

Schwalter, 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*. PsychArchives. <https://doi.org/10.23668/psycharchives.6536>

### Main Experiment: Measures and Coding

Schwalter\_Volmer\_2022\_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  Authenticity  Stewardship	SL_AU1 SL_AU2 SL_AU3 SL_AU4 SL_STE1 SL_STE2 SL_STE3	Kate is open about her limitations and weaknesses. Kate is touched by the things she sees happening around her. Kate is prepared to express her feelings even if this might have undesirable consequences. Kate shows her true feelings to the study participants. Kate emphasises the importance of focusing on the good of the whole. Kate has a long-term vision. Kate emphasises the societal responsibility of our work.	van Dierendonck, D., & Nuijten, I. (2011). The Servant Leadership Survey: Development and validation of a multidimensional measure. <i>Journal of Business and Psychology, 26</i> (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>  Own adaptation: Leader to the name of the actor Staff to study participants SL_AU2: without often  Randomized order of items
CL	Charismatic leadership  Inspirational Motivation (IM) Idealized Influence (II)	CL1 CL2 CL3 CL4 CL5 CL6 CL7 CL8 CL9 CL10 CL11 CL12	Talks optimistically about the future.	Bass, B. M., & Avolio, B. J. (1995). MLQ Multifactor leadership questionnaire for research: Permission set. Redwood City, CA: Mindgarden.  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. <a href="http://www.mindgarden.com">www.mindgarden.com</a>
AGRE		AGRE1	Am interested in people.	

<b>Code</b>	<b>Scale</b>	<b>Item code</b>	<b>Item</b>	<b>Reference/ Notes</b>
	Agreeableness (IPIP)	AGRE2	Sympathise with others' feelings.	50-item International Personality Item Pool (IPIP: Goldberg, 1999) <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
		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. <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) and 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); <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>

<b>Code</b>	<b>Scale</b>	<b>Item code</b>	<b>Item</b>	<b>Reference/ Notes</b>
EDU	School education	EDU	What is the highest degree or level of education you have completed?	<ol style="list-style-type: none"> <li>1. Primary school</li> <li>2. GCSEs or equivalent [edu_dummy2]</li> <li>3. A-Levels or equivalent [edu_dummy3]</li> <li>4. University undergraduate programme [edu_dummy4]</li> <li>5. University post-graduate programme [edu_dummy5]</li> <li>6. Doctoral degree [edu_dummy6]</li> </ol> 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., ABBBB) 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 = speeder 1 = no speeder  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 = included 1 = excluded

**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)

<b><i>Code</i></b>	<b><i>Scale</i></b>	<b><i>Item code</i></b>	<b><i>Item</i></b>	<b><i>Reference/ Notes</i></b>
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