

### Reviews: Coding

We used the same coding scheme for the review on authentic leadership, replacing servant leadership (or sl) with authentic leadership (or al). Except for number, sl\_new, reference, and study\_nr, all variables were coded with 0 = *no* and 1 = *yes* (–99 and –66 = *not relevant/not applicable*).

The search was last updated on April 14, 2022.

Data:

review\_servant\_leadership.csv

review\_authentic\_leadership.csv

Variable name	Description
number	Number of the article in the list (old to new)
sl_new	If "sl_explan"=1, has the article been covered by the review by Eva et al. (2019)? (only servant leadership review)
include	Is article included?
reference	Article reference
journal	Journal in which the article was published
CodingTraining	Was article one of the ten randomly chosen articles for training purposes? (only servant leadership review)
study_nr	Study number within the article
sl_ind	Is servant leadership as explanatory variable used as... simple independent variable?
sl_med	Is servant leadership as explanatory variable used as... mediator?
sl_mod	Is servant leadership as explanatory variable used as... moderator?
ovs	Is there possible endogeneity due to omitted variables?
intercaus	Is the estimate of servant leadership interpreted causally?
acknowl	If "ovs" = 1, do authors acknowledge that the estimate of servant leadership cannot be interpreted causally (at least indirectly by acknowledging threat of common method bias)?
instrumental	Is instrumental variable regression used?
sl_quest	Has servant leadership been measured rather than experimentally manipulated?
sl_perc_foll	If "sl_quest" = 1, were servant leadership perceptions used rather than servant leadership (follower rating)?
sl_perc_lead	If "sl_quest" = 1, were servant leadership perceptions used rather than servant leadership (leader rating)?
sl_exp	Has servant leadership been experimentally manipulated?
fieldexp	If "sl_exp" = 1, was it a field experiment?
lab	If "sl_exp" = 1, was it a lab experiment?
vignette	If "sl_exp" = 1, was servant leadership manipulated as a vignette?
sl_aggr	If "sl_exp"=1, was servant leadership manipulated as an aggregate construct?
lab_cons	If "lab" = 1, was the lab experiment consequential?
counterf	If "sl_exp" = 1, was a counterfactual group included?
counterf_opposite	If "counterf" = 1, was the counterfactual group the opposite of servant leadership?

counterf_diff_lead	If “counterf” = 1, was the counterfactual group a different leadership style?
counterf_neutral	If “counterf” = 1, was some sort of a neutral group included?
manip_check	Was a manipulation check conducted?
manip_check_out	If “manip_check” = 1, was the manipulation check done out-of-sample?
manip_check_before	If “manip_check_out” = 0 (and “manip_check” = 1), was the manipulation check done before measuring the dependent variable?

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**Pre-Study/ Main Experiment: Measures and Coding**

pre-study\_data.csv (pre-study: only included participants)

pre-study\_data\_all\_participants.csv (pre-study: included and automatically excluded participants)

exp\_data\_final\_sample.csv (main experiment: only included participants)

exp\_data\_all\_participants.csv (main experiment: included and excluded participants)

<b>Code</b>	<b>Scale</b>	<b>Item code</b>	<b>Item</b>	<b>Reference/ Notes</b>
id	Participant id	id		Participant ID
condition	Experimental condition	condition		0 = <i>neutral speech</i> 1 = combined stewardship and authenticity <i>speech</i>
agree	Informed consent	agree	I have understood the above information and I voluntarily agree to participate.	0 = no agreement 1 = agreement
SL_AU SL_STE	Servant Leadership Scale	SL_AU1	Kate is open about her limitations and weaknesses.	van Dierendonck, D., & Nuijten, I. (2011). The Servant Leadership Survey: Development and validation of a multidimensional measure. <i>Journal of Business and Psychology</i> , 26(3), 249-267.
		SL_AU2	Kate is touched by the things she sees happening around her.	
		SL_AU3	Kate is prepared to express her feelings even if this might have undesirable consequences.	
		SL_AU4	Kate shows her true feelings to the study participants.	
	Stewardship	SL_STE1	Kate emphasises the importance of focusing on the good of the whole.	Scale: 1 = <i>strongly disagree</i> ; 2 = <i>disagree</i> ; 3 = <i>slightly disagree</i> ; 4 = <i>slightly agree</i> ; 5 = <i>agree</i> ; 6 = <i>strongly agree</i>  Own adaptation: Leader to the name of the actor Staff to study participants SL_AU2: without often
		SL_STE2	Kate has a long-term vision.	
		SL_STE3	Kate emphasises the societal responsibility of our work.	
CL	Charismatic leadership	CL1		Bass, B. M., & Avolio, B. J. (1995). MLQ Multifactor leadership questionnaire for research: Permission set. Redwood City, CA: Mindgarden.
		CL2	Talks optimistically about the future.	
	Inspirational Motivation (IM)	CL3		Items 6, 9, 10, 13, 14, 18, 21, 23, 25, 26, 34, 36
		CL4		
		CL5		
		CL6		
	Idealized Influence (II)	CL7		Scale: 1 = <i>not at all</i> 2 = <i>once in a while</i> 3 = <i>sometimes</i> 4 = <i>fairly often</i> 5 = <i>frequently, if not always</i>  Randomized order of items  License: Copyright © 1995 by Bernard Bass & Bruce J. Avolio. All rights reserved in all media. Published by Mind Garden, Inc. <a href="http://www.mindgarden.com">www.mindgarden.com</a>
		CL8		
		CL9		
		CL10		
		CL11		
		CL12		
AGRE	Agreeableness (IPIP)	AGRE1	Am interested in people.	50-item International Personality Item Pool (IPIP: Goldberg, 1999)
		AGRE2	Sympathise with others' feelings.	

<b>Code</b>	<b>Scale</b>	<b>Item code</b>	<b>Item</b>	<b>Reference/ Notes</b>
		AGRE3	Have a soft heart.	<a href="https://ipip.ori.org/newBigFive5broadKey.htm#Agreeableness">https://ipip.ori.org/newBigFive5broadKey.htm#Agreeableness</a>  Scale: 1 = <i>strongly disagree</i> to 6 = <i>strongly agree</i>  (R) = has to be recoded → recoded items: AGRE7r to AGRE10r  Randomized order of items
		AGRE4	Take time out for others.	
		AGRE5	Feel others' emotions.	
		AGRE6	Make people feel at ease.	
		AGRE7	Am not really interested in others. (R)	
		AGRE8	Insult people. (R)	
		AGRE9	Am not interested in other people's problems. (R)	
		AGRE10	Feel little concern for others. (R)	
ATTENT	Attention/ comprehension check	ATTENT1	Please select "strongly disagree" to show that you have read the item.	Cf. Meade, A. W., & Craig, S. B. (2012). Identifying careless responses in survey data. <i>Psychological Methods</i> , 17(3), 437–455. <a href="https://doi.org/10.1037/a0028085">https://doi.org/10.1037/a0028085</a>  Scale: 1 = <i>strongly disagree</i> ; 2 = <i>disagree</i> ; 3 = <i>slightly disagree</i> ; 4 = <i>slightly agree</i> ; 5 = <i>agree</i> ; 6 = <i>strongly agree</i>  Recoded so that 1 = 1 (correct) und 2-6 = 0 (wrong)
		ATTENT2	What is a main purpose of World Vision?	1. Preventing the suffering of animals 2. Maintain international peace and security 3. Advancing culture 4. Providing political education 5. Supporting poor children [ <i>correct</i> ]
		ATTENT3	How much money will the researchers donate to World Vision with every letter that you have correctly decrypted?	<i>Open question</i> _____ GBP  <i>Correct answer: 0.03</i>  Cf. Meslec, N., Curseu, P. L., Fodor, O. C., & Kenda, R. (2020). Effects of charismatic leadership and rewards on individual performance. <i>The Leadership Quarterly</i> , 31(6), Article 101423. <a href="https://doi.org/10.1016/j.leaqua.2020.101423">https://doi.org/10.1016/j.leaqua.2020.101423</a>
sound	Sound check	sound	Please indicate if you could listen to the sound of the video:	1 = <i>Yes, I could hear the sound.</i> 2 = <i>No, I could not hear the sound.</i>
sex	Gender	sex	What is your gender?	Scale: 0 = <i>male</i> ; 1 = <i>female</i> ; 2 = <i>diverse</i>
		sex_2		Gender as a binary variable (for correlation tables and randomization checks) Scale: 0 = <i>male</i> ; 1 = <i>female</i>
		sex_f		Dummy variable 0 = <i>not female</i> 1 = <i>female</i>
		sex_d		Dummy variable 0 = <i>not diverse</i> 1 = <i>diverse</i>
age	Age	age	How old are you?	( <i>open question</i> )
EDU	School education	EDU	What is the highest degree or level of education you have completed?	1. Primary school 2. GCSEs or equivalent [edu_dummy2]

<b>Code</b>	<b>Scale</b>	<b>Item code</b>	<b>Item</b>	<b>Reference/ Notes</b>
				3. A-Levels or equivalent [edu_dummy3] 4. University undergraduate programme [edu_dummy4] 5. University post-graduate programme [edu_dummy5] 6. Doctoral degree [edu_dummy6]  Dummies in square brackets
		university		EDU as a binary variable (for correlation tables and randomization checks) Scale: 0 = no university degree (Primary school, GCSEs or equivalent, A-Levels or equivalent); 1 = University undergraduate programme, university post-graduate programme, doctoral degree
performance	Task performance	performance		Number of correctly decoded letters  If code encrypted with decoding scheme 3 (e.g., AABBB) was decrypted using decoding scheme 1 (NNOOO instead of h), the first time was counted as wrong (0 correctly decoded letters), the second time was counted as not succeeded but submitted (all subsequent lines did not count anymore).
AGRE	Mean agreeableness	AGRE		Mean of the agreeableness items
CL	Mean charismatic leadership	CL		Mean of the charismatic leadership items
SL	Mean of combined authenticity and stewardship scale	SL		Mean of the authenticity and stewardship items
duration	Response time	duration.x	Response time stewardship and authenticity scale plus sound check item (sound)	Response time in microseconds ( $10^{-6}$ )
		duration.y	Response time charismatic leadership plus attention check item (ATTENT1)	
		duration.z	Response time agreeableness	
rtime_sum	Response time for all three scales	rtime_sum		duration.x + duration.y + duration.z
no_speedster				0 = speedster 1 = no speedster  Speedster: rtime_sum < 62 seconds (< 2 seconds average response time per item; incl. quality/attention check items)

<b>Code</b>	<b>Scale</b>	<b>Item code</b>	<b>Item</b>	<b>Reference/ Notes</b>
quality	Quality fail or speedster	quality		0 = <i>included participant</i> 1 = <i>quality fail</i> 2 = <i>speedster</i>  Indicates if participants were flagged as quality fails or speedsters
excluded			Indicates whether participant was excluded from the final sample	0 = <i>included</i> 1 = <i>excluded</i>

### Decoding Task: Coding

pre-study\_data\_decode\_final\_sample.csv (pre-study: only included participants)

pre-study\_data\_decode\_all\_raw.csv (pre-study: included and automatically excluded participants, raw data)

exp\_data\_decode\_final\_sample.csv (main experiment: only included participants)

exp\_data\_decode\_excluded.csv (main experiment: only after the data collection excluded participants)

pre-study\_data\_decode\_all\_raw.csv (main experiment: included, automatically excluded, and after the data collection excluded participants, raw data)

<b>Code</b>	<b>Scale</b>	<b>Item code</b>	<b>Item</b>	<b>Reference/ Notes</b>
code	Code to be decrypted	code		Encrypted code
solution	Correct solution	solution		Correct solution
response	Response by participant	response		Response by the participant
id	Participant id	id		Participant ID
correct	Task performance	correct		Number of correctly decoded letters
include	include	include		0 = <i>excluded participants</i> 1 = <i>included participants in final dataset</i>
number	Chronological order of decoding	number		Indicates the chronological order in which the codes were processed across the participants (automatically assigned)