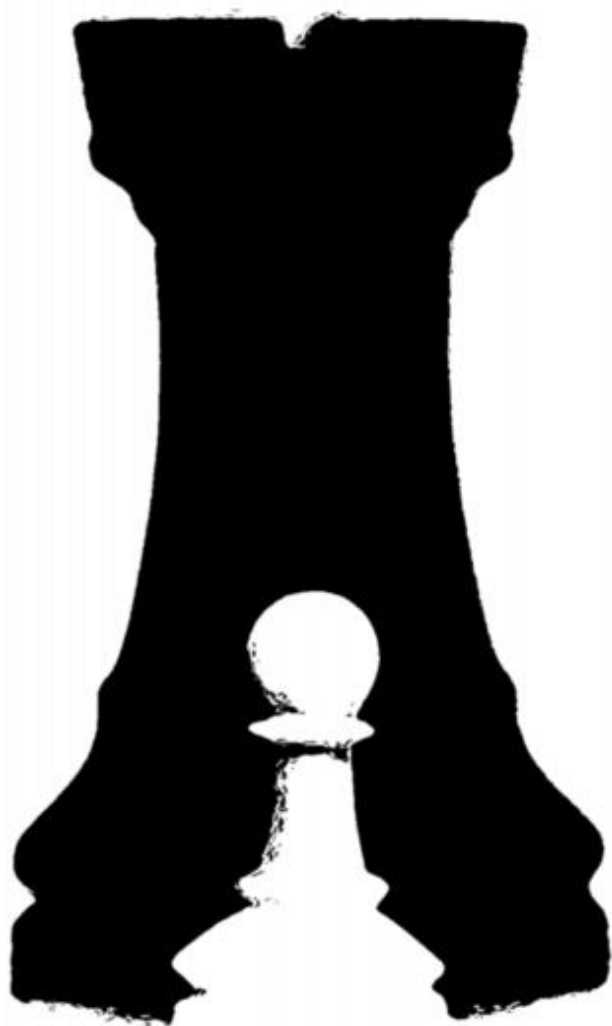


ERIK AUGUST WALTRÉ

Leading for Performance in Adversity

Managing Failure, Negative Emotions, and Self-Threats



LEADING FOR PERFORMANCE IN ADVERSITY

MANAGING FAILURE, NEGATIVE EMOTIONS, AND SELF-THREATS

Leading for Performance in Adversity
Managing Failure, Negative Emotions, and Self-Threats

Leidinggeven bij tegenslag
Het managen van falen, negatieve emoties en het zelfbeeld

Thesis

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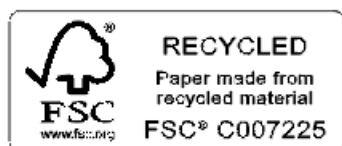
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To Odin and the pursuit of knowledge

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During lunchtime of the introductory day of my PhD, I heard this confident and eager voice from the other side of the buffet line, talking about creative dissonance with the person beside her, and I thought, 'wow – this is the type of people that are now going to be my colleagues'. I looked up and was instantly smitten by the girl

that was facing me; and I thought, ‘wow *this* is the type of person that is going to be my colleague.’ Jun, you have been there with me since day one and you have shared the highest and the lowest points of my PhD experience, as I have shared yours. Being so full of spirit, defiance, wonder, confidence, and vulnerability, you have inspired me and brought meaning to my life in more ways than I can list. It is extraordinary that we have met, and I am grateful for every day I get to spend with you. I can’t believe how lucky I am that we have found each other. Thank you for being my partner, in (re)search and in life.

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1. GENERAL INTRODUCTION

RESEARCH TOPIC

Leadership is a key determinant of follower performance (Banks et al., 2018; Hoch et al., 2018; Lemoine et al., 2019). In researching the role of leadership for follower performance, the extant leadership literature has primarily focused on how leadership interventions increase follower resources directly, e.g., through empowering leadership to increase self-efficacy, transformational leadership to increase inspirational motivation and affective displays to increase positivity (e.g., Banks et al., 2018; van Knippenberg & van Kleef, 2016). The present dissertation departs from that general approach by focusing on the challenge of increasing follower performance more indirectly – by decreasing their potential deterioration. In doing so, this dissertation carves out a novel and important research stream within the leadership literature.

The importance of this focus is perhaps best understood in light of how some followers operate in more *adverse situations*, as in situations that are stressful and perceived to risk imposing a threat to a person's goal achievement, social status, or well-being (Brunstein & Gollwitzer, 1996; Leary et al., 2009; B. Weiner, 1985). Operating in such adverse situations causes distress (Brunstein, 2000; Grandey, 2000; Leary et al., 2009; B. Weiner, 1985), which in turn harms well-being and performance (Eysenck et al., 2007; Kaplan et al., 2009; Maslach et al., 2001). In the

presence of adversity, sustainable performance – in terms of continuous effort and performance without serious detriments to personal performance and well-being – therefore constitute an important leadership challenge.

There are many jobs that involve high levels of adversity, including those with higher levels of uncertainty (e.g., jobs with higher risk and role ambiguity; Heilman et al., 2010; Rizzo et al., 1970), social anxiety (e.g., jobs with higher level of interpersonal rejection and emotional labor; Grandey & Gabriel, 2015; Vinchur et al., 1998), and experiences that elicit perceptions of inadequacy (e.g., jobs with higher levels of failure feedback; Guenther et al., 2015; Habel et al., 2021; Hunter et al., 1990). In jobs with higher adversity, working risks coming at the expense of both well-being and – paradoxically – performance. In situations of adversity, leading for performance requires of leaders to help followers deal more effectively with their perceived psychological threats, and to minimize the distress that may be evoked by it. The prevalence of adversity inherent to many jobs highlights the importance of understanding how leaders can help followers manage their adversity. Inspired by this challenge, the primary aim of this treatise is to investigate the role of leadership in assisting followers exposed to such perceived adversity.

My starting point in addressing this general challenge is to recognize the subjective nature of perceived adversity. Be it real or imaginary, if a follower perceives a situation to be more threatening to their goal achievement or status, or well-being, this is likely to cause psychological distress that harms follower performance and well-being (Kaplan et al., 2009; Motowidlo et al., 1986). The subjective nature of these psychological threats points to an opportunity for leaders to help. Leadership literature has identified an important role for leaders in shaping follower interpretations and understanding (e.g., Gioia & Chittipeddi, 1991; van Knippenberg et al., 2013). Building on this approach, I set out to investigate more specifically in what ways leaders may be effective in shaping followers'

interpretations of adverse situations. In designing the data collections for my studies, I have been inspired by the field experimental research design (Grant & Wall, 2009; Lambert et al., 2022; Shadish et al., 2002). This design is dubbed the ‘gold standard’ of organizational research methods (Antonakis et al., 2010; Eden, 2017), because of its ability to apply theory-driven interventions to solve challenges in the real world (Podsakoff & Podsakoff, 2019) with causal certainty (Eden, 2017) and over meaningful time periods (Eden, 2021; Shamir, 2011). The theoretical and empirical work of this dissertation are guided by the overarching research questions that I aim to address: what does leadership for performance in adversity look like, why does it help, and when can it be expected to be more effective?

DISSERTATION OVERVIEW

This dissertation includes five chapters in total. Chapter 1 (the present chapter) introduces the overarching theme of the dissertation and serves to give an overview of the dissertation. Chapters 2-4 constitute the main content of the dissertation and are based on extensive theory development and data collection in the field. Chapter 5 finishes with a general discussion about the most important insights derived from the dissertation, as well as a reflection on the broader implications for both researchers and practicing leaders. While chapter 2-4 all address the same overarching theme, they have been written up as freestanding research papers and can therefore be read independently from each other. For this reason, there may also be a certain level of overlap between the chapters. This dissertation is the product of my close collaboration with my doctoral advisors Bart Dietz and Daan van Knippenberg, who have advised and supervised the research project in each important step of development. To reflect the collaborative nature of this work, I will henceforth refer to our undertakings using plural (rather than singular)

pronouns.

In chapter 2, we focus on leadership to stimulate performance by influencing how followers compare with each other. Our analysis starts by acknowledging the psychological challenges raised by social comparison (Festinger, 1954) in performance situations. Research to date has identified a seemingly troublesome relationship between social comparison and performance, where social comparison often gives rise to negative dynamics in the workplace (e.g., E. M. Campbell et al., 2017; Lam et al., 2011). We contemplate the key distinction between assimilative and contrastive social comparison (as opposite ends of a singular continuum; Mussweiler, 2001a; Pelham & Wachsmuth, 1995) – which reflects the extent to which a person compares with relevant others with an underlying impression of similar performance potential – and advance theoretical arguments for why more assimilative social comparison can benefit performance. Drawing on leader sensegiving (Gioia & Chittipeddi, 1991), we advance a theory of assimilation-focused sensegiving, and argue that leaders can stimulate followers to compare with their colleagues in more assimilative ways, to the benefit of their job performance. Additionally, we argue that these effects are stronger when given to followers in a more collaborative team-contexts, because of how this helps to underscore the key message of similarity. We tested this model in a field experiment with 290 employees and their 24 leaders.

In chapter 3, we focus on the leadership challenge of helping followers deal with negative emotions. Taking stock on how the emerging literature of emotion regulating leadership (e.g., Little et al., 2012, 2016; Niven et al., 2009; Thiel et al., 2012, 2015, 2018; Toegel et al., 2013) has failed to unleash the potential promised by the performance effects of both emotions (Kaplan et al., 2009) and emotion regulation (Joseph & Newman, 2010; Naragon-Gainey et al., 2017; Webb et al., 2012), we consider mechanisms that moderate the effectiveness of emotion

regulating leadership in driving follower performance. We theorize that the effectiveness of emotion regulating leadership in driving performance is determined in important ways by follower openness to that leadership, which can be understood to involve two independent factors. First, follower potential to be influenced by the leadership, as determined by the followers' perceived level of threat; we capture this with follower performance pressure (Mitchell et al., 2018). Second, follower lack of resistance against the leadership, as determined by the followers' perceived comfortability of engaging in conversations about their negative experiences and emotions; we capture this with follower psychological safety (Edmondson, 1999). To test our hypotheses, we conducted a field experiment situated in a mentorship program in a business school (2nd year bachelor students hired by the school to mentor 1st year bachelor students during the first semester of their program) in which we evaluated when a leadership training focused on leader emotion regulating leadership given at random to half of the 25 mentors was effective at increasing the performance (all exams at the end of the semester) of their 505 mentees.

In chapter 4, we build a theoretical framework for how leaders can help prevent follower's loss of psychological resources (i.e., emotional, motivational, and attentional resources). Conservation of resources theory identifies that psychological resources can be regulated through either of the two strategies of resource building or depletion prevention (Hobfoll et al., 2018). While a large part of the extant leadership literature can be understood to speak to the issue of regulating follower resources, the primary focus of this extensive literature focuses on how leaders can build follower psychological resources (e.g., Banks et al., 2018; Hoch et al., 2018; Lord et al., 2017; Skakon et al., 2010; van Knippenberg & van Kleef, 2016). Our paper departs from this general focus in the leadership literature by developing a theoretical model for what leadership to prevent follower psychological resource depletion involves, as well as how, why and when this is

effective.

In chapter 5, we take stock of the combined insights from chapters 2-4. In this chapter, we derive the key takeaways from all three papers independently as well as the synthesis of their contribution. Finally, we reflect on the most important implications of this dissertation for both the theory and practice of leadership.

5. GENERAL DISCUSSION

In a society focused on positivity, progress, and performance, it is perhaps not surprising that the primary focus of leadership has also been on promoting that positivity (Banks et al., 2018; Hoch et al., 2018; King et al., 2009; Lord et al., 2017; van Knippenberg & van Kleef, 2016). Our focus on aversive and psychologically threatening situations identifies an alternative route to performance, however, in which leadership can increase performance by tending to those threatening experiences that may otherwise come to harm performance. As such, this dissertation departs from the extensive research on leadership to date in an important way, by centering on the challenge of leading towards performance in adversity (i.e., situations that threaten goal attainment, social status, and well-being). Adverse situations – such as those exposing followers to uncertainty, rejection, failure, stress, and the like – are likely to harm followers’ motivation and attention, at the expense of their performance. Key in those situations, then, is for leaders to alleviate that harm.

The central theme of the studies in this dissertation has to do with how leaders can help followers perform better when exposed to adversity (e.g., performance comparisons, performance pressure, and psychological resource depletion) that are so often an inherent experience in their working lives. Specifically, we have attempted to address the interconnected issues of what leadership for performance in threatening situations looks like, why it helps, and when it can be expected to be

more effective. Through a series of three studies that each build on and combine their unique theoretical perspectives, we have gained important insights into these underexplored matters. Below, we outline the main findings and contributions of each of these three studies. While each of the three studies include their own discussion of the theoretical and managerial implications specific to that study, we will conclude this dissertation with a reflection on the three studies together and identify the broader implications of this treatise for the theory and practice of leadership.

SUMMARY OF MAIN FINDINGS AND CONTRIBUTIONS

In chapter 2, we hypothesize that leaders can increase follower performance by influencing how they compare with their colleagues in a performance context. Our findings showcase the impact that more constructive performance comparisons can have on subsequent performance, and the role that leaders can play in influencing those. To the best of our knowledge, this study is the first to theorize about (and empirically demonstrate) the role that leaders can play in influencing the social comparison processes of followers, despite multiple calls for such theory. Considering the central role that social comparison plays in organizational contexts, and their important effects on both individual performance and well-being, our theory on leadership to shape social comparison holds a lot of potential for organizational progress. Our theory also holds important implications for other leadership practices that are likely to invite social comparison, such as feedback-giving, goal setting and social support, suggesting that these can all be more effective when leaders also enact leadership to shape follower social comparison.

In chapter 3, we theorize that the performance effects of emotion regulating

leadership are moderated by followers' openness to that leadership, in terms of follower performance pressure (as a measure of their potential to be influenced by the leadership) and psychological safety (as an inversed measure of their resistance to be influenced by the leadership). The findings support the notion that the effectiveness of emotion regulating leadership is determined in important ways by the follower openness to that leadership. Our study highlights the importance of considering moderation in general when studying the effectiveness of emotion regulating leadership, and the role of follower openness to this in particular. This way, chapter 3 contributes to a building a better comprehension of emotion regulating leadership, as a holistic process that is determined in important ways by both leader behaviors and follower openness to those behaviors.

Finally, in chapter 4, we develop a behavioral theoretical model on depletion preventing leadership. In this chapter, we explain that leaders can prevent follower psychological resource depletion through the combination of two behaviors: advocating understanding of depletion regulation to followers and coaching followers in the depletion regulation. Furthermore, we outline the role of resource depleting situations (i.e., as situations with higher frequency and intensity of events that can be experienced as goal threats, ego threats, and detrimental to the acceptance of such threats) in moderating the effectiveness of depletion preventing leadership. The focus on preventing depletion in chapter 4 offers an important new direction for leadership research that complements the more traditional focus in the leadership literature on building followers' resources.

IMPLICATIONS FOR LEADERSHIP THEORY AND PRACTICE

This dissertation carves out a novel – and evidently relevant, judging by the performance effects – behavioral strategy for leadership to stimulate follower performance. All three of chapters 2, 3, and 4 identify leadership behaviors that can benefit follower performance by helping followers neutralize their adverse experiences, which may otherwise risk harming their performance. By considering the role of leadership in shaping follower interpretations of their adverse experiences, this dissertation expands our understanding of the leadership role. Chapter 2 and 3 identifies specific leadership strategies, including leadership to shape interpretations of the – oftentimes distressing – performance comparisons that abound in the workplace (chapter 2) and leadership to shape interpretations of negative experiences and emotions (such as the worries and anxieties that arise from experiencing performance pressure; chapter 3). Building on these insights, chapter 4 then takes a broader approach for the sake of identifying a more wide-ranging application of leadership for performance in adversity. Additionally, chapter 4 also addresses the importance for leaders not only to assist followers in making more constructive interpretations, but to actively coach followers to become more proficient in doing it themselves. The primary implication of this dissertation, then, is to highlight the potential for leadership to stimulate performance of followers in adverse situations by helping to shape their experiences.

All three chapters also identify conditions under which these leadership behaviors can be expected to be more effective. Together, these chapters help identify the crucial role that follower openness to the leadership plays in determining when leadership can be expected to be more effective. In chapter 2, we identify the quality of the group context, as more or less collaborative, as an important characteristic of

the social climate that may either reinforce or undermine the leader message of similarity. Chapter 2 demonstrates that a (mis)alignment between the leader's message and the social context of the group can render the follower more (or less) open to taking in that message. Chapter 3 puts this issue center stage and identifies characteristics of the follower – in terms of having potential to be influenced by the leadership (i.e., level of perceived performance pressure) and being comfortable with being influenced by the leadership (i.e., level of perceived psychological safety) – that determines follower openness to receiving the leadership. Building on this concept of openness, and particularly the potential to be influenced, chapter 4 identifies more general situational characteristics that determines this potential. The primary implication for the research and practice of leadership is that the effectiveness of leadership – as a behavior – must be understood also in terms of the follower openness to that behavior. As such, this dissertation spells out the importance for considering follower openness to the leader message and demonstrates how this openness can make or break the effectiveness of leadership in stimulating the subsequent performance effects.

Having identified the importance of follower openness to the effectiveness of these leadership behaviors, chapter 2 and 3 takes steps to identify how leaders have agency in influencing that openness. Chapter 2 includes a randomly assigned mechanism that determines the social context in which the leadership is taking place, thus giving concrete evidence to the efficacy for leadership in improving leadership effectiveness by influencing the context in which it is enacted. While the empirical analysis of chapter 3 is based on naturally varying characteristics in the follower-level (i.e., psychological safety), it draws on other research to suggest the benefit for leaders to combine the focal leadership aimed at shaping interpretations of negative experiences and emotions with other forms of leadership focusing on stimulating psychological safety. These insights add to the emphasis above about

the importance to consider follower openness and highlights the notion that leaders can actively influence this openness.

The leadership outlined in chapters 2, 3 and 4 are freestanding leadership behaviors that can benefit follower performance by their own merit. Yet, we argue that they also speak to the leadership effectiveness of other leadership behaviors. The focus on leadership to shape social comparisons in chapter 2 identifies that this may benefit other forms of leadership that are likely to invite social comparison, such as feedback giving, goal setting, promotions, praise, and public recognition. Similarly, chapter 3 discusses how emotion regulating leadership may increase the effectiveness of leadership behaviors that are likely to put pressure on followers. Many leadership behaviors pressure followers (e.g., setting goals and deadlines, giving feedback, implementing incentive-systems, and imbuing meaning by stressing the positive and negative consequences of success and failure), and these behaviors may all be more effective when enacted alongside emotion regulating leadership. Finally, chapter 4 points out an interesting dynamic between depletion preventing leadership and forms of resource building leadership. A direct implication of the final proposition in chapter 4 – that the effectiveness of depletion preventing leadership is higher when the level of situational resource depletion is higher – is that forms of resource building leadership are also less effective under such circumstances. The broader implication, then, is that these leadership behaviors should not only be considered in isolation but also in their interaction with other leadership behaviors. These reflections are derived from the theory underlying chapters 2, 3 and 4, rather than from empirical evidence, and to that extent they give important direction for future research.

The central theme of adversity of this treatise speaks to a wide range of situations and experiences that the focal leadership behaviors may apply to. While the empirical settings of chapter 2 and 3 are rather narrow, in terms of the distress and

hardships invited by performance comparisons and performance pressure, each of these two chapters deliberate on the applicability of these leadership behaviors in a wider range of domains. Adding to that notion, chapter 4 identifies the concept of resource depleting situations as a more generic situational characteristic that can help to discern the applicability and expected effectiveness of these types of leadership (particularly those discussed in chapter 3 and 4) across a wider range of organizational situations. As such, while the evidence supporting the merit of the leadership behaviors promoted in this dissertation may be derived from a narrow range of situations, we see strong reasons for why they can also be applied in a wider range of situations. Further exploration by future research is needed to verify this recommendation.

As a final note, chapters 2, 3 and 4 are all written up with a strong focus on leadership behaviors. The evidence supporting the theory in both chapter 2 and chapter 3 is based on leadership trainings in field experimental designs. These designs are praised for their practical impact (Grant & Wall, 2009; Podsakoff & Podsakoff, 2019) and the ease with which they can inform – and be translated into – organizational practices (Eden, 2017). Indeed, in both chapter 2 and 3 we demonstrate how new-to-the-world leadership trainings can increase follower performance multiple months after the start of the intervention. We therefore hope that the strong evidence-based nature of these two chapters will be adopted by managers and leaders seeking to improve their own organizational practices. While chapter 4 develops a conceptual model, it involves theory that explicates the key leadership behaviors underlying the focal leadership strategy of depletion preventing leadership. It is our wish that the clear behavioral focus of this dissertation will serve to inspire and inform practicing leaders and managers – to the benefit of themselves, their followers, and the organization as a whole.

SUMMARY

The primary aim of this dissertation is to investigate what leaders can do to help followers perform better in adversity, such as failure, negative emotions, and perceptions of self-threat. In jobs with more adverse experiences, working risks coming at the expense of both well-being and – paradoxically – performance. In those situations, leading for performance requires leaders to help followers deal more effectively with adverse experiences, and to minimize the distress that may otherwise be evoked by them. The prevalence of adverse situations inherent to many jobs highlights the importance for leaders in those situations to help followers minimize the negative consequences of adversity. Inspired by this challenge, the aim of this treatise is to investigate the role of leadership in assisting followers exposed to such adversity. This dissertation comprises a programmatic research agenda that investigates how and when leaders may be effective in managing followers' experiences of adversity. Across three studies, we develop insights about how and when key leadership behaviors in these situations can be effective in stimulating follower performance.

The first study is based on the observation that social comparison can be either a source of inspiration or a source of despair, depending on how people compare. We theorize that leadership can benefit follower performance by influencing follower performance comparisons. Results from a field experiment demonstrate that a training on managing follower social comparison was effective in stimulating

follower performance but only when it was given in a context that aligned with the underlying leadership message.

In the second study, we consider the absence of performance effects in the emotion regulating leadership literature. We identify follower potential and comfortability to be influenced by emotion regulating leadership as two key factors that determine the effectiveness of emotion regulating leadership. Results from a field experiment demonstrate that a training on emotion regulating leadership only resulted in positive performance effects for followers scoring higher on either or both of those factors, as measured by performance pressure and psychological safety.

In the third study, we develop a conceptual model about how leaders can help prevent follower psychological resource depletion. In this theoretical paper, we propose that leaders can do so through the combination of two key behaviors: advocating an understanding to followers about how they can regulate their psychological resource depletion and coaching followers in their experiences of depletion regulation. We further propose that this leadership is more effective in more resource depleting situations.

SAMENVATTING

Dit proefschrift heeft als primair doel te onderzoeken wat leiders kunnen doen om volgers te helpen beter te presteren wanneer ze tegenslag (zoals falen, negatieve emoties en percepties van zelfbedreiging) ervaren. In banen met meer tegenslag is er een risico dat werken ten koste van welzijn en - paradoxaal genoeg - prestaties kan gaan. In dergelijke situaties vraagt prestatiegericht leidinggeven van leiders dat ze volgers helpen effectiever om te gaan met de negatieve ervaringen als gevolg van tegenslag, en dat ze de psychologische bezorgdheid minimaliseren die anders misschien door deze ervaringen zou kunnen ontstaan. Het feit dat tegenslag in veel banen een onvermijdbare realiteit is, toont het belang voor leiders aan om volgers in dergelijke situaties te helpen de negatieve consequenties van tegenslag te minimaliseren. Met deze uitdaging in het achterhoofd richten we ons in deze verhandeling hoofdzakelijk op het onderzoeken van de leiderschapsrol bij het helpen van volgers wanneer die met dergelijke tegenslagen te maken krijgen. Dit proefschrift bevat een programmatische onderzoeksagenda die onderzoekt hoe en wanneer leiders effectief kunnen zijn in het omgaan met tegenslagen die volgers ervaren. In drie studies ontwikkelen we inzichten over hoe en wanneer belangrijk leiderschapsgedrag in deze situaties effectief kan zijn bij het stimuleren van de prestaties van volgers.

Het eerste onderzoek is gebaseerd op de waarneming dat sociale vergelijking ofwel een inspiratiebron ofwel een bron van ontreddeering kan zijn, afhankelijk van hoe

mensen zich onderling vergelijken. We stellen dat leiderschap de prestaties van volgers kan helpen door de prestatievergelijkingen van volgers te beïnvloeden. Resultaten uit een veldexperiment laten zien dat een training over het omgaan met sociale vergelijking door volgers effectief is in het stimuleren van de prestaties van volgers, maar alleen wanneer deze training wordt gegeven in een context die aansluit bij de onderliggende boodschap van leiderschap.

Het tweede onderzoek wordt gedreven door de afwezigheid van prestatie-effecten in de literatuur over emotieregulerend leiderschap. Het potentieel en comfort van volgers die zouden kunnen worden beïnvloed door emotieregulerend leiderschap, identificeren we als twee belangrijke factoren die de effectiviteit van emotieregulerend leiderschap bepalen. Resultaten uit een veldexperiment laten zien dat een training over emotieregulerend leiderschap alleen positieve prestatie-effecten oplevert voor volgers die hoger scoren op één van deze of beide factoren, zoals gemeten door de variabelen prestatiedruk en psychologische veiligheid.

In het derde onderzoek ontwikkelen we een conceptueel model over hoe leiders kunnen helpen om te voorkomen psychologische hulpbronnen van volgers door tegenslag uitgeput raken. In dit artikel ontwikkelen we een theorie waarin we stellen dat leiders dit kunnen doen door twee belangrijke gedragingen te combineren: volgers aansporen kennis op te doen over hoe ze hun uitputting van psychologische hulpbronnen kunnen reguleren en volgers coachen in hoe zij het reguleren van deze uitputting ervaren. We stellen bovendien dat dit leiderschap effectiever is in situaties waar meer uitputting van hulpbronnen optreedt.

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Erik's research interests include the design, facilitation and evaluation of novel leadership trainings, in the pursuit of achieving excellence in performance and wellbeing. As a secondary focus, Erik is interested in the role of leadership in adversity. Erik has also been involved in several industrial research collaborations, and his leadership trainings have been implemented in several companies across countries and industries. Erik has presented his work at key conferences, such as the Academy of Management Annual meeting. Erik is currently working as an Assistant Professor in the department of the People & Organisations Department of Neoma Business School.

AUTHOR'S PORTFOLIO

CONFERENCE PAPERS:

Waltré, E. A., Dietz, B., Van Knippenberg, D. (June, 2017) Sales Leadership as the Leadership of Perseverance? Global Sales Science Institute (GSSI), Port Louis, Mauritius.

Waltré, E. A., Dietz, B., Van Knippenberg, D. (August, 2018) Sales Leadership as the Leadership of Perseverance? Academy of Management annual meeting (AOM). Chicago, Illinois.

Waltré, E. A., Dietz, B., Van Knippenberg, D. (November, 2019) *The role of open communication for managing followers' emotion regulation: A field experiment.* Werkgemeenschap van onderzoekers in de Arbeids- & Organisationspsychologie (WAOP), Amsterdam, The Netherlands.

CONFERENCES ATTENDANCE AND INVITED SESSIONS

Global Sales Science Institute (GSSI) 2017, Port Louis, Mauritius

New Directions in Leadership Research (NDLR) 2017, Fontainebleau, France

Thought Leadership in the Sales Professions 2017, HEC PARIS, France

Academy of Management Annual Meeting (AOM) 2018. Chicago, USA

New Directions in Leadership Research (NDLR) 2018, RSM, The Netherlands

Academy of Management Annual Meeting (AOM) 2019, Boston, USA

Werkgemeenschap van onderzoekers in de Arbeids- & Organisationspsychologie (WAOP), 2019, Amsterdam, The Netherlands

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Publishing Strategy

English

TEACHING

RSM: Teaching assistant and workshop instructor

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Current issues in Human Resource Management 2016-2019

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Supervision

NEOMA Business School, M.Sc. International Project Development
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