



Master Thesis

Understanding the relationship between Empathetic Leadership and Employee Engagement on a daily level: Does daily Leader-Attentive Communication play a role?

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Abstract

The current study investigates the relationships between empathetic leadership and employee engagement, with leader-attentive communication as a mediator. The study is a multilevel research design in a daily diary study, which means that fluctuations on a daily level will be measured. The study was conducted among workers and supervisors within the Netherlands and Germany. Respondents were recruited by means of convenience sampling via the researcher's own networks. Respondents had to fill in a survey for five days in a row about their feelings, emotions and experiences at work. The results were reported and analyzed by MLmed, an SPSS macro, which is suitable for analyzing multilevel mediation models. Several control variables such as age, gender and contact with the supervisor were included in the study. Conservation of Resources Theory and Relational Leadership Theory were applied to explain the relationships. Empathetic leadership was found to be a predictor of both leader-attentive communication and employee engagement on a daily level. The study contributes to practice by expanding the knowledge about the role of LAC in the mechanism that underlies the relationship between empathetic leadership and employee engagement. Some limitations of the study were addressed, as well as recommendations for future research.

Keywords: Empathetic leadership, employee engagement, leader-attentive communication, daily diary design, Conservation of Resources Theory, Relational Leadership Theory, mediation

Introduction

Recently, it has been reported that U.S. employees felt more disengaged from their work than ever in eleven years (Lashbrooke, 2024). This negative development has a negative impact on several aspects of the organization's functioning, such as profitability and employee well-being (Lashbrooke, 2024). Employee engagement is a way of working in which the employee is fully engaged in his or her job (Decuyper & Schaufeli, 2020). Employee engagement is related to outcomes such as increased organizational performances and lower rates of absenteeism (Xu & Thomas, 2011) and is also strongly related to employee well-being (Veshne & Munshi, 2020). “Work engagement is defined as a positive, fulfilling work-related state of mind that is characterized by vigor, dedication, and absorption.” (Schaufeli et al., 2006, p. 702). One way to increase the level of employee engagement in the workforce is through strong leader-follower connections (Veshne & Munshi, 2020). Such strong connections can prosper when a leader possesses a high level of emotional intelligence (Veshne & Munshi, 2020). Holt and Marques (2012) stress the importance of emotional intelligence among leaders since it helps to develop soft skills. These soft skills, such as empathy in leadership, are essential in reaching business goals (Holt & Marques, 2012). Emotional intelligence is “the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action.” (Salovey & Mayer, 1990, p. 189). A big part of emotional intelligence is empathy (Ioannidou & Konstantikaki, 2008). Empathy is the skill of understanding other people's emotions and feelings and experiencing them (Ioannidou & Konstantikaki, 2008; Ohreen, 2022). It is about ‘reading’ the other person's emotions and anticipating it in a conversation (Badea & Pana, 2010). Leaders can express their empathy by speaking and listening (Kock et al., 2019; Ohreen, 2022), and according to Holt and Marques (2011), leader empathy is crucial in today's fact-

ancing environments. Empathetic leadership is important for realizing organizational successes and employee well-being (Holt & Marques, 2012). Empathetic leadership, according to Kock et al. (2019), focuses on the “emotional relationship between a leader and follower—how much a leader understands a follower’s work situation, invests in emotional understanding, and provides emotional security for the follower” (p. 217).

The mechanism underlying the relationship between positive leadership styles and employee engagement is still unclear (Decuyper & Schaufeli, 2020; Xu & Thomas, 2011). Empathetic leadership may act as an antecedent of employee engagement (Tufail & Sandhu, 2022). Decuyper and Schaufeli (2020) argue that the communicative characteristics between leader and follower are central to this underlying mechanism. Communicative characteristics from the managers, especially listening skills, foster psychological safety and in turn have a positive impact on employee engagement (Decuyper & Schaufeli, 2020; Rees et al., 2013). It creates a safe space for the follower to express their feelings or emotions. A leader’s listening skills enable the leader and the follower to build a positive relationship (Good et al., 2016). To investigate the mechanism of these communicative characteristics, Decuyper and Verdorfer (2022) have developed a new concept which is the so-called Leader-Attentive Communication (LAC). They define this concept as an “open-minded, attentive demeanor while in a conversation with an employee” (Decuyper & Verdorfer, 2022, p. 425). LAC consists of two dimensions: general LAC and a nonverbal demeanor (Decuyper & Verdorfer, 2022). It means that leaders pay attention to the content of the conversation, but also on the nonverbal cues (Decuyper & Verdorfer, 2022). Decuyper and Verdorfer (2022) argue that there is too little research into the listening behaviors of leaders. The current study will zoom in on this concept and its relationships with other concepts.

The current study will build on the Conservation of Resources Theory (Hobfoll, 1989) and on Relational Leadership Theory (Uhl-Bien, 2006) to help explain the relationships. COR theory states that people strive to acquire and maintain resources to deal with stress and demands (Hobfoll, 1989). To increase employee engagement, there is a need for the provision of resources. Leaders can play an important role in the provision of resources (Decuyper & Schaufeli, 2020). Employees feel more engaged when they have a strong relationship with their leader who provides resources which will increase their work engagement (Breevaart & Bakker, 2014). Decuyper and Verdorfer (2022) state that Leader-Attentive Communication is also a way of providing resources for the employee. LAC is a new concept and is the “open-minded, attentive demeanor while in a conversation with an employee” (Decuyper & Verdorfer, 2022, p. 425). The Relational Leadership Theory (Uhl-Bien, 2006) highlights two perspectives that stress the importance of communicative processes in the development of relationships. Both individual characteristics as well as relationship characteristics play a role in the occurrence of empathy (Uhl-Bien, 2006). Based on the two theories, LAC could play an important role in the relationship between empathetic leadership and employee engagement. This leads to the following research question: *To what extent does daily empathetic leadership relate to daily employee engagement and does daily leader-attentive communication help explain this relationship?*

By addressing the above question, this thesis makes two contributions. First, it contributes to the existing theory since it investigates the mechanism between empathetic leadership and employee engagement by mediation of LAC. There has not been much research into this leadership style. Also, LAC is a new concept which has not been studied thoroughly yet (Decuyper & Verdorfer, 2022), therefore this study will contribute to the theoretical knowledge

regarding this novel topic. Also, Decuyper and Verdorfer (2022) suggest further research to investigate antecedents of LAC which will be investigated in the current study.

Second, there may be fluctuations on a daily level in the leader-follower interaction and behaviors (Kelemen et al., 2020; Breevaart et al., 2013). Empathy is often considered as a fixed trait, but the levels of leader empathy may fluctuate per day (Scott et al., 2010). Leader behaviors therefore may influence the daily levels of employee engagement (Breevaart et al., 2014; Burch et al., 2016) For this reason, the variables will be measured daily. On top of that, LAC has not previously been studied on a daily level. Studying daily leadership behaviors gives a more elaborate explanation on leadership behaviors in its natural context (Kelemen et al., 2020).

Theoretical framework

The relationship between daily empathetic leadership and daily employee engagement

Empathy is part of people's emotional intelligence (Badea & Pana, 2010; Veshhne & Munshi, 2020) and is a certain cognitive skill that allows someone to have understanding for the other person's thoughts and feelings (Badea & Pana, 2010; Ioannidou & Konstantikaki, 2008). Both understanding as well as empathy are key determinants of emotional intelligence (Ioannidou & Konstantikaki, 2008). Managers with high levels of empathy know how to show certain techniques that will improve the follower's performance (Kock et al., 2019). Empathetic leadership behaviors shown by leaders will create positive outcomes among their subordinates such as increased job satisfaction (Kock et al., 2019). Kock et al. (2019) describe empathetic leadership as a way of leading with a certain level of empathy and the willingness and capability to understand the follower's feelings. It is about the resources the leader provides to build an emotional relationship with the follower (Kock et al., 2019).

Decuyper and Verdorfer (2022) suggest that empathetic leadership behaviors, especially their listening skills, enhance employee engagement. A theory that provides more insight in this relationship is the Conservation of Resources Theory (Hobfoll, 1989). This theory states that people will protect their resources and strive to acquire new ones. These resources are necessary for dealing with stress (Hobfoll, 1989). Leaders can provide resources by the way they practice leadership (Decuyper & Schaufeli, 2020; Widiyanto & Wilderom, 2023; Xu & Thomas, 2011). The term resources is quite a broad concept. Hobfoll (1989) defines resources as “objects, personal characteristics, conditions, or energies that are valued by the individual or that serve as a means for attainment of these objects, personal characteristics, conditions, or energies.” (p. 516). Simply put, empathetic leaders provide support for the employees to improve their engagement by showing care about their situation and by listening attentively, which is a way of providing resources. By doing so, they can more optimally provide what the employee needs. In turn, their engagement levels will increase (Decuyper & Schaufeli, 2020) Employee engagement is a state in which the employee engages while working, which allows them to fully dedicate themselves to their job and to work with high levels of concentration (Breevaart et al., 2014). Previous studies indicate that there is a positive relationship between leader empathy and employee engagement. For example, Veshne and Munshi (2020) studied the relationship between emotionally intelligent leaders, which is strongly linked to empathy, and employee engagement. They found a significant, positive relationship between emotional intelligent leaders and employee engagement. This finding is in line with another example by Tufail and Sandhu (2022). They investigated the relationship between empathetic leadership and employee engagement. It was found that they were positively and significantly related to each other.

In the current study however, empathetic leadership and employee engagement will be investigated daily. Daily leadership behaviors are dynamic and change day by day (Kelemen et al., 2020). There may be fluctuations on a daily level in the leader-follower interaction and behaviors (Breevaart et al., 2013; Kelemen et al., 2020). This might change due to different triggers such as hours of sleep the leader has had (Barnes et al., 2015). Moreover, the levels of employee engagement can fluctuate daily, depending on the daily leadership behaviors of their supervisor (Breevaart et al., 2014; Burch et al., 2016). Therefore, employee engagement will also be measured daily to investigate coherence in the fluctuations.

The COR Theory (Hobfoll, 1989) supported by the empirical evidence (Tufail & Sandhu, 2022; Veshne & Munshi, 2020) leads to the following hypothesis:

H1: Daily empathetic leadership is positively related to daily employee engagement.

Daily empathetic leadership and daily leader-attentive communication

As discussed before, empathy is a cognitive skill and is part of people's emotional intelligence (Badea & Pana, 2010; Ioannidou & Konstantikaki, 2008; Ohreen, 2022). Once a leader notices that a follower has specific needs in terms of understanding and support, he or she can express empathy by certain communicative processes (Badea & Pana, 2010; Burch et al., 2016) such as active listening and questioning behaviors (Nakamura & Miler, 2023). It starts with empathy, which is the cognitive ability to recognize feelings and thoughts of others, followed by the willingness to listen attentively (Decuyper & Verdorfer, 2022; Deliu, 2019).

According to Decuyper and Verdorfer (2022), too little attention has been paid in literature to the leader's listening skills; especially non-judging, attentive listening behaviors. Often there are factors influencing their listening behaviors such as phone snubbing (Roberts & Williams, 2017). However, leader attention may help to create positive relationships with the

employees (Good et al., 2016). Decuypere and Verdorfer (2022) have studied attentive listening behaviors. They have created a new concept: Leader-Attentive Communication (LAC). They define this concept as an “open-minded, attentive demeanor while in a conversation with an employee” (Decuypere & Verdorfer, 2022, p. 425). This construct is linked to several other concepts such as active-empathic listening and servant leadership (Decuypere & Verdorfer 2022) but can be distinguished from them.

The Relational Leadership Theory (Uhl-Bien, 2006) will be applied to this relationship to provide better understanding. This theory is a framework that explains two different views on the concept of leadership: the entitative and the constructionist relational leadership perspective (Uhl-Bien, 2006). According to the entitative leadership perspective, there are two individuals in a relationship that are considered separate from each other, but each with their own personal characteristics. In this relationship, both individuals will get in line with each other to reach mutual goals (Uhl-Bien, 2006). Uhl-Bien (2006) takes this viewpoint together saying that “entity perspectives approach relational leadership from the standpoint of relationships lying in individual perceptions, cognition (e.g., self-concept), attributes, and behaviors (e.g., social influence, social exchange)” (p. 661). According to the relational perspective, everything must be understood in the contexts of relationships (Uhl-Bien, 2006). The focus in the relational view is the process of interaction and communication within a relationship. Through these communicative processes, relationships emerge. Jian (2020) extends the current framework of Relational Leadership Theory (Uhl-Bien, 2006) by applying it to empathetic leadership practices. Jian (2020) explains the process that takes place within the construction of empathy and how it unfolds. From the viewpoint of entitative leadership, a leader is an individual in the leader-follower relationship with his or her own characteristics (Uhl-Bien, 2006). From that empathic

skill or mindset, leaders decide about their behavior and how it unfolds into practice. The communicative processes of leaders and followers start with the cognitive skills that stimulate neurological processes of empathy. The relational viewpoint then explains how empathy will be brought into practice. Leaders who possess the cognitive skill of empathy recognize situations that ask for empathy, after which they put effort in to pay attention and listen genuinely (Jian, 2020). This reflects the relational processes between leaders and followers to which both the entitative and the relational viewpoint can be applied.

Although there is no specific empirical evidence yet regarding the relationship between empathetic leadership and LAC, there are instances that leader empathy is related to communicative processes that are linked to LAC. The cognitive skill of empathy within a leader, which is connected to their emotional intelligence, stimulates them to show behaviors such as active-empathic listening (Nakamura & Milner, 2023). Active-empathic listening is a way of listening in which the listener is both emotionally and actively involved in the conversation (Pence & Vickery, 2012). This concept is strongly related to LAC as it is a form of attentive listening (Decuyper & Verdorfer, 2022). Pence and Vickery (2012) investigated the relationship between emotional intelligence and active-empathic listening. According to them, empathy is an important element of emotional intelligence. They found that emotional intelligence was a significant predictor of active-empathic listening behaviors. Another concept that is related to LAC is transformational leadership (Decuyper & Verdorfer, 2022). This leadership style also focuses on the employee's needs with a focus on their personal development (Decuyper & Verdorfer, 2022; Tims et al., 2011). Previous research suggests that positive leadership styles, such as transformational leadership, are an antecedent of employee engagement (Salanova et al., 2011; Tims et al., 2011).

The levels of empathy within a person may fluctuate over days (Scott et al., 2010) and their empathetic behaviors related to it (Burch et al., 2016). On days that followers experienced higher levels of empathy, there was a more positive climate which made more job resources available for the followers (Scott et al., 2010) which can be explained by the COR theory (Hobfoll, 1989). The relationship between empathetic leadership and LAC will be studied daily since empathetic leadership may fluctuate day by day. These fluctuations have an impact on the leader's behavior and communication styles (Kelemen et al., 2020; Breevaart et al., 2013).

Based on the Relational Leadership theory (Uhl-Bien, 2006) and existing literature (Pence & Vickery, 2012; Decuyper & Schaufeli, 2020; Salanova et al., 2011), the following hypothesis will be stated:

H2: Daily empathetic leadership is positively related to daily leader-attentive communication.

The mediating role of daily LAC

According to Decuyper and Schaufeli (2020), leaders can have an influence on employee engagement by the communicative processes with their followers (Decuyper & Schaufeli, 2020). Kock et al. (2019) and Jian (2020) describe the process of how empathetic leadership operates in practice, which has been discussed previously. The communicative process of showing empathy between a leader and follower is a combination of both the entitative and the constructionist relational leadership perspective, according to the Relational Leadership Theory (Jian, 2020; Uhl-Bien, 2006). Leaders can provide the followers with resources by LAC (Decuyper & Schaufeli, 2020; Decuyper & Verdorfer, 2022). LAC is a form of active, empathic listening behaviors. Jonsdottir and Kristinsson (2020) found that active empathic listening behaviors contribute to increased employee engagement. They consider social

support from the supervisor as a job resource (Jonsdottir & Kristinsson, 2020). The provision of resources will help the employees to increase their job engagement, according to the COR Theory (Decuyper & Schaufeli, 2020; Hobfoll, 1989). Hobfoll (2011) also states that, within COR Theory, resources do not emerge individually but in so-called 'caravans', which means they come in packages. It also means that organizations create certain ecologies, also known as caravan passageways, that support the provision and creation of resource caravans for their employees (Hobfoll, 2011). So-called caravan passageways are "the environmental conditions that support, foster, enrich and protect the resources of individuals, sections or segments of workers, and organizations in total, or that detract, undermine, obstruct or impoverish people's or group's resource reservoirs" (Hobfoll, 2011, pp. 118-119). From these nurturing environments, such as supportive organizational cultures, resources emerge (Hobfoll et al., 2018). According to Hobfoll (2011), a strong relationship between supervisor and follower is an example of a resource caravan passageway. In this relationship, resources can be exchanged via empathy (Hobfoll et al., 2018). LAC could be considered as a mean to exchange resources as it is a form of empathic communication (Decuyper & Verdorfer, 2022). In short, empathetic leadership contributes to the existence of caravan passageways, from which resource caravans emerge via LAC. LAC contributes to the understanding of employee needs and in turn may increase employee engagement (Decuyper & Verdorfer, 2022).

Based on COR theory (Hobfoll, 1989) and the theory of caravan passageways (Hobfoll, 2011; Hobfoll et al., 2018) LAC could act as a mediator in the relationship between empathetic leadership and employee engagement. It has been discussed before that, based on Relational Leadership Theory (Uhl-Bien 2006), empathetic leadership might lead to LAC (Jian, 2020; Nakamura & Milner, 2023; Pence & Vickery, 2012). In turn, LAC could help to increase

employee engagement (Decuypere & Verdorfer, 2022). Empathetic leadership is also positively related to employee engagement (Tufail & Sandhu, 2022; Veshne & Munshi, 2020) and LAC could positively mediate this relationship.

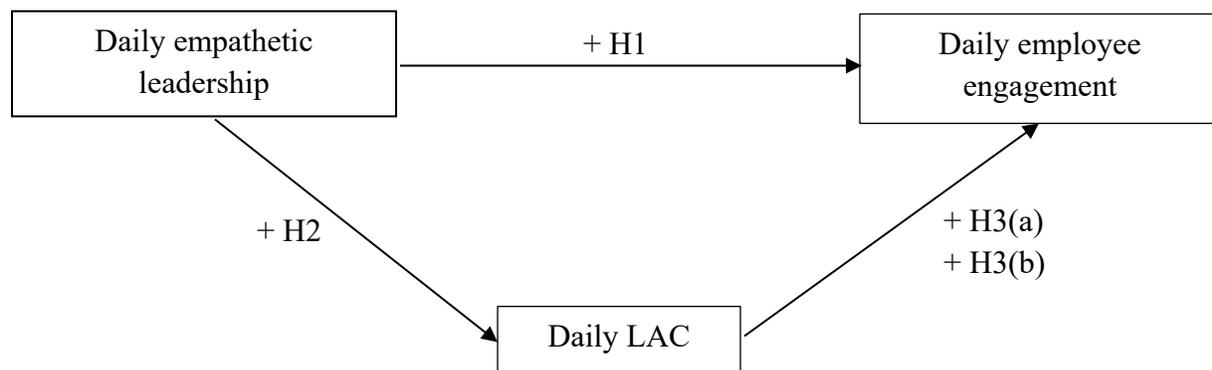
All three variables will be tested on a daily level to have a more unique contribution and to investigate the relationships in a natural context. Based on the literature and the theories the following hypotheses will be tested:

H3(a): Daily leader-attentive communication is positively related to daily employee engagement.

H3(b): The relationship between daily empathetic leadership and daily employee engagement is positively mediated by leader-attentive communication.

Figure 1

Conceptual model



Methods

Research design

The design in this study will be a quantitative, daily diary study. Data was collected over a certain period (T1, T2, T3, T4, T5). Several daily measures were conducted to investigate

fluctuations and causality over time. This design is more suited in this study than a cross-sectional design as gives a clearer view of fluctuations on daily bases (Silvia & Cotter, 2021). The units of analysis are dyads of employees and their manager. However, this study exclusively uses the employee data for the analyses. To collect data, convenience sampling was applied. This is a form of sampling in which samples will be selected that are conveniently available (Straits & Singleton, 2011). Students contacted dyads of leaders and followers from their own network that were available to participate in the study.

Sample and procedure

The sample consists of participants recruited in the students' own networks. They are employed at several companies and the respondents will be Dutch or German speaking individuals. Two criteria had to be met; respondents should be employed and have a manager they report to. There is no exclusion of respondents based on the sector of company they work in. Within a group of five students, each student had to reach out to 50 dyads of a leader and a follower. It would mean that the total sample consists of approximately 250 dyads, each of which five points in time would be measured which results in a total number of 1250 data points. These sample sizes, level 1 ($n=1250$) and level 2 ($n=250$), are considered to have sufficient power to test the hypotheses in the model ($L1 \geq 5$, $L2 \geq 20$) (Shen, 2016). However, this study will specifically focus on a 1-1-1 mediation while taking into account the multilevel nature of the data.

The respondents were contacted via email. The email provided information about the procedure and confidentiality, including a link to the survey. Appendix 1a and 1b provide the information that was sent to the respondents. The data was collected via Qualtrics. The measurements took place over one working week in the month March 2024.

Instruments

Several scales were included in this study. They were adjusted to a daily design to make sure all variables were measured on a daily level. The items were measured from two perspectives: the leader and the follower. Appendix 3 includes the questions that were included in the questionnaire.

Daily empathetic leadership. This variable was measured with an 8-item scale developed by Mayfield and Mayfield (2017). One example of these items is: “Today, my manager showed his/her support for my professional development”. Each item was measured on a 5-point Likert scale, with (1) = strongly disagree to (5) = strongly agree. The reliability was checked by testing Cronbach's alpha. If the value of Cronbach's alpha is above .7, it indicates ‘acceptable’ reliability. A value above .6 is ‘questionable’, according to George & Mallery (2019). The empathetic leadership scale reported a Cronbach's alpha of .884, indicating ‘good’ reliability.

Daily Leader-Attentive Communication. Daily LAC was measured with the scale developed by Decuyper and Verdorfer (2022). The scale consists of ten items. One example of these items is “Today, my leader displays a keen awareness during our conversations”. All items in this scale were measured on a 5-point Likert scale, with (1) = strongly disagree and (5) = strongly agree. The reliability of the LAC scale was tested. Cronbach's alpha was .928, indicating ‘excellent’ reliability (George & Mallery, 2019).

Daily employee engagement. This variable was measured with the scale developed by Schaufeli et al. (2019), which is a very short three-item scale that measures work engagement. One example of the items is “Today, I am immersed in my work”. The items were measured on a 5-point Likert scale, with (1) = strongly disagree and (5) = strongly agree. Reliability of the scale was tested and reported a Cronbach's alpha of .774, indicating acceptable reliability.

Control variables. The first control variable that was included in the measures is “Did you talk to your leader/employee today?”. The frequency of which leader and follower are in contact influences the extent to which there is room for interaction (Kacmar et al., 2003). The second control variable that was included is gender, since Rabiul and Yean (2021) found that gender significantly impacted employee engagement. Women may experience more difficulty in being engaged at work, since the organizational environment may disadvantage women to experience, for example, psychological safety which in turn impacts their engagement (Banihani et al., 2013). Empathy might also be influenced by gender, since women may develop more empathy than men (Eisenberg, 2000). Finally, the control variable ‘age’ was included. Older employees might be more engaged than younger employees as they might have different expectations of their supervisor (James et al., 2011). On top of that, they are often quite traditional and expect to be rewarded for their loyalty to the organization and will therefore display higher levels of engagement (James et al., 2011).

Analysis

The program that was used to analyze the data is IBM SPSS Statistics version 28.0.1.0. To test the direct and indirect hypotheses in this model, MLmed was applied (Hayes & Rockwood, 2020). This is an SPSS macro that is capable of processing multilevel mediation analyses which is appropriate given the clustered nature of the data (i.e. daily observations nested in individuals) (Rockwood & Hayes, 2017). To determine to what extent it is necessary to conduct a multilevel analysis, the Intraclass Correlation Coefficient was measured (Castro, 2002). The ICC has a value between $\rho = 0$ and $\rho = 1$ (Arend & Schäfer, 2019). The data to calculate this was retrieved by conducting a One-Way ANOVA analysis for each variable. Based on the mean square within-groups, mean square between-groups and the average number of

members within groups, ICC(1) can be calculated (Shen, 2015). ICC(2) can be calculated based on the means of squares within and means of squares between (Shen, 2015). Microsoft Excel was used to calculate the outcomes of the formulas, based on One-Way ANOVA output from SPSS. ICC should be higher than .10 for level 1 data (Le Breton & Senter, 2008) or .40 for level 2 (Fleiss, 1986). The results of the ICC test are displayed in appendix 1. ICC(1) for empathetic leadership is $\rho = .40$ and ICC(2) is $\rho = .72$. ICC(1) for LAC is $\rho = 1.00$ and ICC(2) is $\rho = 1.00$ as well. ICC(1) for employee engagement is $\rho = .42$ and ICC(2) is $\rho = .75$. It turned out that all ICC(1) and ICC(2) values are above the minimum value that is required and therefore indicate that multilevel analysis is necessary.

Before starting with analyzing the data, the dataset was corrected for missing values. The dyads who only filled in the survey for one day were deleted from the dataset. Also, respondents with inconsistent answers to the questions were deleted to make sure all datapoints were valid to use for the analysis. The datapoints that were unknown or incorrectly entered were replaced by '999' to make sure SPSS would not include these in the analyses.

The validity of the scales was tested by means of Principal Axis Factoring (PAF). This method checks whether the items belong to the scale that is expected to measure a certain construct (Kaiser & Rice, 1974). Among a number of variables, the underlying factors will be explored based on the variability of the scores (Kaplan, 2004). To conduct a Principal Axis Factoring analysis, the Kaiser-Meiyer-Olkin Measure of Sampling Adequacy must exceed .5 (Kaiser & Rice, 1974). On top of that, Bartlett's Test of Sphericity must result to be significant.

After the data was checked and corrected for missing values and outliers, several analyses were conducted. First, the validity of the scales was tested by conducting a PAF analysis. The first scale, which is the empathetic leadership scale, reported a KMO index of .874 and Bartlett's

test of sphericity indicated to be significant. Therefore, PAF could be conducted. All six items showed factor loadings of $>.6$ and only one factor was extracted from the six items.

The second scale, which is LAC, was a bit more complex. KMO index was .894 and Bartlett's test of Sphericity was significant, therefore PAF was allowed. However, the results implied that four items cross-loaded on two factors. These four items, "Today, my supervisor noticed my facial expressions", "Today, my supervisor noticed my body posture", "Today, my supervisor noticed that tone of my voice" and "Today, my supervisor noticed my main/predominant emotions" measure the nonverbal communication aspect of LAC, which is in line with the findings by Decuyper and Verdorfer (2022). These four items could be excluded from the scale to make sure only one factor is extracted which measures general attention (Decuyper & Verdorfer, 2022). However, the concept of LAC can be distinguished from other concepts, for example empathy, by the inclusion of items that measure nonverbal communication (Decuyper & Verdorfer, 2022). It was decided to keep these items in the study. The items were forced to load on one factor only by selecting 'number of factors to extract: 1'. The outcome reported one extracted factor with a factor loading of each item of $>.7$. Appendix 2a and 2b display the tables with the factor loadings, before and after extraction of one single factor.

The third scale, which is employee engagement, consisted of only three items. KMO index was .900 and Bartlett's test of Sphericity was significant, allowing PAF. All three items indicated a factor loading of $>.6$ and only one factor was extracted from the items.

Results

Table 2 displays the means, standard deviations and Pearson Correlations. The average age of the sample is 34.091 years, with a standard deviation of 13.105. The variable gender

implicates that there were more female respondents in the study than male respondents. LCOM shows whether the employees communicated with their manager on the day of the observation. The mean value of LCOM indicates the mean frequency of communication between leader and subordinates on the day of the observation over five days. The variable was computed into a dummy variable, including 0 = yes, 1 = no. The mean value of 0.250 indicates that most respondents talked to their leader on the days the data was collected.

The Pearson correlations demonstrate whether there is a negative or a positive relationship between two variables (Gravetter & Wallnau, 2015). Yet, one cannot draw conclusions about the direction of the causal relationship between variables (Gravetter & Wallnau, 2015). Pearson correlation has a value between -1 and +1 (Gravetter & Wallnau, 2015). Empathetic leadership and LAC reported a correlation of $r = .727$ that is significant ($p < .01$), which might indicate a positive relationship between the two variables. The value of $r = .727$ implies a relatively strong relationship (Akoglu, 2018). The relationship between employee engagement and empathetic leadership ($r = .328$) is also significant, but relatively weak (Akoglu, 2018). This also applies for the correlation between LAC and employee engagement ($r = .230$).

Another remarkable value is the negative and significant correlation between LCOM and LAC which is $r = -.458$ ($p < .01$). A higher value of LCOM means there was less contact between supervisor and employee, since '1' indicates they did not speak to their manager. If the value of LCOM increases, LAC will decrease. Hence, LAC-related behaviors could not be observed on the days that there was no contact, which explains the negative correlation.

Table 2.*Means, standard deviations and Pearson correlations.*

	M	SD	1.	2.	3.	4.	5.
1. Empathetic Leadership	3.249	.740					
2. LAC	3.430	.702	.727**				
3. Employee engagement	3.633	.703	.328**	.230**			
4. Age	34.091	13.105	-.125*	-.060	.019		
5. Gender	.591	.485	-.124*	-.061	.026	.254**	
6. LCOM	.250	.255	-.341**	-.458**	-.083	.057	.028

Note. Gender is a dummy variable with 0 = male and 1 = female. LCOM is a dummy variable (“Did you communicate with your supervisor today?”) with 0 = yes and 1 = no. *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

MLmed output

Table 3 displays the multilevel data analysis, reported by MLmed by SPSS (Hayes & Rockwood, 2020). These are also included in the conceptual model displayed in figure 2. The within-effects show the differences between two variables over time within the dyads on a daily level. The results of this output will be used to test the hypotheses.

A significant, positive relationship was found between the within-effects of empathetic leadership and employee engagement ($B = .185$, $SE = .093$, $p < .05$). This means that hypothesis 1 is supported.

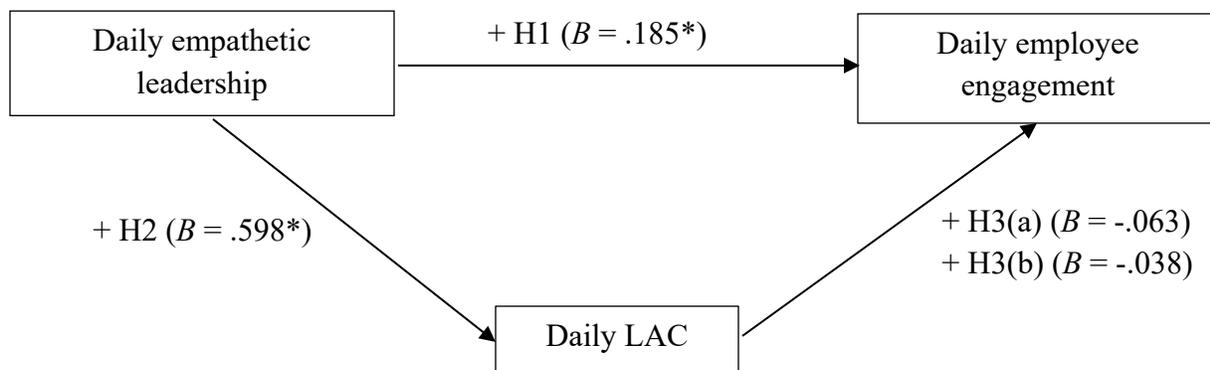
The direct relationship of the within-effects between empathetic leadership and LAC is positive and significant ($B = .598$, $SE = .050$, $p < .01$). Hypothesis 2 will be supported.

The relationship between LAC and employee engagement is negative, but not significant ($B = -.063$, $SE = .101$, $p = .535$). Therefore, hypothesis 3a is not supported.

LAC was expected to positively mediate the relationship between empathetic leadership and employee engagement. However, it is not possible for LAC to act as a significant mediator since the relationship between LAC and employee engagement was not significant. In order to report a complete output of the analysis, the mediation relationship will be tested anyway. The results show that the indirect-within effects are negative and not significant ($B = -.038$, $SE = .061$, $p = .536$; [MCLL = $-.159$; MCUL = $.083$]). This means that hypothesis 3b will not be supported.

Figure 2.

Conceptual model including hypothesis testing.



Note. * $p < .05$

Considering the outcomes of the control variables, it was found that LCOM has a negative and significant effect on LAC ($B = -.267$, $SE = .072$, $p < .01$). LCOM is a dummy variable in which '0' indicates that subordinates communicated with their manager, and '1'

indicates that they did not communicate with their manager on the day of the observation. There were no other significant relationships found between the variables and the control variables.

Table 3

Multilevel mediation model: Direct and indirect within effects of empathetic leadership on employee engagement, mediated by LAC.

	Model 1:				Model 2:			
	<i>Within-effects on mediating variable: LAC</i>				<i>Within-effects on dependent variable: Employee engagement</i>			
Predictor variable	B	SE	t	p	B	SE	t	p
Constant	1.499**	.321	4.663	.000	1.924*	.569	3.382	.001
EmpL	.598**	.050	11.884	.000	.185*	.093	1.994	.048
LAC					-.063	.101	-.622	.535
LCOM	-.267**	.072	-3.702	.000	-.008	.104	-.076	.940

Indirect effect(s)					
<i>Within-indirect Effects</i>					
	Effect	SE	p	MCLL	MCUL
LAC	-.038	.061	.536	-.159	.083

Note. N = 259. *. p < .05. **. p < .01. MCLL = Monte Carlo Lower Limit, MCUL = Monte Carlo Upper Limit

Table 4.

Multilevel mediation model: Direct and indirect between effects of empathetic leadership on employee engagement, mediated by LAC.

	Model 1:				Model 2:			
	<i>Between-effects on mediating variable:</i>				<i>Between-effects on dependent variable:</i>			
	<i>LAC</i>				<i>Employee engagement</i>			
Predictor variable	B	SE	t	p	B	SE	t	p
EmpL	.617**	.081	7.612	.000	.420*	.172	2.440	.018
LAC					.044	.193	.230	.819
LCOM	-.634**	.173	-3.676	.000	-.068	.290	-.235	.815
Gender	-.022	.085	.257	.798	.084	.131	.639	.525
Age	.002	.003	.680	.499	.005	.005	.947	.334

Indirect effect(s)					
<i>Between-indirect Effects</i>					
	Effect	SE	p	MCLL	MCUL
LAC	.027	.061	.536	-.159	.083

Note. N = 259. *. p < .05. **. p < .01. MCLL = Monte Carlo Lower Limit, MCUL = Monte Carlo Upper Limit

Supplementary analysis

Table 4 displays the between effects of the Mlmed analysis. The between effects show the differences between different dyads over time. According to the results, empathetic leadership is positively related to employee engagement ($B = .420$, $SE = .172$, $p < .05$), which is in line with hypothesis 1. It was also found that empathetic leadership is positively related to LAC ($B = .617$, $SE = .081$, $p < .01$), which confirms hypothesis 2. LAC did not predict employee engagement ($B = .044$, $SE = .193$, $p = .819$). Consequently, LAC did not significantly mediate the relationship between empathetic leadership and employee engagement ($B = .027$, $SE = .061$, $p = .536$, [MCLL = $-.159$; MCUL = $.083$]).

Discussion

The current study aimed at investigating the relationships between empathetic leadership, employee engagement and LAC on a daily level by addressing the following question: *To what extent does daily empathetic leadership relate to daily employee engagement and does daily leader-attentive communication help explain this relationship?* It was found that empathetic leadership has a positive and significant impact on employee engagement on a daily level. Moreover, it was found that empathetic leadership is positively and significantly related to LAC. Although this specific relationship was not investigated before, these findings are in line with relatable studies. Previous studies by Veshne and Munshi (2020) and Tufail and Sandhu (2022) found that empathetic leadership could act as a possible predictor of employee engagement based on COR theory (Hobfoll, 1989). It was also expected that empathetic leaders would display more LAC-related behaviors, based on the studies by Nakamura and Milner (2023) and Jian (2020). After all, empathetic leaders will display more active-listening behaviors (Nakamura & Milner,

2023) and put effort in the communication processes with their followers (Decuyper & Verdorfer, 2022; Deliu, 2019).

Two hypotheses in this study were rejected. The first one stated that LAC is positively related to employee engagement. According to the results, there was no significant, positive relationship found. The second one stated that LAC acts as a mediator between empathetic leadership and employee engagement. The findings were not in line with what was expected based on the literature and the theory, and therefore alternative explanations should be studied. The mechanism that underlies the relationship between positive leader behaviors and employee engagement can be explained by a direct or an indirect effect (Decuyper & Schaufeli, 2020). Positive leadership behaviors can directly influence employee engagement, for example by social exchange (Decuyper & Schaufeli, 2020). Indirect pathways can be explained by psychological need satisfaction. Psychological need satisfaction consists of three conditions to be fulfilled: safety, availability and psychological meaningfulness (Kahn, 1990). The relationship between LAC and employee engagement could be mediated by psychological need satisfaction since this concept possibly acts as an antecedent of employee engagement (Decuyper & Verdorfer 2022; Decuyper & Schaufeli, 2020; Xu & Helena, 2011). A leader has the capability to shape the environment and the access to resources (Inceoglu et al., 2018). Decuyper and Verdorfer (2022) argue that a leader can more optimally provide the resources the subordinate needs when they engage in LAC and in turn the level of employee engagement will increase. Engaging in LAC means attentively listening to what the employee needs and experiences (Decuyper & Verdorfer, 2022). In turn, employee need satisfaction can be fulfilled and lead to increased engagement. Decuyper and Verdorfer (2022) found that from these three conditions, meaningfulness was the one that mediated between LAC and employee engagement, in contrast

to safety and availability. In the current study, the three conditions of psychological need satisfaction may not have been fully met which could explain why LAC did not predict employee engagement and did not mediate this relationship.

A second explanation could be the impact of moderators on this relationship that have not been considered in this study. Inceoglu et al. (2018) investigated the relationships between positive leadership behaviors and different aspects of employee well-being, including job engagement. Based on COR theory, resources will help to lower stress levels and increase job engagement (Hobfoll, 1989). However, according to Inceoglu et al. (2018), people's personality plays a role in the way we interpret resources. Pessimistic personality types may be less problem-solving for example (Inceoglu et al., 2018). In case of experienced stress, pessimistic personality types may have a negative impact on the collection of resources and in turn employee engagement will not increase.

Theoretical contributions

This study contributes to the literature about daily empathetic leadership and empathetic communication between managers and subordinates, and especially highlights the mechanisms of LAC (Decuyper & Verdorfer, 2022). This is the first study that investigated the relationships between these specific concepts and the underlying mechanism by LAC. Therefore, this is a unique contribution to the literature. This study provides more insights in the understanding and dynamics of LAC. The concepts have been studied in a daily diary study and therefore builds on the call of Decuyper and Verdorfer (2022) to investigate the dynamics of LAC on a daily level. The current study was expected to provide more insight in the daily fluctuations of the concepts in the model. It was found that on a daily basis, empathetic leadership leads to increased employee engagement. This finding builds on the studies by Kelemen et al. (2020) and Breevaart

et al. (2013) who studied the daily leader-follower interactions and behaviors. On days that leaders demonstrate more supportive leadership styles, such as transformational leadership, employees will feel more engaged (Kelemen et al., 2020; Breevaart et al., 2013).

It was found that on a daily basis, LAC does not predict employee engagement. It turns out that this finding is in line with the outcome of the study by Decuyper and Verdorfer (2022). LAC was expected to predict higher levels of employee engagement (Decuyper & Schaufeli, 2020; Decuyper & Verdorfer, 2022) based on COR theory (Hobfoll, 1989). Based on the current study and the outcomes of the study from Decuyper and Verdorfer (2022) it can be assumed that LAC does not directly predict higher levels of employee engagement. This outcome contributes to insights about LAC as an antecedent and provides opportunities for future research.

Practical contributions

As stated before, employee engagement is important for several areas of organizational successes (Lashbrooke, 2024; Veshne & Munshi, 2020). In the current study, it was found that employee engagement can be predicted by empathetic leadership practices. Empathy is part of people's emotional intelligence (Ioannidou & Konstikaki, 2008; Salovey & Mayer, 1990; Veshne & Munshi, 2020). According to Holt and Marques (2012), empathy in leadership is essential for organizational success. This insight may help organizations to redesign their recruitment processes. The recruitment of managers with higher levels of emotional intelligence may contribute to reaching organizational goals and the improvement of employee well-being and engagement. Emotional intelligence can be tested by emotional intelligence assessment tests such as the MSCEIT which is a well-known test for emotional intelligence (Mayer et al., 2003).

It was found that empathetic leadership is also related to LAC-related behaviors. LAC contributes to a better understanding of employee needs and to the provision of resources (Decuyper & Verdorfer, 2022). Empathetic leaders can be trained to display more LAC-related behaviors which in turn may positively impact organizational performances and employee well-being (Deliu, 2019).

Limitations and directions for future research

The first limitation that should be addressed is the lack of attention paid to the two different dimensions of LAC: general LAC and the nonverbal demeanor. Two factors were found in factor analysis of LAC, which is in line with the findings by Decuyper and Verdorfer (2022). It was decided to include LAC in the study as a general construct, therefore one factor was extracted in Exploratory Factor Analysis. The communalities of the two different dimensions were not considered separately in the current study. Future research could more thoroughly investigate the impact of each dimension separately by paying attention to the unique contribution of the total variance, for example by conducting Principal Components Analysis (Tavakol & Wetzel, 2020).

A second limitation, which also relates to the first one, is the lack of insight into the causal relationship between empathetic leadership and LAC. The current study has found that empathetic leadership predicts LAC. However, empathetic leadership is a certain behavior that will be predicted by individual characteristics (Jian, 2020). To improve understanding of the concept and dynamics of LAC, future research should investigate the antecedents of LAC. Sims (2017) already studied the relationship between the big-five personality traits and active empathic listening and found that both agreeableness and openness were important predictors of active-empathic listening. On top of that, the study by Dåderman et al. (2022) found that

agreeableness would help in understanding and helping others. Since active-empathic listening and LAC are related concepts (Decuyper & Verdorfer, 2022), those personality traits could also be studied as an antecedent of LAC. Also, building upon the finding that LAC does not predict employee engagement, future research could investigate other concepts predicted by LAC. For example, the extent to which LAC predicts turnover intention as it has been found by Bregenzler et al. (2020) that leader listening skills indirectly predict lower levels of turnover intention. LAC may have a positive effect on job satisfaction and in turn decrease the levels of turnover intention.

The final limitation is the lack of insight into the relationship between LAC and employee engagement in this study. The outcome was not in line with what was expected. An extra mediator between these variables would have contributed to a better understanding of the underlying mechanism. As discussed before, psychological need satisfaction could act as an antecedent of employee engagement (Decuyper & Verdorfer, 2022; Decuyper & Schaufeli, 2020; Xu & Helena, 2011). Future research could include this variable as a mediator to provide more in-depth explanation about the relationship between LAC and employee engagement.

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Appendix 1a

Exploratory Factor Analysis for Leader-Attentive Communication – 2 factors extracted

Variable	Factor Loading	
	1	2
Leadership - Today, my supervisor was perceptive during conversations.	.699	-.292
Leadership - Today, my supervisor displayed a keen awareness during our conversations.	.784	-.374
Leadership - Today, I got my supervisors' full attention when I talked to him/her.	.773	-.360
Leadership - Today, my supervisor accurately heard the verbal message I wanted to convey (for instance through repeating the message, summarizing it or asking additional questions).	.807	-.308
Leadership - Today, my supervisor was able to describe my points accurately when I communicated with him/her.	.801	-.303
Leadership - Today, my supervisor rephrased my intended message accurately	.776	-.152
Leadership - Today, my supervisor noticed my facial expressions.	.741	.484
Leadership - Today, my supervisor noticed my body posture.	.745	.568
Leadership - Today, my supervisor noticed the tone of my voice.	.759	.474
Leadership - Today, my supervisor noticed my main/predominant emotions.	.738	.329

Extraction Method: Principal Axis Factoring
a. 2 factors extracted. 7 iterations required

Appendix 1b

Exploratory Factor Analysis for Leader-Attentive Communication – 1 factor extracted.

Variable	Factor Loading
	1
Leadership - Today, my supervisor was perceptive during conversations.	.701
Leadership - Today, my supervisor displayed a keen awareness during our conversations.	.778
Leadership - Today, I got my supervisors' full attention when I talked to him/her.	.768
Leadership - Today, my supervisor accurately heard the verbal message I wanted to convey (for instance through repeating the message, summarizing it or asking additional questions).	.808
Leadership - Today, my supervisor was able to describe my points accurately when I communicated with him/her.	.802
Leadership - Today, my supervisor rephrased my intended message accurately	.787
Leadership - Today, my supervisor noticed my facial expressions.	.712
Leadership - Today, my supervisor noticed my body posture.	.702
Leadership - Today, my supervisor noticed the tone of my voice.	.731
Leadership - Today, my supervisor noticed my main/predominant emotions.	.729
Extraction Method: Principal Axis Factoring	
a. 1 factor extracted. 5 iterations required	

Appendix 2a

Letter with information on the study – Leader survey

Introduction

This information letter contains important information about this study and corresponding rules. Please read this letter carefully and ask any questions, before agreeing upon participation.

What is this study about?

Building positive daily interactions and fostering emotional connections between leaders and employees is crucial for a thriving work environment. These interactions create a foundation of trust, collaboration, and a sense of belonging. However, such interactions and emotions might also be very volatile and change from day to day, even within the same working week. The purpose of this study is to understand how interactions and emotional connections between leaders and employees change on a daily basis, what are the underlying causes, and how do employees and leaders feel as a result?

What does participation in this study involve?

In this study, you and one of your employees will participate in a series of five different questionnaires over one five-day working week (one at the end of each day). Filling in the questionnaires will take approximately 10 minutes per questionnaire. Only the first questionnaire may take about 2 minutes longer to complete, as it includes some background information. The

questionnaire deals with various questions about aspects of supervision, work climate, emotions, and work-related well-being and performance.

Potential negative consequences of participation

We do not predict any negative consequences. In case of discomfort you can reach out through the following email address: r.bauwens@tilburguniversity.edu.

Participant information

Voluntariness of participation

We ask your consent to participate in this study, which applies for the length of this study. Participating in this research is voluntary. You have the right not to take part in this study. If you decide to participate in this study, you are free to withdraw from this study at any time, without any negative consequences, and without giving any reason. You are free to only answer questions that you want to reply to.

The researchers can terminate the study if necessary. The decision to terminate the study can be made to protect your health and safety, or because the research plan stipulates that individuals who do not meet certain conditions or do not strictly follow the instructions, cannot participate.

What rights do I have?

You have the right, in principle, to request access to and rectify, erase, restrict or object to the processing of your personal data. For more information: www.tilburguniversity.edu/privacy

Confidentiality

All information collected during this study will be stored confidentially. Your research data will be anonymized with a code name or number. Any personal information is not released without your written permission. Your employee will not have access to your research data. Your answers will not be shared with your organization.

Research Data Management Policy

The anonymized research data will be stored safely for a period of 10 years. Only the researchers have access to this data. When the results of this study are published or presented at conferences, no information will be presented that can reveal your personal identity. Anonymized data collected in this study might be useful for future research or educational purposes. Therefore this data will be anonymously available.

Reward/Reimbursement

Participating in this study happens on a voluntary basis. There are no rewards associated with participation, although participation greatly helps the involved students in with their thesis and graduation.

Ethical Approval

This study was approved by the ethics review board (ERB) of Tilburg University [no. RP1448].

Participation

If you decide to participate in this study, you can click on ‘accept’ on the next page and

continue to the study. Any questions about this study can be directed to:

r.bauwens@tilburguniversity.edu

Appendix 2b

Letter with information on the study – Employee survey

Introduction

This information letter contains important information about this study and corresponding rules. Please read this letter carefully and ask any questions, before agreeing upon participation.

What is this study about?

Building positive daily interactions and fostering emotional connections between leaders and employees is crucial for a thriving work environment. These interactions create a foundation of trust, collaboration, and a sense of belonging. However, such interactions and emotions might also be very volatile and change from day to day, even within the same working week. The purpose of this study is to understand how interactions and emotional connections between leaders and employees change on a daily basis, what are the underlying causes, and how do employees and leaders feel as a result?

What does participation in this study involve?

In this study, you and your supervisor will participate in a series of five different questionnaires over one five-day working week (one at the end of each day). Filling in the questionnaires will take approximately 15 minutes per questionnaire. Only the first questionnaire may take about 2 minutes longer to complete, as it includes some background information. The questionnaire deals with various questions about aspects of supervision, work climate, emotions,

and work-related well-being and performance.

Potential negative consequences of participation

We do not predict any negative consequences. In case of discomfort you can reach out through the following email address: r.bauwens@tilburguniversity.edu.

Participant information

Voluntariness of participation

We ask your consent to participate in this study, which applies for the length of this study. Participating in this research is voluntary. You have the right not to take part in this study. If you decide to participate in this study, you are free to withdraw from this study at any time, without any negative consequences, and without giving any reason. You are free to only answer questions that you want to reply to.

The researchers can terminate the study if necessary. The decision to terminate the study can be made to protect your health and safety, or because the research plan stipulates that individuals who do not meet certain conditions or do not strictly follow the instructions, cannot participate.

What rights do I have?

You have the right, in principle, to request access to and rectify, erase, restrict or object to the processing of your personal data. For more information: www.tilburguniversity.edu/privacy

Confidentiality

All information collected during this study will be stored confidentially. Your research data will be anonymized with a code name or number. Any personal information is not released

without your written permission. Your supervisor will not have access to your research data.
Your information or responses will not be shared with your organization.

Research Data Management Policy

The anonymized research data will be stored safely for a period of 10 years. Only the researchers have access to this data. When the results of this study are published or presented at conferences, no information will be presented that can reveal your personal identity.

Anonymized data collected in this study might be useful for future research or educational purposes. Therefore, this data will be anonymously available.

Reward/Reimbursement

Participating in this study happens on a voluntary basis. There are no rewards associated with participation, although participation greatly helps the involved students in with their thesis and graduation.

Ethical Approval

This study was approved by the ethics review board (ERB) of Tilburg University [no. RP1448].

Participation

If you decide to participate in this study, you can click on ‘accept’ on the next page and continue to the study. Any questions about this study can be directed to:

r.bauwens@tilburguniversity.edu

Appendix 3
Questionnaire

Leader Q	Employee Q	EN Item
		Gender
x	x	<i>How do you identify yourself?</i>
		○ Man
		○ Woman
		○ In another way
		Age
x	x	What is your year of birth?
		Education
x	x	<i>Which of these is your highest completed education?</i>
		○ Primary education
		○ Secondary education (e.g., HAVO, VWO, <i>Hauptschule</i> , <i>Realschule</i> , <i>Gymnasium</i>)
		○ Intermediate vocational education (e.g., MBO, <i>Berufsschule</i>)
		○ Higher professional education (e.g. university of applied sciences, hogeschool, <i>Hochschule</i>)
		○ Academic education (e.g. university)
		○ Other, namely:
		Tenure leader/employee
	x	How long have you been working with your [employee/current supervisor]?
		Tenure organization
x	x	How long have you been working with your current organization?
		Contact leader/employee
x	x	Did you talk to your [leader/employee] today?
		Organizational culture
	x	<i>To what extent do the following statements describe your organization?</i>
		Bureaucratic
		○ My organization is hierarchical.
		○ My organization is procedural.
		○ My organization is structured.
		○ My organization ordered.
		Supportive
		○ My organization is collaborative.

		<ul style="list-style-type: none"> ○ My organization is relationships-oriented.
		<ul style="list-style-type: none"> ○ My organization is encouraging.
		<ul style="list-style-type: none"> ○ My organization is trusting.
		Power distance
	X	<ul style="list-style-type: none"> ○ In my organization, people in higher positions make most decisions without consulting people in lower positions.
		<ul style="list-style-type: none"> ○ In my organization, people in higher positions do not ask the opinions of people in lower positions too frequently.
		<ul style="list-style-type: none"> ○ In my organization, people in higher positions avoid social interaction with people in lower positions.
		<ul style="list-style-type: none"> ○ In my organization, people in lower positions should not disagree with decisions by people in higher positions.
		<ul style="list-style-type: none"> ○ In my organization, people in higher positions do not delegate important tasks to people in lower positions.
		Emotional Intelligence
x		<ul style="list-style-type: none"> ○ I always know how I feel
		<ul style="list-style-type: none"> ○ I know which emotions I experience
		<ul style="list-style-type: none"> ○ Mostly, I am able to explain exactly how I feel
		<ul style="list-style-type: none"> ○ I am aware of the emotions of the people around me
		<ul style="list-style-type: none"> ○ I know which feelings others experience
		<ul style="list-style-type: none"> ○ I understand why other people feel the way they feel
		<ul style="list-style-type: none"> ○ I do not let my emotions take over
		<ul style="list-style-type: none"> ○ I only show my emotions when it is appropriate
		<ul style="list-style-type: none"> ○ If I want to, I put on my poker face
		<ul style="list-style-type: none"> ○ I can boost or temper the emotions of others
		<ul style="list-style-type: none"> ○ I have great influence on how others feel
		<ul style="list-style-type: none"> ○ I know how to influence people
		Daily empathetic leadership
	x	<ul style="list-style-type: none"> ○ Today, my supervisor gave me praise for my good work.
		<ul style="list-style-type: none"> ○ Today, my supervisor showed me encouragement for my work efforts.
		<ul style="list-style-type: none"> ○ Today, my supervisor showed concern about my job satisfaction.
		<ul style="list-style-type: none"> ○ Today, my supervisor expressed his/her support for my professional development.
		<ul style="list-style-type: none"> ○ Today, my supervisor asked me about my professional well being.
		<ul style="list-style-type: none"> ○ Today, my supervisor showed trust in me.
		Daily leader-attentive communication
	x	<ul style="list-style-type: none"> ○ Today, my supervisor was perceptive during conversations
		<ul style="list-style-type: none"> ○ Today, my supervisor displayed a keen awareness during our conversations
		<ul style="list-style-type: none"> ○ Today, I got my supervisors' full attention when I talked to him/her.

		<ul style="list-style-type: none"> ○ Today, my supervisor accurately heard the verbal message I wanted to convey (for instance through repeating the message, summarizing it or asking additional questions)
		<ul style="list-style-type: none"> ○ Today, my supervisor was able to describe my points accurately when I communicated with him/her.
		<ul style="list-style-type: none"> ○ Today, my supervisor rephrased my intended message accurately.
		<ul style="list-style-type: none"> ○ Today, my supervisor noticed my facial expressions.
		<ul style="list-style-type: none"> ○ Today, my supervisor noticed my body posture.
		<ul style="list-style-type: none"> ○ Today, my supervisor noticed the tone of my voice.
		<ul style="list-style-type: none"> ○ Today, my supervisor noticed my main/predominant emotions.
		Daily LMX
x	x	<ul style="list-style-type: none"> ○ Today, [I/my supervisor] understood my [employees'] problems and needs.
		<ul style="list-style-type: none"> ○ Today, my working relationship with my [supervisor/employee] was effective.
		<ul style="list-style-type: none"> ○ Today, I [knew/showed] how satisfied [my supervisor/I] was with what [I/my employee] did.
		Daily leader effectiveness
x	x	<ul style="list-style-type: none"> ○ Today, [my/the] overall functioning [of my supervisor] was satisfactory.
		<ul style="list-style-type: none"> ○ Today, [my supervisor/I] was capable.
		<ul style="list-style-type: none"> ○ Today, [my supervisor/I] was effective.
		Leader incivility
	x	<ul style="list-style-type: none"> ○ Today, my supervisor doubted my judgment on a matter over which I have responsibility.
		<ul style="list-style-type: none"> ○ Today, my supervisor paid little attention to a statement you made or showed little interest in your opinion.
		<ul style="list-style-type: none"> ○ Today, my supervisor made demeaning or derogatory remarks about me.
		Awareness of other's strengths
x		<ul style="list-style-type: none"> ○ I know the things my employees are good at doing.
		<ul style="list-style-type: none"> ○ I know my employees' strengths well.
		<ul style="list-style-type: none"> ○ I know when my employees are at their best.
		<ul style="list-style-type: none"> ○ I know which tasks my employees do best.
		<ul style="list-style-type: none"> ○ I know which tasks energize my employees.
		Awareness own emotions
x		<ul style="list-style-type: none"> ○ I have a good sense of why I have certain feelings most of the time.
		<ul style="list-style-type: none"> ○ I have good understanding of my own emotions.
		<ul style="list-style-type: none"> ○ I really understand what I feel.
		<ul style="list-style-type: none"> ○ I always know whether or not I am happy
		Awareness other's emotions

x		<ul style="list-style-type: none"> ○ I always know my employees' emotions from their behavior. ○ I am a good observer of employees' emotions. ○ I am sensitive to the feelings and emotions of employees. ○ I have good understanding of the emotions of employees around me.
		Daily engagement
	x	<ul style="list-style-type: none"> ○ Today, I felt bursting with energy at my work. ○ Today, I was enthusiastic about my job. ○ Today, I was immersed in my work.
		Daily exhaustion
	x	<ul style="list-style-type: none"> ○ Today, I felt emotionally exhausted while at work.
		Task performance
x	x	<ul style="list-style-type: none"> ○ Today, I achieved the objectives of my job. ○ Today, I fulfilled all the requirements of my job. ○ Today, I demonstrated expertise in all job-related tasks.
		Daily OCB-org motive
	x	<ul style="list-style-type: none"> ○ <i>Today, how important where each of the following motives for you to go the extra mile for the company?</i> ○ Wanting to understand how the organization works. ○ Caring for what happens in the company. ○ Wanting to be fully involved in the company
x	x	OCB-I
		<ul style="list-style-type: none"> ○ Today,[I/my employee] willingly gave up time to help others who have work-related problems. ○ Today, [I/my employee] showed genuine concern and courtesy toward coworkers, even under the most trying business or personal situations. ○ Today,[I/my employee] gave up time to help others who have work or nonwork problems.
		OCB-O
		<ul style="list-style-type: none"> ○ Today,[I/my employee] kept up with developments in the organization. ○ Today,[I/my employee] offered ideas to improve the functioning of the organization. ○ Today, [I/my employee] took action to protect the organization from potential problems.
	x	<ul style="list-style-type: none"> ○ To what extent have you thought about quitting our job today?

