Supplemental Material

S1 Additional Information on the Systematic Reviews

Search Queries for the Systematic Literature Reviews

Servant Leadership

(((((TI=("servant leader*") OR AB=("servant leader*")) AND PY=(2018-2022)) AND DT=(Article))) NOT DT=(Review)) AND SO=((International Review of Sport and Exercise Psychology)OR(Journal of Applied Psychology)OR(Journal of Occupational Health Psychology)OR(Industrial and Organizational Psychology-Perspectives on Science and Practice)OR(Personnel Psychology)OR(Journal of Business and Psychology)OR(Qualitative Research in Sport Exercise and Health)OR(Work and Stress)OR(Journal of Interpersonal Violence)OR(Journal of Vocational Behavior)OR(Human Resource Management)OR(Organizational Behavior and Human Decision Processes)OR(Psychology of Sport and Exercise)OR(Journal of Counseling Psychology)OR(Journal of Occupational and Organizational Psychology)OR(Sport Exercise and Performance Psychology)OR(Human Resource Development Quarterly)OR(European Journal of Work and Organizational Psychology)OR(Group & Organization Management)OR(Media Psychology)OR(Career Development International)OR(Applied Psychology-An International Review-Psychologie Appliquee-Revue Internationale)OR(Applied Ergonomics)OR(Journal of Managerial Psychology)OR(Journal of Applied Sport Psychology)OR(American Journal of Bioethics)OR(Business Ethics-A European Review)OR(Journal of Business Ethics)OR(Ethics and Information Technology)OR(Journal of Responsible Innovation)OR(Business Ethics Quarterly)OR(Ethics)OR(Journal of Law and the Biosciences)OR(Science and Engineering Ethics)OR(Journal of Medical Ethics)OR(Nursing Ethics)OR(Hastings Center Report)OR(BMC Medical Ethics)OR(Health Care Analysis)OR(Environmental Values)OR(Philosophy Ethics and Humanities in Medicine)OR(Developing World Bioethics)OR(Journal of Political Philosophy)OR(Ethics & Behavior)OR(Philosophy & Public Affairs)OR(Radical Philosophy)OR(Public Health Ethics)OR(Medicine Health Care and Philosophy)OR(Bioethics)OR(Inquiry-An Interdisciplinary Journal of Philosophy)OR(Ethics & International Affairs)OR(Journal of Empirical Research on Human Research Ethics)OR(Journal of Agricultural & Environmental Ethics)OR(Journal of Law Medicine & Ethics)OR(Philosophical Psychology)OR(Journal of Business Venturing)OR(Journal of Service Research)OR(Entrepreneurship Theory and Practice)OR(Family Business Review)OR(Journal of Marketing)OR(Journal of the Academy of Marketing Science)OR(Technological Forecasting and Social Change)OR(Journal of World Business)OR(Journal of International Marketing)OR(Journal of Business Research)OR(Business & Society)OR(Journal of Management Studies)OR(Annual Review of Organizational Psychology and Organizational Behavior)OR(Academy of Management Annals)OR(International Journal of Management Reviews)OR(Academy of Management Review)OR(Journal of Management)OR(Journal of Service Management)OR(Journal of International Business Studies)OR(Administrative Science Quarterly)OR(Journal of Strategic Information Systems)OR(Tourism Management)OR(Leadership Quarterly)OR(Business Strategy and the Environment)OR(Academy of Management Journal)OR(Organizational Research Methods)OR(Strategic Entrepreneurship Journal)OR(Journal of Innovation & Knowledge)OR(Supply Chain Management-An International Journal)OR(California Management Review)OR(Long Range Planning)OR(Corporate Social Responsibility and Environmental Management)OR(Journal of Supply Chain Management)OR(Strategic Management Journal)OR(Journal of Knowledge Management)OR(Journal of Organizational Behavior)OR(Small Business Economics)OR(Research Policy)OR(Academy of Management Perspectives)OR(Journal of Management Information Systems)OR(M&SOM-Manufacturing & Service Operations Management)OR(Global Strategy Journal))
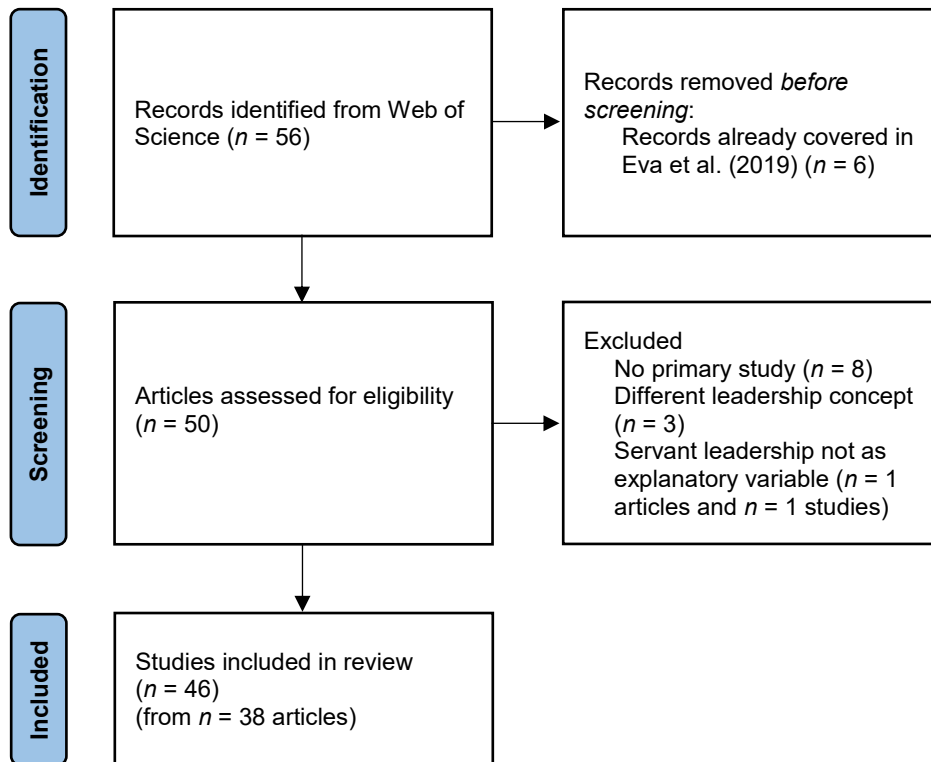
Authentic Leadership

(((((TI=("authentic leader*") OR AB=("authentic leader*")) AND PY=(2011-2022)) AND DT=(Article))) NOT DT=(Review)) AND SO=((International Review of Sport and Exercise Psychology)OR(Journal of Applied Psychology)OR(Journal of Occupational Health Psychology)OR(Industrial and Organizational Psychology-Perspectives on Science and Practice)OR(Personnel Psychology)OR(Journal of Business and Psychology)OR(Qualitative Research in Sport Exercise and Health)OR(Work and Stress)OR(Journal of Interpersonal Violence)OR(Journal of Vocational Behavior)OR(Human Resource Management)OR(Organizational Behavior and Human Decision Processes)OR(Psychology of Sport and Exercise)OR(Journal of Counseling Psychology)OR(Journal of Occupational and Organizational Psychology)OR(Sport Exercise and Performance Psychology)OR(Human Resource Development Quarterly)OR(European Journal of Work and Organizational Psychology)OR(Group & Organization Management)OR(Media Psychology)OR(Career Development International)OR(Applied Psychology-An International Review-Psychologie Appliquee-Revue Internationale)OR(Applied Ergonomics)OR(Journal of Managerial Psychology)OR(Journal of Applied Sport Psychology)OR(American Journal of Bioethics)OR(Business Ethics-A European Review)OR(Journal of Business Ethics)OR(Ethics and Information Technology)OR(Journal of Responsible Innovation)OR(Business Ethics Quarterly)OR(Ethics)OR(Journal of Law and the Biosciences)OR(Science and Engineering Ethics)OR(Journal of Medical Ethics)OR(Nursing Ethics)OR(Hastings Center Report)OR(BMC Medical Ethics)OR(Health Care Analysis)OR(Environmental Values)OR(Philosophy Ethics and Humanities in Medicine)OR(Developing World Bioethics)OR(Journal of Political Philosophy)OR(Ethics & Behavior)OR(Philosophy & Public Affairs)OR(Radical Philosophy)OR(Public Health Ethics)OR(Medicine Health Care and Philosophy)OR(Bioethics)OR(Inquiry-An Interdisciplinary Journal of Philosophy)OR(Ethics & International Affairs)OR(Journal of Empirical Research on Human Research Ethics)OR(Journal of Agricultural & Environmental Ethics)OR(Journal of Law Medicine & Ethics)OR(Philosophical Psychology)OR(Journal of Business Venturing)OR(Journal of Service Research)OR(Entrepreneurship Theory and Practice)OR(Family Business Review)OR(Journal of Marketing)OR(Journal of the Academy of Marketing Science)OR(Technological Forecasting and Social Change)OR(Journal of World Business)OR(Journal of International Marketing)OR(Journal of Business Research)OR(Business & Society)OR(Journal of Management Studies)OR(Annual Review of Organizational Psychology and Organizational Behavior)OR(Academy of Management Annals)OR(International Journal of Management Reviews)OR(Academy of Management Review)OR(Journal of Management)OR(Journal of Service Management)OR(Journal of International Business Studies)OR(Administrative Science Quarterly)OR(Journal of Strategic Information Systems)OR(Tourism Management)OR(Leadership Quarterly)OR(Business Strategy and the Environment)OR(Academy of Management Journal)OR(Organizational Research Methods)OR(Strategic Entrepreneurship Journal)OR(Journal of Innovation & Knowledge)OR(Supply Chain Management-An International Journal)OR(California Management Review)OR(Long Range Planning)OR(Corporate Social Responsibility and Environmental Management)OR(Journal of Supply Chain Management)OR(Strategic Management Journal)OR(Journal of Knowledge Management)OR(Journal of Organizational Behavior)OR(Small Business Economics)OR(Research Policy)OR(Academy of Management Perspectives)OR(Journal of Management Information Systems)OR(M&SOM-Manufacturing & Service Operations Management)OR(Global Strategy Journal))
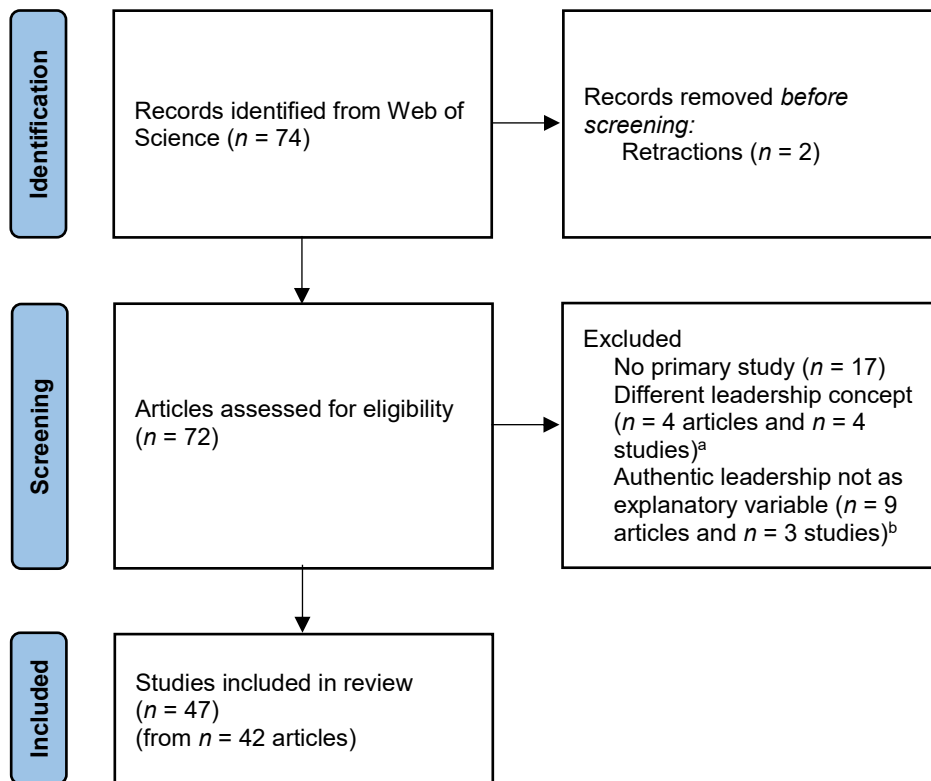
Coding Scheme for the Systematic Review of Servant Leadership as Explanatory Variable

Variable name	Description
include	Included article
reference	Article reference
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?

Note. We used the same coding scheme for the review of authentic leadership, replacing servant leadership with authentic leadership. Except for reference and study_nr, all variables were coded as 0 = *no* and 1 = *yes*.

PRISMA Flow Diagrams of the Systematic Reviews

Figure 1

PRISMA Flow Diagram of the Systematic Review Regarding Servant Leadership

Note. Includes all articles, also the 10 randomly chosen articles for the coding training. PRISMA = Preferred Reporting Items for Systematic Reviews and Meta-Analyses. Adapted from Page et al. (2021).

Figure 2

PRISMA Flow Diagram of the Systematic Review Regarding Authentic Leadership

Note. PRISMA = PRISMA = Preferred Reporting Items for Systematic Reviews and Meta-Analyses. Adapted from Page et al. (2021).

[a] Refers to 11 entries in the data file. [b] Refers to 18 entries in the data file.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., . . . Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *Systematic Reviews*, *10*(1), Article 89. https://doi.org/10.1186/s13643-021-01626-4

S2 Additional Information on the Illustrative Study

Pre-Study and Main Experiment: Attention and Comprehension Check Items

1. Please indicate if you could listen to the sound of the video:

    1 = *Yes, I could hear the sound.*

    2 = *No, I could not hear the sound.*

2. Please select "not at all" to show that you have read the item. (same scale as for charismatic leadership)

3. 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* [correct answer]

4. How much money will the researchers donate to World Vision with every letter that you have correctly decrypted? (correct answer: 0.03 GBP; based on Meslec et al., 2020)

Results of the Objective Manipulation Check for the Leadership Speeches

Table S2.1

Coding Results of the Combined Authenticity and Stewardship Speech

Sentence	Text	CL1	CL2	CL3	CL4	CL5	CL6	CL7	CL8	CL9
1.	Hi, my name is Kate, and I'm working with the research team that conducts this study.									
2.	I'm pleased that you are taking part in our study project!									
3.	In the next three minutes, my job is to inform you about the importance of your task.									
4.	You already know your task:									
5.	You are here to correctly decode as many letters as possible as quickly as possible.									
6.	In this way, we will not only be able to contribute to current research and thereby promote the well-being of the general public, but—and this is something that particularly excites me—we will also be able to do something good for people in need.						1			
7.	I realise that you and I, as individuals, can't save the world.							1		
8.	But we can still fulfil our social responsibilities and thus contribute to making the world a little better.						1			
9.	For every letter that you decode correctly, we will donate 3 pence to the child welfare organisation World Vision.									
10.	We have designed the study so that you, as a participant, will benefit in two ways:									
11.	Firstly, by being rewarded directly by your panel provider and secondly, by increasing the amount of funds donated to the charity.									
12.	This study is part of a scientific paper in the field of industrial and organisational psychology.									
13.	But we don't only want to increase the number of scientific papers.									
14.	Rather, our vision is to contribute positively to the world of work in the long term through our research findings and to make a lasting positive difference to people in need.									
15.	Therefore, we have linked your study participation to the donations.									

Sentence	Text	CL1	CL2	CL3	CL4	CL5	CL6	CL7	CL8	CL9
16.	It saddens me to see how many children have to suffer from poverty or the consequences of violence and war.									
17.	Thus, as already mentioned, the donations will benefit World Vision.									
18.	The focus of this child welfare organisation is to help the most vulnerable children overcome poverty and lead them to living more fulfilling lives.									
19.	Through targeted capacity building, the organisation supports children, families, and their communities in the fight against poverty and injustice.					1				
20.	Our small research team could not achieve our vision on its own—which is to carry out research projects needed to contribute positively to the world of work and make a positive difference to people in need.									
21.	For that, we need your help.									
22.	And remember:									
23.	The more letters you decode, the more money is raised for World Vision.									
24.	Together, we can truly make a difference when everyone uses their strengths for the welfare of the whole.						1			
25.	So please follow the instructions you've received for this decoding task very carefully.									
26.	You have already read some information and will be provided with more details in a moment.									
27.	Next to the encrypted phrases, we will present different decoding schemes to you.									
28.	Look carefully at each of the schemes and choose the one that best matches each of the encrypted words, respectively.									
29.	Thank you very much for listening.									
30.	You can go ahead and start the task right now.									
Total occurrences per category		0	0	0	0	1	3	1	0	0

Note. Coded Categories: CL1 = metaphors or similes, CL2 = rhetorical questions, CL3 = stories or anecdote, CL4 = contrasts, CL5 = three-part lists, CL6 = moral conviction, CL7 = sentiments of the collective, CL8 = sets high/ambitious goals, CL9 = creates confidence that goals can be achieved.

Table S2.2

Charisma Coding Results of the Neutral Speech

Sentence	Text	CL1	CL2	CL3	CL4	CL5	CL6	CL7	CL8	CL9
1.	Hi, my name is Kate, and I'm working with the research team that conducts this study.									
2.	Welcome to our study project!									
3.	In the next three minutes, my job is to inform you about the importance of your task and how it is to be achieved.									
4.	As you know, you are here to take part in a study.									
5.	You already know your task:									
6.	You are here to correctly decode as many letters as possible.									
7.	And you are asked to do this as quickly as possible.									
8.	In this way, we will be able to make a contribution to the current state of research.									
9.	Are you ready to start?		1							
10.	You'll be able to get started in just a moment.									
11.	For every letter that you decode correctly, we will donate 3 pence to the child welfare organisation World Vision.									
12.	We have designed the study so that you are, of course, also rewarded directly by your panel provider with your participation.									
13.	The study in which you are participating today is part of a research project in the field of psychology; to be more specific, it is part of a scientific paper in the field of industrial and organisational psychology.									
14.	As already mentioned, the donations will benefit World Vision.									
15.	I would like to give you a brief insight into the charity.									
16.	The focus of this child welfare organisation is to help the most vulnerable children overcome poverty and lead them to living more fulfilling lives.									
17.	Through targeted capacity building, the organisation supports children, families, and their communities all around the world in the fight against poverty and injustice.						1				
18.	But for now, let's move on to your task.									
19.	I would also like to explain the task requirements to you.									

Sentence	Text	CL1	CL2	CL3	CL4	CL5	CL6	CL7	CL8	CL9
20.	As already mentioned, your task is to correctly decrypt as many letters as possible.									
21.	You will have a set amount of time to complete your task.									
22.	Thus, you won't have the time to dawdle—instead, you should work very quickly and with great concentration.				1					
23.	During the decoding task, please follow the instructions you've received.									
24.	Make sure that you follow them very carefully.									
25.	You have already read some information and will be provided with more details in a moment.									
26.	Next to the encrypted phrases, we will present different decoding schemes to you.									
27.	Firstly, look carefully at each of the schemes.					1				
28.	Second, after familiarizing yourself with the schemes, choose the one that best matches each of the encrypted words, respectively.									
29.	Finally, you are required to write the solution into the corresponding input field; you will find this field below each of the phrases.									
30.	All right, so that sounds quite simple, doesn't it?		1							
31.	Maybe, but it is trickier than you might think.							1		
32.	However, I'm confident that you can do it.									1
33.	But we've had enough talking now, that's all I have to say.									
34.	Let's get started.									
35.	Thank you very much for listening.									
36.	You can go ahead and start the task right now.									
Total occurrences per category		0	2	0	1	2	0	1	0	1

Note. Coded Categories: CL1 = metaphors or similes, CL2 = rhetorical questions, CL3 = stories or anecdote, CL4 = contrasts, CL5 = three-part lists, CL6 = moral

conviction, CL7 = sentiments of the collective, CL8 = sets high/ambitious goals, CL9 = creates confidence that goals can be achieved.

Table S2.3

Pre-Study: Means, Standard Deviations, and Correlations Between the Variables

Variable	Mean	SD	1	2	3	4	5	6	7
1. Stewardship & authenticity manipulation [a]	0.50	0.50							
2. Stewardship & authenticity perceptions	4.51	0.89	.30***						
3. Charismatic leadership perceptions	3.75	0.76	.08	.69***					
4. Performance	60.63	34.62	−.05	−.11	−.11				
5. Agreeableness	4.73	0.83	−.07	.16*	.25**	.03			
6. Female [b]	0.50	0.50	−.08	.06	.07	.22**	.07		
7. Age	44.38	11.86	.09	.01	−.12	−.09	−.03	−.16*	
8. University degree [c]	0.56	0.50	.08	−.13	−.07	.06	−.01	.01	−.04

Note. N = 166. For clarity, we dichotomized education.

[a] 0 = neutral condition, 1 = combined stewardship and authenticity condition. [b] 0 = male, 1 = female. [c] 0 = primary school, GCSEs or equivalent, or A-levels or equivalent; 1 = university undergraduate or postgraduate program.

* *p* < .05. ** *p* < .01. *** *p* < .001.

Pre-Study

Exclusion Analyses

Of the initial total sample of 492 participants, the automatic exclusion (as soon as one exclusion criterium was met) during data collection resulted in 316 cases being flagged as quality fails (9 individuals could not hear the sound of the video, 91 participants had the attention check item wrong, 89 individuals answered the question on the purpose of the organization incorrectly, and 184 participants indicated an incorrect amount regarding the donation per letter) and 10 cases as speedsters. We conducted regression analyses to determine if the experimental treatment, gender, age, or university degree were associated with exclusion. There were no associations between experimental treatment (coef. = –0.041, SE = 0.043, p = .334), gender (male or female; coef. = –0.055, SE = 0.043, p = .203) or if participants held a university degree (coef. = –0.002, SE = 0.052, p = .976) and exclusion, but younger people were slightly more often excluded (coef. = –0.005, SE = 0.002, p = .004).

We conducted additional analyses to explore possible differences between the experimental conditions among the excluded participants. Regressing the attention check item (coef. = 0.006, SE = 0.051, p = .907), the quality check item regarding the sound of the video (coef. = 0.001, SE = 0.018, p = .947), the two comprehension checks (purpose of the organization: coef. = –0.034, SE = 0.068, p = .613; donation per letter: coef. = –0.017, SE = 0.048, p = .730), and the flagging as a speedster (coef. = –0.020, SE = 0.022, p = .347) on the experimental conditions did not indicate differential treatment. We also regressed the excluded participants' gender, age, and university degree on the leadership manipulation to check for differential attrition. The results showed no differences regarding gender (coef. = 0.017, SE = 0.056, p = .768), age (coef. = 1.140, SE = 1.339, p = .395), or university degree (coef. = –0.014, SE = 0.068, p = .835).

Randomization Check

We regressed the participants' gender, age, university degree, and agreeableness on the leadership manipulation to check for randomization. The leadership manipulation did not predict

participants gender (coef. = –0.084, *SE* = 0.076, *p* = .271), age (coef. = 2.036, *SE* = 1.851, *p* = .273),

agreeableness (coef. = –0.123, *SE* = 0.130, *p* = .347), or whether they had a university degree (coef. =

0.084, *SE* = 0.076, *p* = .267), indicating that randomization was successful.

Main Experiment

Note on the Data Collection

In the beginning of the main experiment, all quality fails (except speedsters) were *automatically* excluded during data collection (n = 539) like in the pre-study. Thus, not all excluded participants completed the whole survey. The *initial total sample* contains both the automatically and after the data collection excluded participants.

Exclusion Analyses

As in the pre-study, we conducted additional analyses to determine whether exclusion rates differed between experimental treatments. Regressing the attention check item (coef. = 0.031, SE = 0.028, p = .268), the two comprehension checks (purpose of the organization: coef. = 0.015, SE = 0.037, p = .687; donation per letter: coef. = –0.022, SE = 0.026, p = .390), and the flagging as speedsters (coef. = 0.026, SE = 0.017, p = .119) on the experimental conditions did not indicate differential treatment. However, the conditions differed with regard to whether participants could hear the sound of the video (coef. = 0.065, SE = 0.021, p = .002). We also regressed the excluded participants' gender, age, and university degree on the leadership manipulation to check for potential differences between the two experimental conditions among the excluded participants. The results showed no differences regarding university degree (coef. = 0.004, SE = 0.037, p = .924). However, gender (coef. = 0.060, SE = 0.029, p = .039) and age (coef. = –1.331, SE = 0.677, p = .049) were associated with the experimental treatment among the excluded individuals.

Table S2.4

Main Experiment: OLS Regression Results Predicting Charismatic Leadership Perceptions Comparing

Both Models With and Without Control Variables

Variable	OLS 1			OLS 2		
	Coef.	*SE*	*p*	Coef.	*SE*	*p*
Stewardship & authenticity manipulation [a]	0.215**	0.065	.001	0.193**	0.062	.002
Agreeableness				0.334***	0.051	.000
Gender (dummy variables) [b]						
Female				−0.014	0.064	.825
Diverse				0.023	0.155	.884
Age				−0.003	0.003	.261
Level of education (dummy variables) [c]						
A-levels or equivalent				−0.015	0.088	.861
University undergraduate program				−0.277**	0.090	.002
University postgraduate program				−0.359**	0.109	.001
Doctoral degree				−0.358*	0.157	.023
Constant	3.628***	0.048	.000	2.397***	0.281	.000

Note. N = 595. The estimates are unstandardized. OLS 1: R^2 = .018; adjusted R^2 = .016. OLS 2: R^2 =

.167; adjusted R^2 = .154.

[a] 0 = neutral condition, 1 = combined stewardship and authenticity condition. [b] Male is the reference

category for dummy coding. [c] Primary school and GCSEs or equivalent were bundled (because there

were only two observations in the primary school category) and used as the reference category for

dummy coding.

* p < .05. ** p < .01. *** p < .001.

Table S2.5

Main Experiment: OLS Regression Results Predicting Combined Stewardship and Authenticity

Perceptions Comparing Both Models With and Without Control Variables

Variable	OLS 1			OLS 2		
	Coef.	*SE*	*p*	Coef.	*SE*	*p*
Stewardship & authenticity manipulation [a]	0.542***	0.071	.000	0.526***	0.069	.000
Agreeableness				0.294***	0.058	.000
Gender (dummy variables) [b]						
Female				−0.099	0.071	.165
Diverse				−0.206	0.180	.253
Age				−0.003	0.003	.380
Level of education (dummy variables) [c]						
A-levels or equivalent				−0.081	0.101	.423
University undergraduate program				−0.313**	0.096	.001
University postgraduate program				−0.439***	0.126	.001
Doctoral degree				−0.455*	0.198	.022
Constant	4.259***	0.052	.000	3.288***	0.330	.000

Note. N = 595. The estimates are unstandardized. OLS 1: R^2 = .090; adjusted R^2 = .089. OLS 2: R^2 = .187; adjusted R^2 = .175.

[a] 0 = neutral condition, 1 = combined stewardship and authenticity condition. [b] Male is the reference category for dummy coding. [c] Primary school and GCSEs or equivalent were bundled (because there were only two observations in the primary school category) and used as reference category for dummy coding.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table S2.6

Main Experiment: OLS Regression Results, Regressing Performance on the Manipulation Comparing

Both Models With and Without Control Variables

Variable	OLS 1			OLS 2		
	Coef.	*SE*	*p*	Coef.	*SE*	*p*
Stewardship & authenticity manipulation [a]	−1.925	5.765	.739	−2.968	5. 613	.597
Agreeableness				−3.387	3.843	.379
Gender (dummy variables) [b]						
Female				9.414	5.963	.115
Diverse				43.264	90.575	.633
Age				−1.247[***]	0.244	.000
Level of education (dummy variables) [c]						
A-levels or equivalent				8.903	7.735	.250
University undergraduate program				20.311[**]	7.784	.009
University postgraduate program				16.051	10.171	.115
Doctoral degree				46.314[**]	16.258	.005
Constant	131.027[***]	3.971	.000	189.066[***]	20.047	.000

Note. N = 595. The estimates are unstandardized. OLS 1: R^2 = .000; adjusted R^2 = −.001. OLS 2: R^2 = .081; adjusted R^2 = .067.

[a] 0 = neutral condition, 1 = combined stewardship and authenticity condition. [b] Male is the reference category for dummy coding. [c] Primary school and GCSEs or equivalent were bundled (because there were only two observations in the primary school category) and used as the reference category for dummy coding.

[**] *p* < .01. [***] *p* < .001.

Table S2.7

Main Experiment: OLS Regression Results, Regressing Performance on Stewardship and Authenticity

Perceptions Comparing Both Models With and Without Control Variables

Variable	OLS 1			OLS 2		
	Coef.	*SE*	*p*	Coef.	*SE*	*p*
Stewardship & authenticity perceptions	−4.985	3.369	.139	−3.057	3.527	.386
Agreeableness				−2.495	3.939	.527
Gender (dummy variables) [a]						
Female				9.048	5.951	.129
Diverse				41.949	90.977	.645
Age				−1.254***	0.244	.000
Level of education (dummy variables) [b]						
A-levels or equivalent				8.723	7.753	.261
University undergraduate program				19.421*	7.869	.014
University postgraduate program				14.803	10.322	.152
Doctoral degree				45.063**	16.353	.006
Constant	152.645***	15.546	.000	198.360***	24.233	.000

Note. N = 595. The estimates are unstandardized. OLS 1: R^2 = .004; adjusted R^2 = .002. OLS 2: R^2 = .082; adjusted R^2 = .068.

[a] Male is the reference category for dummy coding. [b] Primary school and GCSEs or equivalent were bundled (because there were only two observations in the primary school category) and used as the reference category for dummy coding.

* p < .05. ** p < .01. *** p < .001.