

Schowalter, A. F., & Volmer, J. (2022). *More Illusion Than Reality? A Review of the State of Research on the Causal Effects of Servant Leadership, Recommendations, and an Exemplary Study.*

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Main Experiment: Measures and Coding

Schowalter_Volmer_2022_exp_data_all_participants.csv (main experiment: included and excluded participants)

Code	Scale	Item code	Item	Reference/ Notes
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 Authenticity	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. 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>
		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.	Own adaptation: Leader to the name of the actor Staff to study participants SL_AU2: without often Randomized order of items
		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) Idealized Influence (II)	CL3		Items 6, 9, 10, 13, 14, 18, 21, 23, 25, 26, 34, 36 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. www.mindgarden.com
		CL4		
		CL5		
		CL6		
		CL7		
		CL8		
		CL9		
		CL10		
		CL11		
		CL12		
AGRE		AGRE1	Am interested in people.	

Code	Scale	Item code	Item	Reference/ Notes
	Agreeableness (IPIP)	AGRE2	Sympathise with others' feelings.	50-item International Personality Item Pool (IPIP: Goldberg, 1999) https://ipip.ori.org/newBigFive5broadKey.htm#Agreeableness 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
		AGRE3	Have a soft heart.	
		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. https://doi.org/10.1037/a0028085 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. https://doi.org/10.1016/j.leaqua.2020.101423
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); <i>diverse</i> coded as missing Scale: 0 = <i>male</i> ; 1 = <i>female</i>
age	Age	age	How old are you?	<i>(open question)</i>

Code	Scale	Item code	Item	Reference/ Notes
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] 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).
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_speeder				0 = <i>speeder</i> 1 = <i>no speeder</i> Speeder: rtime_sum < 62 seconds (< 2 seconds average response time per item; inkl. quality/attention check items)
excluded			Indicates whether participant was excluded from the final sample	0 = <i>included</i> 1 = <i>excluded</i>

Decoding Task: Coding

Schowalter_Volmer_2022_exp_data_decode_all_raw.csv (main experiment: included, automatically excluded, and after the data collection excluded participants, raw data)

<i>Code</i>	<i>Scale</i>	<i>Item code</i>	<i>Item</i>	<i>Reference/ Notes</i>
number	Chronological order of decoding	number		Indicates the chronological order in which the codes were processed across the participants (automatically assigned)
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