emotion recognition is high than when it is low.

Hypothesis 8: The negative serial indirect effects of supervisory baggage on citizenship behavior through negative vibes and (a) trust and (b) perceived trustworthiness are moderated by emotion recognition such that the effects are stronger when emotion recognition is high than when it is low.

CHAPTER 5

STUDY 1A METHOD & RESULTS

I first tested my conceptual model using an experimental-causal-chain design. This design calls for the effects of the independent and mediating variables in a model to be tested in separate studies (Spencer, Zanna, & Fong, 2005). The experimental-causal-chain design is ideal for supporting causal inferences because each path of an indirect effect is tested using random assignment to experimental conditions, providing evidence for the direct effects of each predictor on its proposed outcomes. I tested the effect of supervisory baggage on negative vibes in Study 1A and the effect of negative vibes on trust and perceived trustworthiness in Study 1B. Also, in Study 1B, I tested the moderating effects of emotion recognition. Given that the effects of trust and perceived trustworthiness on citizenship behavior have been meta-analyzed (Colquitt et al., 2007; Dirks & Ferrin, 2002), I did not test this relationship in the experimental study, but did so in a subsequent field study (Chapters 7 & 8).

Participants and Procedures

I recruited full-time employed adults based in the U.S. on Amazon Mechanical Turk (Amazon MTurk). To be eligible, participants had to be at least 30 years old, work full-time (at least 35 hours per week on average), report to a supervisor, and have worked for at least three different supervisors in the past. After screening for careless respondents (Meade & Craig, 2012), the final sample consisted of 272 participants, of which 50.0% identified as female and 77.6% identified as Caucasian. The average age of participants was 40.69 years old (SD = 9.50) and the

average organizational tenure was 8.22 years (*SD* = 6.56). Participants were employed in various industries, including healthcare, education and training, finance, insurance, real estate, and public policy.

Participants were asked to complete one online survey that involved a written recall manipulation task, scales measures, and demographic information. Each participant was randomly assigned to either the supervisory baggage manipulation or control condition. Those participants assigned to the supervisory baggage condition were asked to write about their worst prior supervisor, whereas those assigned to the control condition were asked to write about the role of a supervisor, in general. After completing this writing recall task, all participants then rated negative vibes. For completing the survey, each participant received $2.50 via Amazon MTurk.

Manipulations

In the supervisory baggage condition, participants were asked to think about the worst prior supervisor they ever worked for and respond to a specific writing prompt about their experiences with that supervisor. In particular, they were asked to describe the behaviors that their worst supervisor engaged in that were especially problematic or undesirable. In the control condition, participants were asked to think about the role of a supervisor, in general, and describe the duties that supervisors generally perform. Participants across both conditions were required to write at least 750 characters (around 100 words). The writing prompt is shown below [**supervisory baggage**/control]:

> For the next few minutes, think carefully about the [**worst supervisor you have ever worked for prior to your current supervisor**/role of a supervisor in an

organization]. As you reflect on [**your worst prior**/the role of a] supervisor, think about [**his or her management style and the specific behaviors he or she exhibited**/different management styles and specific behaviors they can exhibit] in the workplace. In the space provided below, write a paragraph about [**how your worst prior supervisor behaved**/the role of a supervisor], particularly [**those behaviors that made him or her the worst**/the behaviors supervisors engage in to fulfill their role].

Measures

Manipulation check. To assess the effectiveness of the supervisory baggage manipulation, I adapted items from the Basic Needs Satisfaction in Relationships Scale (La Guardia et al., 2000), along with additional items to capture supervisory baggage. On a 7-point scale (1 = *strongly disagree,* 7 = *strongly agree*), participants were asked to rate their experiences with their worst prior supervisor. Participants rated their level of agreement with the following items: "My worst prior supervisor was controlling of me," "My worst prior supervisor was micromanaging toward me," "My worst prior supervisor treated me like I was incapable," "My worst prior supervisor treated me like I was unskilled," "My worst prior supervisor acted distant toward me," and "My worst prior supervisor was avoidant of me." The coefficient alpha for this measure was .89.[1]

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[1] Participant responses to the writing prompts were also content analyzed by trained coders who were blind to the study conditions and hypotheses. Using an 11-point scale (-5 = *extreme need frustration*, 5 = *extreme need fulfillment*), coders rated the extent to which responses reflected need frustration for each of the three need types—autonomy, competence, and relatedness. The coders provided separate ratings for each of the three need types and these ratings were aggregated into one overall score, which was multiplied by -1 so that higher values correspond to greater supervisory baggage. The results of an ANOVA using these scores also indicated the effectiveness of the manipulation, showing that scores were significantly higher for participants in the supervisory baggage condition than those in the control condition ($F = 357.20$, $p < .001$, $M = -.07$ vs. 2.14)

Negative vibes. Given that negative vibes have not been explicitly measured in prior research, I developed a measure based on the conceptual definition. First, a set of items were developed based on Epstein's (2003) example of negative vibes, "…vague feelings of agitation, irritation, tension, disquietude, queasiness, edginess, and apprehension," (p. 161). The items are, "vaguely tense," "vaguely apprehensive," "vaguely bothered," "vaguely unsettled," and "vaguely troubled." Each item begins with the limiting qualifier "vaguely" given that vibes are a type of vague affective feeling. Further, although Epstein's (2003) quote includes the word "irritation," that feeling was omitted because it is part of the discrete emotion of hostility in the Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988).

Following the content validation procedures recommended by Hinkin and Tracey (1999), I assessed how well each of the items corresponded to the concept of negative vibes. To do this, I recruited a sample of 106 U.S.-based working adults on Amazon MTurk, of whom 46.2% identified as female and 82.1% identified as Caucasian, with an average age of 41.54 years old (*SD* = 11.41). On a 7-point scale (1 = *item does an EXTREMELY BAD job of matching the concept,* 7 = *item does an EXTREMELY GOOD job of matching the concept),* participants were asked to rate how good of a job each item did in matching the concept of negative vibes, as well as two other related (or orbiting) concepts—*fear* and *negative affect*. These ratings were used to calculate definitional correspondence and distinctiveness coefficients— *htc* and *htd* (Colquitt, Sabey, Rodell, & Hill, 2019). The results are shown in Table 1. The average *htc* for the negative vibes items was .84 and the average *htd* was .17. Given the strong correlation between negative vibes and the two orbiting constructs, the resulting *htc* and *htd* coefficients can be interpreted as evidence of moderate definitional correspondence and very strong definitional distinctiveness for

the negative vibes measure. Accordingly, this measure was used to capture negative vibes in Study 1A.

Table 1: Content Validation Results for Negative Vibes Measure

		htc	***htd***
1.	Vaguely tense	0.80	0.15
2.	Vaguely apprehensive	0.82	0.15
3.	Vaguely bothered	0.84	0.22
4.	Vaguely unsettled	0.85	0.17
5.	Vaguely troubled	0.87	0.18
	Overall average:	***0.84***	***0.17***

In Study 1A, participants were asked to rate the extent to which they would experience each of the aforementioned feeling items in various settings or situations. Specifically, participants rated the 5 negative vibes items in response to three different prompts, two of which were distractors. First, the instructions read:

> "Please rate the extent to which you'll experience each of the following feelings in specific instances the next time you're at work. If you have not returned to an in-person work setting yet because of the COVID-19 pandemic, then think about what you'll likely feel once you've made a more full-time return. **Please respond immediately with your first 'gut' reaction."**

Then, on a 7-point scale (1 = *very slightly or not at all*, 2 = *a little*, 3 = *slightly*, 4 = *somewhat*, 5 = *moderately*, 6 = *quite a bit*, 7 = *extremely*), participants were asked to rate 5 items in response to three prompts that read (**prompt 1/prompt 2/prompt 3**): "The next time I'm [**at my desk or workstation/around my current supervisor/outside of my work building**], I'll

feel…" Although participants responded to all three prompts, their negative vibes score only reflects their responses to the prompt about their supervisor. The use of the two distractor prompts and the emphasis on gut reactions is meant to capture the notion that vibes may not be consciously and explicitly connected to one's supervisor. The coefficient alpha for this measure was .97.

Results

Manipulation Checks

Analysis of variance (ANOVA) results provide support for the effectiveness of the supervisory baggage manipulation. Specifically, supervisory baggage ratings were significantly higher for participants in the supervisor baggage condition than for participants in the control condition ($F = 39.02$, $p < .001$, $M = 5.00$ vs. 3.78).

Hypothesis Tests

Hypothesis 1 predicted that supervisory baggage would be positively related to negative vibes. ANOVA was also used to test the proposed effect. The results, depicted in Figure 2, showed that supervisory baggage has a positive and significant effect on negative vibes ($F = 4.08$, $p < .05$, $M = 2.27$ vs. 1.90).

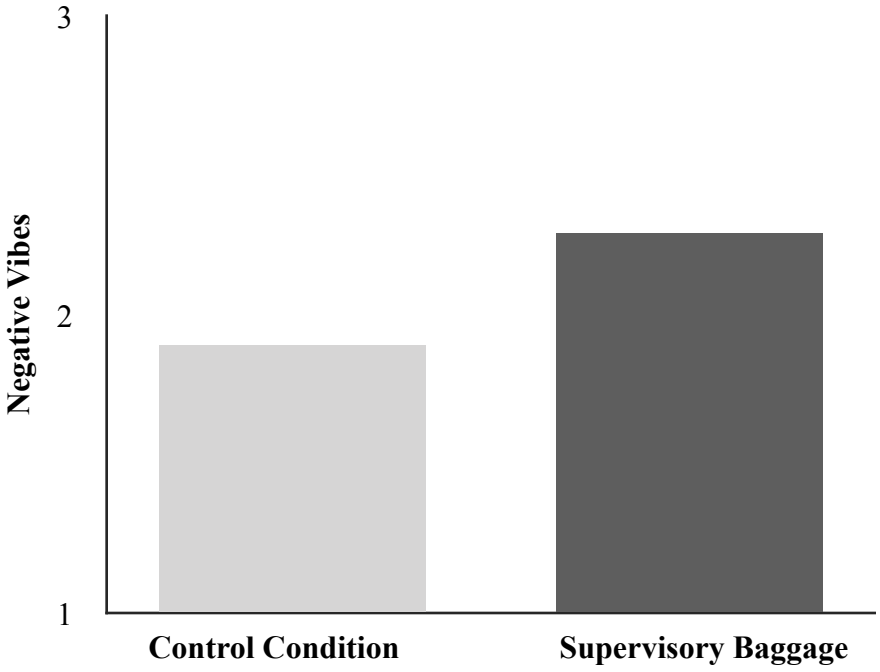

Figure 2: Effect of Supervisory Baggage on Negative Vibes

CHAPTER 6

STUDY 1B METHOD & RESULTS

Participants and Procedures

As with Study 1A, I recruited full-time employed, U.S.-based participants from Amazon MTurk. To be eligible, participants had to be at least 30 years old, work full-time (at least 35 hours per week), and report to a supervisor. Respondents who failed carelessness checks were excluded from the analysis (Meade & Craig, 2012), resulting in a final sample of 374 participants, 55.1% of whom identified as female and 77.3% who identified as Caucasian. On average, participants were 40.68 years old (*SD* = 9.13), with a tenure of 7.81 years (*SD* = 6.18) in their respective organizations. Participants worked in various industries, such as retail, finance, insurance, real estate, public policy, and education and training.

Participants were asked to complete an experimental manipulation task, scale measures, and demographic information. Each participant was randomly assigned to either the negative vibes manipulation or control condition. After completing their initial tasks, participants were asked to rate their trust in and perceived trustworthiness of their supervisor. They were also asked to rate their own emotion recognition abilities. For completing the study, each participant received $2.50 via Amazon MTurk.

Manipulations

To manipulate negative vibes, I adapted a test developed by Quirin, Kazén, and Kuhl (2009). Participants across both conditions were presented with a set of four phonetically-spelled

words. In the negative vibes condition, these words represented feelings reflective of negative vibes, and in the control condition, these words represented feelings reflective of a neutral state. Participants were not informed that the words were spelled phonetically. Instead, participants were told that they were artificial words derived from a hypothetical language, and that the words reflect certain feelings that people might experience. Next, participants were told to reflect on each word, pronounce it out loud, and think about what feelings it might represent.

Participants in both conditions responded to two prompts. First, they were asked to think of three (English) words that describe how they might feel if they experienced each one of the artificial words (three words for each artificial word). Then, they were asked to write one sentence describing a time when they felt each artificial word in a situation with their current supervisor (one sentence for each artificial word). Participants in the negative vibes condition saw the following artificial words (words in parentheses were not displayed to participants, but are shown here for clarity): TENS (tense), TRUHBUHLD (troubled), ANGSHUHS (anxious), and UHNEEZEE (uneasy). In contrast, participants in the control condition saw these artificial words (again, words in parenthesis were not displayed to participants): KAHLM (calm), SUHREEN (serene), TRANGKWIL (tranquil), and RILAKST (relaxed). This manipulation is ideal because it integrates implicit affect priming (valenced phonetically-spelled/artificial words) with procedures used to capture implicit affect (e.g., Quirin et al., 2009). Thus, negative vibes are subtly primed and then captured in a less invasive manner.

Measures

Manipulation check. I assessed the effectiveness of the manipulation with the same 5-item measure used to capture negative vibes in Study 1A. On a 7-point scale (1 = *very slightly or*

not at all, 2 = *a little*, 3 = *slightly*, 4 = *somewhat*, 5 = *moderately*, 6 = *quite a bit*, 7 = *extremely*), participants rated the extent to which they felt each negatively-valenced feeling in response to the same three prompts (**at my desk or workstation/around my current supervisor/outside of my work building)**. Participants rated the extent to which they felt each of the following items: "vaguely tense," "vaguely apprehensive," "vaguely bothered," "vaguely unsettled," and "vaguely troubled." The coefficient alpha for this measure was .98.

Trust. I used the 10-item scale from Gillespie (2003) to measure trust. On a 7-point scale (1 = *very slightly or not at all*, 7 = *extremely*), participants rated their level of willingness to engage in each behavior reflected in the items toward their current supervisor. Participants were presented with them prompt—"I would be willing to…" leading to the following items: "…rely on my supervisor's work-related judgments," "…rely on my supervisor's task-related skills and abilities," "…depend on my supervisor to handle an important issue on my behalf," "…rely on my manager to represent my work accurately to others," "…depend on my supervisor to back me up in difficult situations," "…share my personal feelings with my supervisor," "…confide in my supervisor about the personal issues that are affecting my work," "…discuss honestly how I feel about my work with my supervisor," "…discuss work-related problems or difficulties with my supervisor that could potentially be used to disadvantage me," and "…share my personal beliefs with my supervisor." The coefficient alpha for this measure was .95.

Perceived trustworthiness. Perceived trustworthiness was measured with a 17-item measure by Mayer and Davis (1999). Using a 7-point scale (1 = *strongly disagree*, 7 = *strongly agree*), participants were asked to rate their perceptions of their current supervisor's trustworthiness. They rated their level of agreement with each of the following items capturing

their supervisor's ability: "My supervisor is very capable of performing his/her job," "My supervisor is known to be successful at the things he/she tries to do," "My supervisor has much knowledge about the work that needs done," "I feel very confident about my supervisor's skills," "My supervisor has specialized capabilities that can increase our performance," "My supervisor is well qualified," benevolence: "My supervisor is very concerned about my welfare," "My needs and desires are very important to my supervisor," "My supervisor would not knowingly do anything to hurt me," "My supervisor really looks out for what is important to me," "My supervisor will go out of his/her way to help me," and integrity: "My supervisor has a strong sense of justice," "I never have to wonder whether my supervisor will stick to his/her word," "My supervisor tries hard to be fair in dealings with others," "My supervisor's actions and behaviors are not very consistent," "I like my supervisor's values," and "Sound principles seem to guide my supervisor's behavior." Given that meta-analytic evidence shows that these three facets are highly correlated with one another (between .62 and .68; Colquitt et al., 2007), I aggregated these ratings to compute one overall score for perceived trustworthiness. The coefficient alpha for this measure was .97.

Emotion recognition. I developed a measure to capture the concept of emotion recognition in one's self. Using the recommended scale development and validation procedures (Hinkin & Tracey, 1999), I developed items for emotion recognition based on the conceptual definition. Then, items were subjected to content validation procedures using a sample of 106 working adults based in the U.S. recruited on Amazon MTurk. The participants in this sample were 39.57 years old (*SD* = 10.73), on average; 38.7% identified as female and 76.4% identified as Caucasian. On a 7-point scale (1 = *item does an EXTREMELY BAD job of matching the*

concept, 7 = *item does an EXTREMELY GOOD job of matching the concept*), participants rated how good of a job each item did in matching emotion recognition and two orbiting concepts—*use of emotion* and *regulation of emotion.* These ratings were used to calculate *htc* and *htd* coefficients (Colquitt et al., 2019). The items and results are shown in Table 2. The average *htc* for the emotion recognition items was .90, evidence of strong definitional correspondence. The average *htd* for these items was .55, evidence of very strong definitional distinctiveness. This 4-item measure was used in Study 1B.

In Study 1B, participants rated their level of agreement with each of the emotion recognition items on a 7-point scale (1 = *strongly disagree,* 7 = *strongly agree*). The coefficient alpha for this measure was .91.

Table 2: Content Validation Results for Emotion Recognition Measure

	Measures	***htc***	***htd***
1.	I always know how I feel.	0.90	0.55
2.	I can easily identify my feelings.	0.92	0.57
3.	I know the emotions I experience.	0.90	0.54
4.	I am able to recognize my feelings.	0.88	0.52
	Overall average:	***0.90***	***0.55***

Results

Manipulation Checks

The results of an ANOVA indicated that the negative vibes manipulation was effective. Negative vibes ratings were significantly higher among participants in the negative vibes condition than participants in the control condition ($F = 28.83$, $p < .001$, $M = 2.83$ vs. 1.95).

Hypothesis Tests

I used multivariate analysis of covariance (MANCOVA) to test the effects of negative vibes on trust and perceived trustworthiness, as well as the moderating effects of emotion recognition. The multivariate results showed that ratings of trust and perceived trustworthiness were significantly different between the two experimental conditions (*Wilk's* $\lambda = .97$, $F = 5.00$, $p < .01$) and that the moderating effect of emotion recognition also differed across conditions (*Wilk's* $\lambda = .96$, $F = 7.34$, $p < .01$). Hypothesis 2 predicted that negative vibes would be negatively related to trust. The results, depicted in Figure 3, showed that negative vibes had a negative effect on trust ratings ($F = 6.14$, $p < .05$, $M = 4.35$ vs. 4.90), providing support for this hypothesis. Hypothesis 4 predicted that negative vibes would be negatively related to perceived trustworthiness. In support of this hypothesis, the univariate results in Figure 4 showed that negative vibes also had a negative effect on perceived trustworthiness ($F = 10.01$, $p < .01$, $M = 5.51$ vs. 5.04).

Hypothesis 7 predicted that emotion recognition would moderate the negative relationships between negative vibes and (a) trust and (b) perceived trustworthiness such that these relationships would be stronger when emotion recognition was high rather than low. The univariate results, showed a significant interaction between condition and emotion recognition levels for trust ($F = 9.73$, $p < .01$) and perceived trustworthiness ($F = 14.71$, $p < .01$). In support of Hypothesis 7a (see Figure 5), the difference in trust ratings between the negative vibes and control conditions was greater when emotion recognition was high ($M = 4.49$ vs. 5.49) rather than low ($M = 4.19$ vs. 4.28). Further, in support of Hypothesis 7b (see Figure 6), the difference in perceived trustworthiness ratings between the negative vibes and control conditions was

greater when emotion recognition was high (M = 5.13 vs. 6.05) rather than low (M = 4.95 vs. 4.95).

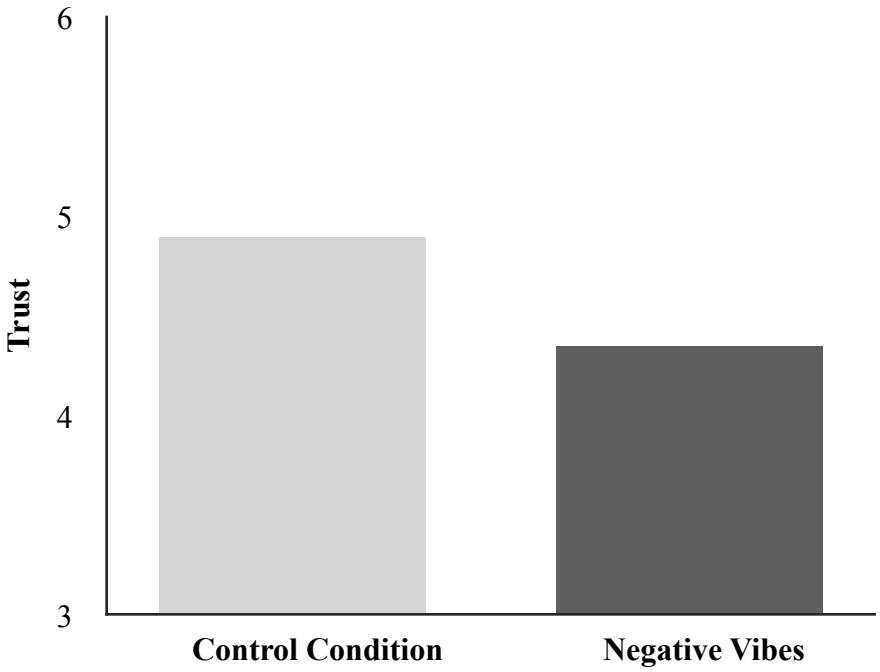

Figure 3: Effect of Negative Vibes on Trust

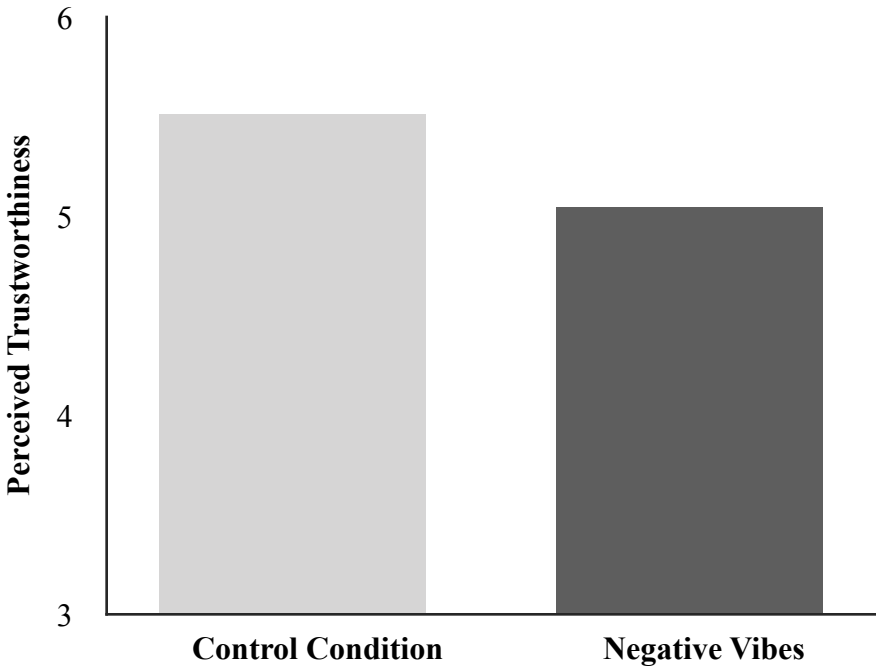

Figure 4: Effect of Negative Vibes on Perceived Trustworthiness

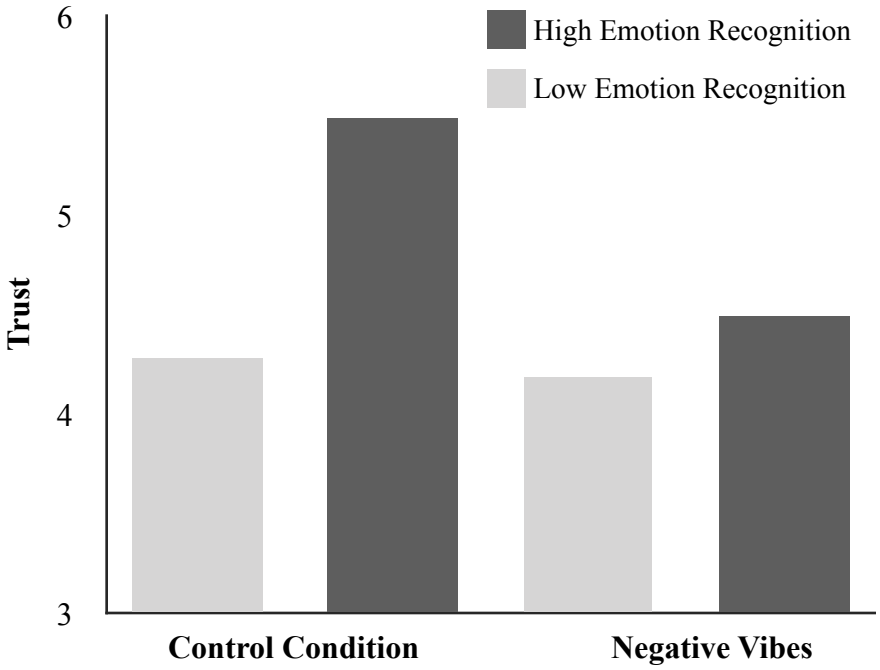

Figure 5: Moderating Effect of Emotion Recognition on Trust

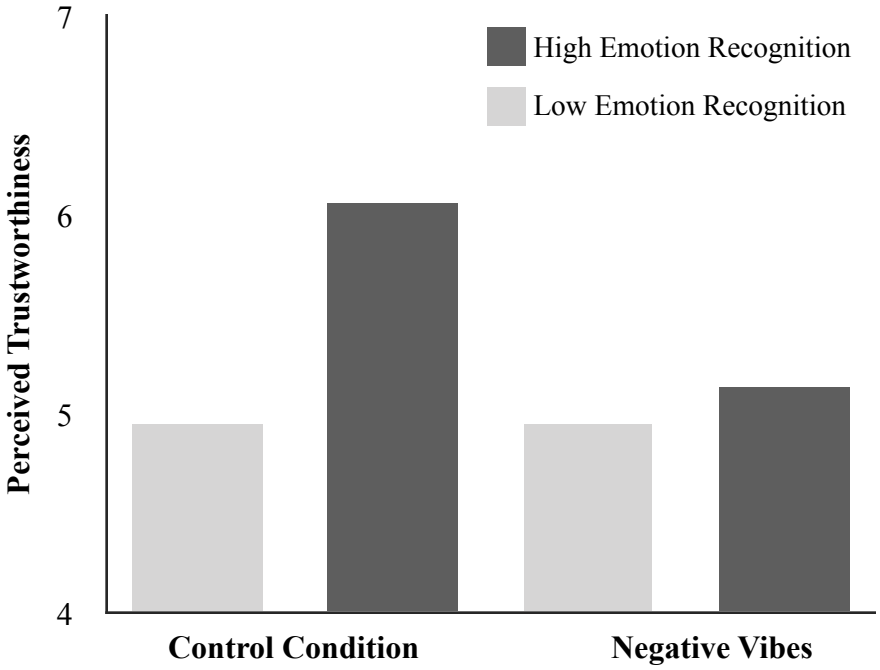

Figure 6: Moderating Effect of Emotion Recognition on Perceived Trustworthiness

CHAPTER 7

STUDY 2 METHOD

Taken together, Studies 1A and 1B provide support for my conceptual model. The results of Study 1A showed that supervisory baggage has a positive effect on negative vibes and the results of Study 1B showed that negative vibes has a negative impact on trust and perceived trustworthiness. Overall, these results provide support for my predictions about the indirect effect of supervisory baggage on trust and perceived trustworthiness through negative vibes. Further, the results showed that emotion recognition moderated the effects of negative vibes on trust and perceived trustworthiness, such that it enhanced those negative effects when emotion recognition was high rather than low. To further test my conceptual model, I conducted a field study that included all of the variables in my model.

Sample and Procedures

The sample for this study was recruited through snowball sampling that began with working adults recruited from panels and online advertisements. Eligible participants had to be at least 28 years old, work full-time (at least 35 hours per week on average), report to a supervisor, have weekly in-person interaction with their supervisor, and have worked for at least three different supervisors in the past. Additionally, participants had to confirm that their current supervisor was willing to participate in the study. The data was collected in waves across four time periods each separated by about three weeks. At Time 1, focal employees rated their supervisory baggage. At Time 2, they rated negative vibes. At Time 3, they rated trust, perceived

trustworthiness, and emotion recognition. At Time 4, supervisors rated the supervisor-directed citizenship behavior of focal employees. Both focal employees and supervisors were compensated $10 for each survey they completed.

A total of 298 eligible participants completed the registration survey, which included a consent form, a supervisor contact information form, personality measures, and a demographic questionnaire. Focal employees submitted 285 surveys that passed carelessness checks at Time 1 (95.6% response rate), 281 surveys at Time 2 (98.6% response rate), and 273 surveys at Time 3 (97.2% response rate). Their supervisors returned 197 eligible surveys (72.2%). On average, focal employees were 35.04 years old (*SD* = 6.81) with 4.51 years of experience in their organization (*SD* = 3.46) and 2.40 years with their current supervisor (*SD* = 2.28); 43.7% identified as female and 63.5% identified as Caucasian. Of note, I targeted focal employees who had a shorter tenure with their current supervisor, given that my predictions may be most relevant for less established employee-supervisor relationships. On average, their supervisors were 39.73 years old (SD = 7.09) with 6.29 years of experience (*SD* = 4.58); 36.9% identified as female and 65.3% identified as Caucasian.

Due to the timing of this data collection (i.e., during the COVID-19 pandemic), I collected additional data on employees' work arrangements over the prior six months. This was to ensure that the sample experienced enough regular communication for phenomena like baggage and negative vibes to be impactful. As such, 80.2% of the focal employees in the sample reported that they primarily interacted with their supervisor in-person or face-to-face, with 92.4% reporting that they had in-person interactions with their supervisor at least weekly, and about 41.1% reporting daily in-person supervisor interactions. Further, the sample was representative

of various industries including healthcare, retail, education/training, and computer/information systems, which diminishes the potential for bias due to disproportionate impact of the pandemic on a particular industry.

Measures

Supervisory baggage. I measured supervisory baggage using the same 6-item measure from Study 1A. On a 7-point scale (1 = *strongly disagree,* 7 = *strongly agree*), participants were asked to rate their experiences with their worst prior supervisor. Participants rated their level of agreement with the following items: "My worst prior supervisor was controlling of me," "My worst prior supervisor was micromanaging toward me," "My worst prior supervisor treated me like I was incapable," "My worst prior supervisor treated me like I was unskilled," "My worst prior supervisor acted distant toward me," and "My worst prior supervisor was avoidant of me." The coefficient alpha in this study was .83.

Negative vibes. I measured negative vibes using the 5-item measure developed for Study 1A. On a 7-point scale (1 = *very slightly or not at all*, 2 = *a little*, 3 = *slightly*, 4 = *somewhat*, 5 = *moderately*, 6 = *quite a bit*, 7 = *extremely*), participants rated the extent to which they felt each negatively-valenced feeling over the prior three weeks in response to three prompts (**at my workstation/around my current supervisor/interacting with support staff)**. Participants rated the extent to which they felt each of the following items: "vaguely tense," "vaguely apprehensive," "vaguely bothered," "vaguely unsettled," and "vaguely troubled." The coefficient alpha for this measure was .95.

Trust. I used the same 10-item trust measure used in Study 1B (Gillespie, 2003). On a 7-point scale (1 = *very slightly or not at all*, 7 = *extremely*), participants rated their level of

willingness to engage in each behavior reflected in the items toward their current supervisor over the past three weeks. Participants were presented with them prompt—"I have been willing to…" leading to the following items: "…rely on my supervisor's work-related judgments," "…rely on my supervisor's task-related skills and abilities," "…depend on my supervisor to handle an important issue on my behalf," "…rely on my manager to represent my work accurately to others," "…depend on my supervisor to back me up in difficult situations," "…share my personal feelings with my supervisor," "…confide in my supervisor about the personal issues that are affecting my work," "…discuss honestly how I feel about my work with my supervisor," "…discuss work-related problems or difficulties with my supervisor that could potentially be used to disadvantage me," and "…share my personal beliefs with my supervisor." The coefficient alphas was .93.

Perceived trustworthiness. Perceived trustworthiness was measured with the same 17-item measure by Mayer and Davis (1999) used in Study 1B. Using a 7-point scale (1 = *strongly disagree*, 7 = *strongly agree*), participants were asked to rate their perceptions of their current supervisor's trustworthiness based on their interactions with him/her over the past three weeks. They rated their level of agreement with each of the following items capturing their supervisor's ability: "My supervisor is very capable of performing his/her job," "My supervisor is known to be successful at the things he/she tries to do," "My supervisor has much knowledge about the work that needs done," "I feel very confident about my supervisor's skills," "My supervisor has specialized capabilities that can increase our performance," "My supervisor is well qualified," benevolence: "My supervisor is very concerned about my welfare," "My needs and desires are very important to my supervisor," "My supervisor would not knowingly do anything to hurt me,"

"My supervisor really looks out for what is important to me," "My supervisor will go out of his/her way to help me," and integrity: "My supervisor has a strong sense of justice," "I never have to wonder whether my supervisor will stick to his/her word," "My supervisor tries hard to be fair in dealings with others," "My supervisor's actions and behaviors are not very consistent," "I like my supervisor's values," and "Sound principles seem to guide my supervisor's behavior." Given that meta-analytic evidence shows that these three facets are highly correlated with one another (between .62 and .68; Colquitt et al., 2007), I aggregated these ratings to compute one overall score for perceived trustworthiness. The coefficient alpha was .96.

Emotion recognition. I measured emotion recognition with the same 4-item measure developed in Study 1B. On a 7-point scale (1 = *strongly disagree,* 7 = *strongly* agree), participants rated their level of agreement with each of the following statements: "I always know how I feel" "I can easily identify my feelings," "I know the emotions I experience," and "I am able to recognize my feelings." The coefficient alpha was .89.

Citizenship behavior. I measured supervisor-directed citizenship behavior using Lee and Allen's (2002) 8-item measure. On a 7-point scale (1 = *never*, 7 = *always*), supervisors rated how often employees engaged in each citizenship behavior over the prior three weeks. The prompt read, "Thinking about the past three weeks, please rate how often your employee, [FOCAL EMPLOYEE NAME], has engaged in each of the following behaviors toward you." The items were, "Helped you when you have been absent," "Willingly gave his/her time to help you with work-related problems," "Adjusted his/her work schedule to accommodate your requests," "Gone out of his/her way to make you feel welcome in the work group," "Showed genuine concern and courtesy toward you, even under the most trying business or personal situations,"

"Given up time to help you with work or non-work problems," "Assisted you with your duties," and "Shared personal property with you to help your work." The coefficient alpha for this measure was .90.

Control variables

Trait negative affectivity. I also controlled for employees' negative affectivity using 10 items from Watson et al.'s (1988) measure. On a 5-point scale (1 = *very slightly or not at all*, 5 = *extremely*), focal employees were asked to rate the extent to which they generally felt each emotion word. The items for negative affectivity were "afraid," "scared," "nervous," "jittery," "irritable," "hostile," "guilty," "ashamed," "upset," and "distressed." The coefficient alpha for this measure was .94.

CHAPTER 8

STUDY 2 RESULTS

Descriptive Statistics and Correlations

The means, standard deviations, coefficient alphas, and correlations are shown in Table 3.

Measurement Model Test

To assess the factor structure of the hypothesized model, I conducted a confirmatory factor analysis (CFA) in Mplus 8 (Muthén & Muthén, 2017). Negative vibes, citizenship behavior, emotion recognition, and trait negative affectivity were modeled using item-level indicators. Supervisory baggage, trust, and perceived trustworthiness were modeled using scale score indicators for each of their respective component dimensions. This model demonstrated an adequate fit to the data ($\chi^2[530] = 1121.50$, $p < .001$, CFI = .89, RMSEA = .08, SRMR = .07).

Hypothesis Tests

To analyze the data, I used structural equation modeling (SEM) in Mplus 8 (Muthén & Muthén, 2017). All variables were modeled as partially latent factors, indicated by single scale scores. All factor loadings were set to the square root of the scale score reliability and error variances were set to (1 - α)*variance (Kline, 2005). A product term was used to test the interaction between negative vibes and emotion recognition. This term was modeled like the other variables— with the factor loading set to the square root of its reliability and error variance set using the same formula above. To calculate the reliability for this product term, I used the formula recommended by Cortina, Chen, and Dunlap (2001). In addition to the product term, I

also included the moderator in the model test. I used bootstrapping with 10,000 replications to construct 95% bias-corrected confidence intervals to test the significance of indirect effects. I modeled direct paths from supervisory baggage to trust, perceived trustworthiness, and citizenship behaviors, as well as a direct path from negative vibes to citizenship behavior. I also controlled for the effect of trait negative affectivity throughout the model. For simplicity, only hypothesized path coefficients are shown in Figure 7. Overall, the model demonstrated good fit to the data ($\chi^2[4] = 16.38$, $p < .01$, CFI = .97, RMSEA = .13, SRMR = .04).

Table 3: Study 2 Descriptive Statistics and Correlations

Variable	*Mean*	*SD*	1	2	3	4	5	6	7
1. Supervisory baggage	5.19	1.24	(.83)						
2. Negative vibes	2.32	1.49	.13†	(.95)					
3. Trust	5.01	1.24	.09	-.25**	(.93)				
4. Perceived trustworthiness	5.56	1.06	.00	-.39**	.72**	(.96)			
5. Emotion recognition	5.73	.99	.32**	-.17*	.22**	.21**	(.89)		
6. Citizenship behavior	5.58	1.01	.09	-.17**	.46**	.43**	.17*	(.90)	
7. Trait negative affectivity	1.70	.79	-.17*	.53**	-.17*	-.38**	-.39**	-.26**	(.94)

Note. N = 197. **$p < .01$; *$p < .05$; † $p < .10$. Coefficient alphas are reported on the diagonal.

Hypothesis 1 predicted that supervisory baggage would be positively related to negative vibes. In support of this hypothesis, the results showed that supervisory baggage was positively related to negative vibes ($\beta = .26$, $p < .01$). Hypothesis 2 predicted that negative vibes would be negatively related to trust. The results showed that negative vibes did not have a significant effect on trust ($\beta = -.05$, *ns*), therefore, this hypothesis was not supported. Hypothesis 3 predicted that supervisory baggage would have a negative indirect effect on trust through negative vibes. Due to the non-significant effect of negative vibes on trust, the indirect effect of supervisory

baggage on trust through negative vibes was also non-significant (-.01, 95% CI = -.063, .018). Therefore, Hypothesis 3 was not supported.

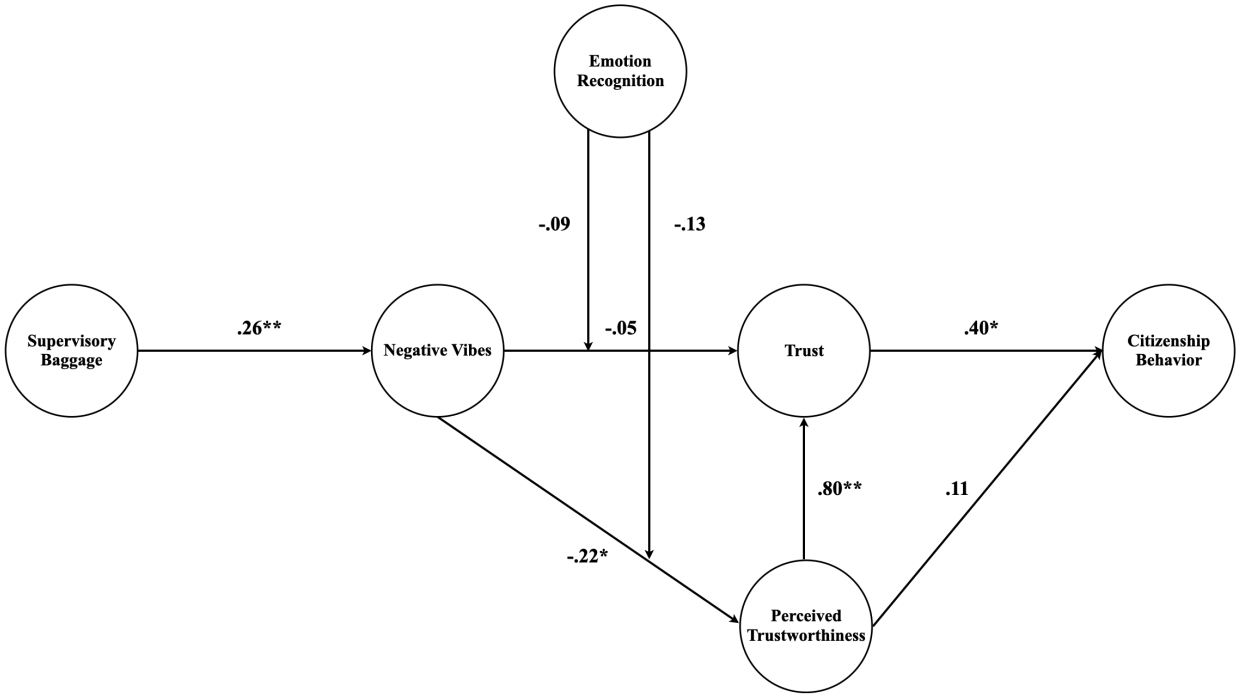

Figure 7: Structural Equation Modeling Results

Hypothesis 4 predicted that negative vibes would be negatively related to perceived trustworthiness. In support of this hypothesis, the results indicated that negative vibes was negatively related to perceived trustworthiness (β = -.22, p < .05). Hypothesis 5 predicted that supervisory baggage would have a negative indirect effect on perceived trustworthiness through negative vibes. The indirect effect of supervisory baggage on perceived trustworthiness through negative vibes was negative and statistically significant (-.06, 95% CI = -.158, -.005), providing support for this hypothesis. Hypothesis 6 predicted that supervisory baggage would have a

negative serial indirect effect on citizenship behavior through negative vibes and (a) trust and (b) perceived trustworthiness. The serial indirect effect of supervisor baggage on citizenship behavior through negative vibes and trust was not significant (-.01, 95% CI = -.041, .006), nor was the serial indirect effect through negative vibes and trustworthiness (-.01, 95% CI = -.051, .010). However, the serial indirect effect of supervisory baggage on citizenship behavior through negative vibes, perceived trustworthiness, and trust was negative and statistically significant (-.02, 95% CI = -.072, -.001), providing some support for this hypothesis.

Hypotheses 7 and 8 predicted that the negative relationships between negative vibes and (a) trust and (b) perceived trustworthiness would be moderated by emotion recognition such that the relationships would be stronger when emotion recognition was high rather than low, and that these moderating effects would carry through the serial indirect effect of supervisory baggage on citizenship behavior. The results showed that the moderating effect of emotion recognition was not significant for negative vibes and trust (β = -.09, *ns*) or perceived trustworthiness (β = -.13, *ns*). Therefore, Hypotheses 7 and 8 were not supported.

CHAPTER 9

DISCUSSION

The literature on trust has primarily focused on supervisor characteristics that foster employee trust. Specifically, scholars have posited that employees observe supervisors and implicitly collect data that informs their attitudes about trust. Employees use this data to determine the extent to which their supervisor has the ability to affect outcomes, how benevolent their supervisor is toward them, and the level of integrity their supervisor possesses (Mayer et al., 1995). Based on these assessments, employees determine their willingness to be vulnerable to their supervisor. Indeed, the influence of employee perceptions of trustworthiness on trust in their supervisor has received strong support in the literature (Colquitt et al., 2007).

However, this perspective on employees' trust in their supervisors may be limited. In particular, it only accounts for the logic-based, rational processing that motivates trust— that is, employee perceptions of supervisor trustworthiness. It does not account for the affect-laden, experiential processing that might also play a role in shaping employees' trust in their supervisors. This oversight is problematic because it is rooted in an implicit assumption that employees' trust is based on logical reasoning and is not potentially influenced by more categorical, representative thinking. Thus, the dominant perspective omits a key component of how employees view and interpret information— automatic, experiential processing.

Therefore, in my dissertation, I aimed to address this limitation in the trust literature by developing and testing theory that incorporates a dual-processing theory to understand

employees' trust in their supervisor and subsequent risk-taking behavior. Drawing on cognitive-experiential theory (CET; Epstein, 1994; 2003; 2014), I argued that employees' supervisory baggage would impact trust in their supervisor through both experiential processing and the impact of experiential processing on more rational processing. Through the experiential system, I posited that supervisory baggage would influence employee trust through negative vibes. In the rational system, I proposed that supervisory baggage would influence employee perceptions of supervisor trustworthiness through negative vibes. I further predicted that supervisory baggage would indirectly impact employees' risk-taking behaviors, specifically supervisors-directed citizenship behavior. I also proposed a moderator— emotion recognition, that might impact how influential negative vibes are on trust and perceived trustworthiness. The results from an experimental-causal-chain study and a time-separated field study provide some support for my predictions.

Summary of Results

As predicted, supervisory baggage was positively related to employees' negative vibes toward their current supervisor across both studies. I argued that supervisory baggage is connected to unconsciously stored memories from prior supervisory experiences, which contain affective components that linger and arise in the context of their current supervisory relationship. Thus, supervisory baggage from prior supervisors gives rise to an affective reaction in employees directed toward their current supervisor. Importantly, employees (and supervisors) are generally unaware that these negative vibes are not driven by the current supervisor, but instead are remnants of the need frustration that employees experienced at the hands of a prior supervisor.

Therefore, supervisory baggage from prior supervisors prompts employees to experience negative vibes toward their current supervisors.

I also predicted that negative vibes would negatively impact trust and perceived trustworthiness, and ultimately transmit the indirect effect of supervisory baggage onto trust and trustworthiness. The results of the experimental-causal-chain and field studies provided some support for these predictions. In the experimental-causal-chain study, supervisory baggage had a positive effect on negative vibes and negative vibes had a negative effect on trust and perceived trustworthiness. These results provide support for the indirect effect of supervisory baggage on trust and perceived trustworthiness through negative vibes. In the field study, these results were replicated for perceived trustworthiness, but not for trust. Instead, supervisory baggage had a serial indirect effect on trust, through negative vibes and perceived trustworthiness. The field study results provide support for my theorizing on the impact of experiential processing on rational processing by showing that negative vibes influenced employee perceptions of trustworthiness, which ultimately impacted employee trust.

I further predicted that supervisory baggage would have a serial indirect effect on employees' risk-taking behavior in the relationship with their supervisor, conceptualized as supervisor-directed citizenship behavior. I proposed that the serial indirect effect of supervisory baggage on citizenship behavior would be transmitted by negatives vibes, trust, and perceived trustworthiness. The serial indirect effects of supervisory baggage on citizenship behavior were tested in the field study and received some support. Specifically, supervisory baggage had a serial indirect effect on citizenship behavior through negative vibes, perceived trustworthiness, and trust. These results provide evidence of the impact that negative vibes has not only on

perceptions and attitudes, but also on behavior. It also points to the interconnectedness and complexity of dual-processing— the rational and experiential systems influence each other.

Finally, I proposed that emotion recognition would moderate the relationships between negative vibes and trust and negative vibes and perceived trustworthiness, and that these moderating effects would carry through in the serial indirect effect of supervisory baggage on citizenship behavior. The results provide partial support for these predictions. In the experimental-causal-chain study, emotion recognition moderated the effect of negative vibes on trust and perceived trustworthiness such that these effects were stronger when emotion recognition was high rather than low. Although these results were not replicated in the field study, the experimental-causal-chain study provides initial evidence that employees' ability to identify their own emotions impacts the extent to which supervisory baggage influences their levels of trust and perceptions of trustworthiness.

Theoretical Implications

My dissertation has several theoretical implications for a number of relevant literatures. First, my dissertation addresses a critical limitation in the trust literature by incorporating a dual-processing perspective into trust research. The trust literature has widely focused on the connection between perceptions of trustworthiness and trust (Colquitt et al., 2007). Although this perspective has great merit, it offers a limited view of the processing that underlies employee trust. In particular, the literate had focused on the controlled rational processing embedded in trustworthiness perceptions, while neglecting the potential effects of more automatic processing. However, scholars have long argued that two modes of information processing direct human thought and behavior (Evans, 2008). In this regard, research on trust that accounts for dual-

processing has been under-developed in the literature. In this research, I demonstrated that trust is influenced by both rational and experiential processing, specifically, through the direct influence of negative vibes and its indirect influence through perceived trustworthiness. Therefore, my research helps establish a foundation for exploring the dynamics of trust from a dual-processing perspective, which may propel new theoretical and empirical developments.

Second, to incorporate a dual-processing framework into the trust literature, I introduced a new construct— supervisory baggage. I conceptualized supervisory baggage as the remnants of employees' past experiences with need frustration from their worst prior supervisor. Therefore, supervisory baggage is ideal for capturing the past experiences that may motivate experiential processing and also impact rational processing. In this research, I demonstrated that supervisory baggage impacts employee perceptions, attitudes, and behavior, specifically perceptions of trustworthiness, trust, and citizenship behavior. Thus, I extend the literature by showing that employees' past experiences impact their relationship with and behavior toward their current supervisor, particularly their trust attitudes and behaviors. Also, by introducing this new concept, my dissertation offers a starting point for examining the influence of supervisory baggage on other relational dynamics in organizations.

Third, my dissertation helps advance research on affect in organizations by developing and providing validity evidence for a new measure of negative vibes. Although vibes are a key mechanism in cognitive-experiential theory (CET; Epstein, 1994; 2003; 2014), a valid measure to capture these feelings has not been developed in the literature. Therefore, I developed a measure of negative vibes, based on Epstein's (2003) conceptualization and provided validity evidence in line with recommended practices (e.g., Hinkin & Tracey, 1999; Colquitt et al., 2019).

By developing this new measure, my research provides an avenue for scholars to continue exploring the influence of experiential processing mediated by negative vibes. This measure may be a critical tool in understanding other experientially-based phenomenon within organizational members, such as intuition.

Fourth, this research contributes to research on emotion abilities, specifically emotion recognition. I proposed that the ability to identify one's own emotional state, or emotion recognition, would enhance the negative effects of negative vibes on trust and perceived trustworthiness. Given that prior research has relied on measures that capture the ability to perceive emotion in others (Mayer et al., 1999) or a blended concept of appraising and understanding the cause of emotions (Law et al., 2004), I developed a new scale to capture emotion recognition. Following recommended practices, (e.g., Hinkin & Tracey, 1999; Colquitt et al., 2019), I provided evidence for the definitional correspondence and distinctiveness of the proposed measure items. This new measure can be used in future research to better understand how employees' ability to identify their own emotional state impacts other perceptions, attitudes, and behaviors.

Practical Implications

My research has a number of practical implications. Specifically, my dissertation sheds light on the pervasive impact that supervisors have on employees, specifically, bad supervisors. The results of my studies showed that employees carry burdens from past experiences of need frustration with their worst prior supervisors, conceptualized as supervisory baggage, and that this supervisory baggage has an impact on their relationship with their current supervisor. For organizations, these results underscore the need to leverage strategic, data-driven methods for

selecting and training supervisors. Research suggests that organizational selection and training practices have a positive impact on performance (Van Iddekinge, Ferris, Perrewé, Perryman, Blass, & Heetderks, 2009). In the context of this research, selection and training practices may help organizations hire and promote supervisors that are better equipped to meet employee needs, thereby diminishing the potential for supervisory baggage to develop. For managers, supervisory baggage reinforces the concept that their relationships with employees do not begin on a clean slate. Instead, supervisors should be aware that their employees will carry supervisory baggage from past experiences into their relationship, which may impact how employee view and behave towards them. Therefore, supervisors should engage with their employees to better understand how they can help fulfill their needs.

This research also indicates that automatic, intuitive processing plays a roll in shaping employees' perceptions and attitudes about their supervisors, specifically through negative vibes. The results of my studies showed that negative vibes had a negative influence on employees' perceptions of trustworthiness, trust intentions, and citizenship behavior. Taken together, these results suggest that employee attitudes and behaviors are motivated by dual models of information processing, that incorporate affect-laden, intuitive and logic-based rational processing. For managers and organizations, it may be critical to understand employees' past experiences in organizations to help them understand the type of supervisory baggage employees may carry. Further, employees should b aware that their own perceptions and attitudes may be impacted by experiences in their past. As employees become more aware of the dynamics of dual processing, particularly experiential processing, they can become better at leveraging and refining their processing patterns (Epstein, 2014).

Strengths & Limitations

I used two different study designs to test my conceptual model— an experimental-causal-chain study design and a field survey study design. The experimental-causal-chain study design is ideal for testing this type of model for several reasons. Specifically, it allows for testing of both the independent and mediating variable effects, whereas in traditional experimental studies, only the effect of the independent variable is tested and the effect of the mediating variable on a subsequent outcome is correlational (Spencer et al., 2005). Further, participants were randomly assigned to conditions, diminishing the potential for unmeasured variable effects (Kerlinger & Lee, 2000). The field survey study was time separated and relied on ratings from focal employees and their supervisors. These features help to strengthen the potential validity of causal inferences made from this study (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

Although this research has a number of strengths, it is not without limitations. One such limitation is that the independent and mediating variables in the field study were rated by the same source, which could raise concerns about common method bias (Podsakoff, MacKenzie, & Podsakoff, 2012). However, steps were taken to minimize such issues. In particular, each of these variables was collected at different time points, separated by approximately three weeks. Further, given the nature of my theorizing, the independent and mediating variables were most appropriately self-rated by employees, given that their own experiences fuel supervisory baggage and negative vibes would be too subtle to be observed by others.

Another potential limitation of this research is the impact of the COVID-19 pandemic on interactions between employees and supervisors in organizations. Although my studies were designed to account for the pandemic, including specific eligibility requirements and screening

measures in the field study, it is possible that employees and supervisors have been impacted by the pandemic in ways that were not captured in my studies. For example, recent research suggests that the pandemic has had a negative impact on mental health and well-being outcomes for people, in general (Trougakos, Chawla, & McCarthy, 2020). Therefore, it is possible that employees are more likely to experience negative feelings, in general, as a result of the pandemic. Although I controlled for trait negative affectivity in my field study, which might be related to certain adverse mental health and well-being outcomes, future research should investigate further.

Suggestions for Future Research

By introducing supervisory baggage into the literature, my dissertation opens up new areas for future research. Given how fundamental trust is for relationships between employees and supervisors (Dirks & Ferrin, 2002), it is a tenable starting point for exploring the effects of supervisory baggage on employees. However, there are other potential outcomes that might be relevant for supervisory baggage. For example, it is possible that employees' supervisory baggage might impact their ability to build quality relationships with their supervisors. Alternatively, supervisory baggage might impede employees' ability to see "eye-to-eye" with their supervisor about their relationship quality. Another potential avenue for exploration is the potential impact of supervisory baggage on employees who subsequently become supervisors. For example, research could investigate the relationship between supervisory baggage and dysfunctional leader behaviors, such as abusive supervision. Research should also explore how supervisory baggage impacts the leader emergence and the adoption of certain leadership styles.

Scholars should also investigate other types of baggage in organizations. Supervisory baggage is one type of relational baggage— a broader concept that encompasses other types of baggage related to key organizational relationships. For example, employees may carry baggage from prior experiences with coworkers who treated them badly or were difficult to work with. The concept of baggage can even be extended to experiences with certain types of customers or clients. In addition to other types of relational baggage, the concept of baggage may be relevant in other domains of organizational research. For instance, employees may carry baggage from certain organizational structures or processes, such as bad experiences working on certain teams or with going through certain systematic procedures. Baggage may also develop from experiences with specific roles in an organization, such as leadership roles. For example, research could explore how baggage associated with certain roles impacts decision making and other performance-related outcomes.

My research showed that negative vibes transmitted the influence of supervisory baggage to trust and perceived trustworthiness, providing support for a core tenet of CET (Epstein, 1994; 2003; 2014)— behavior mediated by vibes in the experiential processing system. Therefore, my measure of negative vibes opens up new opportunities to explore how experiential processing impacts other relational dynamics in organizations. Although my dissertation focused solely on negative vibes directed toward supervisors, it is possible that negative vibes could be directed towards other targets such as employees, coworkers, and even customers. In addition to interpersonal relationships, future research could examine the extent to which negative vibes play a role in organizational decision making. Although scholars have posited the influence of intuition on decision-making in organizations (Dane & Pratt, 2007), future research could

explore the role of negative vibes in intuitive decision-making, particular to understand when they are more or less impactful. This line of research could be explored from the perspective of employees, leaders, or even CEOs and top management teams.

Conclusion

Trust is an integral dynamic in relationships between employees and supervisors. Although the literature has predominantly focused on the impact of a single mode of information processing on trust, my dissertation proposed and tested a theory that adopts a dual-processing perspective. My research indicates that in addition to the typically explored pathway, employees' trust in their supervisors is also influenced by experiential processing. Specifically, I showed that employees' supervisory baggage impacts their trust and perceptions of trustworthiness through negative vibes. I hope that my research is a starting point for future research on the effects of supervisory baggage and negative vibes in organizations.

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