

ISTANBUL BILGI UNIVERSITY  
INSTITUTE OF GRADUATE PROGRAMS  
ORGANIZATIONAL PSYCHOLOGY MASTER'S DEGREE PROGRAM

LEADERS' IMPACT ON EMPLOYEE WELL BEING DURING THE  
COVID-19 PANDEMIC: A LEADER-CENTRIC PERSPECTIVE

Cem GEZGİN

119632013

Asst. Prof. Gergely Czukor

ISTANBUL

2022

Leaders' Impact on Employee Well Being During The  
Covid-19 Pandemic: A Leader-Centric Perspective

Covid-19 Pandemisi Sırasında Liderlerin Çalışan Refahı  
Üzerindeki Etkisi: Lider Merkezli Bir Bakış Açısı

Cem GEZGİN

119632013

**Tez Danışmanı:** Dr. Öğr. Üyesi Gergely Czukor (İmza).....  
İstanbul Bilgi Üniversitesi

**Jüri Üyesi:** Doç. Dr. Idil Işık (İmza).....  
İstanbul Bilgi Üniversitesi

**Jüri Üyesi:** Prof. Dr. Burcu Guler (İmza).....  
İzmir Katip Çelebi Üniversitesi

Tezin Onaylandığı Tarih: 4 Şubat 2022  
Toplam Sayfa Sayısı: 138

Anahtar Kelimeler (Türkçe)

- 1) Liderlik Stilleri
- 2) Otokratik Liderlik
- 3) Covid-19 Pandemisi
- 4) Yorumlayıcı fenomenolojik analiz
- 5) Refah

Anahtar Kelimeler (İngilizce)

- 1) Leadership Styles
- 2) Autocratic Leadership
- 3) Covid-19 pandemic
- 4) Interpretative phenomenological analysis
- 5) Well being

## ACKNOWLEDGEMENTS

I would want to express my gratitude to Asst. Prof. Gergely Czukur, my supervisor and professor, for helping me to pursue my thesis studies and for guiding and aiding me along the way. He attentively and thoroughly helped me through the drafting of my research article and offered vital guidance that enabled me to conclude my thesis as thoroughly as possible. In addition, I would like to thank Assoc. Prof. İdil Işık, the Program Director of the Organizational Psychology Master's Degree Program and my lecturer, for her exceptional supervision and inspiration throughout my courses.

I would like to thank for their vigorous work and invaluable inputs to my professors.; Prof. Dr. Gonca Günay, Asst. Prof. Ümit Akırmak, Asst. Prof. Şafak Öz Aktepe, Asst. Prof. Uğur Başer, Asst. Prof. Gülşah Vural Özkan and Asst. Prof. Metehan Sekban.

I would also wish to convey my thanks to my acquaintances and colleagues who engaged in the surveys with candor and forthrightness.

## TEŐEKKÖRLER

Tezimin her aŐamasında bana desteęi ve y6nlendirmeleri ile araŐtırmamın tamamlanmasında saęladıęı katkılardan dolayı tez danıŐmanım ve Hocam Dr. 6ęr. Üyesi Gergely Czukur'a sonsuz teŐekk6rlerimi belirtmek isterim. Kendisi tezimin hazırlanması aŐamasında bana 6zenle ve detaylı bir Őekilde yol g6sterdi ve kendisinin benimle paylaŐtıęı eŐi bulunulmayacak y6nlendirmeleri tezimin derinlemesine bir 6alıŐma olmasını saęladı. 6rg6tsel Psikoloji Y6ksek Lisans Programı Program Direkt6r6 Doç. Dr. İdil IŐık'a 6alıŐmalarım boyunca verdięi destek ve telkinleri için Őukranlarımı iletirim.

Y6ksek Lisans eęitimim boyunca verdikleri destek ve katkılarında dolayı derslerini aldıęım Prof. Dr. Gonca G6nay, Dr. 6ęr. Üyesi Ümit Akırmak, Dr. 6ęr. Üyesi Őafak 6z Aktepe, Dr. 6ęr. Üyesi Uęur BaŐer, Dr. 6ęr. Üyesi G6lŐah Vural 6zkan ve Dr. 6ęr. Üyesi Metehan Sekban'a sonsuz teŐekk6rlerimi iletmek isterim.

Ek olarak, g6r6Őme uygulamalarında desteklerini vermekten imtina etmeyen t6m 6alıŐma arkadaşlarıma ve dostlarıma saęladıkları d6r6st, samimi ve içten geri d6n6Őleri ile bu analizin yapılmasına imkan verdikleri için m6teŐekkirim.

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>TEŞEKKÜRLER</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>ÖZET</b> .....	<b>xiv</b>
<b>INTRODUCTION</b> .....	<b>1</b>
<b>CHAPTER 1 – LITERATURE REVIEW</b> .....	<b>7</b>
<b>1.1 LEADERSHIP MODELS THAT BRING THE FOLLOWER TO THE FORE</b> .....	<b>7</b>
<b>1.1.1. Participative (Democratic)</b> .....	<b>7</b>
<b>1.1.2. Delegative (Laissez-Faire)</b> .....	<b>7</b>
<b>1.1.3. Transformational Leadership</b> .....	<b>8</b>
<b>1.1.4. Others</b> .....	<b>9</b>
<b>1.1.5. Autocratic Leadership</b> .....	<b>11</b>
<b>1.1.5.1. Concepts and Definitions</b> .....	<b>11</b>
<b>1.1.5.2. Characteristics of Autocratic Leaders</b> .....	<b>13</b>
<b>1.1.5.3. Limited Input</b> .....	<b>14</b>
<b>1.1.5.4. Individual Control</b> .....	<b>14</b>
<b>1.1.5.5. Restrictive Settings</b> .....	<b>14</b>
<b>1.1.5.6. Discouragement</b> .....	<b>15</b>
<b>1.1.5.7. Regulations and Rules</b> .....	<b>15</b>
<b>1.1.5.8. Distrust</b> .....	<b>15</b>
<b>1.1.5.9. Autocratic Leadership’s Advantages and Disadvantages</b> .....	<b>16</b>
<b>1.2. EMOTIONS IN ORGANIZATIONS</b> .....	<b>19</b>
<b>1.2.1. Concepts and Definitions</b> .....	<b>19</b>
<b>1.2.2. Constructs</b> .....	<b>21</b>
<b>1.2.2.1. Valence</b> .....	<b>21</b>

1.2.2.2. Emotions and Behavioral Patterns .....	23
1.2.2.3. Emotions and Decision Making Processes .....	23
1.2.2.4. Emotions in Leadership .....	24
1.2.2.5. Characteristic Emotions in Organizations .....	24
1.2.2.6. Well-Being .....	28
<b>1.3. THE RELATIONSHIP BETWEEN AUTOCRATIC LEADERSHIP AND WELL BEING IN ORGANIZATIONS .....</b>	<b>29</b>
1.3.1. Concepts .....	29
1.3.1.1. Lack of Creativity .....	29
1.3.1.2. Demotivation .....	30
1.3.1.3. Lack of a Sense of Responsibility .....	30
1.3.1.4. Passive-Aggressiveness .....	30
<b>1.4. AUTOCRATIC LEADERSHIP, WELL BEING IN ORGANIZATIONS AND THE COVID-19 PANDEMIC .....</b>	<b>31</b>
1.4.1. The Impact of Autocratic Leadership .....	32
1.4.2. The Impacts of the Pandemic on Well-Being in Organizations .....	35
<b>1.5. THE RESEARCH MODEL AND THE OBJECTIVE OF THE STUDY .....</b>	<b>36</b>
1.5.1. Interpretative Phenomenological Analysis .....	36
1.5.2. The Research Model .....	37
1.5.3. The Objective of the Study .....	37
<b>CHAPTER 2 – METHOD .....</b>	<b>39</b>
<b>2.1. PARTICIPANTS AND SAMPLING .....</b>	<b>39</b>
<b>2.2. MEASURES .....</b>	<b>40</b>
2.2.1. Interview Questions .....	40
<b>2.3. PROCEDURE .....</b>	<b>41</b>
2.3.1. Ethics Committee Approval .....	41
2.3.2. Data Collection .....	41
2.3.3. Data Analysis .....	42
<b>CHAPTER 3 – RESULTS .....</b>	<b>44</b>
<b>3.1. INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS .....</b>	<b>45</b>

3.1.1. Leadership Style .....	45
3.1.1.1. Leadership Style Superordinate and subordinate themes .....	46
3.1.2. Leadership Attitudes .....	54
3.1.2.1. Leadership Attitudes Superordinate and subordinate themes ...	55
3.1.3. Organizational Well-Being .....	62
3.1.3.1. Organizational Well-Being Superordinate and subordinate themes .....	62
3.1.4. Crisis Management .....	67
3.1.4.1. Crisis Management Superordinate and subordinate themes ....	67
CHAPTER 4 – DISCUSSION .....	78
4.1. SUMMARY OF THE FINDINGS .....	78
4.1.1. Interpretative Phenomenological Analysis .....	78
4.1.2 Well Being in Organizations, Autocratic Leadership and the Covid-19 Pandemic .....	79
4.2. IMPLICATION OF CURRENT STUDY .....	81
4.3. LIMITATIONS OF CURRENT STUDY AND RECOMMENDATIONS FOR FUTURE RESEARCH .....	83
4.3.1. Interpretative Phenomenological Analysis .....	83
4.3.2. Constructs .....	84
4.3.3. Constraints .....	85
CHAPTER 5 – CONCLUSION .....	86
REFERENCES .....	89
APPENDICES .....	105
APPENDIX A: INTERVIEW QUESTIONS (ENGLISH VERSION) .	106
APPENDIX B: INTERVIEW QUESTIONS (TURKISH VERSION) .	110
APPENDIX C: CONSENT FORM OF PARTICIPANTS (ENGLISH VERSION) .....	114
APPENDIX D: CONSENT FORM OF PARTICIPANTS (TURKISH VERSION) .....	116
APPENDIX E: SUPERORDINATE AND SUBORDINATE THEMES .....	118

**APPENDIX F: ETHICS COMMITTEE APPROVAL FORM .....122**



## **LIST OF ABBREVIATIONS**

<b>AL</b>	Autocratic Leadership
<b>EC</b>	Istanbul Bilgi University Ethics Committee
<b>EMO</b>	Emotions in Organizations
<b>IPA</b>	Interpretative Phenomenological Analysis
<b>WB</b>	Well-Being

## LIST OF TABLES

Table 1.1. Models of Other Leadership Styles .....	10
Table 1.2. The Autocratic Leadership Characteristics .....	16
Table 1.3. The Autocratic Leadership Advantages and Disadvantages .....	19
Table 1.4. The Relationship between Autocracy and Emotions in Organizations ..	31
Table 2.1. Participants' Demographics Information .....	40
Table 2.2. Interview Questions Design .....	41
Table 3.1. Superordinate and subordinate themes .....	46
Table 3.2. Superordinate and subordinate themes .....	55
Table 3.3. Superordinate and subordinate themes .....	63
Table 3.4. Superordinate and subordinate themes .....	68

## ABSTRACT

This study intends to clarify a model in detail, utilizing an interpretative phenomenological analysis of expertise and attitudes associated with leadership and emotions in organizations during the COVID-19 pandemic, which trigger followers' psychological well-being in addition to their physical well-being, and leaders' professional interactions, in the context of a simultaneous and unprecedented sort of global health catastrophe. The focus of this research is on the impact of the leader's attitudes on organizational well-being as well as their perceptions of the corroborative benefits and drawbacks of their follower well-being and dedication techniques.

This research aims to identify if autocratic leadership style is a preferred method during the pandemic and to understand from the leader's perspective what leadership styles leaders indeed prefer in tackling the pandemic processes in their attempt to affect positive organizational well-being. Furthermore, this research seeks to provide an understanding, from the perspective of high responsibility leaders, of the significance of organizational contexts that play a critical role in shaping the correct conduct of leadership and its practices. The COVID-19 pandemic is an example of an extraordinary situation that helps to expose the need for an in-depth analysis of existing organizational psychology research studies, and this study seeks to suggest the required results for the above-mentioned purpose, in particular, to identify if autocratic leadership style is the proper method to guide organizations through such a global health crisis. Furthermore, the analysis aims to reveal several main leadership issues in volatile and turbulent conditions, detailing true significant, comprehensive, ethical, and appropriate occupational measures that cause anxiety among followers and institutions, changes in general legislative policies, and impacts organizational well-being, which, if affected severely, may lead to a critical deterioration of organizational performance.

Utilizing the interpretative phenomenological analysis methodology and to provide a detailed interpretation of the current research, the researcher has surveyed seven

(7) participants with proven leadership skills, examined, and explained through the descriptive narratives of the participants the effects of autocratic leadership or preferred other leadership approaches on emotions in organizations in a specific context (i.e., COVID-19 pandemic).

This study's findings suggest that the consequences of this disaster highlight the need of using leadership abilities correctly and on time. The study's results indicate that during the COVID-19 pandemic crisis, a more moderate, people-oriented leadership style can have extremely positive organizational effects in terms of the sustainability of all operational functions, their further development, increasing productivity, changing or reorganizing the workforce structure, and proper management of emotions in organizations that lead to beneficial organizational well-being.

This study's literature review further suggests that a leader who tries to direct his followers using an autocratic leadership style can have a significant detrimental impact on their performance, especially in times of crisis. As a result, the autocratic leadership style can have extremely negative institutional consequences during the globalization process, particularly during global pandemic crises, because it can be disapproved by followers who are more knowledgeable, open-minded, have quick access to global resources, and become independent, inquisitive, and active. In particular, the autocratic leader does not guide, educate, or mentor his or her followers; followers, on the other hand, require stronger and more positive leadership attributes in times of crisis, which the autocratic leader does not provide. However, as this study's results strongly indicate, a more follower-focused style of leadership (i.e., transformational leadership style) proves to be an effective method of positive psychological (follower) reinforcement. This study's results, hence, identify these theoretical implications through a carefully structured thematic analysis of the participants' narratives.

*Keywords:* leadership styles, autocratic leadership, emotions in organizations, Covid-19 pandemic, well-being, and interpretative phenomenological analysis

## ÖZET

Bu çalışma, COVID-19 pandemi sürecinde, örgütlerdeki liderlik ve duygularla ilişkili uzmanlık ve tutumların yorumlayıcı fenomenolojik analizini kullanarak, takipçilerin fiziksel iyiliklerine ek olarak psikolojik iyilik hallerini de, etkileşimler, eşzamanlı ve benzeri görülmemiş bir küresel sağlık felaketi bağlamında, tetikleyen bir modeli ayrıntılı olarak açıklamayı amaçlamaktadır. Bu araştırmanın odak noktası, liderin tutumlarının örgütlerdeki refah üzerindeki etkisinin yanı sıra, takipçilerinin iyi oluş ve özveri tekniklerinin doğrulayıcı yararları ve sakıncaları hakkındaki algıdır.

Bu araştırma, otokratik liderlik tarzının pandemi sırasında tercih edilen bir yöntem olup olmadığını belirlemeyi ve liderin perspektifinden, liderlerin olumlu örgütsel refahı etkileme girişimlerinde pandemi süreçleriyle mücadele ederken gerçekten hangi liderlik tarzlarını tercih ettiğini anlamayı amaçlamaktadır. Ayrıca, bu araştırma, liderliğin ve liderlerin uygulamalarının doğru davranışını şekillendirmede kritik bir rol oynayan örgütsel bağlamların önemi konusunda yüksek sorumluluk sahibi liderlerin bakış açısından bir anlayış sağlamayı amaçlamaktadır. COVID-19 Pandemisi, mevcut örgütsel psikoloji araştırma çalışmalarının derinlemesine bir analizine duyulan ihtiyacı ortaya çıkarmaya yardımcı olan olağanüstü bir duruma bir örnektir. Bu çalışma, yukarıda belirtilen amaç için gerekli sonuçları önermeyi ve özellikle, otokratik liderlik tarzının, kuruluşlara böyle bir küresel sağlık krizinde rehberlik etmek için uygun yöntem olup olmadığını belirlemek amaçlamaktadır. Ayrıca bu çalışma, değişken ve çalkantılı koşullarda birkaç ana liderlik sorununu ortaya çıkarmayı, takipçiler ve kurumlar arasında endişeye neden olan gerçek anlamlı, kapsamlı, etik ve uygun mesleki önlemleri, genel yasal politikadaki değişiklikleri ve örgütsel refahı etkileyen ayrıntıları ortaya çıkarmayı amaçlamaktadır. Örgütsel refahın ciddi şekilde etkilenmesi, kurumsal performansın kritik bir şekilde bozulmasına neden olabilir.

Yorumlayıcı fenomenolojik analiz yöntemini kullanarak ve mevcut araştırmanın ayrıntılı bir yorumunu sağlamak için arařtırmacı, kanıtlanmış liderlik becerilerine sahip yedi (7) katılımcıyla anket yapmıřtır. Arařtırmacı, katılımcıların betimleyici anlatıları aracılıęıyla inceledięi otokratik liderlięin veya tercih edilen dięerler liderlik stillerinin belirli bir baęlamda (örneęin, COVID-19 Pandemisi) kuruluřlarda duygulara yönelik liderlik yaklařımlarının etkilerini açıkladı.

Bu çalıřmanın bulguları, bu felaketin sonuçlarının, liderlik yeteneklerini doęru ve zamanında kullanma ihtiyacını vurguladıęını göstermektedir. Çalıřmanın sonuçları, COVID-19 pandemi krizi sırasında daha ılımlı, insan odaklı bir liderlik tarzının, tüm operasyonel fonksiyonların sürdürülebilirlięi, daha da geliřtirilmesi, verimlilięin artırılması, iřgücünün deęiřtirilmesi veya yeniden düzenlenmesi açısından son derece olumlu örgütsel etkilere sahip olabileceęini göstermektedir. Yararlı örgütsel refaha yol ačan örgütlerde duyguların yapısı ve uygun yönetimi.

Bu çalıřmanın edebiyat taraması ayrıca, otokratik bir liderlik stili kullanarak takipçilerini yönlendirmeye çalıřan bir liderin, özellikle kriz zamanlarında performansları üzerinde önemli bir zararlı etkiye sahip olabileceęini düşündürmektedir. Sonuç olarak, otokratik liderlik tarzı, küreselleřme sürecinde, özellikle küresel pandemi krizleri sırasında son derece olumsuz kurumsal sonuçlara yol açabilir, çünkü daha bilgili, açık fikirli, küresel kaynaklara hızlı eriřime sahip ve baęımsız hale gelen meraklı ve aktif takipçiler tarafından onaylanmayabilir. Özellikle, otokratik lider, takipçilerine rehberlik etmez, onları eęitmez veya akıl hocalıęı yapmaz; takipçiler ise kriz zamanlarında otokratik liderin saęlamadıęı daha güçlü ve daha olumlu liderlik özelliklerine ihtiyaç duyar. Bununla birlikte, bu çalıřmanın sonuçlarının güçlü bir řekilde gösterdięi gibi, daha takipçi odaklı bir liderlik tarzı (yani dönüşümcü liderlik tarzı), etkili bir pozitif psikolojik (takipçi) güçlendirme yöntemi olduęunu kanıtlamaktadır. Dolayısıyla bu çalıřmanın sonuçları, katılımcıların anlatılarının dikkatlice yapılandırılmış tematik analizi yoluyla bu teorik çıkarımları tanımlar.

*Anahtar Kelimeler:* liderlik stilleri, otokratik liderlik, örgütlerde duygular, Covid-19 pandemisi, refah ve yorumlayıcı fenomenolojik analiz



## INTRODUCTION

COVID-19 pandemic has surfaced the complications, which organizational psychology scholars need to take a deeper look at to understand the interrelationships between leadership styles (e.g., autocratic leadership), their theorized effects on EMO as well as the contextual but distinct circumstances such as cultural and organizational differences. According to previous study, great leaders are those who can make the appropriate judgments and offer encouragement by balancing enthusiasm and reality about the prospects. To put it another way, good leaders attempt to portray vision – a representational condition of circumstances with which the community resonates – at all times (Antonakis, Bastardo, Jacquart, & Shamir, 2016). Furthermore, research shows that in simulated contexts, the lack of typical bodily indicators of authority and power might create more collaborative interactions (Antonakis & Atwater, 2002). It is important to analyze the efficacy of leaders throughout and immediately following the COVID-19 dilemma. The extent to which leaders are convincing, if they explicitly indicate their principles that would guide their followers and their organizations to performance, and their comprehension and forthright communication of the needs and expectations of their organizations will play an integral role in their efficiency. Furthermore, if these leaders effectively convey an aspirational perspective of the department's future trajectory and display assurance in the department's ability to attain performance targets. How evaluation and feedback mechanisms will work is one of the more particular leader-follower actions that will be necessary to examine in respect to COVID-19.

There are leaders whose patterns of conduct and character impel others to fulfill their statutory obligation. In other words, leaders must have a style that enables them, by proper planning and guidance of the trajectory objective, to accomplish the ultimate objectives. To a large degree, these styles decide what leaders perceive and how they react to circumstances around them. When the leader adequately relates to his or her follower, then the follower is profoundly affected (Vecchio, 2008). Besides, follower job productivity, for example, is a function of

his or her psychological disposition, which is nothing more than a cognitive reaction to his or her leader's conduct. It is important to note that relations in the organization are not inherently objective, but are affected by a variety of occurrences and cognition of previous encounters as well (Turner, 2010).

Autocratic leaders set clear expectations in terms of what they should do, when they should do it, and how they should do it. A significant distinction exists between the leader and the followers. Autocratic leaders decide independently of the rest of the group, with almost no involvement from them. Under authoritarian leadership, decision-making was found to be less innovative (Lewin, Lippitt & White, 1939) and aggressive behavior patterns in social settings developed in the laboratory studies (Lewin et al., p. 271–301). Lewin also discovered that transitioning from an authoritarian to a democratic style is more challenging than the other way around. Dominance, pushiness, and dicta are common examples of abuse of this approach.

When there is minimal time for collaborative evaluation or the leader is the most experienced member of the group, autocratic leadership (AL) is the best option (Dyczkowska & Dyczkowski, 2018). Democratic leaders, on the other hand, provide leadership to group members while simultaneously participating in the group and allowing feedback from other members. For example, participatory leaders inspire and motivate group members to take part while maintaining final authority over decision-making. Members of the group are more driven and innovative since they are more involved in the process.

AL is a leadership style in which the authoritarian leader makes all of the decisions and delegates the responsibilities without accepting cooperation. This leader will keep a closer eye on his or her personnel and punish them more harshly and immediately. When the outcomes are unsatisfactory, or when the leader anticipates them to be, the authoritarian leader would threaten punishments such as dismissal in order to deter undesired behavior (Janse, 2018). Instead of focusing on the employees who drive the results, the authoritarian leader chooses to

concentrate on the outcomes and assignments. Employees, according to this ultimate monarch, have no desire, preferring to avoid responsibilities and pursuing just personal aims. This mode of thinking assures that the leader does not accept any feedback, avoids debates, and maintains complete control (Janse, 2018). As a result, this leadership style is frequently characterized as harsh, domineering, and unsympathetic. Because employees feel submissive, the authoritarian leader's anti-social skills typically lead to opposition among employees. This leader's input to his or her personnel is frequently critical, nonconstructive, and occasionally coupled by rage.

According to studies, the leadership style that leaders display in their institution is an underlying component for maximum effectiveness, and transformational leadership, for example, is a particularly broad strategy for achieving follower motivation and direction that can profoundly alter organizational productivity (Pradhan & Pradhan, 2015). Transformational leadership is a leadership style in which leaders encourage, engage, and inspire their followers to develop and make improvements that will influence and support enhance the organizational value. Transformational leaders use a variety of tools to inspire and dishearten their followers, including motivating them to embrace additional responsibility, motivating them by serving as role figures, and knowing what conditions or actions drive and dishearten people. The purpose of a transformational leader is to drive people to grow, evolve, and be directed (Hall, Johnson, Wysocki, & Kepner, 2002), as well as to improve followers' productivity so that they adopt and appreciate extra duties for which they are responsible.

Emotion literature is derived from psychological pathological research. Emotional expression was perceived as weak, illogical, and effeminate. Emotions were viewed as a personal and illogical component of our lives by feminist scholars (Zorn & Boler, 2007), and were deemed less important than balanced, reason driven thinking (Goleman, 1995; Zorn & Boler, 2007). For long periods, emotion research has been based on the assumption that people's feelings should be kept private (Zorn & Boler, 2007). Emotions were thought to be at the root of most

organizational problems based on this notion (Ashforth & Humphrey, 1995). Considering emotion as dysfunctional, it is understandable that emotions received little to no attention as organizational life evolved. Positive emotions arising from job roles, according to research, may drive one to undertake things he or she had not intended to undertake beforehand. One, for example, might, offer to assist a teammate on a task he or she had not planned to engage in. his or her behavior would be motivated by emotion (Fisher).

Considering the unfavorable perspective of emotions in organizations (EMO) in the past, only a limited spectrum of emotional expression was, and some claim still, respectable. According to Ashforth and Humphrey (1995), the display of negative emotions like dread, anxiety, and rage was deemed undesirable unless in very limited circumstances. They go on to say that expressing strong emotions, whether negative or positive, was also frowned upon, save under specified circumstances (like as celebrating a historic sales record or gaining a significant client), because they are thought to impair normal work performance. Leadership is, hence, widely regarded as one of the most influential organizational variables affecting follower happiness (Kelloway & Barling, 2010).

When an organization starts on broad transformative initiatives, workforce health, specifically how valued individuals perceive, is critical in assisting the organization to accomplish its bigger developmental ambitions. During the COVID\_19 pandemic, this follower need for both mental and physical health, makes it even more critical as to how leaders employ their behaviors. Hochschild (1983) went a step further in her investigation of EMO, looking at the phenomena of flight attendants who had experienced a private emotion while expressing a different public emotion. She invented the term "emotional labor" to describe this phenomenon. Her groundbreaking work highlighted the importance of emotion in the workplace. Employees with occupations that require frequent, direct interactions with clients, according to Hochschild (1983), are more vulnerable to emotional exhaustion. Furthermore, she hypothesized that the more conflicting an employee's display of emotions (display rules) to public was with her or

his personal feelings (acting), the more stressed he or she would be. Recent study on these display guidelines and the accompanying acting has broadened Hochschild's definition of emotional labor, with the researchers claiming that all professional roles would be deemed emotional labor (Kruml & Geddes, 2000). Furthermore, according to the study, emotional labor to an organization may happen both internally and externally. When an employee is involved in handling the emotions of coworkers, supervisors, and/or subordinates, they are experiencing internal emotional labor (Kruml & Geddes, 2000). The study of emotion in intelligence, or emotional intelligence, ran concurrently with the study of emotional labor.

The interpretative phenomenological analysis (IPA) deals with a systematic evaluation of the life observations, the context of participants' experiences, and how the participants make a sense of specific situations. The IPA method has a double hermeneutic presence, whereby the researcher attempts to develop an understanding of the individual's identification and explanation of one or more of his or her contextual observation. In its dedication to examine each case in-depth and in a schema, IPA is also characterized by a set of data.

IPA intends to investigate how individuals interpret their own encounters by examining the participant's description of the events they have gone through by using a presumed universal predisposition toward self-reflection (Chapman & Smith, 2002; Smith et al., 1997). As a result, IPA research focuses on participants' perspectives, interpretations, views (Reid, Flowers, & Larkin, 2005). All of these components of self-reflection in the 'events' are included which allude to the way in which IPA posits that participants endeavor to explain their experiences in a way that is understandable to them.

Flowers, Hart, & Marriott (1999) define IPA as phenomenological meaning it is oriented on person's own claims rather than the construction of unbiased observations, and that it understands that research is a continuing phenomenon (Smith, 1996). While the researcher attempts to enter "the participant's

personal world" (p. 218) to the extent that is possible, IPA recognizes that "access is complicated by the researcher's own conceptions... required in order to make sense of that other personal world through a process of interpretative activity" (Smith, Jarman & Osborn, 1999, pp. 218–219). The acronym IPA is, hence, used to denote the approach's two sides (Smith et al., 1999), and the analytic narrative generated is comprised of both respondent and researcher reflections (Osborn & Smith, 1998; Smith et al., 1997). IPA is phenomenological as it concentrates on respondent's personal experiences (Smith cites Giorgi A. & Giorgi B., 2003) and 'strongly connected to the interpretative or hermeneutic tradition (Palmer, 1969)'. (p. 40) recognizes the importance of the concentration in research and analysis of the researcher. Participants' capacity to describe appropriately their thoughts and experiences are thus considered to limit the interpretations (Baillie, Smith, Hewison, & Mason, 2000) as well as the researcher's capacity to reflect and evaluate (Baillie, Smith, Hewison, & Mason, 2000).

The goal of the study is to understand how leaders have an impact on follower well-being in the pandemic (an era in which uncertainty is high). The purpose is also to gain a better understanding of the participants' basic experiences and attitudes by employing a qualitative approach that allows the researcher to collect and relate individual viewpoints. The study aims to establish and investigate a variety of unique content patterns and hierarchical themes, but it ignores the effects that develop over time. While the researcher intends to acquire and convey a strong opinion on the participants' comprehension of the representations of their life experience, the study does not propose to analyze these perceptions. Another consideration of this study is to review literature to understand how and under what conditions AL can have a positive impact on followers' moods, as it could be a preferred style amidst crisis. Although AL is widely acknowledged as a sign of poor leadership behavior. As a result, another purpose of this study is to look into how different leadership practices affect organizational well-being in the context of the COVID-19 pandemic's specific settings.

## CHAPTER 1

### LITERATURE REVIEW

#### 1.1. LEADERSHIP MODELS THAT BRING THE FOLLOWER TO THE FORE

Leadership style can be summarized (Table 1.1) as leader's technique of delivering guidance, executing action plans, and inspiring people is. Kurt Lewin and a group of scholars identified three fundamental leadership styles in 1939: “authoritarian (autocratic), participative (democratic), and delegative (Laissez-Faire).”

##### 1.1.1. Participative (Democratic)

Members of the group feel more engaged in the decision processes when the leader is participative. Leaders who utilize the participative leadership style furnish the group guidance in exchange for their participation in judgment call, but they preserve ultimate control. Participative leaders end up making their followers experience as if they are a valuable component of the team, which encourages allegiance. According to Lewin's research, the participative leadership style produced the best results with the youngsters and their handicraft project. These children are not as productive as the children are in the authoritarian unit, but their work is of higher value. There are some drawbacks to the participatory methodology. If duties within the group are not clearly defined, participatory leadership can lead to interaction difficulties. Bad choices may happen if the group lacks expertise in the area in which they are making judgments.

##### 1.1.2. Delegative (Laissez-Faire)

An absence of engagement on the part of the leader characterizes the delegative leadership style. They give their group absolutely no direction and let them make all of the decisions. A delegative leader will provide the resources required to complete the work while also accepting responsibility for the group's

decisions and actions. The group, on the other hand, will have authority. As per Lewin and his team, the youngsters striving to complete the art assignment under participative style direction were the least effective. They also put greater strain on their leader, appeared incapable of working alone, and showed less collaboration. A group of extremely gifted individuals is well to the delegative model. Creative groups often desire this level of liberty. This strategy, on the other hand, does not work well for a group that needs the requisite skills, dedication, or adherence to a schedule, which can result in a poor conclusion.

More leadership styles have emerged because of further research than the original three discovered by Lewin and his team in 1939. Nonetheless, Lewin's research influenced the establishment of a beginning point for this type of study.

### **1.1.3. Transformational Leadership**

A chapter on transformational leadership is included in the book on charismatic leadership (Bass, 1990). Members of the group appreciate one other and are inspired to act because of their affection. The transformational leadership style, on the other hand, demands a leader to deliver both cognitive clarity and individual awareness, in which a leader recognizes followers and provides them with distinctive incentive. Transformational leaders both encourage and guide their followers. They have outstanding communicative skills. They keep their team motivated by demanding the most from them and maintaining them accountable.

The practical connections are shaped by transformational leadership, which incorporate the leader-follower position into a collaborative partnership and highlight common principles between the leader and the follower. As a result, this form of strategy is accomplished through pooling accountability. Transformational leaders share their vision and demands with their followers and maintain each other liable for each other and the overall goal. When a leader motivates his or her subordinates to challenge established techniques and conform to transformation, the consequences assessed as accomplishment and effectiveness improve dramatically (Bass & Steidlmeier, 1999).



When leaders build and enrich their followers' benefits, boost comprehension and awareness of their purpose and objectives, and inculcate a mindset of prioritizing the institution's objectives ahead of their own, they cultivate and promote transformational leadership (Bass, 1990). There are four distinct traits of this style of leadership. These traits have been labeled as 'idealized influence,' 'intellectual stimulation,' 'inspirational motivation,' and 'individualized consideration' in researches (Yammarino, Spangler, & Bass, 1993).

#### **1.1.4. Others**

Scholars have suggested new leadership kinds such as servant, transactional, transformational, and charismatic leadership since Lewin's first framework. Transactional leadership is a set of behaviors that include a two-way dialogue between leaders and followers as well as dealing with day-to-day chores (Bass, 1990). Transactional leadership deals with the day-to-day chores that keep the work completed. The preponderance of the frameworks we covered in the preceding section are based on the exchange of facts between followers and leaders. The leader gives followers with direction, resources, and incentives in compensation for their performance and job fulfillment. Charismatic leaders do not second-guess themselves; instead, they move on with assurance, certain that the choices they undertake are appropriate. They pass past a crowd of their admirers, sharing greetings and encouraging remarks. Their objectives, as well as their perspective for the company's performance, are unmistakable. They have mastered the art of conjuring ideas of themselves that compel others to aspire to be like them. A "servant leader" is someone who leads by fulfilling the interests of the team, regardless of their status in the administrative framework (Greenleaf, 1970). Standards are important in the servant leadership style, and those who use it do it with a generous heart. Servant leaders can come to prominence because of their principles and morality.

**Table 1.1. Models of Other Leadership Styles**

<b>Other Leadership Models</b>	
<b>Leadership Style</b>	<b>Characteristics</b>
Participative (Democratic)	Balances decision-making responsibility between the group and the leader
	Actively participate in discussions, but also make sure to listen to the views of others
	Often leads to positive, inclusive, and collaborative work environments
Delegative (Laissez-Faire)	Allows group members total freedom
	Do not participate in the decision-making process, and rarely offer opinions
	Brings out the group's creativity
Paternalistic	Retains final responsibility for the group's decision
	Entailing a dominant authoritative personality, the leaders acts as a matriarch or patriarch and treats partners and followers just like they are members of large extended families.
	In turn, the leader expect trust, obedience and loyalty from the employees.
Transactional	Comprises of three main elements- Autocratic leadership, Benevolent leadership and Moral leadership
	Offers compassion, good organizational skills, decisiveness, empowerment, and influence
	Focuses on short-term goals
Transformational	Favors structured policies and procedures
	Thrives on following rules and doing things correctly
	Revels in efficiency
Servant	Tends to be inflexible
	Opposes change
	Self-management
Charismatic	Ability to take the right risks
	Makes difficult decisions
	Shares collective organizational consciousness; individualized consideration
Charismatic	Inspires and encourages followers; inspirational motivation
	Entertains new ideas; intellectual stimulation
	Adapts quickly and easily; idealized influence
Charismatic	Listening, empathy, healing, awareness, persuasion, conceptualization, foresight, and stewardship
	Encourages diversity of thought, creates a culture of trust, has an unselfish mindset, and fosters leadership in others
	Extraordinary skills in communication, maturity, humility, compassion, substance, confidence, positive body language, and listening skills
Charismatic	Uses communication skills, persuasiveness, and charm to influence others.
	are especially valuable within organizations that are facing a crisis or are struggling to move forward

### **1.1.5. Autocratic Leadership**

#### **1.1.5.1. Concepts and Definitions**

Kurt Lewin and others are associated with the earliest structured leadership research, such as the autocratic (Lewin & Lippitt, 1938). AL (also known as authoritarian leadership), is a leadership style marked by the centralized influence of all choices and minimal participation of the workforce. Usually, autocratic leaders make decisions predicated on their opinions and judgments and seldom consider feedback from their followers. AL entails a group's total, autocratic dominance. In an environment that advocates AL, group members rarely take on tasks of judgment or important roles, and AL can be frustrating under different circumstances. When a leader constructs his or her role in the framework of autocracy, he or she eliminates the individual members' accountability and giving the follower every excuse to feel discouraged in his or her position. Autocratic leaders, however, as democratic leaders do, do not always have (undermining) perceptions of the skills of their followers. AL means that one person collectively makes all choices (Schaeffer, 2002).

The AL style has its merits in dealing with adversity, which the COVID-19 pandemic entails, which may arise in organizations. In a crisis, the AL style has an edge in terms of forming, assigning, and engaging certain duties, and groups as well as the followers' mindset, which impact how and when the authoritarian approach is most beneficial. If this leadership style is frequently used in a community, it may be beneficial to develop a greater understanding of the strategy and the settings in which it is most productive. AL's strengths in dealing with the challenges of the COVID-19 pandemic, hence, include competent management, control, a flawless plan, safeguarded standards, concise discussions, practical accuracy, and consistency.

Based on methods in which leaders establish guidelines, they carry out and implement change or communicate with their followers. Research studies have identified two distinct types of leadership. Autocratic leaders undertake crucial

choices on their own, while democratic leaders seek consensus, working with followers on choices and experiences (Cellar, Sidle, Goudy & O'Brien, 2001). Autocratic leaders often tend to create strict rules, monitor procedures, and maintain formal functional interactions with their followers, while democratic leaders offer direction, encourage followers to render the optimum application of their skills and abilities, and emphasize relational facets of collective practice (Malos, 2012). Motivated followers have greater responsibility for achieving goals (Bass and Avolio, 1990). The autocratic style of leadership does not cultivate a learned mindset that is necessary for stimulating constructive behaviors among the workforces (Sauer, 2011). A lack of collaboration with followers, hence, may lead to overlooked prospects and an underestimation of distinct hazards. Democratic leaders engage their followers in discussions on business opportunities and meetings on current and predicted topics. As a result, followers are more dedicated to their jobs and able to unleash the imagination because of the value attributed to them. Democratic leadership also encourages performance practices (Cunningham, Salomone, & Wielgus, 2015). "Autocratic leaders give their subordinates clear and short instructions on what to do and how to do it. This helps to perform tasks effectively, solve identified problems, and meet targets or deadlines, in particular when time is a critical factor. Consequently, performance may increase on a short-run." (Dyczkowska & Dyczkowski, 2018, p. 195)

In summary, autocratic leaders dictate the most crucial judgments, do not take into account the viewpoints of their followers, or involve them in critical policy choices, regulate all functional methods and procedures, provide a decentralized work climate, show little support for creativity and planning, perpetrate regulations, and ensure that everyone implements them.

AL contains both its benefits and its operational efficiency drawbacks (Yukl, 2013). In limited and unskilled networks, where leadership is largely absent, areas where the compelling advantage is very much needed, and where regulations are necessary, autocratic leaders are generally needed, as productive decision-making processes are essential and crucial. Some of the AL's most significant

detrimental consequences are that it disincentives feedback has a negative impact on righteous principles and facilitates prospective intimidation. The effectiveness of AL is based on variables such as the context, the nature of function on which the followers operate, and the attributes of the followers.

Many of the decisions that the autocratic leader takes, allow none or very little space for criticism. Because decision-making processes are facilitated, productivity may increase, but follower self-esteem is reduced. In the AL style, to the extent of being static, the work climate appears to be intensely organized. For example, if a follower realizes that his or her working capacity is being continuously tracked, anxiety may be the main incentive to complete the task. In this leadership style, where responsibilities, guidelines, and mechanisms are precisely articulated, operations may seem to function accurately and successfully because the leader makes all the final decisions. However, abandoning the imagination and feedback of the followers in this approach will result in the loss of innovative suggestions and convey a strong impression that the leader is not interested in or disrespects feedback.

#### **1.1.5.2. Characteristics of Autocratic Leaders**

Autocratic leaders are not after oppressing others; instead, they are more concerned with using their position to propel the group ahead. Autocratic leaders often make all significant decisions alone, with little or no involvement from others. Extreme authoritarian dictators frequently make even trivial judgments. These leaders rarely seek or accept feedback from others when making decisions, make all corporate or organizational decisions, dictate all employment practices, regulations, and procedures, and show a lack of trust in others' opinions, thoughts, ideas, and decision-making abilities. Whether for a for-profit corporation or a charity organization, the AL style's goal is to establish centralized authority and use that power to reach the preferred goals (Table 1.2).

### **1.1.5.3. Limited Input**

Most, if not all, decisions are made by the authoritarian leader, leaving little or no possibility for input from others. Group members are almost never trusted with critical choices or responsibilities in a company that is managed with AL style, which can be a source of frustration and dissatisfaction for many. Many autocratic leaders will dismiss their team members' opinions, knowledge, or experiences when considering options. The leaders must make a choice even if they have no firsthand understanding of the topic. Because of this leadership approach, highly qualified or motivated followers lose their enthusiasm to be engaged. The unfavorable loop is exacerbated when these leaders make a poor judgment that could have been avoided if the group had been engaged.

### **1.1.5.4. Individual Control**

In most AL situations, the team's leader is held responsible for the entire group's conduct. They are in charge of doing an assessment of the team's work. They must make all decisions in the highest benefits of the team. As a result, leaders who employ this strategy are frequently busier than their peers. Even if moderate activities are necessary, the leader must guarantee that prints are done, beverage is provided, and paperwork is properly archived. One of the key reasons the AL style flops is that it is fully dependent on the ability and comprehension of the leader. The team will be unable to function if the leader goes because they were fully engaged on their obligations. A group can become so depending on the leader's directives that it stops functioning when he is no longer accessible. As a result, some AL-using companies establish a succession channel, permitting another person to assume leadership promptly.

### **1.1.5.5. Restrictive Settings**

According to research, when top executives exercise AL, line managers will follow suit (Li & Sun, 2015). Because of this modeling, AL may be accepted at both the lower and upper levels of the organization. This growth in hierarchy has

the potential to create an ineffective culture, stifle innovation, and make it harder for businesses to transition from an authoritarian to a more democratic setting.

#### **1.1.5.6. Discouragement**

AL studies has found that subordinates detest leaders who utilize AL style and that they are more stressed at work when one manages them (Harms, Wood, Landay, Lester, and Lester, 2018). An authoritarian leader sifts through all of the ideas and selects the best ones without consulting any of the team members. Autocratic leaders are ruthless, unyielding, and domineering.

#### **1.1.5.7. Regulations and Rules**

There is no doubt who gets the final say under an authoritarian boss, whether it is on a vital business decision or a minor operational decision. Because one person is in charge of everything, things tend to operate swiftly and promptly when responsibilities, regulations, and procedures are well established in this leadership style environment. However, as employee talent and contribution are sacrificed in the process, excellent ideas may be missed. Moreover, it sends a clear message that employees' ideas are not important.

#### **1.1.5.8. Distrust**

The demand for uniformity in AL style necessitates the creation of norms and processes for teams to observe. This "need" stems from a pervasive sense of mistrust. To be productive, employees must operate in an environment where they can trust one another. Because rules must take precedence, trust cannot take precedence in an AL style. This means that employees form associations with regulations rather than individuals, lowering pleasure over time.

**Table 1.2. The Autocratic Leadership Characteristics**

<b>Autocratic Leadership Characteristics</b>	<b>Definitions</b>
Limited Input	Allows little or no input from group members
Individual Control	Requires leaders to make almost all of the decisions; provides leaders with the ability to dictate work methods and processes
Restrictive Settings	Tends to create highly structured and very rigid environment
Discouragement	Discourages creativity and out-of-the box thinking
Regulations and Rules	Establishes rules and tends to be clearly outlined and communicated
Distrust	Leaves group feeling like they aren't trusted with decisions or important tasks

#### **1.1.5.9. Autocratic Leadership's Advantages and Disadvantages**

AL is frequently regarded as the traditional method. It is one where the manager wields as much control as possible and makes all of the decisions. Followers are not allowed to give any input the manager. Followers are expected to follow instructions without question. A systematic set of incentives and penalties is used to create a motivational atmosphere.

The implications of ambiguity on leadership may be easily investigated using uncertainty-identity theory and the social identity theory of leadership (e.g., Hogg, 2007b). Members will positively assess and support managers who gives a straightforward, conclusive, and clear directions versus notable leaders who are in agreement who are more inclusive, and less clear will be less attractive and not supported because they give a none clear working model that is less efficacious in decreasing follower ambiguity.

The autocratic approach, like other styles, does have advantages and disadvantages (Table 1.3). While those who use this style are sometimes perceived as domineering or authoritarian, this sense of command can have benefits and be beneficial in certain contexts. The environment, the task the unit that is appointed, and the mentality of the teammates all influence how and when the authoritarian



approach is most useful. If one routinely utilizes this leadership style within a group, it may be good to gain a better awareness of the approach and the situations in which it is most effective.

Good-management, oversight, a faultless program, protected-regulations, brief debates, operational precision, and discipline are all benefits of AL. Defiance, limitations on innovation, lethargy, low or no self-confidence, anxiety, no means of criticism, suppressed vested interests, competition, lack of trust, hostility or violent behavior among group members, and skills and abilities not being identified or promoted are all disadvantages of AL.

The autocratic style has a negative connotation. When overdone or used to the wrong people or situations, it surely may be. Nevertheless, AL can be useful in certain situations, such as when a speedy decision must be taken without consulting a large number of individuals.

Some projects necessitate great leadership in order to be completed quickly and productively. When the leader is the most knowledgeable member of the group, the autocratic style can provide speedy and successful outcomes. AL style, on the other hand, can be useful in a variety of scenarios.

AL can be useful when there is a lack of leadership in a small group. Group members may face difficulties in their job performance due to poor organization, a lack of leadership, and missed deadlines. In these situations, a strong leader with an authoritarian style might take direction of the group, assign responsibilities to individual members, and set tight deadlines for completing objectives. When one person is granted leadership or simply accepts the role of leader on their own, these types of collective objectives are more likely to succeed. If distinct roles, responsibilities, and timeframes are specified, the group is more likely to accomplish the assignment on time and with everyone participating proportionately.

In instances where there is a lot of strain, the AL approach is also beneficial. In challenging situations, such as after a natural hazard, members of a group may prefer an autocratic stance. This frees up members' time to focus on specific responsibilities rather than debating challenging judgments. This also allows individuals of the organization to become extremely skilled at doing specialized jobs, which is beneficial to the group's overall performance.

AL thrives in situations where organizational success is heavily depends on precisely assigned tasks, timelines, and norms to comply, because these leaders ensure that initiatives are accomplished on schedule and that subordinates adhere to health and safety guidelines to prevent damages.

Although AL can be useful on circumstances, it can also be problematic in a variety of settings. Offenders who adopt the AL style are often thought to be pompous, controlling, and autocratic. This could lead to dissatisfaction among the members. Participants may sense as if they have no say in how assignments are completed, which may be especially frustrating when experienced and capable coworkers believe their competence and ideas are being disregarded.

Members of the group may resent not being able to offer their thoughts because authoritarian leaders make decisions without considering the rest of the group. AL has also been linked to a lack of imaginative dilemma capabilities, which may impair a group's capacity to perform, according to researchers. Autocratic leaders are predisposed to disregarding the knowledge and abilities that their followers may possess. Failing to confer with the rest of the team in such situations is damaging to the group's successful achievement.

AL may also have a bad effect on the spirit of the group. People are calmer and more productive when they sense they are helping to shape the team 's direction. Autocratic leaders rarely allow team members to participate, leaving followers dissatisfied and suffocating.

**Table 1.3. The Autocratic Leadership Advantages and Disadvantages**

<b>Autocratic Leadership</b>	
<b>Advantages</b>	<b>Disadvantages</b>
Allows for quick decision-making especially in stress-filled situations	Discourages group input
Offers a clear chain of command or oversight	Hurts morale and leads to resentment
Works well where strong, directive leadership is needed	Ignores or impairs creative solutions and expertise from subordinates
Provides direction	Not everyone feels aligned with the vision
Relieves Pressure	Autonomy is reduced or diminished
Offers Structure	Does not respect individual needs and concerns
Organizational goals are reached unambiguously	May seriously damage organizational success
Productivity can greatly improve	May result in loss of control of the organization

*Source: Dyczkowska, J., & Dyczkowski, T. (2018)*

## **1.2. EMOTIONS IN ORGANIZATIONS**

### **1.2.1. Concepts and Definitions**

Hersey published a particularly well known study on EMO in 1932 (Brief, & Weiss, 2001). He then proposed that, first, the connection between daily subjective consciousness and work productivity is clear. Second, well-established patterns are demonstrated by the daily cognitive encounters. Third, the most obvious is the consequence of an unfavorable psychological condition, not the beneficial effect of a supportive psychological condition. Finally, both job-related and contextual variables have an influence and are crucial in facilitating the psychological adaptation of the employee to the workplace culture. Employees also cannot abstractly perceive and analyze the events, if they are disconnected from the socio-cultural, structural, and behavioral framework in which they function.

Literature studies suggest that emotions are aroused under two general conditions: expectations and sanctions. Individuals make assumptions about what may and will happen in all experiences integrated within a unified or complex framework (Turner, 2010). These frameworks are categorized as follows. First, when achieving and surpassing goals, employees will feel satisfied and extreme pleasure. Second, employees will experience joy or even an extreme level of

pleasure when they earn meaningful rewards for their acts. Finally, if employees cannot successfully achieve their goals or produce adverse consequences, they may experience adverse feelings.

The disjunction in the engagement between the employees and the work context is the defining characteristic of mental states as opposed to non-mental states (e.g., impulses, thoughts, impacts, desires, cognitions, and perceptions). For example, while several adjustments are about to be enforced by the leader, he or she should ensure that the follower can identify the relevant inner support required to effectively withstand these adjustments. If such tools are inadequate, sustainability is then in jeopardy. In this case, by succumbing to perceptual mechanisms, the follower can restructure his or her goals in other aspects of served-purposes (e.g., requirements and aspirations). Besides, emotions seem to exacerbate their impact, just like any other tool provided by the organization. Constructive impulses generate the power to accumulate assets in multiple areas, and harmful emotions in one area often hinder opportunities in other areas (Turner, 2010).

Organizations can increase their performance and promote to a richer general atmosphere for progressive transformation by encouraging personal and collective endurance and implementing incremental modifications in organizational processes that encourage well-being. Disconnections between principles, mission, and conduct, as well as corporate climates that foster unhealthy authority relations and a lack of responsibility and visibility, wreak chaos. They harm organizations, their committed workers, trustworthiness, financial sources, and the social sector's general image. Hence, organizational well-being promotes a clear path for the collective productivity and efficacy, especially amidst a crisis circumstance.

While an empathic atmosphere can sometimes entail the perceptions of pleasure or anxiety, one can also utilize terms that relate specifically to the psychological interactions concerned, such as aggression or inclusiveness (de Rivera, 1992). The psychological atmosphere of the work environment involves the solely psychological responses of employees about the functional atmosphere and

the way of life such as leadership style, working conditions, employee relationships, landscape, organizational objectives, mechanisms of transition, and extrinsic interactions. Incentivizing the manifestation of empathy that strengthens and preserves an advantageous social environment, for example, a condition of protection such as respect and transparency, consistency, loyalty, enthusiasm, happiness, anticipation, and coexistence, should be associated with every top leadership. Anxieties, however, are unpleasant and will thus be stigmatized frequently. Besides, once defensive schemes are triggered, the silenced expression can often transform into a different feeling or collection of feelings that alter people's attitudes and tendencies for reaction (Turner, 2010).

Beyer and Niño (2002) relate to five (4) aspects in which employees' emotional perceptions are influenced by the organizational context. First is by managing the distress created by the instability implicit in the cultural, socioeconomic, and administrative complexities of existence. The second is to convey emotions by providing incentives and means. The third is by promoting the manifestation of sentimentality and disheartening it. Finally, by the instillation of identity and dedication. Seo and Barrett (2007) proposed that an alternative strategy should be taken by the organizations towards emotional needs, encouraging the right of the workforce to recognize and communicate their perceptions in order to optimize the positive effects of those urges, while at the same time assisting them to reduce the possible detrimental effects of the impulses.

## **1.2.2. Constructs**

### **1.2.2.1. Valence**

The most basic differentiation between sentiments is whether they have a positive or negative polarity (e.g., Shaver, Schwartz, Kirson, & O'Connor, 1987). Negative emotions have traditionally gotten a lot more scholarly emphasis than positive ones. In comparison to pleasant emotions, negative emotions have more terms in the English vocabulary (e.g., Averill, 1980). In inventories of generic "fundamental emotions," negative emotions substantially outnumber positive

feelings (Ortony & Turner, 1990). Izard's (1977) list is an excellent example, with just happiness and curiosity as positive emotions and dread, revulsion, disdain, anguish, remorse, and humiliation as negative emotions. Shaver et al. (1987) discovered that there are more possibilities to feel horrible than there are to experience delighted in a rigorous analysis of core categories and frameworks of emotion concepts. While happy sentiments are more common than negative ones, and most people experience at least a little optimistic most of the time (the "positivity offset," Diener & Diener, 1996), we recognize that "bad is stronger than good" when it relates to emotions and their consequences (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001). Because negative emotions are less common, they are more intense and retained than positive emotions. They also seem to last lengthier, be more intense, and be more inconvenient in aggregate. This could be because negative feelings (and the circumstances that cause them) are less expected, typically signal a violation of societal norms, constitute a challenge to important aspirations, and are more likely to need a distinctive response (e.g., Thomas & Diener, 1990).

Positive emotions contain fewer bodily indicators and appraisal forms that are more comparable to negative emotions; however, some are scientifically distinctive (De Rivera, Possell, Verette, & Weiner, 1989). Positive emotions signal that everything is in order, therefore they have fewer obvious or pressing behavioral urges, but they serve a role. Delight, interest, contentment, and, in Fredrickson's substantially expanded idea, enthusiasm and admiration play the adaptation task of extending a person's fast cognitive arsenal, according to Fredrickson (1998). This may lead to more originality, exploration, and diverse perspective tendencies, all of which will aid in the development of cognitive and interpersonal assets, as well as protracted endurance. Positive emotions have the potential to "reverse" the consequences of mental trauma by feeding ascending pleasure loops.

#### **1.2.2.2. Emotions and Behavioral Patterns**

While both variables of emotions have behavioral responses, they do not produce a certain activity in a predetermined or programmed way. Strong emotions can sometimes lead to rash action, but most of the time, action inclinations are restrained and reactions are carefully chosen. In fact, depending on personal and circumstantial variables, the same emotion might have very distinct behavioral repercussions (e.g., Tai, Narayanan, & McAllister, 2012). According to Baumeister, Vohs, DeWall, and Zhang (2007), emotions do not necessarily cause behavior, as in "fear makes you flee." Emotions, on the other hand, start a context-dependent mechanism that culminates to conduct. People react on anticipated sentiments rather than present emotions because conduct pursues emotion (Baumeister et al., 2007, p. 195). For example, Brown and McConnell (2011) discovered that anticipating how one will behave if a purpose is not accomplished, affects targeted-behavior. According to Van der Schalk, Kuppens, Bruder, and Manstead (2015), anticipated remorse diminished the intensity of tendency to abuse others.

#### **1.2.2.3. Emotions and Decision Making Processes**

Isen (2008) examined the effects of generated moderate joyful emotion on intellect, data processing, and perception, concluding that moderate positive affect enhances learning capacity. Gable, Browning, and Harmon-Jones (2016) underlined the impact of emotion intensity/arousal/approach drive rather than its polarity. A limited focus on the source of the impact or the specific circumstance is connected with increased emotional affect, but a somewhat positive mood can extend the search for and comprehension of information.

Lerner, Li, Valdesolo, and Kassam (2015) reviewed a considerable amount of literature on precisely defined emotions in tactical prepping and evaluation and concluded that "emotions constitute potent, pervasive, predictable, sometimes harmful, sometimes beneficial drivers of decision making... via changes in (a) content of thought, (b) depth of thought, and (c) content of implicit goals" (p. 816).

#### **1.2.2.4. Emotions in Leadership**

Observations involve how a leader's emotional exhibits influence subordinate acknowledgment (e.g., Eberly & Fong, 2013), how leaders can intentionally induce or attempt to manage mental expressions among followers (e.g., Kaplan, Cortina, Ruark, LaPort, & Nicolaides, 2014), and how a leader's temper tantrums influence subordinate dedication, inspiration, and efficiency (e.g., Kaplan, Cortina, Ruark, La (e.g., Koning & Van Kleef, 2015). Other examples include how emotions play a role in the formation of links between leaders and followers (e.g., Cropanzano, Dasborough, & Weiss, 2017), how emotions contribute in exploitative managerial whorls in feeble leader relationships (e.g., Oh & Farh, 2017), the diversity of conditions affecting a leader's emotional personification (e.g., Cropanzano, Dasborough, & Weiss, 2017), and the wide range of situations (e.g., Jordan & Lindebaum, 2015).

Follower dedication, inventiveness, judgment, work effectiveness, and propensity of engaging are all influenced by emotions, and the consequences may be seen in terms of organizational efficiency. As a result, it is just as vital to keep an eye on and regulate follower's emotions, as it is to keep an eye on and control their thoughts to maximize their well-being.

#### **1.2.2.5. Characteristic Emotions in Organizations**

Emotions, one perceives dictates how he or she maintains both mental and physical well-being in an organizational context. Hence, it is imperative to understand the characteristics of emotions, which lead to follower behaviors based on his or her perception of “wellness” at the workplace. In workplaces, performance is routinely evaluated and rewarded, and job proficiency is crucial to many individuals' egos. Pride is the next most frequently observed occupational feeling (after delight/joy) in a survey of salesforce (Verbeke, Belschak, & Bagozzi, 2004). People who observe a display of pride experience both intrapersonal and interpersonal effects on inspiration and resilience. There seem to be two distinct types of pride, each with its own set of criteria and outcomes (Tracy & Robins,



2007). Selfishness, low self-esteem, recklessness, and aggression are all linked to hubristic pride, which is defined as pride in the universal self's consistent features ("I am the best") (e.g., Tracy & Robins, 2007). It is the first and most lethal of the seven fatal transgressions, according to religion. It is generally chaotic, strives to alienate individuals, and is the first and most damaging of the seven dangerous misdeeds. Authentic pride, on the other hand, is based on specific personalized achievements that can be linked back to internal, unforeseen, and measurable elements such as purposeful effort. Authentic pride tends to be associated with self-assurance, consciousness, inner strength, and dedication, as well as a better possibility of positive consequences (Tracy et al., 2007). Pride serves as a gauge of present objective progress or achievement, as well as a motivator for forthcoming adaptive behavior. Pride has a social function as well. Observers may clearly distinguish the physical expression of pride, which includes an erect and expansive stance with the head inclined back a bit, a semi visible smile, and hands on waistline or up. These bodily demonstrations communicate to others the displayer's greater relative status and may signal, "who's the boss" (Shariff & Tracy, 2009), so assisting in the establishment and clarification of societal structures.

Intrigue is one of the most commonly encountered emotions (Izard, 1991), and it is sometimes placed in the short list of important emotions (Silvia, 2006). Intrigue directs focus away from the feature point, which is important for purpose identification and purpose pursuit consciousness (Sung & Yih, 2016) (e.g., Sansone, Weir, Harpster, & Morgan, 1992). Through aims, focus, and tenacity, interest aids in the enhancement and formation of aptitude and behavioral scientists have extensively examined the critical function of interest in the cognitive journey (O'Keefe & Harackiewicz, 2017). Furthermore, it has been suggested that expressing interest in an activity restores depleted conscience capabilities and enhances endurance on a subsequent effort (Thoman, Smith, & Silvia, 2011).

Someone is considered to be appreciative when he or she displays appreciation for the help they have acquired. It is rarely studied at the workplace, although it is rising in popularity. In organizations, for instance, Fehr, Fulmer,

Awtrey, and Miller (2017) developed a three-level appreciation paradigm. Narrative induced appreciation is defined as when a concentrated individual acknowledges an occurrence of volunteer help, encouragement, or other value provided by another entity for harmless intentions. On a larger scale, enduring appreciation is a person's continual desire to be thankful, as developed through numerous bouts of acute gratitude. Finally, when feeling and expressing gratitude become part of a shared affective culture at the corporate level, communal thankfulness arises.

The distinctive role of companionate love, described as experiencing and exhibiting affection, care, sympathy, and delicacy in the workplace, was highlighted in two studies (Barsade & O'Neill, 2014). Dutton and her colleagues argued that compassion has a critical part in organizations (Dutton, Workman, & Hardin, 2014). When one person feels anxious sense of interest and reacts with selfless caring to another who is in the state of great distress, compassion arises, obviously implying an intense emotional encounter between the provider and the recipient of compassion. Compassionate action can increase both the giver and the receiver's optimistic emotions. The recipient may have feelings of gratitude because of compassion.

Guilt is a "moral emotion" experienced when one realizes that they have broken essential social rules. To make apologies, people with guilt seek to employ in reparatory actions such as acknowledging failings or changing their behavior. Ilies, Ryan, Huth, & Dimotakis (2015) discovered that offering individuals remarks and recommendations on their degree of wasteful job behavior generated remorse and that remorse entirely influenced the link between input and subsequent work engagement.

Lack of respect is likely to be characterized by harassment and overbearing monitoring. On the other perspective, looking down on someone else could signal that the person who started the emotional outburst has a higher standing and is more "leader-like." Melwani, Mueller, and Overbeck (2012) presented three studies that

established a link between contempt and empathy and the formation of a leader. Followers' perceptions that the displayer is sharper and hence identical to the leader model induce these sensations.

Gibson and Callister (2010) provide a summary of workplace fury. Anger is a "primary" emotion. It is a common response to someone else's intentional maltreatment, injustice, objective hindrance, or misconduct. Anger's default behavior is to strike the item that is being faulted in an effort to retaliate or correct the error (Lazarus, 1991). In a study conducted, everyday fluctuations in workplace rage were observed to anticipate everyday counterproductive workplace behavior. Anger can be restrained, presented in a managed and less intense manner than the inner experience, or truly displayed as it is felt. When anger is displayed, however, below the "impropriety threshold" defined by standards for that context then most likely positive results appear (Geddes & Callister, 2007). In debates, anger affects both the audience and the narrator (e.g., Van Kleef & Côté, 2007).

Particularly amongst white collar and skilled employees, boredom is a common phenomenon in the workplace. Boredom's evolutionary purpose is to drive investigation and purpose modification towards increasingly fulfilling pursuits while the existing situation is unpleasant (Bench & Lench, 2013). However, given the limits of many work situations, this may not be practical. Boredom is linked to stray thoughts and lower performance on vigilance tasks and bored personnel may divert themselves with non-task-related thinking, tomfoolery, rumors, or other counterproductive behaviors. In some instances, bored personnel seek incremental job or new educational experiences, participate in civic activities, or control their boredom by switching activities when possible.

Envy arises when someone else possesses or receives things one desires, but does not possess (e.g., a bonus, an advancement, acclaim, or any other measurable or conceptual benefit), and it is sometimes accompanied by an implicit interpersonal inferiority complex and emotions of injustice. Those that are envious may take subtle activities against the more appreciated employee, such as

disparaging, lack of collaboration, or making false claims (Khan, Quratulain, & Bell, 2014). Employees may envy rapidly promoted people who are still holding lower organizational title compared to them and aggressively sabotage them to avoid a future status danger. Lastly, being envied for one's accomplishments at work can generate positive or negative feelings, based on how the source of envy integrates the apparently opposing objectives of "moving ahead" by outperforming others and "getting along" with coworkers (Lee, Duffy, Scott, & Schippers, 2018).

#### **1.2.2.6. Well-Being**

Individual WB, job involvement, and a WB mindset are all connected to key company results like efficiency, safety, and worker attrition. Leaders, executives, and companies can influence how these aspects interact and support one another. A company's ability to respond to a change sooner, stronger, and more productively than its competitors is dependent on a concrete positive organizational WB mindset and healthy personal WB. This provides a major competitive edge, which is generally reflected in improved profit, better market share, employee dedication, and customer happiness.

When WB is a cornerstone of company culture and a comprehensive program is provided for all employee groups, it is referred to as organizational WB. Employees are offered development opportunities so that they can feel capable of contributing. Employees are aware of the services provided to them and are motivated to use them without fear of stigmatization, discrimination or condemnation. Flexible working arrangements are made available where practicable, and work-life balance are actively supported. Employees understand what is required of them, as well as their job tasks, obligations, and how their work supports to the organization's overall objectives. Organizational WB arises when the corporate culture is comprehensive, multicultural, and welcoming, and where employees know they can be themselves.

The emotional climate refers to the attributes of the institutional climate as well as the ruling relationships and behaviors. It is an aspect of the organizational

culture that influences everybody in the organization. Employees' emotional anguish might present itself in a variety of ways. Each has the potential to affect essential company processes, compliance with regulations, and safe working conditions. Safety-related incidents, absenteeism, laziness, and attention deficits, uncertainty, missed deadlines, discrepancies, disturbed workplace relationships, and lower productivity are all have the potential to be caused by emotional discomfort. In this age of rapid change, mental health becomes even more crucial. Employee wellness, including how appreciated employees feel, is crucial in enabling an organization to achieve its larger transformational objectives when the company embarks on comprehensive transmute activities. Employee happiness is based on job stability and clear development, allowing them to feel secure in their future with the company. Employees, who are happier, are more likely to embrace healthy behaviors, which can have both physical and emotional benefits. Employee WB has been shown to increase both mental and physical health of the organization, with general health referring to productivity levels.

### **1.3. THE RELATIONSHIP BETWEEN AUTOCRATIC LEADERSHIP AND WELL-BEING IN ORGANIZATIONS**

#### **1.3.1. Concepts**

The influence of the AL style on EMO entails a lack of creativity, demotivation, lack of a sense of responsibility, and passive aggressiveness (Janse, 2018).

##### **1.3.1.1 Lack of Creativity**

Autocratic leaders do not extend their followers the opportunity to offer their perspective on individual roles and responsibilities since these leaders determine all individually and conduct things in their particular fashion. This way, the follower's innovative talent is not really built or explored and that may prove to be a lost chance for organizational performance, not to mention the detrimental effect of follower despair.

### **1.3.1.2. Demotivation**

Under AL, the frustrating mood is at least partly due to the lack of innovation and progress, and partly due to the focus on punitive measures. The threat of punitive measures prompts followers to be driven by the negativity of experience. Followers realize that without refutation, they have to comply with the instructions they get, which implies that they can never undertake further than that is required.

### **1.3.1.3. Lack of a Sense of Responsibility**

This influence arises from the AL style as well. Since their feedback is blocked or not acknowledged, the followers lose a sense of individual meaning, importance, and necessity. The autocratic leader does not (or hardly) recognize his or her followers' when they accomplish (or perform) and when functionality takes a downturn, the followers encounter admonishment.

### **1.3.1.4. Passive-Aggressiveness**

Dissatisfaction and anxiety, which emerge through AL, can lead to undesirable manifestations. Friction is created by the superiority that is prevalent amongst autocratic leaders. Since followers must continue to obey, they will feel frustrated and uncomfortable.

AL style incorporates mainly individualistic decision-making processes, which seldom acknowledge the opinions of followers and this type of leader has total power over their followers (Bass, 1990). AL style entails the issuance of instructions without the motives or potential plans being clarified (Kiazad, Restubog, Zagenczyk, Kiewitz, & Tang, 2010). When followers are exposed to pressure or coercion by such leaders (Kiazad et al., 2010), adverse feelings that may lead to harmful acts, appear to alternate.

AL can also have a beneficial impact on the followers. Research studies have identified AL to be beneficial to follower actions (Chen, Eberly, Chiang, Farh,

& Cheng, 2014). Furthermore, the findings of a research study by Tian and Sanchez (2017) indicated that AL was associated favorably with the follower's emotive confidence. Other studies have also shown that AL and follower efficiency are marginally adverse or even favorable (Cheng et al., 2014).

Table 1.4, which is below identifies the characteristic relationships between AL and EMO.

**Table 1.4. The Relationship between Autocracy and Emotions in Organizations**

<b>Autocracy</b>	<b>Emotions in Organizations</b>	<b>Definitions</b>
Limited Input	Lack of a Sense of Responsibility	Feedback is blocked or not acknowledged, diminished sense of individual meaning, importance, and necessity
Individual Control	Demotivation	Frustrating mood, lack of innovation and progress, punitive measures, negativity of experience, and never undertake further than that is required
Restrictive Settings	Subjugates	Organizational control is often based on a particular understanding of power; an understanding that views power as repressive, equating it with domination and subjugation while paying little attention to its productive function; restriction in information processing and constriction of control; de-emphasis on follower needs and concerns
Discouragement	Lack of Creativity	Non-existing opportunity to offer follower perspective on individual roles and responsibilities, innovative talent is not really built or explored, and detrimental effect of follower despair
Regulations and Rules	Passive-Aggressiveness	Dissatisfaction and anxiety, friction, frustration and discomfort, pressure or coercion, adverse feelings that may lead to harmful acts, AL and follower efficiency may be marginally adverse or, however, even favorable
Distrust	Decreases commitment	Decreases commitment to team goals, communication deteriorates, and ideas flow less freely, decreasing creativity and productivity, followers are less comfortable with change and less willing to embrace a new vision, dissuades talent, inauthenticity, false promises, ambiguity, anger, diminished ownership of responsibilities, and increased lack of appreciation

#### **1.4. AUTOCRATIC LEADERSHIP, WELL-BEING IN ORGANIZATIONS AND THE COVID-19 PANDEMIC**

Although arguably seen as useful during normal crises, the autocratic style of leadership in a COVID-19 world is perhaps the most harmful to follower interaction and efficiency. According to the article by McKinsey & Company,

"Leadership in a Crisis: Responding to the coronavirus outbreak and future challenges," (D'Auria & Smet, 2020) leaders must indulge a framework of collectivity and relinquish their echelons of authority and influence. "In crisis situations, a leader's instinct might be to consolidate decision-making authority and control information, providing it on a strictly need-to-know basis. Doing the opposite will encourage teams to follow suit." (D'Auria & Smet, 2020) There is essentially not sufficient prospect amidst the COVID-19 pandemic to consolidate data in a manner that gives the imposing leader the power for which he or she craves. A dominant leader tries to hold on to more power in an uncertain environment riddled with confusion, at a time when the contrary is ideal. Authority is a misconception as per the risks, challenges, and uncertainties, which have developed because of the COVID-19 pandemic. Having a controlling and autocratic leader who fails to streamline reasoning, cultivates an aura of lack of confidence at a period when followers, in contrast, seek it desperately.

Post-COVID-19 readjustment will entail many innovative approaches to doing business. Autocratic leaders will need to seriously evaluate their stances and adjust to a post-COVID environment where dynamic organizations, which are capable of adopting collaborative tactics, will flourish.

#### **1.4.1. The Impacts of Autocratic Leadership during the Pandemic**

Leaders have a fresh regard for their colleagues' strengths when faced with difficult decisions. On a weekly, if not daily basis, some leadership teams have instilled faith in their remote workers, responded with compassion, and moderated expectations. There is no one-size-fits-all leadership approach that produces the best outcomes. According to Daniel Goleman's Primal Leadership model, diversity in methodology, whether participatory, associate, or instructional tactics offers a group's actions a synergistic and collaborative aspect. The leadership approach based on authority and influence, while traditionally effective during recurrent emergencies is perhaps the most destructive to follower performance and motivation in a COVID-19 environment. According to McKinsey & Company's



paper, *Leadership in a Crisis: Responding to the Coronavirus Outbreak and Future Challenges*, executives must relinquish their command-and-control structure and adopt a "network of teams" strategy. According to McKinsey & Company "In crisis situations, a leader's instinct might be to consolidate decision-making authority and control information, providing it on a strictly need-to-know basis. Doing the opposite will encourage teams to follow suit."

Leaders that use command-and-control tactics are destroying trust that will never be restored. When a person's safety is threatened for an extended period, the only thing that person is concentrated on is an exit strategy. Followers that are subjected to an overbearing leader are in the same boat. This is harmful not only to the follower, but also to the whole workforce's motivation, resulting in a large number of disengaged and dejected followers. Command-and-control executives lay the foundations for the work environment they detest the most; that is disloyal, disengaged, and decreased performance. Intentionally relinquishing the control and enabling people around you to lead is the remedy. Though it may seem contradictory to dominating leaders, they must release the restraints and distribute decision-making power while empathizing with the followers and fostering accountability.

In businesses where major decisions must be made frequently, AL style potentially the only method to ensure rapidity. The need for speed diminished as the curfew was unclear, but things are started to going back to normal nowadays. For some firms, this leadership style is beneficial, as it will enable them to respond rapidly to new opportunities as they arise. When things are unpredictable and unclear, like in a pandemic crisis, faith in leadership is required for change management and group action. Leaders have to take necessary action to establish faith in their followers by composing action plans, finding and finding and utilizing all related information, directing transformation, and guaranteeing a harmonious reaction. To maintain confidence, leaders must accept the burden and the culpability, as well as staying in regular contact with individuals who are affected by their decisions. Generating and maintaining leader confidence in a

pandemic is a continuous process that moves over time from preexisting confidence to confidence based on behavior. As the COVID-19 pandemic spreads over the world, it is clear that leaders must offer confidence, a credible perspective of the tomorrow, and guidance on ways to reach it.

Leaders need to understand the specific qualities of a crisis in order to effectively and efficiently guide through the harsh implications of the crisis. All crises share three characteristics: they necessitate a reaction, they have an unanticipated implication, and they unfold in an ad hoc manner. Leaders must strike a balance between difficult judgments and compassion. Leaders must be able to change their behavior in response to changing circumstances.

AL is particularly well suited to elevated risk scenarios requiring quick judgments during a pandemic. For example, amid a worldwide public health emergency, AL approach may be required to restore stability to a corporation during difficult times. Order and focus can be built more rapidly with less staff involved in the planning of the actions to be taken and strategy development process. Organizations that are unorganized or staffed mostly by persons with limited expertise may benefit from clear decision-making. Smart objectives and good leadership frequently result in an embraced culpability allowing some workplaces to prosper.

Because AL rarely contains a mechanism for counsel and criticism, a distinct separation between the leader and the followers is developed. This might rapidly turn into a wedge that separates them. When the goal and supporting rationale is not successfully articulated, there is a very real risk. Subordinates will spend less time and personal resources on sharing suggestions for how things could be done better if they know their advice will be ignored. This signifies that a key stream of internal feedback has been turned off. The equilibrium between command and morale lies at the heart of AL. A leader may make rapid and powerful judgments in this system, develop a line of authority, and witness increased production as a result. To fully benefit from it, the leader must also be aware of the

possible detrimental consequences on morale. Only if they are completely aligned with the company, the leadership, and the mission will followers accept being ordered what to do. The followers will feel forced, harassed, and, in the end, beaten down if they are not aligned. Expect everything from irritation to full-fledged disagreement if such unpleasant emotions endure for too long.

The researcher expected the findings of this study to show that the AL leadership style would not provide better results in followers because it would rise to task dissatisfaction, which is directly tied to the conditions generated by the COVID-19 pandemic.

#### **1.4.2. The Impacts of the Pandemic on Well-Being in Organizations**

Emotional reactions vary and change throughout time and fluctuate (Weiss & Beal, 2005). Employees' attitudes are likely to evolve when they engage in active sense making about operating in the time of pandemic or learn new knowledge about the pandemic (e.g., new state closures or limitations, new virus information). COVID-19 has significantly increased the chance of employees experiencing heavy load of occupational stress, which includes feelings of tiredness and a detached attitude toward work (Demerouti, Mostert, & Bakker, 2010). Furthermore, constant exposure to COVID-19 information encourages contemplation, focused on distressing indications and their possible origins and effects (Nolen-Hoeksema et al., 2008). Employees are thus confronted with tremendous job and personal pressures because of the COVID-19 pandemic. Physical vitality resources are prone to be depleted through time because of excessive requirements and insufficient capacity concentrations, reducing emotional WB (Hobfoll, 2001). The pandemic harms emotional WB in a variety of ways, including anxieties about personal health and safety of dear ones, aggravation, isolation, and economic difficulties, on top of job-concerned changes; like home-office. Workplace demands, work resources, and personal resources are all linked to motivation and stress, and therefore linked to workers' performance (Bakker & Demerouti, 2017).

Everyone is concerned about the pandemic, which is expectable and understandable. Dominion and rejection of weakness are the basic organizational safeguards, but they come with the risk of disobedience to the rules and an increased risk of being at unease all the time. Intense worry may also cause employees to avoid perilous circumstances, leading to feelings of remorse and shame. During a crisis, high level of rejection and dissociation are likely to become even more visible.

## **1.5. THE RESEARCH MODEL AND THE OBJECTIVE OF THE STUDY**

### **1.5.1. Interpretative Phenomenological Analysis**

The IPA methodology is associated with a systematic analysis of individual perspectives, the nature of the perception of the respondents, and how these perceptions stand to reason to them. Phenomenology, being a conceptual motion of lived experiences, scholars agree on the need to undertake a systematic analysis of observations on the respondents' specific terminology. Consequently, IPA acknowledges that there is not a straightforward course to perceive circumstances and that the analysis is more about attempting to be analogous to observation rather than being far from it.

IPA requires a comprehensive qualitative study of detailed personal accounts obtained from interviewees. In the whole process, the semi-structured interview framework is the most common content gathering methodology. Before being privy to a review, descriptive narratives are decoded accurately. For each situation, the level of operation implies that IPA is typically carried out on a reasonably limited population size, which is necessary to reveal the effectiveness of IPA. The IPA approach illustrates how the respondents view and integrate events rather than what has actually taken place and blends conceptual and observational research to establish a potentially precise account of the perceptions of the respondents.

### **1.5.2. The Research Model**

The IPA approach aims to collect dependable information from selected participants, evaluating a sufficient standard of distinguishable content on the substance presented in the research, and shaping information gathering procedures, all of which are in complete alignment with the research's purpose. This methodology focuses how respondents interpret things rather than what has happened, and it combines phenomenological and interpretive analysis to create a theoretically valid representation of respondents' ideas and feelings. IPA methodology allows for a broad approach of the respondents' physiological and response phases, which are associated with specific subject matter, and therefore it becomes valid to compare, within the interpretative guidelines, the research results with the principles proposed in the related writing.

### **1.5.3. The Objective of the Study**

The purpose and objective of this study are to acquire meaning and understanding of the basic experiences and attitudes of the participants using a qualitative approach that helps the researcher to obtain and relate the specific perspectives. The study attempts to create and examine various specific content patterns and hierarchical themes and does not highlight the influences that occur over time. While the study attempts to obtain and present a strong viewpoint on the understanding of the representations of their life experience by the participants, the researcher does not intend to evaluate these perceptions.

The researcher can combine the interaction between the two notions' predictive capacity on followers during a critical crisis phase by evaluating the respondents' accounts of their knowledge and expectations. In overview, the goal of this research is to create an interpretation that can assess the benefits and drawbacks of a leader's doings on followers and organizational performance consequences during the COVID-19 pandemic crisis, as well as to comprehend the crisis' repercussions on follower cognition.

This research aims to establish an overview that can measure the direct and indirect impact on the EMO of the acts and attitudes of leaders during the crisis triggered by the COVID-19 pandemic and consider the repercussions of the challenge on the cognition of followers. The research also aims to explore the associations between the subscales of the evolving frameworks (dependent tropes) from the viewpoint of the leader and differentiate between them through a conceptual framework, and an IPA technique under the structured questions that rely on markedly relevant constructs.

## **CHAPTER 2**

### **METHOD**

#### **2.1. PARTICIPANTS AND SAMPLING**

Several executives who presently function in different positions in their institutions served as the contributing group for this research analysis to recognize the attitudes of the leaders, their impact on EMO during periods of unparalleled instability, and the need to amass a substantial amount of data about the challenges encountered by leaders and their followers in this unique context. The subjects of this survey included seven (7) respondents.

The respondents were identified in a selected manner. The researcher is familiar with the respondents, who are strong leaders in their separate responsibilities and appropriately involved in all of the themes under investigation, thanks to his network of contacts. The researcher had faith in the respondents' willingness to share candidly their feelings and cognitive inclinations. These parameters were crucial in allowing the researcher's investigation to fulfill its goal in a thorough manner. The measurement methodology was chosen with the bounds of the assessment of an unique subject or concept in mind, as well as the depth of the distinctive cases, whether the researcher aims to assess or distinguish special circumstances, and the plausible limitations where one is trying to improve, so it was purposeful and favored performance and a guideline.

The researcher also paid particular attention to avoiding a gender perspective, which would perhaps prove for a biased outcome based on how leaders choose to tackle with the COVID-19 crisis. Hence, the researcher chose a number of male leaders to participate in this study. This however, by no means indicate that female participants' outcomes would not be equally valuable. Selecting a pool of only male participants as leaders in their organizations was a matter of convenience for the researcher.

Table 2.1 displays the demographic information of the participants.

**Table 2.1. Participant’s demographic information**

Participant	Age	Gender	Education	Years Employed	Size in terms of Number of Employees	Title Held	Sector	Marital Status
SAMP1	54	Male	Graduate	30	2.000	Director	Education	Married
SAMP2	38	Male	Graduate	13	35	Manager	Dairy	Married
SAMP3	35	Male	Graduate	11	150	Head	FMCG	Married
SAMP4	35	Male	Undergraduate	9	1.000+	Head	FMCG	Married
SAMP5	48	Male	Graduate	27	1.600	General Manager	Packaging Products	Married
SAMP6	35	Male	Undergraduate	13	2.000+	Manager	Global Standards Certification	Single
SAMP7	49	Male	Doctoral	25	25	Head	Investment / Education	Married

## 2.2. MEASURES

### 2.2.1. Interview Questions

The researcher has developed a survey system for an interview session for this analysis that will effectively direct all participants to clarify their thoughts and perspectives along with the specific issues of concern (Table 2.2). The questionnaire items (the English and Turkish versions are included as Appendix A and B) were developed by the researcher to effectively guide each participant to convey their insights on the implications on the followers of their behaviors and decisions, and the impulses that are activated. The query design is organized according to different types of concerns (e.g., identifying broad statements about leadership and sentiments, encounters as a leader, circumstances as a leader in the context of challenges, the effect of leadership behaviors on the follower and their emotional responses).

The queries were created in such a way that the researcher could define all of the pertaining hierarchical and dependent subtexts in the respondents' explanatory discourses in a systematic direction which would ultimately transform



into a holistic form of IPA and they were specifically focused to reorganize the respondents' points of view and encounters in establishing their prevailing leadership habits and strategies.

**Table 2.2. Interview Question Design**

Q. No.	Identified Groups	Subjects Researched
1 - 5	Corporate Policies and Leadership Style	Emphasis on core values How leaders function Which principles are important for leaders How leadership is defined How leaders self-develop
6 - 13	Leadership Attitudes in General	Which leadership approaches are critical Which leadership approaches facilitate performance Which leadership strategies are prioritized Purpose sharing
14 - 17	Approach to Organizational Well-Being	Change Management and its effects on well-being How performance and work-life balance are related Which tools are used to measure follower needs and concerns How important is organizational well-being
18 - 27	Crisis Management Approaches and Actions	Actions taken at the corporate level Actions taken at the follower level Leader's strategic actions to cope with the crises Leader's use of skill and techniques in acting and communicating

## 2.3. PROCEDURE

### 2.3.1. Ethics Committee

The designated attendees were requested to take part in the study following the issuance of the authorization of the Istanbul Bilgi University Ethics Committee (EC) for the study. On January 26, 2021, the researcher presented his appeal to EC, which was approved on February 22, 2021 (Appendix F).

### 2.3.2. Data Collection

The researcher emailed the Turkish copy of The Informed Consent to the respondents upon obtaining its approval for them to review and agree (the English and Turkish versions are included as Appendix C and D). Upon receipt of their favorable responses, following their positive remarks, the researcher set up an interaction date with the respondents.

The researcher carried out online interviewing procedures through a concentrated engagement to discuss the analysis subjects throughout and examine the clear viewpoints of the respondents. Each interview lasted about one hour and they were all conducted on-line due to the pandemic restrictions. The interviews were held during the summer of 2021. The researcher advised the respondents directly at the beginning of each interview that they had the option to end the session at any time if they were disturbed or desired, and that if they did, the researcher would not employ any of the data gathered from them in this study. The researcher maintained the respondents' individual data, audio tapes, and documents confidential, and so did not reveal any kind of particular identifier of the respondents in this analysis. The seven (7) respondents' interviews were done in Turkish (Appendix A shows those questions that were asked in Turkish). Appendix B contains the English translation of the interview questions. With no predefined preconceptions, the data acquired from the open-ended inquiries and the statistical features of the respondents were meticulously classified by an interpretive thematic evaluation, initially under subordinate themes, and then under major subtexts.

### **2.3.3. Data Analysis**

The researcher relied on the questioning design to achieve a straightforward and simple understanding of the participants' accounts, which entailed a pre-structured set of questions that directed the participants to progressively construct their discussions to address the research areas of this analysis. The narratives were then formatted into specific categories in line with a thematic analysis model. The researcher identified the relevant narratives and grouped them in the pre specified categories as the respondents' statements suggested their leadership styles and behaviors as well as their views on EMO during the pandemic. The researcher converted his notes into scripts for subsequent analysis. The researcher analyzed the perspectives of the respondents, their viewpoints, and their interpretations, as defined by the IPA technique, and used the MaxQDA program to organize the findings. The researcher presented the available identities (and demographic data)

and high-level concepts that have been delegated to arrange the results obtained based on experience and a clear normative framework.

## CHAPTER 3

### RESULTS

One of the aims of this research is to explore how AL can have a productive impact on followers' feelings, how, and in which conditions. AL, however, is commonly recognized as an indicator of negative conduct in leadership. Therefore, another aim of this analysis is to investigate the differences in which AL practices influence EMO concerning the particular conditions triggered by the COVID-19 pandemic.

The researchers expect the followers to be inspired in certain conditions to develop their skills and efficiency under the clear and demanding targets provided by autocratic leaders. The disparity between people with higher and lower capacity distances could essentially represent how greater power distance expectations and principles are linked with weaker personal impact requirements (Daniels, & Greguras, 2014). Followers with a greater distance from authority are likely to view /autocracy as rational and thus to perceive AL conduct as somewhat beneficial. Several scientists (Wang, & Guan, 2018) have, already indicated the beneficial impact of AL on company results, as businesses work in resource-scarce conditions. Leaders concentrating on consistency and laws will inspire their followers to improve their efficiency and skills.

Prior studies have stressed that AL has a detrimental association with the constructive attitudes and actions of subordinates, such as occupational loyalty and the conduct of organizational citizenship (Erben & Güneşer, 2007). This research also seeks to display the association between AL and the adverse consequences through the representations of the respondents (e.g., disappointment, loss of integrity, and voluntary behaviors that violate organizational norms).

The researcher anticipated the findings of this study to suggest that the AL style would not deliver out the better in the followers because this form of leadership would escalate to task discontentment, explicitly related to the conditions

caused by the COVID-19 pandemic. Janse (2018) has argued that in the preceding circumstances, AL is needed when the followers do not do their task appropriately, and close supervision and instruction are essential either because of negligence or because of ineptitude. In particular, if followers, who choose to perform their duties, are politely welcomed, then actions that suppress them will be very successful.

It is not possible to avoid or avoid the experience of emotion by followers at the workplace. On the other hand, to ensure an effective interaction inside the organization, the followers should understand how to change their psychological responses. Furthermore, the researcher aims to demonstrate that emotional abuse (e.g., cognitive violence, offense, remorse, instillation of culpability, unequal treatment, denial of help or intimidation, legitimate or illegitimate punishment, unethical conduct, loss of respect and embarrassment, etc.) can contribute to negative emotional experiences (during the COVID-19 pandemic) triggered by the AL. The leader must recognize and promote the representation of anxiety experienced by those who have been affected by these practices to eradicate such demeaning practices, despite any hazard or expense that may be associated.

### **3.1. INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS**

The IPA methodology being used in this study extracts concepts and correlations, which focus on the subjects that the researcher has identified to look into in depth. Grouping these topics facilitate the examining the superordinate themes, and identification of the basic views, prepositions, and visualization of leaders' dogmas as to how they prefer to act, interact, and manage during the crisis of the pandemic (Appendix E).

#### **3.1.1. Leadership Style**

Under the relevant group, the researcher tried to understand the important values that are considered crucial and which action the companies, where the participants work, indulge in. He also explored how leaders conduct their business and activities, what actions they highlight, and what principles they prefer to act on.

The researcher also tried to make sense of how the participants explained leadership and how they developed themselves in their individual leadership journeys.

### 3.1.1.1. Leadership style superordinate and subordinate themes

Table 3.1, which is below, illustrates the designation of superordinate and subordinate themes that belong to Leadership Style group of narratives extracted and analyzed by the researcher.

**Table 3.1. Superordinate and subordinate themes**

<b>Themes</b>	
Superordinate	Subordinate
Leadership functions	Collectivism
	Focus on emotional intelligence
	Guiding, motivating and empathizing
	Happy Teams
	Intellectual stimulation
	Skillful management and administration
	Strategic focus
Leadership principles	Trust, encouragement and communication
	Varying leadership characteristics are needed
	Influencing, empathizing and communicating
	Inspiring, fairness and openness
	Respectability, empathy and kindness
Meaning of leadership	Transformational characteristics and attitudes
	Ethical and strategic thinking and acting
	Guiding
	Inspiring and visionary
	Value-based leadership
	Influencing
	Individualized consideration
Personal and professional development	Humble, honest and convincing
	Diversity and well-being of others
	Experience is crucial
	Self-awareness and principles
	Transformational characteristics and attitudes
	Passion and ambition
	Team building and individualized consideration
Workplace and its core values	Communication and trustworthiness
	Calmness may cause carelessness
	Importance of work-life balance
	Adaptability and empathy
	Challenge
	Being competitive and leading
	Lack of mission and vision
	Lack of employee interest
	Global operations
	Standardized quality operations
Global operations	
Local operations	
Observe core health and safety values	
Support	

Institutions that are competitive and belong to the premium segment in the industry may enter a dangerous path in the end if they lose their missionary and visionary focus. First, these institutions have to give up their leadership roles in their fields, which can cause them to lose both their financial and mental values. In particular, institutions operating in the international arena have to base their operations on global rules and procedures. These institutions are those that have developed and implemented international standards for work, planning, innovation and all other procedural standards. They have succeeded in making their standards a corporate culture. In this type of institutions, it is very important for leaders to show interest in their followers, give importance to the values and opinions of their followers, and work non-stop by creating value through diversity and honesty and with a sense of responsibility, in the spirit of leadership.

Being pioneers in their sectors and even in the entire commercial sphere, with the actions that they take on internal occupational health and safety, these types of medium and large-sized institutions manage to emphasize the health safety of both internal and external stakeholders as a basic goal and value. These institutions, which regularly communicate with their followers and all their stakeholders and have a set of core values, have a strong say in their own business areas, emphasize the importance of two core values, the quality of their products and the welfare of their followers and focus on sustainability and traceability on the supply side. In this way, they enjoy a strong voice by providing strategic and managerial support, emphasizing core values, and trying to achieve the best possible balance of cooperation, innovation and scale-quality.

All respondents of this study have expressed a common terminology in identifying their workplace mission, vision, values, and scope of operations:

SAMP1 Sec 1 “Being competitive and belonging to the premium segment in the sector, the university is a competitive establishment”

SAMP1 Sec 2 “Been losing its missionary and visionary focus and this might prove dangerous in the long-term”

SAMP1 Sec 3 “Upper management’s lack of interest in the administrative staff may lead to detrimental operational consequences.”

SAMP2 Sec 2 “It operates actively in more than 40 countries and all operations are based on global rules and procedures.”

SAMP2 Sec 3 “Our main focus is to standardize around the world and thus create a more resilient world.”

SAMP3 Sec 3 “The biggest motto of my organization is one planet, one health.”

SAMP4 Sec 3 “Emphasize on core values by bringing health through food to as many people as possible.”

SAMP5 Sec 4 “Works relentlessly to create value in a spirit of leadership, through diversity and integrity and with a clear awareness of its responsibility. Elif has a set of core values, which communicates to its employees and stakeholders on a regular basis.”

SAMP6 Sec 3 “Emphasizes the importance of two main core values, quality of its products and well-being of its employees; moreover, on the supply side, the company also focuses on sustainability and traceability of the raw materials.”

SAMP7 Sec 3 “Providing strategic and managerial support”

SAMP7 Sec 6 “We emphasize on core values.”



SAMP7 Sec 7 “Collaboration, innovation, scale/quality balance.”

Leadership principles and functions are very important in institutions operating internationally and even in organizations that have a strong say at the national level. The prestige, reliability, and actions, which these leaders take and the messages that they convey reflect the corporate culture, and play a decisive role in the approach of internal and external stakeholders to the institution.

The importance of leaders who direct, motivate, listen for proper performance and devote sufficient time to helping solve personal and organizational problems cannot be overstated. Leaders, who can communicate frequently with different teams every day, try to align their needs and expectations with the goals of the organization, and reflect their ideas take care to be transparent and understandable in their interactions and succeed in acting naturally. Sharing responsibility, being honest, and when being open in communication are the focus, these leaders help ensure that a legal, profitable, and an efficient operation is maintained.

It is the responsibility of these leaders to constantly empathize, try to understand other people, stay in strong communication, radiate positive energy, focus on external factors to develop a strategy, and pay individualized attention to their followers to develop their emotional intelligence skills. Of course, it is also necessary to use different leadership characteristics or styles. Not every situation or structure will provide the same (in terms of performance) return to a uniform leadership model. For example, while clear communication is required in customer service, managing a logistics team may require more ability to make quick and effective decisions. In planning, on the other hand, it may require being knowledgeable and more sensitive to situations.

A sense of justice, inspiration, determination, openness to new ideas, focusing mainly on keeping the team together, and making them work for a common purpose are very important leadership characteristics. Leaders need to concentrate on the continuous improvement of each process in their organization to

ensure efficiency and productivity. Respect, for example, is one of the most important values that make a person a leader. Empathy, tolerance and kindness play an important role in earning this respect. Trust, communication, exchange of views with stakeholders, focusing on the needs of stakeholders, discussion and planning stand out as other important leadership qualities.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1Sec 9 “I guide, motivate, and direct them for a proper performance. I allocate sufficient time to listen and help them solve personal as well as organizational problems. I hold frequent meetings with different teams every day. I try to align vocational schools’ needs and expectations with upper management.”

SAMP2 Sec 9 “Positively influencing to other people. To empathize constantly, try to understand other people, stay in strong communication and radiate positive energy.”

SAMP3 Sec 9 “Focus on external factors to develop a strategy and to focus on others to develop my emotional intelligence.”

SAMP3 Sec 11 “Use different leadership characteristics.”

SAMP3 Sec 16 “A sense of justice, inspiration, determination and openness to new ideas.”

SAMP4 Sec 11 “I think the most important feature that every leader should retain should be fair not equal to people in the organization.”

SAMP5 Sec 7 “Gain an in-depth understanding and provide guidance to the business to improve.”

SAMP5 Sec 9 “Respect is the single most important value that makes a leader.”

SAMP6 Sec 11 “Empathy, tolerance, respect and kindness.”

SAMP7 Sec 12 “Keep the communication channels open, trust, and encourage communication.”

SAMP7 Sec 15 “Open, easy to reach, sometimes micromanager, demanding. Trust, honesty, to be fair, respect personal time and space. Open communication, trust, give a chance to your team to make mistakes and grow.”

The different interpretations of the participants about the meaning of leadership can be characterized as both an indicator of their own characteristics and a part of the harmony they are trying to achieve in their environment.

A leader is a person who benefits a society or organization, manages change, and directs those around him to ideals and goals. A leader must be reliable, agile, inspiring, motivating, directing, communicative, validating and mentoring. A leader must know the fine line between autocracy and democracy. Strategic thinking and proactive action, self-development and ethical practice help the leader guide those around him as well. The leader, who sets the route by creating a strategy, and then creates a vision that will inspire everyone, creates commitment, faith, trust, excitement and enthusiasm among people. These leadership values increase creativity, create an environment of cooperation and ensure the protection of business ethics and effective management of conflicts. A leader's core values include being trustworthy and fair to his team, and his followers' ownership of his vision and the ability to persuade them. A leader must be honest, realistic, courageous, understanding and hardworking. Leadership also means providing an environment where each individual uniquely puts his/her best, creates the highest level of self-awareness, and is open-spoken and happy.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 10 “A leader should be trustworthy, agile, inspiring, motivating, directing, communicating, acknowledging, and mentoring. A leader should know the fine line between autocracy and democracy. He or she should be charismatic.”

SAMP2 Sec 8 “Self-development (if personal development stops, the system throws you out in max 5 years), and ethical practice (I believe that ethical values are more important every day).”

SAMP3 Sec 15 “Value-based leadership creates commitment, faith, trust, excitement, enthusiasm among people. These leadership values increase creativity and create a cooperation environment, ensure the protection of work ethics and effective management of conflicts.”

SAMP4 Sec 10 “As a leader my core values are reliable and fair against my team.”

SAMP6 Sec 9 “Leadership is the creation of a diverse environment where each individual authentically and originally brings his/her best to the scene, be on the field with an utmost self-awareness and happiness.”

SAMP7 Sec 14 “Leading by example, trust, transparency and communication.”

Undoubtedly, the professional and personal development of leaders varies in line with their experiences, the people they see as role models, the environments they are in as well as the emotional and mental principles, which they have internalized. On the other hand, this personal development journey is of invaluable importance. A well-equipped person in every sense is expected by his or her

followers to assume the leadership role. This is also needed for performance generating workplaces, especially during crises circumstances.

A significant amount of experience is accumulated by working in different sectors, countries and cultures. Within the framework of these experiences, leaders create their own unique character and principles. For example, inspiring, influencing, empowering and encouraging followers are among the very important features of successful leadership. Leaders who easily interact with, listen to, and understand others manage to make an impact for a more successful operation. Leaders who delegate, share more responsibilities, and do better with time management are flexible to events. Leaders who are motivated by their unlimited desire to learn are also aware that success comes from directing and directing their followers. In this sense, they are very open, willing and passionate to learn and they are.

Leaders attach importance to continuous development and experience in order to master their jobs and keep their knowledge fresh. These leaders take care to act with the awareness that if the team is happy and strong, they will have the same characteristics. Experience is a power that is expensive and never complete. With experience, being very calm or able to appear very calm in times of stress comes with hard work, attention to detail, perfectionism, empathy, cooperation and a determination to help others. Of course, transparency and trust are the main qualities that this experience brings. The importance of work-life balance is compatible with intercultural harmony and adapting to change, avoiding the use of provocative language and being frank.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 4 “Accumulated an enormous amount of experience in different sectors, countries, cultures, and people.”

SAMP1 Sec 6 “Inspiring, influencing, empowering, and encouraging followers are crucial characteristics of successful leadership.”

SAMP2 Sec 4 “My past experiences have been very effective in my own development process.”

SAMP2 Sec 6 “Unlimited learning ambition in team management, although my technical side is my strength. In fact, I think success comes from managing people. In this sense, I am very open and willing to learn (without a limit).”

SAMP3 Sec 6 “The greatest thing I learned in my development period is "experience".”

SAMP4 Sec 5 “In every rotation I add one new skill to achieve my present role.”

SAMP5 Sec 5 “Hard work, attention to details, perfectionism, empathy, cooperation and willing to help others are habits that took me where I am today.”

SAMP6 Sec 5 “The importance of work-life balance.”

SAMP7 Sec 9 “Visits and joint strategic meetings, working on challenges with the partners.”

### **3.1.2. Leadership Attitudes**

Under the relevant group, the researcher tried to understand which of the leadership approaches the respondents deem critical for a successful operation of both performance and follower relationship amidst a health crisis such as the COVID-19. Other relevant queries included which leadership approaches the respondents thought facilitated performance as well as which leadership strategies

they, therefore, prioritized. The researcher also tried to inquire how the respondents approached the purpose-sharing construct.

### 3.1.2.1. Leadership attitudes superordinate and subordinate themes

Table 3.2, which is below, illustrates the designation of superordinate and subordinate themes that belong to Leadership Attitudes group of narratives extracted and analyzed by the researcher.

**Table 3.2. Superordinate and subordinate themes**

Themes	
Superordinate	Subordinate
Discussion, listening and understanding are critical	Intellectual stimulation, collectivism and individualized consideration for performance
	Respect, trust, expertise, and communication skills for persuasion.
	Taking the initiative
	Listening
	Team building and individualized consideration
Expertise, collaboration and communication facilitate	Adherence to emotions, empathizing and individualized consideration for collective performance
	Aware of the need for emotion regulation, expertise and organized work
	Collaboration and positivity
	Collectivism
	Passionate and altruistic
	Open and frequent communication
	Corporate aims are priority
Individualized consideration	
Risk, leadership strategy, and responsibility alignment to create spirit	Rationality, reasonable and trustworthiness
	Risk, responsibility and recognition
	Collaboration and support
	Cautious but open minded
	Communication and responsibility
	Motivational approach
	Supporting follower transcendence for trusting environment
Intellectual stimulation and encouragement	
Trust and support for encouragement	Trust leads to responsible follower actions
	Listening, sharing, accepting and guiding
	Intellectual stimulation is prioritized
	Frivolity is not tolerated
	Increasing belonging and encouraging
Empathy and individualized consideration	

Gaining knowledge and expertise in areas where leaders have insufficient expertise, paying attention to details and trying to deal with each issue from various aspects play an important role in gaining the trust and respect of their followers. When a leader, who expresses his views openly and freely understands the feelings of his followers, also greatly develops his or her capacity to take appropriate and correct decisions. It is important for the leader to be able to regulate his own emotions. Emotion control brings with it true empathy. A leader, who is collaborative, seeks and offers help and advice, first listens, then evaluates, discusses, and, hence, more successfully guides his or her followers amidst collective decision-making process. Once the leader gains the follower's trust, a leader who is reasonable, patient, and rational will make it easier for his or her plans or suggestions to be considered.

By trying to ensure that the team these leaders manage take responsibility and adopt the strategy for the actual implementation of strategic plans, leaders can perpetuate success by being passionate and altruistic. Comfortably using common sense communication is also critical to strong relationships. It is important for the leader to be able to communicate in detail and clearly in order for the followers to internalize the vision and mission of the institution. This takes place due to the strong bond and trust formed between the leader and the follower. By getting strategic support from key stakeholders and making them a part of the process, a leader who is open to criticism, and encourages feedback from all followers, regardless of title and rank, can successfully ensure that all parties work together in harmony and plan. Thus, open communication, accurate and well-calculated assumptions, and transparency are the keys to successful leadership.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 12 “Being organized. Acquire knowledge and expertise in fields where I have insufficient expertise. Attention to detail and try to cover each matter through various aspects. Straightforward and



express freely my views. Emotions play a crucial role in detrimental decisions. We all need to learn to regulate emotions to avoid such occurrences. We all need to continue to learn from others.”

SAMP2 Sec 10 “It is very important to have full command of a job for which an idea is declared. If she/he trusts you, it becomes easier to consider your plans or suggestions. To be reasonable, to be patient, and to always remain rational.”

SAMP3 Sec 18 “Being passionate and altruistic is the most fundamental feature to bring success.”

SAMP4 Sec 13 “Have close and open communication with my team. Explain all details behind the plan, so they can easily internalize the plans. Appreciate the effort even if the business result is negative. Discuss what we learned from that bad result. Strengthen the bond and confidence with my team.”

SAMP5 Sec 11 “Collaborate with many people in my organization to have them conduct their businesses in a way that our company performance improves.”

SAMP6 Sec 13 “I consider myself open to criticism and I welcome feedback from all employees regardless of titles and standings.”

SAMP7 Sec 16 “Must make sure all parties work together and plan the future. Open communication, correct and well-calculated assumptions, transparency are keys.

By having followers present their individual views, caring for each view, and intervening to correct or support them, the leader succeeds in creating a harmonious and trustworthy work environment by allowing his or her team to discuss among themselves and guides the followers successfully to meet somewhere in between. By evaluating each follower's commitment to his or her

task and monitoring follower's attitude, the leader provides the opportunity to evaluate performance more accurately. By listening and assimilating the disagreements and trying to persuade them with common sense, the leader adopts the principle of apologizing when necessary, and shows understanding when necessary through clearly expressing his or her stance as well as possible consequences to followers.

The successful leader takes care to communicate effectively through dedicated work, expertise, experience, and knowledge. A leader can persuade if he or she has built trust and integrity. A leader must have sufficient knowledge of a particular topic of conversation. Therefore, respectfully, trust, expertise, and communication skills go hand in hand for persuasion. A leader, who tries to persuade his or her followers by formulating the arguments of others according to their needs and expectations, by explaining the facts and possible successes and risks that may occur after the action, can also encourage his or her followers to be open and understanding, hence, identifying the main reasons behind the disagreements. On this occasion, successful leaders succeed in creating an expanded agreement from different gains by bringing the parties together to find quick gains and quick common grounds, especially during crisis circumstances.

A harmonious and happy working environment is extremely important for corporate performance. Collective decision-making, cooperation, and hard and detailed work are also important in ensuring productivity in the workplace. Especially in crisis environments, performance-oriented leaders seem to prefer the transformational leadership model. These leaders, who try to create environments where there is a lot of conversation and where responsibility is shared, make positive contributions to corporate performance by leaving their followers free and follow them after the terms and conditions are clearly determined.

These leaders, who also adopt a strategic leadership style, can successfully manage their followers' strategic thinking and decision-making processes with common sense and calmness by creating a vision for their teams. Rather than punish

their followers for their mistakes, these leaders prefer to encourage their followers and never limit their creative imaginations. By discussing the pros and cons of formations, negotiating terms, and valuing unique ideas, these leaders successfully ensure that their followers work together by constantly evaluating the milestones of all the processes at hand.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 14 “I make all of them present their individual views. I interfere to correct or to support each view. I let the team discuss among them. I guide them to meet somewhere in between. I judge each follower’s engagement and commitment to tasks. I watch their attitudes. I evaluate their participative performance. If a conflict arises, I talk. I listen and absorb. I do not fight or shout. I try to convince through a common sense. If all fails, I let go, but at the same time make known my stance as well as possible consequences. If I am wrong, I know to apologize and forget.”

SAMP1 Sec 15 “Through dedicative work. Through expertise, experience and knowledge. I try to communicate impactful and influentially. A leader can persuade if he or she has established trust and integrity. A leader needs to have accumulated sufficient knowledge on the specific subject of conversation. Hence, respect, trust, expertise, and communication skills go hand in hand for persuasion.”

SAMP1 Sec 17 “Cohesive and a happy work environment is important. Collective decision making, collaboration, hard and detailed work are crucial. I think myself of a transformational leader. Timely performance is critical for me. Expect effective and efficient work. I provide enough support for that to happen.”

SAMP2 Sec 15 “Create an environment where there are much talk and responsibility. Successful people emerge from people who are freed after the terms and conditions have been clearly established.”

SAMP3 Sec 23 “I formulate the arguments of others according to their needs and expectations. I convince people by telling the facts and the possible success and risks that may occur after the action.”

SAMP3 Sec 27 “My strategic leadership style is to create a vision for my team and to create the equanimity and environment to think strategically.”

SAMP4 Sec 18 “I encourage people to make mistakes and never limit their creative imaginations. I prefer to create comfortable working environment.”

SAMP5 Sec 13 “I listen. Understand the core reasons behind disagreement. Encourage each team member to be open and receptive and we discuss the issue among ourselves.”

SAMP5 Sec 14 “I present them with a logical sequence, I use facts and information.”

SAMP6 Sec 16 “I am moderately a risk taker. Negotiate the terms through discussing pros and cons of the situation. Value unique ideas.”

SAMP6 Sec 17 “Work with the team and take part in their tasks. Yield the task and evaluate the process on certain milestones.”

SAMP7 Sec 18 “Meet the parties separately, understand their position and bring them together to find quick wins and quick common grounds. Build extended agreement from small wins.”

SAMP7 Sec 19 “Understand why are they against, and show them that the other approach actually addresses their concerns or solve bigger problems.”

Leaders' trust in their followers is a factor that reinforces the perception that followers also trust their leaders. This also creates a natural environment, where leaders share responsibilities transparently with their followers. Leaders, who learn from their mistakes and accept the results, when they can clearly express them, ensure the healthy functioning of this environment. Leaders, who speak their own needs and expectations with clear guidance, can successfully formulate timelines for actions. By caring about the contributions of their followers, and evaluating each individual's different ideas, leaders make use of their experiences in order to cope with their own mistakes. By giving importance to the transfer of experience and trying to build a structure on continuous improvement, leaders allow their followers to achieve success by working harder.

Every circle of trust created is very important because of the open door policy and open communication. This encourages the followers take active roles in decision-making by taking calculated risks. On the other hand, creating a stressful work environment tends to make room for more mistakes; it is also very important to convince the followers that making mistakes is not fatal. Mistakes are, hence, great learning opportunities in most cases.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 18 “I trust them with all my heart. However, because they also trust me, my followers have an inclination to effect tedious work. They know that I will share their responsibility.”

SAMP3 Sec 28 “I trust my team or, as you say, my followers. I care about the inputs of my followers because every person is a different idea and every idea is valuable.”

SAMP4 Sec 19 “I trust them like myself because I am only a strategic thinker and execute every plan with them.”

SAMP5 Sec 18 ““one that produces output is the one doing mistakes” mistakes are welcome as long as team is working to produce results. I encourage them to take calculated risks.”

SAMP6 Sec 18 “Have full trust of my team-mates. Encourage and value their inputs.”

SAMP7 Sec 23 “I support my team, encourage them to learn from the mistake and push forward. Mistakes are in most cases amazing learning opportunities.”

### **3.1.3. Organizational Well-Being**

Under the relevant group, the researcher tried to identify how change management effects organizational WB, how performance and work-life balance are related, and which tools leaders use to measure follower needs and concerns amidst a developing global health crisis. The researcher also tried to extract form the respondents’ narratives how important these leaders deem organizational WB a factor to consider that drives through a path of successful and efficient follower as well as organizational performance.

#### **3.1.3.1. Organizational well-being superordinate and subordinate themes**

Table 3.3, which is below, illustrates the designation of superordinate and subordinate themes that belong to Organizational WB group of narratives extracted and analyzed by the researcher.

**Table 3.3. Superordinate and subordinate themes**

Themes	
Superordinate	Subordinate
Change and its role in well being	Define and communicate change, then support through an empathetic approach Collective approach to change management supports emotional well-being Emotional intelligence and emotion self-regulation are necessary to manage change successfully Appreciate and encourage diversity and change Change as an opportunity
Performance, work-related stress, and work-life balance go hand in hand	Autocracy to guarantee tedious work and functional performance, but trustworthiness and individualized consideration for work-life balance Work-life balance is crucial for the state of mental and physical equilibrium Preventing stress is a priority for a functional work environment Planning and preparation reduces stress, therefore increases well-being
Surveys and actions are vital tools	Reinforcement methods through continuous surveys for clear actions Follower-oriented reinforcement methods through continuous surveys for clear actions Open communication and individualized consideration
The importance of organizational well being	Leadership visibility and positive atmosphere is necessary Strong and positive workplace environment are critical for performance To support synergy and creativity, creating positive environment is crucial

The fact that the leader makes herself or himself visible by displaying a positive atmosphere with his or her field of influence, and tries to help his or her followers feel better and enjoy their day as much as possible contribute both positively to the work harmony through a positive mood provided in the working environment in difficult days. This fact certainly helps to ensure the sustainability of corporate performance successfully.

The ability to develop and maintain physical, psychological, and social WB at all levels and in all jobs is, largely, a successful and necessary leadership capacity. A bad organizational climate can lead to burnout and make behaviors that constitute psychological violence and harassment more likely. Thus, an AL style has the capacity to have an extremely adverse effect on corporate WB, especially in times of crisis.

Leaders often prefer to measure the WB, needs, and concerns of their followers in times of crisis, preferring to make evaluations through continuous

surveys, and holding one-on-one or group meetings with their followers. This is an important element in determining clear actions. Thanks to these clear actions, which are determined and clearly communicated, the continuity of corporate performance is also ensured. All these people-oriented studies and activities respond to the demands of the followers, and lead to gaining their trust, and support synergy and creativity. This ensures that leaders act with a sense of belonging, and that corporate performance is sustained in times of crisis: follower WB results in a happier workplace, where the followers are more creative, more productive and where the leader appears more trustworthy. Successful leaders help overcome times of crisis through collective cooperation by establishing open communication, respect for personal time and space, and pay attention to the fact that this communication with the followers is also sincere and courteous.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 20 “Through displaying a positive atmosphere with the sphere of my influence, I try to help my followers feel better and enjoy their days as much as possible. I make myself visible.”

SAMP2 Sec 19 “With continuous surveys. The senior management evaluates the results of the surveys and small group meetings are held with the employees. Then clear actions are determined here.”

SAMP3 Sec 31 “People-oriented; respond to the demands of the employees by conducting many researches, surveys and activities.”

SAMP4 Sec 21 “It supports synergy and creativity.”

SAMP5 Sec 19 “During routine team meetings and activities I emphasize the importance.”



SAMP6 Sec 21 “As a much defined employee well-being strategy where it focuses on the physical, mental, emotional well-being and economic welfare of the employees through certain direct well-being and indirect supportive initiatives.”

SAMP7 Sec 25 “Respecting open communication, personal time and space, having a candid but gentle communication among people.”

By first understanding the change correctly and then defining it, leaders try to align it with their business goals and objectives. They try to determine the impact on those affected, develop a communication strategy, implement the support structure by helping to provide the necessary effective training, and continuously evaluate the process. The leader, who can support the independence of his or her followers, believes in their emotional WB, and tries to give the followers the space they need to achieve that WB. Corporate performance is nevertheless a reality, and priority; leaders support those processes that increase WB, with the expectation that the followers will perform even better. This process prioritizes the followers' free expression of their social needs to the leaders, while respecting work-life balance. Expressing themselves as someone they can trust, these leaders offer time and space to solve individual problems as well. By choosing to move forward by consensus rather than one-man management, leaders seek to create a state of balance; the work-life balance equally prioritizes the demands of the individual and personal life.

These leaders aim to learn to keep up with the change and manage the change themselves. Emotional intelligence also has an important place in the work life. Those leaders, who can manage their emotions, are more successful and they become the authority/role model in everything they do. If they cannot avoid stress, they cannot be good leaders and they may have a hard time establishing influence and authority over their followers. Work-life balance is, hence, very important and critical. A leader, who cannot achieve this balance, cannot be successful during the challenging circumstance that are created by the crisis; followers always complain

about the work-life balance and it is a successful leadership approach to follow, manage, and intervene these dissatisfactions and reduce the follower stress/burn out.

By revealing the necessity of change, what, why and how this change happened, and by establishing its communication in a very clear and transparent manner, the better organized, planned, and prepared the leaders are, the less corporate stress environment will be created. By reducing the surprise factor with preparation and planning, stress levels diminish. Change is also an opportunity for the leaders to take advantage of their experiences of failures. The leader, who can make his or her followers believe in and embrace change, thus manages to balance the follower emotional WB.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 23 “Performance is a priority. I give the space with the expectation that the follower will perform even better. I respect work-life balance. I am autocratic in the sense that I expect tedious work and functional performance. My followers freely express their social needs to me. They know me of someone whom they can trust; I advise and offer the time and space to sort individual problems.”

SAMP2 Sec 21 “Work-life balance is the state of equilibrium where a person equally prioritizes the demands of one's career and the demands of one's personal life.”

SAMP3 Sec 32 “Learned to keep pace with change and manage change. Emotional intelligence has an important place in working life. Those who can manage their emotions are more successful for organizations and they are the authorities in all of what they do.”

SAMP4 Sec 24 “I am a catalyst with them and top management. Work life balance is important.”

SAMP5 Sec 22 “The better we are organized, planned and prepared, the less stress we would have. If we can reduced the surprise factor through with preparation and planning, stress will be low.”

SAMP6 Sec 23 “Tend to calm down stressful stakeholders. Talk the situation with pros and cons and focus on alternatives. A full supporter for work-life balance, I ask from my teammates the same; faced a fellow teammate nagging about their work-life imbalance.”

SAMP7 Sec 26 “I want my team to believe in the change. Therefore, they can balance the emotional well-being.”

#### **3.1.4. Crisis Management**

Under the relevant group, the researcher tried to understand and analyze what actions are taken at the corporate level to overcome the negative effects, which the COVID-19 pandemic has created, and which leadership attitudes become more prominent at the follower level. Furthermore, the researcher tried to extract from the respondents’ narratives what leadership strategies they prefer that cope with the crises both at the corporate and individual level, and finally, how leaders use their skills and techniques in acting and communicating for a positive but performance-oriented formation.

##### **3.1.4.1. Crisis management superordinate and subordinate themes**

Table 3.4, which is below, illustrates the designation of superordinate and subordinate themes that belong to Crisis Management group of narratives extracted and analyzed by the researcher.

**Table 3.4. Superordinate and subordinate themes**

<b>Themes</b>	
Superordinate	Subordinate
Corporate alignment to the pandemic	<ul style="list-style-type: none"> <li>Attention devoted to personal health and mental concerns</li> <li>Adapting measures have been enforced</li> <li>Act to benefit corporate concerns</li> <li>Act to benefit follower concerns</li> <li>Active listening, recognition, appreciation and individualized consideration</li> <li>Adhering to follower needs and concerns</li> <li>Carrot and stick</li> <li>Clearly, directly and honestly</li> </ul>
Individualized attention to the follower as well as organizational needs and concerns	<ul style="list-style-type: none"> <li>Empowerment, honesty, trustworthiness and collectivism</li> <li>Increased and planned communication</li> <li>Increased communication</li> <li>Initiatives taken for follower belonging</li> <li>One to one relationship management</li> <li>Open communication for motivation</li> <li>Positive messaging, but corporate benefit prioritized</li> <li>Realism through frequent communication, collectivism and follower safety are prioritized</li> <li>Status quo</li> <li>Well-being of the follower prioritized</li> </ul>
Individualized strategic path and actions	<ul style="list-style-type: none"> <li>Less autocracy, more transformational type of leadership</li> <li>Increased transparent communication and a supportive approach</li> <li>Empowerment, inspiration and open communication</li> <li>Pluralistic participation for self-esteem</li> <li>Adopting measures for corporate performance, prioritized</li> <li>Supportive and motivating approach</li> <li>Status quo</li> <li>Role modelling</li> <li>Calmness, focus and reasoning</li> <li>Not micromanaging</li> <li>Empathy and individualized consideration</li> </ul>
Leadership techniques and messages for organizational performance	<ul style="list-style-type: none"> <li>Intellectual stimulation, motivation and communication</li> <li>Loyalty, communication and individualized consideration for burnout reduction</li> <li>Collectivism to support performance</li> <li>Motivational approaches are critical and need to be worked on</li> <li>Autocracy and democracy may go hand in hand</li> <li>Adapt measures for strong and frequent communication for performing results</li> <li>Vision communication</li> <li>Clear communication of issues</li> <li>Corporate needs and concerns are prioritized</li> <li>Increased interest in follower's social needs and concerns</li> </ul>

Institutions that learn to adapt to a new method in working conditions by paying attention to personal health, changing the route in our business processes, ensuring the implementation of social distance, and other protection conditions are the pioneers in coping with the pandemic. The new conditions, which allow operating with much less operational expenses, have also created a source of income for companies that can go through a fast adaptation process. Keeping the motivation of the employees high, understanding their demands, and determining actions accordingly with regular surveys are amongst the actions taken by the leading companies during the pandemic period. Through increased use of (frequencies of) video conferencing and providing all sorts of other functional opportunities, these institutions manage to keep the motivation of the employees high, and by minimizing their health problems, they ensure the healthy functioning of the institution. Taking care of the protection of social distance, minimizing face-to-face meeting setups, making remote working possible, and providing all the necessary support in this process they also promote a positive psychological workplace environment.

A leader needs to be much more transparent and communicative in the crisis management process. Guidance is very important. Adherence to new social norms is important. A less AL approach is required. Special attention should be paid to the situation. A cohesive, caring, and collaborative leadership style, hence, becomes more effective: work and social concerns must be acknowledged and acted upon and more frequent analysis of probabilities is needed. Individualized attention becomes more important. A leader must know how to align these individual concerns with the operational needs. It becomes necessary that a visible and humane leadership style will be better and helpful, especially in properly managing a global health crisis.

It is important for leaders to adopt an open and transparent communication style, and to share their experiences in order to be prepared for the challenges that are or will be encountered. A supportive, focused, and agile functional attitude path helps guide followers more efficiently in times of crisis. Giving the followers more

say and authority over business matters, and making them feel like they own the business require a leadership style that balances between being an inspiring and comforting leader. These leaders, who aim for honest, consistent and adaptive communication, are also more successful. Following a pluralistic and participatory management model instead of an individual leadership model also makes followers feel themselves more important. Followers expect that their leaders take action in their own interests. A leader, who always fights for his or her team, creates a source of motivation for his or her followers by giving them special psychological support. The followers, who are resolutely deployed around the mission of their trusted and respected leader, succeed in making a significant contribution to the performance of the institution.

The leader, who is a role model, prioritizes taking care of his followers while managing the crisis. He or she frequently meets with his or her followers to create the necessary action plans and ensures that they are routinely involved in the decision-making processes. Being as calm as possible and focusing on the solution rather than the problem, leaders try to focus on securing the work-life balance, and avoid micromanagement. These processes, which are also managed with empathy, ensure that the conditions in which followers are supported, empowered, and given more importance come to the fore. Because of the presence of these conditions, the leaders successfully achieves a sustainable corporate performance.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 24 “We try to devote attention to personal health. We have changed course in our teaching and work processes. We are enforcing social distance and protection. Learned to adapt to a new method in teaching and working. I can conclude that we are operating functionally with much less operational expense.”

SAMP3 Sec 35 “Keep employee motivation high. Understand the demands of its employees and determine the actions accordingly with regular surveys.”

SAMP6 Sec 24 “(HQ) employees are asked to work from home on remote basis; the manufacturing continues with utmost health and social distance measures. Closely monitoring the cases (if any), conducting routine meetings with Health & Safety. Shuttles that require separation are divided into two. Not to cause financial destruction of third party suppliers like shuttle services.”

SAMP1 Sec 25 “A leader needs to be much more transparent and communicative. Guidance is crucial. Adherence to new social norms is important. A less autocratic approach of leadership is required. Circumstantial attention must be provided. An adaptive, caring, and collaborative style of leadership is more effective. Work and social concerns must be acknowledged and acted upon. More frequent analysis of eventualities are needed. Individualized attention becomes more important. A leader should know to align those individual concerns with operational needs. A visible, humane type of leadership style, I believe, helps better now.”

SAMP2 Sec 23 “We follow a pluralistic participatory management model instead of an individual leadership model. People feel their self-importance in this way.”

SAMP3 Sec 38 “I've always been a leader fighting for my team. Needed to give separate motivational speeches for the teams that run their business processes from home. I even had employees for whom I suggested psychological support.”

SAMP5 Sec 26 “Remain calm as much as possible. Focus on the solution rather than the problem. I do not blame others.”

SAMP6 Sec 26 “Focusing on the assurance of work and life balance.”

SAMP7 Sec 29 “Stay close, check on your team’s personal life, give them space and time.”

SAMP7 Sec 31 “Question the life/work balance, whether so many things we have been doing before the pandemic is necessary or not.”

A leader should satisfy his or her followers by expressing how much he or she thinks about a decision when describing it; this increases the followers’ commitment to the decision. It is, hence, important for the leaders to involve frequently their followers in the decision-making processes.

Follower health should be at the forefront in determining the targets in order of priority and in the decisions taken. Leaders, who give their followers more say and authority on business matters, are able to make their followers feel that they own the business. This type of leadership style, which targets honest, consistent, and adaptive communication by balancing being an inspiring and comforting leader, is effective during times of crisis. The tone of open and frequent communication facilitates the self-expression of the leader, who is always concerned for individual health and safety. This ensures that the respect for the follower is clearly expressed. By paying attention to ethical concerns, and making followers feel appreciated, leaders become happier and more productive, and contribute to a happier work environment.

Aiming to maximize perception by listening, the leader tries to promote a positive work environment. By communicating openly, consistently, and frequently, giving thanks and appreciation, and offering solutions to problems, leaders can reduce work-related stress as much as possible. For example, making the followers feel that they are cared for, giving importance to teamwork, enabling them to spend quality time with their families, considering suggestions and ideas,



and strengthening communication are amongst the priority approaches to motivate the followers.

Being aligned with the strategic plan, setting clear timelines, meeting with the followers frequently, clarifying activities and roles, reviewing, evaluating, and communicating in a timely manner are all successful leadership qualities. By regularly listening to the short and long-term needs of their followers, identifying them in the meetings, hence, understanding the needs and creating personalized plans leaders try to keep their followers' motivations and thus their performance at the highest level during times of crisis. Taking into account the company's goals, and setting the expectations in a similar way, whilst communicating with their followers, the leaders make an effort to adopt a communication style that is far from being negative; this fact affects their motivation positively.

The basis of a motivation method is open communication based on experience. Convincing followers that they are part of the company's success story is a very important leadership approach in the pandemic conditions. The assurance of WB and work-life balance are both urgent and long-term needs of the followers. Clear, direct, honest, and the right teamwork approaches that make followers believe in goals certainly make them a part of the journey.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 28 “When explaining a decision taken, it should satisfy the followers in the sense that it states how much I think of this situation; this increases their commitment to the decision. It is also important to frequently involve team managers in decision-making processes. Employee health is at the forefront in decisions to be taken in line with the priority order of the targets.”

SAMP3 Sec 40 “Meet the short and long term needs of my team by determining them in one-to-one meetings that I regularly carry out and which we call one touch. I try to understand your needs and create a personalized plan.”

SAMP6 Sec 29 “Assurance of the well-being and work-life balance is both the immediate and long-term need of the employees of our organization.”

SAMP5 Sec 29 “Every week, we do a team meeting. We discuss tasks and priorities. I convey my expectations.”

SAMP6 Sec 30 “Clearly, directly and honestly.”

SAMP1 Sec 30 “Clearly and frequently. The tone of communication always entails a concern for personal health and safety, however. This makes the follower being respected. I have increased written type of communication, using e-mail and WhatsApp features. We frequently have meetings on Zoom.”

SAMP7 Sec 35 “Give them space, let them rest motivate and come back.”

SAMP1 Sec 31 “I pay attention to using manners. When people feel appreciated, they become happier, and more productive. I try to maximize my perception as being a listener. I try to promote a positive work environment. I try to communicate clearly, consistently and frequently. Acknowledgement, appreciation, offering solutions to problems, reducing work-related stress as much as possible, making followers feel being cared, paying attention to team work, allowing them to spend quality time with their families, considering recommendations and ideas, and strengthening the

communication are amongst the attitudes, which I prioritize to motivate the followers.”

SAMP3 Sec 42 “The basis of my motivational method is open communication based on experience.”

SAMP4 Sec 32 “Make them believe they are a part of company’s success story in pandemic market.”

SAMP6 Sec 31 “Correct team play; making them believe in the destination and make them part of the journey.”

Leaders, who try to enhance the mindsets of their followers by respecting individual wisdom, trying to instill a greater vision, and thinking for a greater purpose, succeed in making their followers feel needed. By creating an environment of collaboration and setting high standards, these leaders also succeed in guiding and effectively controlling their followers. These processes ultimately allow the followers to act collectively and towards a common goal. By staying loyal to their followers and creating contingency operation plans, leaders, who continue to protect their followers, keep in constant communication with them, reduce burnout wherever and whenever possible, and act decisively but without regret, also succeed in greatly expanding their spheres of influence and authority in exchange for earned loyalty.

In this environment of uncertainty, adaptability, consistency, empowerment, prioritization, communication, awareness, transparency, flexibility, collective mood, recognition, empathy, ethical behavior, agility, and motivational approaches become critical issues of conduct. In the workplaces, where all these mentioned constructs are provided and therefore healthy working environments are created, the sustainability of performance, especially in times of crisis, is achieved with success.

Followers do not like reverse motivation, but they are also constantly demanding. Sometimes it is not easy to manage these circumstances. Leadership techniques can also change according to the managed team or other contextual necessities. While soft autocracy but necessarily charismatic realism may be preferred in the management of some of the teams or circumstances, democratic and transformational leadership styles come to the fore in the management of other circumstances, which crisis help develop. In any case, leaders convey the vision of their organization by keeping in close communication with their followers. This communication should also be transparent and open. Action and communication styles that address the importance of their followers' safety, development, and career advancement also greatly increase loyalty to leaders who may prefer to take circumstantial or contextual action in different styles.

The prominent narratives of the respondents, which have underlined the above-mentioned principles, are as follow:

SAMP1 Sec 32 “I show respect to individual wisdom. I try to instill a greater vision. I try to open up their minds to think for a greater purpose. I make them feel needed. I try to create a collaborative environment. I set high standards. I guide and control. I communicate.”

SAMP1 Sec 33 “We must remain loyal. Continue to establish emergency operational plans, protect our employees, communicate with our staff, reduce burnout wherever possible, and act decisively but without regret. In this world of uncertainty, I believe in adaptability, consistency, empowerment, prioritization, communication, awareness, transparency, flexibility, collective mood, recognition, empathy and ethical Behaviour, agility and motivational approach as the top of the issues that leaders should pay attention to.”

SAMP2 Sec 30 “Engagement to the job, to the company, or to the team. High participation is targeted and low incoming results are explored through group work. The reasons are questioned. The solution is found by a common consensus.”

SAMP4 Sec 34 “Remind the importance of our company vision in that pandemic environment. Bringing health through food as many as people.”

SAMP6 Sec 33 “Making sure that there is open communication. I waited and pushed to open a dialogue. The result was good.”

SAMP7 Sec 36 “Minimize the calls/meetings, check on them with informal ways and make sure they feel OK, send them non-work related messages about their life and family.

## **CHAPTER 4**

### **DISCUSSION**

In the context of a simultaneous and unprecedented type of a global health crisis, this study aims to clarify a model in detail, using an IPA of expertise and attitudes linked to a leadership style, EMO, which are triggered, and leaders' professional interactions. The emphasis of this study is on the influence on EMO of the leader's attitudes, their impressions of the corroborative pros and cons of their follower WB, and dedication strategies. The study is also a beneficial evaluation of the subject in question in the respect that it suggests a successful implementation of the IPA method with respect to the basic purpose of the research. In addition, in volatile and turbulent conditions, the analysis aims to reveal several main leadership issues, detailing true significant, comprehensive, ethical, and appropriate occupational measures that trigger significant cultural and financial turmoil, anxiety amongst followers and institutions, and changes in general legislative policies. The results in this study allows the researcher to consider some important insights from the viewpoint of the leader, such as the relevance of having a holistic direction and objectives of leadership, which followers can collaboratively accept to achieve emotional maturity.

#### **4.1. SUMMARY OF THE FINDINGS**

##### **4.1.1. Interpretative Phenomenological Analysis**

Undertaking IPA inquiry is a difficult and time-consuming task that will not yield an optimal venture unless the research population is limited. The researcher must surely use a wide variety of methodologies when adopting an IPA approach. Furthermore, the researcher must have solid understanding in order to perform an effective questioning procedure and collect vital and usable data. Intentional, systematic, and complete inquiry also necessitates elasticity and clarity in viewing matters from the participant's stance, as well as the ability to control the tendency that may impose analytic conceptual principles. Because of the IPA technique, an

interpretive structure may be used to derive propositions from the data submitted by the respondents.

#### **4.1.2. Well Being in Organizations, Autocratic Leadership, and the Covid-19 Pandemic**

Leadership types can be summarized in three groups: group size, situation or circumstance, understanding and behavior. Since the leader in a small group has the opportunity to meet and talk with the members of the group one-on-one, the leadership personality will be effective in this dialogue. If the leader exhibits a popular attitude in a small group, the group will tend to be positive and take good action under the personal influence of the leader. On the contrary, if the leader has personally negative aspects, group behavior will be hostile and negative. In this respect, the personal weight of the leader in small groups will form the personal leader type as this fact is directly related to the management of the group. As the group's size grows, as the leader's personality scope and influence decreases, official relations will replace private relations, and in this case, executive leader typing will be in question.

When leaders are diversified according to their positive and negative situations, it is necessary to examine them according to the attitudes they take in the face of prompting, participation, and support. In a negative leader type, leader's personality is undermining, discouraging, obstructive, far from the ability to act and mobilize, not taking the opinion of the group and even not being able to provide vitality, and is far from change and creativity. In a positive leader type, there is change and creativity with a personality structure that encourages, activates, stimulates the group, and drives participation. It is possible to include two different types of leaders according to their status as positive leader and negative Leader.

If the leaders are classified in terms of understanding and behavioral characteristics, the type of dictatorial, authoritarian, liberal, democratic leader is encountered. In addition to these, in terms of their behaviors, leaders can be referred to with different types such as charismatic, humanist, autocratic, natural,

transactional, transformational, and supportive. No one can do anything unless the autocratic leader, who has an oppressive and aggressive nature, gives a definite order. Since he or she is the sole decision maker, he or she gives the orders and the members of the organization obey. In this type of leadership, which is dominated by the system of fear, threat and punishment and the flow of information from the top down is trusted, but in the opposite case, suspicion prevails. That is why such leader has to be on the job all the time. The most important drawback of this leadership style is that, because of the understanding stemming from the leader's extreme selfishness, the beliefs, feelings of the members of the organization are not taken into account, and in this case, it will manifest itself in the form of hatred, demoralization, intra-group conflict and disagreement over time. As a result, the authority of the leader will be lost over time.

Positive emotional practices in their organizations enable the leaders to perceive the organization as a place where the needs of their followers are supported and their personal importance is taken into account and these facts contribute to increasing the followers' commitment and motivation. As a result, followers develop strong emotional bonds with the environments in which they function. In addition to the benefits of developing the emotional commitment of the followers, positive emotional practices also strengthen their level of work-related commitment.

The individual, organizational, and managerial effects of effective emotion management are very important for institutions to achieve a healthy functioning integrity. Considering the effects from an individual point of view, it may be that the followers encounter the most emotional problems in the workplace and when they overcome these problems, they feel happy and peaceful. This situation, in turn, affects the job satisfaction and welfare levels of the followers, causing positive effects on job performance and thus, this fact has positive results in organizational and managerial terms. In order for the followers to achieve happiness at every stage of their lives, they need to be aware of their strengths and aspects that can be improved, and be able to manage their emotions and behaviors. In institutions that



experience a positive mood, the relations between the followers are more effective, which makes it difficult for negative emotions to be accommodated. Thus, a homogeneity occurs in institutions and this situation may increase the performance of the institution. The efforts of the leaders to understand, direct, and activate the emotions of their followers will facilitate emotion management and activate the methods to be applied in this direction.

Leaders cannot ignore the dangers that the COVID-19 pandemic has created and continues to create. Due to this pandemic, most business sectors are making great efforts to differentiate the familiar structures that have been implemented so far, while the number of people who have lost their jobs is increasing rapidly. The effects of these changes, in every sense, on followers and institutions, have the capacity to cause extremely risky and irreversible serious consequences if not managed properly. The effects of this crisis reveal the importance of the correct and timely use of leadership skills. The findings of this study are also in this direction. A more moderate, people-oriented leadership style can have extremely positive organizational effects during the COVID-19 pandemic crisis in the sustainability of all operational functions, the further development of these functions, increasing productivity, the change or reorganization of the workforce structure, and the proper management of EMO.

#### **4.2. IMPLICATION OF CURRENT STUDY**

Analogous experimental researches have provided the expertise and trust to establish an understanding with IPA over the last decades to encourage the presentation of increased quality of work. The complementarity with the conceptual underlying principles of IPA in organizational psychology has helped this. One problem of the IPA movement is to provide strong publications recognized in non-psychological reviews so that the wider public can obtain samples of successful practices.

Incentivizing the manifestation of feeling that strengthens and preserves a beneficial psychological environment (for example, an atmosphere of protection

(esteem, transparency), harmony, respect, positivity, happiness, anticipation, unity) should be associated with every top leadership. In the corporate context, an undesirable psychological atmosphere (anxiety, uncertainty, negativity, anxiety, frustration, animosity, hopelessness) should not be overlooked, because it can trigger both short-term and long-term damage. However, this fact does not mean that it is appropriate to promote the suppression of negative feelings that contribute to the establishment of an antagonistic environment. Anxieties are unpleasant and will thus be stigmatized often. Moreover, once defensive processes are triggered, the subjugated expression can often transform into a different expression or collection of expressions that alter individuals' attitudes and inclinations for a response (they frequently become increasingly painful) (Turner, 2010).

In determining the style of leadership in an organization, leaders and followers can differentiate. Turkish Studies (İnandı, Uzun, & Yeşil, 2016) found that leaders were frequently seen as authoritarian by followers, defining their leadership style as cooperative. Where the style of democratic leadership is not an apparent option, where power evokes adverse interpretations, and where workers are not used to or able to take accountability and are judged or compensated based on their results, cultural and circumstantial contexts play a vital role in understanding the dynamics that derive from the interrelationship between AL and EMO.

As literature suggests, a leader, who tries to direct his followers with an AL style, he or she can affect the performance of his or her followers in an extremely negative way, especially in times of crisis. Therefore, it would be safe to assume that in the process of globalization and especially during the global pandemic crisis, the AL style can lead to extremely negative institutional consequences, as it can be disapproved by followers who are more knowledgeable, open-minded, have quick access to global resources, and become independent, inquisitive and active. Specifically, the autocratic leader does not undertake the role of guiding, educating, and mentoring his or her followers; the followers, on the other hand, need the strong

and positive leadership qualities more in times of crisis; the autocratic leader does not meet these needs.

In the reality that the COVID-19 pandemic has brought, followers expect to be independent, not to work under certain conditions, or coercion, have their rights and needs brought to the fore, and be motivated and empowered. Acting contrary to these expectations, AL behaviors can create more organizational problems than solving them. This type of behavior, beyond creating dissatisfaction, may lead to the disintegration of the teams, the inability of the teams to respond to corporate needs and even to take action against these needs, all resulting in a very serious negative impact on the organization's performance.

The leader's capacity to make decisions, take action, understand and listen, and ensure and successfully maintain internal harmony is of great importance. With an open and transparent style of communication, leaders can lead their followers to be ambiguous in making sense and assumptions in their attitudes and actions; what is even more dangerous is that these attitudes and actions are more likely to be unpredictable. Particularly in times of crisis, difficulties, uncertainties, demands, needs, EMO, and all other risks that develop are issues that leaders should consider in their stages of decision-making, communicating, planning, and implementing. The leader, who cannot act with a collective power, may very well bring with him or her failure in this crisis environment.

### **4.3. LIMITATIONS OF CURRENT STUDY AND RECOMMENDATIONS FOR FUTURE RESEARCH**

#### **4.3.1. Interpretative Phenomenological Analysis**

In a descriptive analysis, research findings indicate several important fundamental constraints that the researcher has to take into consideration. The research must have a specific emphasis, solid documentation, and it is essential. For a concept, one should try to provide some indication of the occurrence and the framework should be well reflected in the study. To give any sense of consistency

and variance, specificity, and heterogeneity, excerpts should be chosen. The audience needs to recognize the complexity and scope of the concept in this manner. The exposition of each framework must have ample scope and the review should be evaluative, not just explanatory. More incorporation of IPA, as well as other qualitative studies in organizational psychology, would be helpful to see. For conventional psychology, IPA is important. It addresses many of the same conceptual problems and structures (Smith, 1996).

#### **4.3.2. Constructs**

Promoting behavior and appraisal structures in the psychological work environment may involve a collection of implied and/or formal, documented, and/or verbal guidelines for necessary empathic attitude, structured and applied in a manner that assists individuals to direct their actions, allowing or hindering such emotional responses. Perhaps the most significant conclusion is that the importance of normative influence in the emotional labor process should not be overlooked by future research (Kammeyer-Mueller, Rubenstein, Long, Odio, Buckman, Zhang, Y., & Halvorsen-Ganepola, M., 2013).

Concerning the beneficial influence of AL on emotions, to come up with a universal interpretation of the interdependencies of these two factors, various cultural and organizational backgrounds need to be examined. For example, it would be important to further examine the conditions where AL could support workers by improving their job focus and work engagement. To better clarify the contradictory results in AL studies, future researches should suggest considering other contextual variables. For instance, leadership characteristics, such as leadership honesty, or situation-specific influences, such as organizational dignity, can influence the impact of autocratic leaders on followers.

While this study has suggested that AL can be associated favorably with the WB of followers. It is also observed, however, that if leaders feel that the organization's objectives or their own desires are undermined by the actions of followers, they will adopt a damaging leadership style (Krasikova, Green, &

LeBreton, 2013). It is proposed that the WB of followers may be indicative of the actions of leaders, such as AL. As described before, leaders may modify their actions according to various contexts (Yang, Wu, Wang, & Chin, 2012). It is proposed that future research should investigate the function of followers in influencing the attitudes of leaders.

### **4.3.3. Constraints**

In this study, the researcher has included an analysis that was carried out with a selected group of participants. The researcher has completed the study by obtaining from the participants detailed information about what they believe leadership is about, how the leadership style should manifest itself during the pandemic process, and how the environment should be created in order to manage emotions correctly in organizations.

Certainly, there exists other restrictions, which are available. These include, in particular, psychological, functional, cultural, or structural differences that may occur outside the scope of this analysis, which are either organizational or individual.

## CHAPTER 5

### CONCLUSION

This research aimed to describe the processes in which Alas well as other leadership styles may play a role in promoting the evolution of EMO. In addition, this study demonstrated the significance of the uniqueness of circumstantial contexts, which play an important role in combining the pros and cons of this type of leadership style. This research seemed to suggest that a successful IPA technique might also provide the basis for an in-depth study of leadership, which was conducted in a global crisis that has caused ambiguity at the least and the interrelationship of leadership attitudes and follower well-being. Besides, this study aimed to shed light on future qualitative studies, which given existing theories in organizational psychology, could effectively experiment and analyze descriptive data on leadership styles and their empirical impact on followers' emotions and efficiency, and organizational effectiveness.

It is inevitable that an AL style might be necessary in some situations, as was indicated in the study. However, it was obvious that the use of this leadership style in a general framework would not be appropriate in this period, especially in the environment of risks and uncertainties brought by the pandemic. It has been seen that the autocratic leader could not respond to the feelings, wishes and needs of his or her followers, applying a one-word and one-right approach and might lead to the deterioration or destruction of corporate welfare. This might lead, hence, to a gradual decrease in organizational performance. Especially in a crisis environment, such as the current pandemic, followers who expect understanding, respect, and support would want to see a leader they could trust. When they fail to see this, and in an environment where the work-life balance is completely disrupted, the followers might move away from being functional; they do not take instructions, do not listen, do not show respect, do not communicate, and might engage in other pursuits; this fact may start to damage the organization.

In this research, where realistic and transformational leadership models were dominant, leaders were those who preferred people-oriented approaches, appealed to the feelings of their followers, supported and strengthened them, therefore listened to what was happening and acted in a collective mood. Crisis conditions also require these. Leaders, who put emphasis on and genuinely apply tactics such as attention devoted to personal health and mental concerns, increased transparent communication and a supportive approach, empowerment, inspiration, honesty, trustworthiness, active listening, recognition, appreciation, and individualized consideration, prevail much better. Intellectual stimulation, motivation, loyalty, enforcement of adaptive physical measures to counter the effects of a health risk, and encouraging pluralistic participation for self-esteem are other critical constructs, which leaders need to pay attention to whilst driving their followers through turbulent times and circumstances. These virtues, which the participants of this study have narrated, seemed to be closer to a transformational type of leadership.

As long as the leader acts to benefit follower concerns, pursues collectivism to support performance, formulates his or her an attentive approach devoted to follower personal health and mental concerns, and successfully and effectively adheres to their needs succeed also in culminating a healthy workplace environment. Being a role model for the follower necessitates certain virtues that are visible, and, hence, measurable. Calmness, focus, reasoning, and prioritizing the WB of the follower through clear, direct, and honest approaches are amongst those virtues. As leadership-visibility and positive atmosphere is necessary for a healthy functioning organization, leaders tend use follower-oriented reinforcement methods, define and communicate change clearly, and then support the process through an empathetic approach. These leaders know that work-life balance is crucial for the state of mental and physical equilibrium of their followers and that strong and positive workplace environment is critical for performance. These leaders support the synergy and creativity of their followers. These leaders also

appreciate the fact that planning and preparation reduces stress, therefore increases follower WB.

Being aware of the need for emotion regulation, expertise and organized work, successful leaders choose to listen, share, accept, and guide. They collaborate with their followers, and inspire positivity. They are also aware of the critical importance of intellectual stimulation, collectivism, and individualized consideration to attain a performing body. Respect, trust, expertise, and communication skills for persuasion are amongst the skills of these leaders. They take risk and responsibility. They build trust and trust leads to responsible follower actions. Rationality, reasonability, and trustworthiness are the pillars of successful leadership conduct. Being passionate and altruistic, successful leaders support follower transcendence for a trusting and habitable environment. These leaders adhere to followers' emotions, empathizing with them, and delivering individualized consideration for a collective sustainable performance. Increasing followers belonging and encouraging them to take initiatives without feeling the remorse are other critical aspects of successful leadership. These leaders are cautious but open-minded.

In conclusion, although autocracy certainly has its own advantages such as instant decision-making, very limited follower resistance, avoidance or irrelevancy of rules and regulation, and time-saved in dealings with individual needs and concerns, its applicable scope has greatly diminished in today's realities. Its disadvantages far exceed its above-mentioned advantages when it comes to understanding the necessity of people-oriented style of leadership for sustainable organizational performance amidst the expanding availability of global knowledge and reach of skills.



## REFERENCES

- Antonakis, J., & Atwater, L. (2002). Leader distance: A review and a proposed theory. *The Leadership Quarterly*, 13(6), 673–704.  
[https://doi.org/10.1016/S1048-9843\(02\)00155-8](https://doi.org/10.1016/S1048-9843(02)00155-8)
- Antonakis, J., Bastardo, N., Jacquart, P., & Shamir, B. (2016). Charisma: An Ill-Defined and Ill-Measured Gift. *Annual Review of Organizational Psychology and Organizational Behavior*, 3(1), 293-319.  
doi:10.1146/annurev-orgpsych-041015-062305
- Ashforth, B. & Humphrey, R. (1995). Emotion in the Workplace: A Reappraisal. *Human Relations*, 48, 97-125 doi: 10.1177/001872679504800201.
- Averill, J. R. (1980). A constructivist view of emotion. *Theories of Emotion*, 305-339. doi:10.1016/b978-0-12-558701-3.50018-1
- Baillie, C., Smith, J., Hewison, J., & Mason, G. (2000). Ultrasound screening for chromosomal abnormality: Women's reactions to false positive results. *British Journal of Health Psychology*, 5(Part4), 377–394 doi: 10.1348/135910700168991
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. <https://doi.org/10.1037/ocp0000056>
- Barsade, S. G., & O'Neill, O. A. (2014). What's love got to do with it? A longitudinal study of the culture of companionate love and employee and client outcomes in a long-term care setting. *Administrative Science Quarterly*, 59(4), 551-598. doi:10.1177/0001839214538636

- Bass, B.M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research and management applications* (3rd ed.). New York: Free Press.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.  
doi:10.1016/0090-2616(90)90061-s
- Bass, B. M., & Avolio, B. J. (1990). Developing Transformational Leadership: 1992 and Beyond. *Journal of European Industrial Training*, 14(5).  
doi:10.1108/03090599010135122
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly*, 10(2), 181-217. doi:10.1016/s1048-9843(99)00016-8
- Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. *Review of General Psychology*, 5(4), 323–370.  
doi: 10.1037/1089-2680.5.4.323
- Baumeister, R. F., Vohs, K. D., Nathan DeWall, C., & Zhang, L. (2007). How Emotion Shapes Behavior: Feedback, Anticipation, and Reflection, Rather Than Direct Causation. *Personality and Social Psychology Review*, 11(2), 167–203. doi: 10.1177/1088868307301033

- Beal, D. J., Weiss, H. M., Barros, E., & MacDermid, S. M. (2005). An Episodic Process Model of Affective Influences on Performance. *Journal of Applied Psychology, 90*(6), 1054–1068. <https://doi.org/10.1037/0021-9010.90.6.1054>
- Bench, S. W., & Lench, H. C. (2013). On the function of boredom. *Behavioral sciences (Basel, Switzerland), 3*(3), 459–472. <https://doi.org/10.3390/bs3030459>
- Beyer, J., & Niño, D. (2002). *Culture as a source, expression, and reinforcer of emotions in organizations*. Chichester, UK: John Wiley and Sons.
- Brief, P. A., & Weiss, M. H. (2002). Organizational Behavior: Affect in the Workplace. *Annual Review of Psychology, 53*, 279-307. [doi:10.1146/annurev.psych.53.100901.135156](https://doi.org/10.1146/annurev.psych.53.100901.135156)
- Chapman, E., & Smith, J. A. (2002). Interpretative phenomenological analysis and the new genetics. *Journal of Health Psychology, 7*(2), 125-130. [doi:10.1177/1359105302007002397](https://doi.org/10.1177/1359105302007002397)
- Cellar, D.F., Sidle, S., Goudy, K., & O'Brien, D. (2001). Effects of leader style, leader sex, and subordinate personality on leader evaluations and future subordinate motivation. *Journal of Business and Psychology, 16*(1), 61-72. [doi:10.1023/A:1007887721571](https://doi.org/10.1023/A:1007887721571)
- Chen, X.-P., Eberly, M. B., Chiang, T.-J., Farh, J.-L., & Cheng, B.-S. (2014). Affective Trust in Chinese Leaders: Linking Paternalistic Leadership to Employee Performance. *Journal of Management, 40*(3), 796–819. <https://doi.org/10.1177/0149206311410604>

- Cropanzano, R., Dasborough, M. T., & Weiss, H. M. (2017). Affective events and the development of leader-member exchange. *The Academy of Management Review*, 42(2), 233–258. doi: 10.5465/amr.2014.0384
- Cunningham, J., Salomone, J., Wielgus, N. (2015). Project management leadership style: a team member perspective. *International Journal of Global Business*, 8(2), 27-54.
- Daniels, M. A., & Greguras, G. J. (2014). Exploring the nature of power distance: Implications for micro- and macro-level theories, processes, and outcomes. *Journal of Management*, 40(5), 1202–1229.  
<https://doi.org/10.1177/0149206314527131>
- D’Auria, G., & Smet, A. (2020, December 14). Leadership in a crisis: Responding to the coronavirus outbreak and future challenges. Retrieved December 16, 2020, from <https://www.mckinsey.com/business-functions/organization/our-insights/leadership-in-a-crisis-responding-to-the-coronavirus-outbreak-and-future-challenges>
- De Rivera, J., Possell, L., Verette, J. A., & Weiner, B. (1989). Distinguishing elation, gladness, and joy. *Journal of Personality and Social Psychology*, 57(6), 1015-1023. doi:10.1037/0022-3514.57.6.1015
- De Rivera, J. (1992) 'Emotional Climate: Social structure and emotional dynamics', in Strongman, K.T. (ed.) *International Review of Studies of Emotion*, Vol. 2, New York: Wiley.

- Demerouti, E., Mostert, K., & Bakker, A. B. (2010). Burnout and work engagement: A thorough investigation of the independency of both constructs. *Journal of Occupational Health Psychology*, 15(3), 209–222. <https://doi.org/10.1037/a0019408>
- Diener, E., & Diener, C. (1996). Most people are happy. *Psychological Science*, 7(3), 181–185. <https://doi.org/10.1111/j.1467-9280.1996.tb00354.x>
- Dutton, J. E., Workman, K. M., & Hardin, A. E. (2014). Compassion at work. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 277-304. doi:10.1146/annurev-orgpsych-031413-091221
- Dyczkowska, J., & Dyczkowski, T. (2018). Democratic or Autocratic Leadership Style? Participative Management and its Links to rewarding Strategies and Job Satisfaction in SMEs. *Athens Journal of Business & Economics*, 4(2), 193-218. doi:https:10.30958/ajbe.4.2.5
- Eberly, M. B., & Fong, C. T. (2013). Leading via the heart and mind: The roles of leader and follower emotions, attributions and interdependence. *The Leadership Quarterly*, 24(5), 696–711. <https://doi.org/10.1016/j.leaqua.2013.05.003>
- Erben, G. S., & Güneşer, A. B. (2007). The Relationship Between Paternalistic Leadership and Organizational Commitment: Investigating the Role of Climate Regarding Ethics. *Journal of Business Ethics*, 82(4), 955-968. doi:10.1007/s10551-007-9605-z

- Fehr, R., Fulmer, A., Awtrey, E., & Miller, J. A. (2017). The grateful workplace: A multilevel model of gratitude in organizations. *The Academy of Management Review*, 42(2), 361–381.  
<https://doi.org/10.5465/amr.2014.0374>
- Fisher, C. D. (n.d.). *Emotions at work: What do people feel and how should we measure it?* Bond University, School of Business.
- Flowers, P., Hart, G., & Marriott, C. (1999). Constructing sexual health. *Journal of Health Psychology*, 4(4), 483-495. doi:10.1177/135910539900400403
- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2(3), 300-319. doi:10.1037/1089-2680.2.3.300
- Giorgi, A., & Giorgi, B. (2003). Phenomenology. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (pp. 25–50). Sage Publications, Inc.
- Goleman, D. (1995). *Emotional intelligence: Why it can make more than IQ*. London: Bloomsbury.
- Harms, P. D., Wood, D., Landay, K., Lester, P. B., and Lester, G. V. (2018). Autocratic leaders and authoritarian followers revisited: a review and agenda for the future. *Leadership Quarterly*, 29, 105–122. doi: 10.1016/j.leaqua.2017.12.007
- Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing Conservation of Resources theory. *Applied Psychology: An International Review*, 50(3), 337–370.  
<https://doi.org/10.1111/1464-0597.00062>

- Hochschild AR. 1983. *The Managed Heart: The Commercialization of Human Feeling*. Berkeley: Univ. Calif. Press.
- Hogg, M. (2007b). Uncertainty-Identity Theory. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (pp. 39-126). San Diego, CA: Academic Press.
- doi: 10.1016/s0065-2601(06)39002-8
- Gable, P. A., Browning, L., & Harmon-Jones, E. (2016). *Affect, motivation, and cognitive scope*. In T. S. Braver (Ed.), *Motivation and cognitive control* (pp. 164–187). Routledge/Taylor & Francis Group.
- Geddes, D., & Callister, R. R. (2007). Crossing the line(s): A dual threshold model of anger in organizations. *The Academy of Management Review*, 32(3), 721–746. <https://doi.org/10.2307/20159331>
- Gibson, D. E., & Callister, R. R. (2010). Anger in organizations: Review and integration. *Journal of Management*, 36(1), 66–93.
- <https://doi.org/10.1177/0149206309348060>
- Greenleaf, R. K. (1970). *The servant as leader*. Robert K. Greenleaf Publishing Center.
- Hall, J., Johnson, S., Wysocki, A., & Kepner, K. (1). Transformational Leadership: The Transformation of Managers and Associates. *EDIS*, 2002(2). Retrieved November 21, 2020, from <https://journals.flvc.org/edis/article/view/108144>

- Ilies, R., Ryan, A. M., Huth, M., & Dimotakis, N. (2015). Explaining the links between workload, distress, and work–family conflict among school employees: physical, cognitive, and emotional fatigue. *Journal of Educational Psychology, 12*.
- Isen, A. M. (2008). *Some ways in which positive affect influences decision making and problem solving*. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of emotions* (pp. 548–573). The Guilford Press.
- Izard, C. E. (1977). *Human Emotions*. New York: Plenum Press.
- Izard, C. E. (1991). *The Psychology of Emotions*. New York, NY: Plenum Press.  
<http://dx.doi.org/10.1007/978-1-4899-0615-1>
- İnandi, Y., Uzun, A., Yeşil, H. (2016). The relationship between the principals' leadership styles and their efficacy in change management. *Journal of Educational Sciences Research, 6*(1), 191-209.  
[doi:10.12973/jesr.2016.61.10](https://doi.org/10.12973/jesr.2016.61.10).
- Janse, B. (2018). Authoritarian Leadership. Retrieved December 16, 2020, from <https://www.toolshero.com/leadership/authoritarian-leadership/>
- Jordan, P. J., & Lindebaum, D. (2015). A model of within person variation in leadership: Emotion regulation and scripts as predictors of situationally appropriate leadership. *The Leadership Quarterly, 26*(4), 594–605.  
[doi: 10.1016/j.leaqua.2015.05.004](https://doi.org/10.1016/j.leaqua.2015.05.004)



- Kammeyer-Mueller, J., Rubenstein, A., Long, D. Odio, M., Buckman, B., Zhang, Y., & Halvorsen-Ganepola, M. (2013). A Meta-Analytic Structural Model of Dispositional Affectivity and Emotional Labor. *Personnel Psychology*, *66*(1). 10.1111/peps.12009.
- Kaplan, S., Cortina, J., Ruark, G., LaPort, K., & Nicolaidis, V. (2014). The role of organizational leaders in employee emotion management: A theoretical model. *The Leadership Quarterly*, *25*(3), 563–580. doi: 10.1016/j.leaqua.2013.11.015
- Kelloway, E. K., & Barling, J. (2010). Leadership development as an intervention in occupational health psychology. *Work & Stress*, *24*(3), 260–279. <https://doi.org/10.1080/02678373.2010.518441>
- Khan, A. K., Quratulain, S., & Bell, C. M. (2014). Episodic envy and counterproductive work behaviors: Is more justice always good? *Journal of Organizational Behavior*, *35*(1), 128–144. <https://doi.org/10.1002/job.1864>
- Kiazad, K., Restubog, S. L. D., Zagenczyk, T. J., Kiewitz, C., and Tang, R. L. (2010). In pursuit of power: the role of authoritarian leadership in the relationship between supervisors' Machiavellianism and subordinates' perceptions of abusive supervisory behavior. *Journal of Research in Personality*, *44*(4), 512–519. doi: 10.1016/j.jrp.2010.06.004

- Koning, L. F., & Van Kleef, G. A. (2015). How leaders' emotional displays shape followers' organizational citizenship behavior. *The Leadership Quarterly*, 26(4), 489–501.  
doi: 10.1016/j.leaqua.2015.03.001
- Krasikova, D., Green, S., & LeBreton, J. (2013). Destructive Leadership A Theoretical Review, Integration, and Future Research Agenda. *Journal of Management*. 39(5), 1308-1338. doi:10.1177/0149206312471388.
- Kruml, S. M., & Geddes, D. (2000). Exploring the Dimensions of Emotional Labor: *The Heart of Hochschild's Work*. *Management Communication Quarterly*, 14(1), 8–49. <https://doi.org/10.1177/0893318900141002>
- Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford University Press.
- Lee, K., Duffy, M. K., Scott, K. L., & Schippers, M. C. (2018). The experience of being envied at work: How being envied shapes employee feelings and motivation. *Personnel Psychology*, 71(2), 181–200.  
<https://doi.org/10.1111/peps.12251>
- Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2015). Emotion and decision making. *Annual Review of Psychology*, 66, 799–823.  
doi: 10.1146/annurev-psych-010213-115043
- Lewin, K., & Lippitt, R. (1938). An Experimental Approach to the Study of Autocracy and Democracy: A Preliminary Note. *Sociometry*, 1(3/4), 292.  
doi:10.2307/2785585

- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created “social climates”. *The Journal of Social Psychology, 10*(2), 269-299. doi:10.1080/00224545.1939.9713366
- Li Y., Sun J. M. (2015). Traditional Chinese leadership and employee voice behavior: a cross-level examination. *Leadership Quarterly, 26*, 172–189. doi: 10.1016/j.leaqua.2014.08.001
- Malos, R. (2012). The most important leadership theories. *Annals of Eftimie Murgu University Resita, Fascicle II, Economic Studies*, 413-420. Retrieved December 16, 2020, from <http://www.analefseauem.ro/arhiva-revista/language-english/>
- McConnell, A.R., Brown, C.M., Shoda, T.M., Stayton, L.E., & Martin, C. (2011). Friends with benefits: on the positive consequences of pet ownership. *Journal of personality and social psychology, 101* (6), 1239-52.
- Melwani, S., Mueller, J. S., & Overbeck, J. R. (2012). Looking down: The influence of contempt and compassion on emergent leadership categorizations. *Journal of Applied Psychology, 97*(6), 1171–1185. <https://doi.org/10.1037/a0030074>
- Moore, H. A. (1980). *Defining leadership*. Washington, D.C.: American Association of State Colleges and Universities.
- O'Keefe, P. A., Horberg, E. J., & Plante, I. (2017). *The multifaceted role of interest in motivation and engagement*. In P. A. O'Keefe & J. M. Harackiewicz (Eds.), *The science of interest* (pp. 49–67). Springer International Publishing AG. [https://doi.org/10.1007/978-3-319-55509-6\\_3](https://doi.org/10.1007/978-3-319-55509-6_3)

- Oh, J. K., & Farh, C. I. C. (2017). An emotional process theory of how subordinates appraise, experience, and respond to abusive supervision over time. *The Academy of Management Review*, *42*(2), 207–232. doi: 10.5465/amr.2014.0347
- Ortony, A., & Turner, T. J. (1990). What's basic about basic emotions? *Psychological Review*, *97*(3), 315–331. <https://doi.org/10.1037/0033-295X.97.3.315>
- Osborn, M., & Smith, J.A. (1998). The personal experience of chronic benign lower back pain: An interpretative phenomenological analysis. *British Journal of Health Psychology*, *3*, 65-83.
- Palmer, R. E. (1969). *Hermeneutics: Interpretation Theory in Schleiermacher, Dilthey, Heidegger, and Gadamer*. Evanston, IL: Northwestern University Press.
- Pradhan, S., & Pradhan, R. K. (2015). An Empirical Investigation of Relationship among Transformational Leadership, Affective Organizational Commitment and Contextual Performance. *Vision: The Journal of Business Perspective*, *19*(3), 227-235. doi:10.1177/0972262915597089
- Reid, Kate & Flowers, Paul & Larkin, Michael. (2005). Exploring lived Experience. *The Psychologist*. *18*(1), 20-23.
- Sansone, C., Weir, C., Harpster, L., & Morgan, C. (1992). Once a boring task always a boring task? Interest as a self-regulatory mechanism. *Journal of Personality and Social Psychology*, *63*(3), 379–390. <https://doi.org/10.1037/0022-3514.63.3.379>

- Sauer, S. J. (2011). Taking the reins: the effects of new leader status and leadership style on team performance. *Journal of Applied Psychology*, 96(3), 574-587. doi:10.1037/a0022741.
- Schaeffer, L. D. (2002, October). The Leadership Journey. *Harvard Business Review*, 80(10), 42-7, 127. PMID: 12389460
- Seo, M., & Barrett, L. F. (2007). Being Emotional During Decision Making—Good or Bad? an Empirical Investigation. *Academy of Management Journal*, 50(4), 923-940. doi:10.5465/amj.2007.26279217
- Shariff, A. F., & Tracy, J. L. (2009). Knowing who's boss: Implicit perceptions of status from the nonverbal expression of pride. *Emotion*, 9(5), 631–639. <https://doi.org/10.1037/a0017089>
- Shaver, P., Schwartz, J., Kirson, D., & O'Connor, C. (1987). Emotion knowledge: Further exploration of a prototype approach. *Journal of Personality and Social Psychology*, 52(6), 1061–1086. <https://doi.org/10.1037/0022-3514.52.6.1061>
- Silvia, P. J. (2006). *Exploring the psychology of interest*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195158557.001.0001>
- Smith, J.A. (1996). Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology & Health*, 11, 261–271  
doi: 10.1080/08870449608400256

- Smith, J. (2004). Reflecting on the Development of Interpretative Phenomenological Analysis and Its Contribution to Qualitative Research in Psychology. *Qualitative Research in Psychology, 1*, 39-54 doi: 10.1191/1478088704qp004oa
- Smith, J. A., Jarman, M., & Osborn, M. (1997). Doing interpretative phenomenological analysis. *Qualitative Health Psychology: Theories and Methods*, 218-240. doi:10.4135/9781446217870.n14
- Sung, B., & Yih, J. (2016). Does interest broaden or narrow attentional scope?. *Cognition & emotion, 30*(8), 1485–1494. <https://doi.org/10.1080/02699931.2015.1071241>
- Tai, K., Narayanan, J., & McAllister, D. J. (2012). Envy as pain: Rethinking the nature of envy and its implications for employees and organizations. *The Academy of Management Review, 37*(1), 107–129.
- Thoman, D. B., Smith, J. L., & Silvia, P. J. (2011). The resource replenishment function of interest. *Social Psychological and Personality Science, 2*(6), 592–599. <https://doi.org/10.1177/1948550611402521>
- Thomas, D. L., & Diener, E. (1990). Memory accuracy in the recall of emotions. *Journal of Personality and Social Psychology, 59*(2), 291–297. doi: 10.1037/0022-3514.59.2.291
- Tian, Q., & Sanchez, Juan. (2017). Does paternalistic leadership promote innovative behavior? The interaction between authoritarianism and benevolence: Tian and Sanchez. *Journal of Applied Social Psychology, 47*. doi:10.1111/jasp.12431.

- Tracy, J. L., & Robins, R. W. (2007). The psychological structure of pride: A tale of two facets. *Journal of Personality and Social Psychology*, 92(3), 506–525. <https://doi.org/10.1037/0022-3514.92.3.506>
- Turner, D. W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. *The Qualitative Report*, 15(3), 754-760. Retrieved December 16, 2020, from <https://nsuworks.nova.edu/tqr/vol15/iss3/19>
- van der Schalk, J., Kuppens, T., Bruder, M., & Manstead, A. S. R. (2015). The social power of regret: The effect of social appraisal and anticipated emotions on fair and unfair allocations in resource dilemmas. *Journal of Experimental Psychology: General*, 144(1), 151-157. doi: 10.1037/xge0000036
- Van Kleef, G. A., & Côté, S. (2007). Expressing anger in conflict: When it helps and when it hurts. *Journal of Applied Psychology*, 92(6), 1557–1569. <https://doi.org/10.1037/0021-9010.92.6.1557>
- Vecchio, R. P. (2008). *Leadership: Understanding the dynamics of power and influence in organizations*. Notre Dame, IN: University of Notre Dame Press.
- Verbeke, W., Belschak, F., & Bagozzi, R. P. (2004). The Adaptive Consequences of Pride in Personal Selling. *Journal of the Academy of Marketing Science*, 32(4), 386–402. doi: 10.1177/0092070304267105

- Wang, H., & Guan, B. (2018). The Positive Effect of Authoritarian Leadership on Employee Performance: The Moderating Role of Power Distance. *Frontiers in psychology, 9*, 357. <https://doi.org/10.3389/fpsyg.2018.00357>
- Yammarino, F. J., Spangler, W. D., & Bass, B. M. (1993). Transformational leadership and performance: A longitudinal investigation. *The Leadership Quarterly, 4*(1), 81-102. doi:10.1016/1048-9843(93)90005-e
- Yang, L. R., Wu, K. S., Wang, F. K., & Chin, P. C. (2012). Relationships among project manager's leadership style, team interaction and project performance in the Taiwanese server industry. *Quality Quantity 46*, 207–219. doi: 10.1007/s11135- 010-9354-4
- Yukl, G. A. (2013). *Leadership in organizations*. Harlow: Pearson.
- Zorn, D. & Boler, M. (2007). Rethinking Emotions and Educational Leadership. *International Journal of Leadership in Education, 10*, 1360-31241464 doi: 10.1080/13603120601174345.



## APPENDICES

## **APPENDIX A: INTERVIEW QUESTIONS (ENGLISH VERSION)**

### ***LEADERSHIP STYLE:***

1. Can you elaborate on your organization's business activities? What is the main focus of your operations? Is your organization active also in foreign operations? Does your organization have a strong say in its field of business? Does your organization emphasize on core values? Can you please elaborate?
2. What do you think are the attributes and habits you utilized to get to where you are presently? Can you elaborate on your leadership journey and provide some examples of circumstances that were crucial through your leadership development? What were the most influential meanings in your development process? Can you elaborate on your assets and shortcomings as a leader?
3. What responsibilities do you hold today? What is your fundamental focus as a leader? Can you describe your daily routine in terms of your leadership duties and functions?
4. What is the meaning of leadership according to you? How would you define your leadership? As a leader, which are the core values you think you need to possess?
5. What are the some principal features you think every leader should retain?

### ***LEADERSHIP ATTITUDES:***

6. Can you explain your most fundamental implementation and operation processes, please? What are you doing to ensure that your strategic plans actually get implemented? What are the leadership principles that you have discovered and executed that have contributed to your successes or failures?
7. Can you elaborate on the extent of your collaboration with others? Are you more comfortable with verbal or written communication? How do you

handle disagreements with your followers? How do you respond to criticism?

8. How would you go about getting cohesion among a team who disagree? How do you measure success of your followers as a leader? What do you do when you are unsure about how to achieve the goals of your followers? How do you go about resolving conflict?
9. How do you formulate and present arguments to others? How did you handle a time when you had to make an unpopular decision? As a leader, how would you persuade people to do what you want?
10. How do you deal with people who disagree with you? How do you fix problems and cope with challenges?
11. Are you a risk taker? When was the last time you faced an unexpected setback? What happened? How did you react? When was the last time a staff member approached you with a unique idea? What did you do?
12. What is your strategic leading style, what type of working environment do you create?
13. What is your management style?

***ORGANIZATIONAL WELL-BEING:***

14. How do you emphasize the importance of organizational well-being?
15. What do you think about your organization's reinforcement methods of well-being? What are the means, if any, used by the organization for this purpose?
16. How do you manage change? How much authority do the followers have in what they do with respect to their emotional well-being?

17. What is your role in the prevention of work related stress? Can you please elaborate? What is your opinion on the work-life balance concept for your followers? How do your followers express their needs on work-life balance?

***CRISIS MANAGEMENT:***

18. Can you elaborate on your organization's alignment in coping with the pandemic-both internally and externally right now? How is this pandemic affecting the way your organization operates? How does your organization needs to evolve? How do you think you need to evolve?

19. What do you think about attaining a higher-level of theoretical expertise to be more effective in leading your followers through the current crisis? Can you elaborate please?

20. What do you think are the suitable and the most effective forms, ways, approaches, or tools you need to adopt to guide your followers during this crisis? What are the changes in your leadership attitudes because of the developing crisis?

21. How do the operational decision-making processes evolve now?

22. How do you address the immediate and long-term needs of your followers and your organization? In what way?

23. What is your most critical focus point now? How do you communicate your priorities and expectations?

24. How do you motivate your followers to action?

25. According to you, what opportunities would the current crises bring along, for you individually, and for your organization?

26. What leadership techniques do you apply to inspire deeper thinking in others? How do you encourage engagement and help to drive meaningful results for the organization?

27. What type of messages are you sending to those within your circle of influence? Are you satisfied with the type of messages that you have been communicating lately?

***DEMOGRAPHIC:***

- Age
- Gender
- Education
- Years Employed
- Years Employed at the Current Workplace
- Size in terms of Number of Employees
- Sector
- Title
- Marital Status:
- Children
- Workplace Location
- Home Location

## **APPENDIX B: INTERVIEW QUESTIONS (TURKISH VERSION)**

### ***LİDERLİK STİLİ:***

1. Kuruluşunuzun ticari faaliyetlerini detaylandırabilir misiniz? Faaliyetlerinizin ana odak noktası nedir? Kuruluşunuzun yurtdışı operasyonları da var mı? Kuruluşunuzun iş alanında güçlü bir etkisi var mı? Kuruluşunuz, müşteri odaklılık, yenilikçilik, güvenilirlik, dinamizm, duyarlılık, paylaşımcılık ve benzeri temel değerleri vurguluyor mu? Lütfen detaylandırır mısınız?
2. Şu anda bulunduğunuz yere ulaşmak için hangi nitelikleri ve alışkanlıkları kullandığınızı düşünüyorsunuz? Liderlik yolculuğunuzu detaylandırabilir ve liderlik gelişiminiz boyunca çok önemli olan bazı durumlara örnekler verebilir misiniz? Liderlik gelişim sürecinizde en etkili olaylar/süreçler nelerdi? Bir lider olarak güçlü yönlerinizi ve gelişim fırsatı olduğunu düşündüğünüz yönlerinizi detaylandırabilir misiniz?
3. Şuan ki sorumluluklarınız nelerdir? Lider olarak temel odak noktanız nedir? Günlük rutininizi liderlik görevleriniz ve işlevleriniz açısından tanımlayabilir misiniz?
4. Size göre liderliğin anlamı nedir? Liderliğinizi, liderlik stilinizi nasıl tanımlarsınız? Bir lider olarak sahip olmanız gerektiğini düşündüğünüz temel değerler nelerdir?
5. Her liderin sahip olması gerektiğini düşündüğünüz bazı temel özellikler nelerdir?

### ***LİDERLİK TUTUMLARI:***

6. En temel işletme süreçlerinizi ve uygulamalarınızı açıklar mısınız lütfen? Stratejik planlarınızın gerçekten uygulanmasını sağlamak için ne yapıyorsunuz? Başarılarınıza (veya başarısızlıklarınıza) etkisi bulunan, keşfettiğiniz ve uyguladığınız liderlik ilkeleri nelerdir?

7. Şirketteki diğer insanlarla işbirliğinizin kapsamını detaylandırır mısınız ? Sözlü iletişimde mi yoksa yazılı iletişimde mi daha rahat hissediyorsunuz? Çalışanlar ile olan anlaşmazlıkları nasıl ele alıyorsunuz? Eleştirilere nasıl tepki veriyorsunuz?
8. Aynı fikirde olmayan bir ekip arasında uyum sağlamak için ne yaparsınız? Bir lider olarak çalışanların başarısını nasıl ölçüyorsunuz? Çalışanların hedeflerine nasıl ulaşacaklarından emin olmadığımızda ne yaparsınız? Anlaşmazlıkların çözümüne nasıl yaklaşıyorsunuz?
9. Fikirleri başkalarına nasıl ifade ediyor ve sunuyorsunuz? Popüler olmayan bir karar vermek zorunda kaldığınız bir olayı hatırlayın, süreç ile bu durum ile nasıl başa çıktınız? Bir lider olarak, insanları istediğinizi yapmaya nasıl ikna edersiniz?
10. Sizinle aynı fikirde olmayan insanlarla nasıl başa çıkıyorsunuz? Sorunları nasıl çözersiniz?
11. Risk alan biri misiniz? En son ne zaman beklenmedik bir aksilikle karşılaştın? Ne oldu? Nasıl tepki verdiniz? En son ne zaman bir çalışan size özgün bir fikirle yaklaştı? Ne yaptınız?
12. Stratejik liderlik stilinizi detaylandırır mısınız, nasıl bir çalışma ortamı yaratıyorsunuz?
13. Yönetim stilinizi detaylandırır mısınız?

***ORGANİZASYONEL DUYGUSAL SAĞLIK:***

14. Organizasyonel refahın önemini nasıl vurgularsınız?
15. Kuruluşunuz organizasyonel refahı teşvik etme, pekiştirme yöntemleri hakkında ne düşünüyorsunuz?
16. Değişimi nasıl yönetiyorsunuz? Çalışanlarınız, duygusal sağlıklarının gereği için yaptıklarında ne kadar söz sahibi?

17. İşle ilgili stresin önlenmesinde nasıl bir rol oynuyorsunuz? Lütfen detaylandırır mısınız? Çalışanlarınız için iş-yaşam dengesi kavramı hakkında ne düşünüyorsunuz? Çalışanlarınız iş – yaşam dengesi için taleplerini nasıl ifade ediyorlar?

### ***KRİZ YÖNETİMİ:***

18. Kuruluşunuzun şu anda hem içeride hem de dışarıda salgınla başa çıkma konusundaki uyumu konusunda ayrıntılı bilgi verebilir misiniz? Bu salgın, kuruluşunuzun çalışma şeklini nasıl etkiliyor? Kuruluşunuzun nasıl evrim geçirmesi, değişmesi gerekiyor? Sizin nasıl evrim geçirmeniz, değişmeniz gerektiğini düşünüyorsunuz?

19. Çalışanlarınızı mevcut krizde etkili yönlendirmek, yönetmek için daha yüksek düzeyde bir teorik uzmanlık edinmeniz gerekliliği konusunda ne düşünüyorsunuz? Lütfen detaylandırır mısınız?

20. Bu kriz sırasında çalışanlarınıza rehberlik etmek için benimsemeniz gereken en uygun ve en etkili yollar, yaklaşımlar veya araçlar nelerdir? Gelişen kriz nedeniyle liderlik tutumlarınızda nasıl değişiklikler oluştu?

21. Karar verme süreçleri şimdi nasıl değişiyor?

22. Çalışanlarınız ve kuruluşunuzun acil ve uzun vadeli ihtiyaçlarını ele almak nasıl bir yol belirliyor musunuz? Ne şekilde?

23. Şu anda en kritik odak noktanız nedir? Önceliklerinizi ve beklentilerinizi çalışanlarınız ile nasıl paylaşıyorsunuz?

24. Çalışanlarınızı aksiyon almaya nasıl yönlendiriyorsunuz?

25. Size göre, kriz şirketiniz için ve sizin için ne gibi fırsatlar yarattı?

26. Başkalarında daha derin düşünmeye ilham vermek için hangi liderlik tekniklerini uyguluyorsunuz? Katılımı nasıl teşvik ediyor ve kuruluşunuz için anlamlı sonuçlar elde etmeye nasıl yardımcı oluyorsunuz?



27. Etki çevrenizdekilere ne tür mesajlar gönderiyorsunuz? Son zamanlarda ilettiğiniz mesajların türünden memnun musunuz?

***DEMOGRAFI:***

- Yaş
- Cinsiyet
- Eğitim
- İş hayatındaki toplam süre
- Mevcut iş yerindeki toplam süre
- Şirketin toplam çalışan sayısı
- Sektör
- Unvan
- Medeni Durum:
- Çocuk:
- İşyeri(niz nerede) :
- Ev(iniz nerede

**APPENDIX C: CONSENT FORM OF PARTICIPANTS  
(ENGLISH VERSION)**

**VOLUNTARY PARTICIPATION FORM**

Dear Respondent,

The objective of this study are to acquire meaning and understanding of the basic experiences and attitudes of the participants using a qualitative approach that helps the researcher to obtain and relate the specific perspectives.

This research aims to establish an overview that can measure the direct and indirect impact on the emotions in organizations of the acts and attitudes of autocratic leadership style during the crisis triggered by the COVID-19 pandemic and consider the repercussions of the challenge on the cognition of followers.

The interview questions are structured to compile records for the Organizational Psychology Master's Thesis study that is undertaken by Cem Gezgin under the guidance of Dr. Gergely Czukor.

The interview will be one hour long. The respondent's identifying details will be kept confidential and the research's results will only be utilized for empirical analysis applications. Given the effectiveness of the reliability of the report, the responses and the data provided by the respondent during the interviewing must be genuine and accurate. For the effectiveness of the reliability of the report, the responses and the data that were provided by the respondent during the interviewing must be genuine and accurate.

Participation is discretionary in this research. It is expected that no period in the survey's implementation phase would trigger any individual inconvenience. If for some instance, the respondent becomes disenchanted, he or she is entitled to stop participating in this process, without specifying the justifications.

As per the choice of the respondent, the interview can be conducted remotely. There will be an audio recording during the discussion if the respondent accepts. This is a favorite method for not to lose any vital data the respondent might

generate. Recordings will be deciphered and an evaluation of the material will be carried out. The name and surname of the respondent and the institution for which he or she works will not be revealed in the study. The information obtained from the respondent will not be utilized separately, it will be integrated into a database, and the study will be carried out as an entire.

The researcher will compile comprehensive records during the interaction and will request the respondent's agreement for the records collected if the respondent is not content with the audio recording of the discussion. The respondent is entitled to suspend the recording of the interview starts with an audio recording. Only the transcripts or discussion details will be stored with a number attained to each respondent.

If you have any more concerns or issues, please consult Dr. Gergely Czukor or me.

Thank you for your contribution.

I reviewed and acknowledged the information I was given. In this report, I acknowledge what is requested of me and I consent to willingly contribute.

I accept ( )

I do not accept ( )

I accept audio recording ( )

I do not accept audio recording ( )

Signature of the participant

.....

Cem Gezgin

Dr. Gergely Czukor

.....

.....

[cem.gezgin@bilgiedu.net](mailto:cem.gezgin@bilgiedu.net)

[gergely.czukor@bilgi.edu.tr](mailto:gergely.czukor@bilgi.edu.tr)

**APPENDIX D: CONSENT FORM OF PARTICIPANTS  
(TURKISH VERSION)**

**GÖNÜLLÜ KATILIM FORMU**

Sayın Katılımcı,

Bu çalışmanın amacı, araştırmacının belirli bakış açılarını elde etmesine ve ilişkilendirmesine yardımcı olan nitel bir yaklaşım kullanarak katılımcıların temel deneyim ve tutumlarının anlamını ve anlayışını kazanmaktır.

Bu araştırma, COVID-19 salgınının tetiklediği kriz sırasında otokratik liderlik tarzının eylem ve tutumlarının örgütlerdeki duygular üzerindeki doğrudan ve dolaylı etkisini ölçebilen bir genel bakış oluşturmayı ve zorluğun takipçilerin bilişsel algı üzerindeki etkilerini dikkate almayı amaçlamaktadır.

Görüşme soruları, Cem Gezgin'in Dr. Gergely Csukor rehberliğinde yürüttüğü Örgütsel Psikoloji Yüksek Lisans Tezi çalışmasının kayıtlarını derleyecek şekilde yapılandırılmıştır.

Görüşme bir saat sürecektir. Katılımcının kimlik bilgileri gizli tutulacak ve araştırmanın sonuçları yalnızca deneye dayalı analiz uygulamaları için kullanılacaktır. Raporun güvenilirliğinin etkililiği göz önüne alındığında, görüşme sırasında katılımcının verdiği yanıtlar ve veriler gerçek ve doğru olmalıdır. Raporun güvenilirliğinin etkililiği için, görüşme sırasında görüşmeci tarafından sağlanan yanıtlar ve veriler gerçek ve doğru olmalıdır.

Bu araştırmaya katılım isteğe bağlıdır. Anketin uygulama aşamasındaki hiçbir sürenin herhangi bir bireysel rahatsızlığı tetiklememesi beklenmektedir. Bazı durumlarda, muhatap inancını yitirirse, gerekçelerini belirtmeden bu sürece katılmayı bırakma hakkına sahiptir.

Görüşme yapılan kişinin tercihinine göre, görüşme uzaktan yapılabilir. Katılımcının kabul etmesi durumunda, tartışma sırasında bir ses kaydı olacaktır. Bu, katılımcının oluşturabileceği hayati verileri kaybetmemek için favori bir

yöntemdir. Kayıtlar deşifre edilecek ve materyalin bir deęerlendirmesi yapılacaktır. Arařtırmada katılımcının adı ve soyadı ile alıřtıęı kurum aıklanmayacaktır. Katılımcıdan elde edilen bilgiler ayrı ayrı kullanılmayacak, bir veri tabanında bütnleřtirilecek ve alıřma bir btn olarak yrtlecektir.

Arařtırmacı, etkileřim sırasında kapsamlı kayıtlar derleyecek ve katılımcı tartıřmanın sesli kaydından memnun deęilse toplanan kayıtlar iin katılımcının onayını isteyecektir. Katılımcı, ses kaydı ile gerekleřen grřmeyi durdurma hakkına sahiptir. Her bir katılımcıya atıfta bulunan bir numara verilerek sadece transkriptler veya tartıřma detayları saklanacaktır.

Daha fazla bilgi ihtiyacınız veya sorunuz varsa, ltfen Dr. Gergely Czukur'a veya bana danıřabilirsiniz. Katkınız iin teřekkr ederim.

Bana verilen bilgileri okudum ve anladım. Bu alıřmada, benden ne beklendięini anlıyorum ve gnll olarak katılmayı kabul ediyorum.

Kabul ediyorum ( )

Kabul etmiyorum ( )

Ses kaydını kabul ediyorum ( )

Ses kaydını kabul etmiyorum ( )

Katılımcının İmzası

.....

Cem Gezgin

Dr. Gergely Czukur

.....

.....

[cem.gezgin@bilgiedu.net](mailto:cem.gezgin@bilgiedu.net)

[gergely.czukur@bilgi.edu.tr](mailto:gergely.czukur@bilgi.edu.tr)

## APPENDIX E: SUPERORDINATE AND SUBORDINATE THEMES

Group	Themes	
	Superordinate	Subordinate
Leadership Style	Leadership functions	Collectivism
		Focus on emotional intelligence
	Leadership principles	Guiding, motivating and empathizing
		Happy Teams
		Intellectual stimulation
		Skillful management and administration
		Strategic focus
	Meaning of leadership	Trust, encouragement and communication
		Varying leadership characteristics are needed
		Influencing, empathizing and communicating
Inspiring, fairness and openness		
Respectability, empathy and kindness		
Transformational characteristics and attitudes		
Ethical and strategic thinking and acting		
Guiding		
Inspiring and visionary		
Personal and professional development	Workplace and its co	Value-based leadership
		Influencing
	Workplace and its co	Individualized consideration
		Humble, honest and convincing
		Diversity and well-being of others
		Experience is crucial
		Self-awareness and principles
		Transformational characteristics and attitudes
		Passion and ambition
		Team building and individualized consideration
Communication and trustworthiness		
Workplace and its co	Workplace and its co	Calmness may cause carelessness
		Importance of work-life balance
	Workplace and its co	Adaptability and empathy
		Challenge
		Being competitive and leading
		Lack of mission and vision
		Lack of employee interest
		Global operations
		Standardized quality operations
		Global operations
Local operations		
Workplace and its co	Observe core health and safety values	
	Support	

## APPENDIX E (Cont.): SUPERORDINATE AND SUBORDINATE THEMES

Group	Themes	
	Superordinate	Subordinate
Leadership Attitudes	Discussion, listening and understanding are critical	Intellectual stimulation, collectivism and individualized consideration for performance
		Respect, trust, expertise, and communication skills for persuasion.
		Taking the initiative
		Listening
		Team building and individualized consideration
	Expertise, collaboration and communication facilitate	Adherence to emotions, empathizing and individualized consideration for collective performance
		Aware of the need for emotion regulation, expertise and organized work
		Collaboration and positivity
		Collectivism
		Passionate and altruistic
Risk, leadership strategy, and responsibility alignment to create spirit	Open and frequent communication	
	Corporate aims are priority	
	Individualized consideration	
	Rationality, reasonable and trustworthiness	
	Risk, responsibility and recognition	
Trust and support for encouragement	Collaboration and support	
	Cautious but open minded	
	Communication and responsibility	
	Motivational approach	
	Supporting follower transcendence for trusting environment	
		Intellectual stimulation and encouragement
		Trust leads to responsible follower actions
		Listening, sharing, accepting and guiding
		Intellectual stimulation is prioritized
		Frivolity is not tolerated
		Increasing belonging and encouraging
		Empathy and individualized consideration

## APPENDIX E (Cont.): SUPERORDINATE AND SUBORDINATE THEMES

Group	Themes	
	Superordinate	Subordinate
Organizational Well-Being	Change and its role in well being	Define and communicate change, then support through an empathetic approach
		Collective approach to change management supports emotional well-being
		Emotional intelligence and emotion self-regulation are necessary to manage change successfully
		Appreciate and encourage diversity and change
Organizational Well-Being	Performance, work-related stress, and work-life balance go hand in hand	Change as an opportunity
		Autocracy to guarantee tedious work and functional performance, but trustworthiness and individualized consideration for work-life balance
		Work-life balance is crucial for the state of mental and physical equilibrium
		Preventing stress is a priority for a functional work environment
Organizational Well-Being	Surveys and actions are vital tools	Planning and preparation reduces stress, therefore increases well-being
		Reinforcement methods through continuous surveys for clear actions
		Follower-oriented reinforcement methods through continuous surveys for clear actions
		Open communication and individualized consideration
Organizational Well-Being	The importance of organizational well being	Leadership visibility and positive atmosphere is necessary
		Strong and positive workplace environment are critical for performance
		To support synergy and creativity, creating positive environment is crucial



## APPENDIX E (Cont.): SUPERORDINATE AND SUBORDINATE THEMES

Group	Themes	
	Superordinate	Subordinate
	Corporate alignment to the pandemic	<p>Attention devoted to personal health and mental concerns</p> <p>Adapting measures have been enforced</p> <p>Act to benefit corporate concerns</p> <p>Act to benefit follower concerns</p> <p>Active listening, recognition, appreciation and individualized consideration</p> <p>Adhering to follower needs and concerns</p> <p>Carrot and stick</p> <p>Clearly, directly and honestly</p>
	Individualized attention to the follower as well as organizational needs and concerns	<p>Empowerment, honesty, trustworthiness and collectivism</p> <p>Increased and planned communication</p> <p>Increased communication</p> <p>Initiatives taken for follower belonging</p> <p>One to one relationship management</p> <p>Open communication for motivation</p> <p>Positive messaging, but corporate benefit prioritized</p> <p>Realism through frequent communication, collectivism and follower safety are prioritized</p> <p>Status quo</p> <p>Well-being of the follower prioritized</p>
	Crisis Management	<p>Less autocracy, more transformational type of leadership</p> <p>Increased transparent communication and a supportive approach</p> <p>Empowerment, inspiration and open communication</p> <p>Pluralistic participation for self-esteem</p>
	Individualized strategic path and actions	<p>Adopting measures for corporate performance, prioritized</p> <p>Supportive and motivating approach</p> <p>Status quo</p> <p>Role modelling</p> <p>Calmness, focus and reasoning</p> <p>Not micromanaging</p> <p>Empathy and individualized consideration</p>
	Leadership techniques and messages for organizational performance	<p>Intellectual stimulation, motivation and communication</p> <p>Loyalty, communication and individualized consideration for burnout reduction</p> <p>Collectivism to support performance</p> <p>Motivational approaches are critical and need to be worked on</p> <p>Autocracy and democracy may go hand in hand</p> <p>Adapt measures for strong and frequent communication for performing results</p> <p>Vision communication</p> <p>Clear communication of issues</p> <p>Corporate needs and concerns are prioritized</p> <p>Increased interest in follower's social needs and concerns</p>

## **APPENDIX F: ETHICS COMMITTEE APPROVAL FORM**

Ethics Board Approval is available in the printed version of this dissertation.